APPLICATION FOR ADMISSION AND FINANCIAL AID

www.nyu.edu/gsas
Message from the Dean

The paths of human possibility for students, as they create and recreate their lives, make this an exciting time for the Graduate School of Arts and Science at New York University. As advocates for advanced inquiry and creativity, we greatly prize the curious and exceptionally competent student.

We value this moment to introduce students and others to the intellectual vision of the Graduate School and the programs and faculty that embody that vision. The bulletin’s offerings demonstrate that graduate schools are the intellectual nerve center of the modern university. Graduate schools make groundbreaking discoveries, investigate ideas old and new, and prepare the next generation of scholars, researchers, thinkers, and teachers. As a matter of fact, New York University was a pioneer in graduate education. In 1866, New York University became the second university in the United States to offer an earned doctorate. In 1886, it formally opened a graduate division. Today, the Graduate School of Arts and Science (GSAS) houses 45 programs that offer doctoral and master’s degrees and enrolls 4,100 students annually. The pioneering continues.

As we chart the course of our Graduate School for a new century, we must fuse the strengths of today with a vision of tomorrow’s possibilities. To achieve this fusion, GSAS calls on the abundant creative energies of New York City. Even more important, the Graduate School draws on the extraordinary New York University faculty to work with students to become intellectual leaders—no matter what career they might eventually choose. Graduate education depends first and foremost on an institution’s faculty and students, on the brains that power the school.

Buoyed by its city, rooted in its faculty, the Graduate School of Arts and Science shares this bulletin with those who seek a range of graduate degrees, a balance of disciplinary and interdisciplinary work, and the core values of intellectual communities: rigorous inquiry, lifelong discovery of ideas, and a commitment to the ethics of scholarship.

Sincerely,

Catharine R. Stimpson
Dean, Graduate School of Arts and Science
 Graduate School of Arts and Science

ANNOUNCEMENT FOR THE 116TH AND 117TH SESSIONS

Application for Admission and Financial Aid

NEW YORK UNIVERSITY
WASHINGTON SQUARE, NEW YORK, NEW YORK 10003

WEB SITE: www.nyu.edu/gsas
Administration

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Assistant Dean for Student Affairs and Academic Services

Graduate Departments

Anthropology, Professor Fred R. Myers, Chair
Biology, Professor Philip Furmanski, Chair
Biomaterials Science, Professor Racquel Zapanta LaGeros, Chair (Interim)
Chemistry, Professor Nicholas E. Geacintov, Chair
Cinema Studies, Associate Professor Chris Straayer, Chair
Classics, Professor Michael Peachin, Chair
Comparative Literature, Professor Kristin Ross, Chair
Computer Science, Professor Margaret H. Wright, Chair
Economics, Professor Douglas Gale, Chair
English, Professor John D. Guillery, Chair
Institute of Fine Arts, Professor James R. McCredie, Director
French, Professor Thomas Bishop, Chair
Germanic Languages and Literatures, Professor Avital Ronell, Chair
Hebrew and Judaic Studies, Professor Lawrence H. Schiffman, Chair
History, Professor Mary Nolan, Chair
Italian Studies, Professor John Freccero, Chair
Journalism and Mass Communication, Associate Professor Jay Rosen, Chair
Linguistics, Professor Anna Szabolcsi, Chair
Mathematics, Professor Joel H. Spencer, Chair
Middle Eastern Studies, Professor Michael Gilissen, Chair
Music, Professor Gage Averill, Chair
Neural Science, Professor Dan H. Samis, Director
Performance Studies, Professor Diana Taylor, Chair
Philosophy, Professor Paul Boghossian, Chair
Physics, Professor Allen Minin, Chair
Politics, Associate Professor Anna L. Harvey, Chair
Psychology, Associate Professor Martisa Carrasco, Chair
Russian and Slavic Studies, Associate Professor Eliot Borenstein, Chair
Sociology, Professor Kathleen Gerson, Chair
Spanish and Portuguese Languages and Literatures, Associate Professor Kathleen A. Ross, Chair

Interdisciplinary Programs

Africana Studies, Professor Manthia Diawara, Director
American Studies, Professor Andrew Ross, Director
Atmosphere Ocean Science, Associate Professor Richard Kleeman, Director
Basic Medical Sciences, Associate Dean Joel D. Oppenheim, Director
Biological, Oral, Professor Andrew I. Spielman, Director
Biomedical Sciences, Professor Terry Ann Krulwich, Director
Culture and Media, Professor Faye Ginsburg, Director
Environmental Health Sciences, Professor Max Costa, Director
European Studies, Professor Martin A. Schwartz, Director
French Studies, Professor Edward Berenson, Director
Hellenic Studies, Professor Phillip T. Mitsis, Director
Humanities and Social Thought, Robin Nagle, Director
Latin American and Caribbean Studies, Professor George Yudice, Director
Law and Society, Associate Professor Christine B. Harrington, Director
Museum Studies, Bruce J. Altshuler, Director
Near Eastern Studies, Associate Professor Timothy P. Mitchell, Director
Psychotherapy and Psychoanalysis, Adjunct Clinical Professor Lewis Aron, Director
Religious Studies, Professor Elliot R. Wolfson, Director
The Graduate School of Arts and Science was founded in 1886 by Henry Mitchell MacCracken, a professor of philosophy and logic and vice chancellor at New York University. MacCracken believed that universities should respond to the needs of modernity by giving unprecedented priority to advanced research and professional training. Guided by MacCracken’s vision, New York University became the second university in America to award a Ph.D. on the basis of academic performance and examination.

In addition to the emphasis on excellence in research, MacCracken recognized the urban environment as both source and inspiration for academic life. He believed that the University’s best interests lay in its interactions with the city. By the early 1900s, the Graduate School had introduced courses concerned with major global issues, and the curriculum reflected movement toward progressive values.

MacCracken’s new vision of graduate training attracted ever-growing numbers of young women and men to doctoral programs. The first female graduate students entered the University in 1888. Today, women constitute over half of the 4,100 master’s and Ph.D. graduate students enrolled in 45 departments, institutes, programs, and interdisciplinary research areas.

Mirroring the cultural diversity of New York City, the Graduate School of Arts and Science is an urban, diverse, and internationally focused major research center, with students from more than 100 countries. The Graduate School still honors the ideal expressed by Albert Gallatin, the University’s first president, who articulated the institution’s primary goal: “A private university in the public service.”
Libraries of New York University

Nine distinct libraries at the University contain over 4.4 million volumes.

The Elmer Holmes Bobst Library and Study Center is one of the largest open-stack research libraries in the nation. Designed for easy access, the library has more than 3 million books and journals, plus microforms, video- and audiotapes, and other materials located in stacks where students are free to browse. The library also has hundreds of study carrels interspersed among the book stacks plus five major reading rooms; up to 3,500 students may comfortably study here at any one time. The stacks are open until midnight and study areas on the A and B levels are open 24 hours a day during the academic year, except on University holidays. The library has networked carrels for personal laptop access to research materials and the Internet. Laptop computers are also available for use in the library.

Among the noteworthy collections of Bobst Library are those in American and English literature and history, economics, education, science, music, United Nations documents, Near Eastern and Ibero-American languages and literatures, and Judaica and Hebraica. Specialized services include the Business Reference Center; the Avery Fisher Center for Music and Media; the Tamiment Library on the history of radicalism; the Robert F. Wagner Archives on the history of the New York City labor movement; the New York University Archives; and the Fales Library and Special Collections, featuring English and American literature since 1750, the Berol Collection of Lewis Carroll materials, the Downtown Writers Collection, and numerous rare books and manuscripts.

A computerized catalog, known as BobCat for Bobst Library Catalog, provides access to the libraries’ holdings, including electronic journals, databases, and texts. It may be searched in any of the University libraries or over the Internet. Students can also connect from computer workstations in the library or from home to thousands of electronic journals, texts, and periodical databases through the library’s Web site at www.nyu.edu/library/bobst.

BobCat also provides access to items in the consortium institutions New School University, Parsons School of Design, Mannes College of Music, Cooper Union for the Advancement of Science, and the New York School of Interior Design. The New York University student ID card automatically admits students and provides borrowing privileges at each of these libraries.

Bobst Library subject specialists are available to consult with graduate students regarding their research needs and can provide specialized instruction ranging from assistance in using various electronic resources to beginning comprehensive research for a doctoral dissertation. Additionally, an interlibrary loan service is available that can supplement students’ library research needs with materials from around the world.

The University’s location within the larger landscape of New York City opens the door to an array of world-class research institutions, archives, and collections situated in the metropolitan area. Foremost among them for graduate research are the holdings of the New York Public Library in all its divisions of the humanities, sciences, and social sciences. Other renowned resources include the Metropolitan Museum of Art, the American Academy of Arts and Letters, the National Archives (Northeast Region), the American Institute of Physics, the American Museum of Natural History, the Schomburg Center for Research in Black Culture (NYPL), the Asia Society, the Hispanic Society of America, and the National Museum of the American Indian, as well as the very many research centers, laboratories, medical schools, and universities in the region. Graduate students may obtain a METRO card from the Library for access to other libraries in the New York City area for materials not in the Bobst collections or at the New York Public Library. NYU is a member of the Research Libraries Group (RLG), which entitles NYU students and faculty to use the libraries of other RLG institutions in the United States and Canada, e.g., Yale, Penn State, and Brown Universities.

The Law Library contains over 754,000 volumes and is strong in a variety of areas, including legal history, biography, jurisprudence, and copyright, taxation, criminal, labor, business, and international law (including primary source materials of the United Nations and the European Union), plus emerging legal specialties such as urban affairs, poverty law, and consumerism.

The Frederick L. Ehrman Medical Library at the Medical Center contains more than 160,000 volumes, 2,500 periodicals, computer software, and audiovisuals.

The John and Bertha E. Waldmann Memorial Library at the College of Dentistry contains nearly 38,000 bound volumes and 1,000 periodicals, computer software, and audiovisuals as well as one of the largest collections of rare books on dentistry in the country, including the Weinberger Collection, the Blum Collection, and the Mestel St. Apollonia Collection.

The Courant Institute of Mathematical Sciences Library has a highly specialized research collection of over 66,000 volumes in mathematics, computer science, and physics.

The Stephen Chan Library of Fine Arts is a reference collection of over 148,000 volumes in the history of art of all periods, classical archaeology, and the conservation of paintings and sculpture.

The Conservation Center Library supports the research and curricular needs of the Conservation Center of the Institute of Fine Arts. It is a highly specialized, noncirculating collection on the study of the technology and conservation of works of art and historic artifacts. It includes approximately 14,000 volumes and 220 periodicals.

The Jack Brause Library of the Real Estate Institute provides a unique reference and research resource
of 1,600 volumes about the New York real estate market for students and real estate professionals.

The Ettinghausen Library at the Hagop Kevorkian Center is a non circulating reference collection, the majority of which is included in BobCat. The collection also includes representative area newspapers in Arabic, Persian, Turkish, Hebrew, and English.

In addition to the libraries listed above, other academic resources at New York University include the Grey Art Gallery and the New York University Art Collection.

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 6,000 works in a wide range of media. The collection is comprised primarily of late-19th-century and 20th-century works; its particular strengths are American painting from the 1940s to the present and 20th-century European prints. A unique segment of the NYU Art Collection is the Ben and Abby Weed Grey Collection of Contemporary Asian and Middle Eastern Art, which totals some 1,000 works in various media representing countries from Israel to Japan.

For more information on the Grey’s exhibitions, programs, and hours of operation, visit the Web site at www.nyu.edu/greyart or call (212) 998-6780.

The Larger Campus

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

The Faculty of Arts and Science, which serves both the undergraduate College of Arts and Science and the Graduate School of Arts and Science, includes recipients of the Nobel Prize, the John Guggenheim Fellowship, the John D. and Catherine T. MacArthur Award, and the Howard Hughes Investigatorship, among others. Many prominent faculty members are editors of scholarly journals and scientific and literary reviews. Faculty frequently consult for a wide range of organizations, including the United Nations, the World Bank, the National Institutes of Health, and the World Health Organization, as well as international agencies and governments.

The on-line publication Faculty Profiles (www.nyu.edu/fas/faculty/profile) presents a comprehensive description of the faculty, including research interests, academic achievements, publications, and distinguished awards.

Students come to the Graduate School of Arts and Science from more than 200 undergraduate institutions, 100 foreign countries, and all 50 of the United States. Each year the student body totals approximately 4,100 students who are enrolled in master’s or Ph.D. programs.

Professors, staff, and administrators in the University, the Graduate School of Arts and Science, and departments guide students through their graduate school experience and help their years here to be as fruitful and rewarding as possible. Within each department, the student’s adviser, the director of graduate studies, the chair, and the department’s administrative staff work collaboratively with each student so that she or he can meet departmental requirements effectively and efficiently.

Whether attending seminars, doing research, or writing their theses, students work closely with their faculty advisers who encourage and guide their progress. Many students are also appointed as teaching assistants or instructors. New York University has a serious commitment to teaching, and a core curriculum in the College of Arts and Science, the Morse Academic Plan, expands the teaching opportunities for our students.

Students who earn a degree from the Graduate School of Arts and Science are in an exceptionally strong position for employment in academia, the private sector, nonprofit organizations, or government. Recent graduates have university appointments at Yale, Stanford, Rice, Brown, and Boston Universities, UCLA, and Swarthmore College, among others.

A Private University

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

The University is committed to a policy of equal treatment and opportunity in every aspect of its relations with its faculty, students, and staff members, without regard to age, citizenship status, color, disability, marital or parental status, national origin, race, religion, sex, or sexual orientation.

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 Sharon Weinberg, Vice Provost for Faculty Affairs, New York University, Elmer Holmes Bobst Library, 70 Washington Square South, Room 1202, New York, NY 10012-1091; (212) 998-2370. Inquiries may also be referred to the director of the Office of Federal Contract Compliance, U.S. Department of Labor.
ACADEMIC YEAR 2001-2002

Fall Term

September 2001
3 Monday
University holiday: Labor Day
5 Wednesday
First day of classes
14 Friday
Final dissertations due in the Office of Student Affairs and Academic Services for September 2001 degrees

October 2001
1 Monday
Applications for Graduate School of Arts and Science Foreign Language Proficiency Examination due in the Office of Student Affairs and Academic Services
7 Sunday
Graduation application deadline via TorchTone, (212) 995-4747, for January 2002 degrees

November 2001
1 Thursday
Application deadline for spring 2002 admission (see application at the back of this bulletin for details)
2 Friday
Graduate School of Arts and Science Foreign Language Proficiency Examination
22 Thursday-24 Saturday
Thanksgiving recess

December 2001
7 Friday
Preliminary dissertations due in the Office of Student Affairs for Academic Services for January 2002 degrees
12 Wednesday (runs on a Thursday schedule)
Last day of classes; legislative day*
13 Thursday
Reading day
18 Friday
Fall semester examination period begins
21 Friday
Fall semester examination period ends
22 Saturday
Winter recess begins

*All Thursday classes will meet on Wednesday, December 12. Therefore, Wednesday classes do not meet on this day.

Spring Term

January 2002
3 Monday
University offices reopen
4 Friday
Application deadline for fall 2002 admission with financial aid (see application at the back of this bulletin for details)
18 Friday
Final dissertations due in the Office of Student Affairs and Academic Services for January 2002 degrees
21 Monday
University holiday: Martin Luther King Day
22 Tuesday
First day of classes

February 2002
3 Sunday
Graduation application deadline via TorchTone, (212) 995-4747, for May 2002 degrees
4 Monday
Applications for Graduate School of Arts and Science Foreign Language Proficiency Examination due in the Office of Student Affairs and Academic Services
18 Monday
University holiday: Presidents’ Day

March 2002
1 Friday
Graduate School of Arts and Science Foreign Language Proficiency Examination
11 Monday
Spring recess begins
15 Friday
Preliminary dissertations due in the Office of Student Affairs and Academic Services for May 2002 degrees
16 Saturday
Spring recess ends

April 2002
21 Sunday
Founders Day

May 2002
Date to be announced
Graduate School of Arts and Science Convocation
2 Friday
Final dissertations due in the Office of Student Affairs and Academic Services for May 2002 degrees
6 Monday
Last day of classes
7 Tuesday
Reading day
8 Wednesday
Spring semester examination period begins
13 Wednesday
Spring semester examination period ends
16 Thursday
New York University Commencement

Summer Session

May 2002
20 Monday
Summer session I begins
27 Monday
University holiday: Memorial Day

June 2002
16 Sunday
Graduation application deadline via TorchTone, (212) 995-4747, for September 2002 degrees
28 Friday
Summer session I ends

July 2002
1 Monday
Summer session II begins
4 Thursday
University holiday: Independence Day
8 Monday
Applications for Graduate School of Arts and Science Foreign Language Proficiency Examination due in the Office of Student Affairs and Academic Services
August 2002
2 Friday
Preliminary dissertations due in the Office of Student Affairs and Academic Services for September 2002 degrees
9 Friday
Graduate School of Arts and Science Foreign Language Proficiency Examination
9 Friday
Summer session II ends

ACADEMIC YEAR 2002-2003

Fall Term
September 2002
2 Monday
University holiday: Labor Day
4 Wednesday
First day of classes
13 Friday
Final dissertations due in the Office of Student Affairs and Academic Services for September 2002 degrees

October 2002
6 Sunday
Graduation application deadline via TorchTone, (212) 995-4747, for January 2003 degrees
7 Monday
Applications for Graduate School of Arts and Science Foreign Language Proficiency Examination due in the Office of Student Affairs and Academic Services

November 2002
1 Monday
Graduate School of Arts and Science Foreign Language Proficiency Examination
28 Thursday-30 Saturday
Thanksgiving recess

December 2002
6 Friday
Preliminary dissertations due in the Office of Student Affairs and Academic Services for January 2003 degrees
11 Wednesday (runs on a Thursday schedule)
Last day of classes; legislative day*
12 Thursday
Reading day
13 Friday
Fall semester examination period begins

20 Friday
Fall semester examination period ends
21 Saturday
Winter recess begins

*All Thursday classes will meet on Wednesday, December 11. Therefore, Wednesday classes do not meet on this day.

Spring Term
January 2003
2 Thursday
University offices reopen
6 Monday
Application deadline for fall 2003 admission with financial aid (see application at the back of this bulletin for details)
17 Friday
Final dissertations due in the Office of Student Affairs and Academic Services for January 2003 degrees
20 Monday
University holiday: Martin Luther King Day
21 Tuesday
First day of classes

February 2003
2 Sunday
Graduation application deadline via TorchTone, (212) 995-4747, for May 2003 degrees
3 Monday
Applications for Graduate School of Arts and Science Foreign Language Proficiency Examination due in the Office of Student Affairs and Academic Services

March 2003
7 Friday
Graduate School of Arts and Science Foreign Language Proficiency Examination
17 Monday
University holiday: Presidents’ Day

April 2003

May 2003

Date to be announced
Graduate School of Arts and Science Convocation
2 Friday
Final dissertations due in the Office of Student Affairs and Academic Services for May 2003 degrees
5 Monday
Last day of classes
6 Tuesday
Reading day
7 Wednesday
Spring semester examination period begins
14 Wednesday
Spring semester examination period ends
15 Thursday
New York University Commencement

Summer Session
May 2003
19 Monday
Summer session I begins
26 Monday
University holiday: Memorial Day

June 2003
15 Sunday
Graduation application deadline via TorchTone, (212) 995-4747, for September 2003 degrees
27 Friday
Summer session I ends
30 Monday
Summer session II begins

July 2003
4 Friday
University holiday: Independence Day

August 2003
1 Friday
Preliminary dissertations due in the Office of Student Affairs and Academic Services for September 2003 degrees
8 Friday
Graduate School of Arts and Science Foreign Language Proficiency Examination

September 2003
8 Friday
Summer session II ends
The Program in Africana Studies offers a multicontinental and interdisciplinary approach to the study of black culture, literature, and politics. The Master of Arts program prepares students for further research leading to the Ph.D. degree in history, literature, American studies, anthropology, political science, sociology, and cinema studies, and for careers in education, cultural institutions, and public affairs. Students may choose one of two tracks: Pan-African history and thought or black urban studies.

**Faculty**


Francophone Caribbean literature; comparative Caribbean literature; translation from French to English.

**Manthia Diawara**, Professor, Comparative Literature (Africana Studies); Director, Program in Africana Studies. Ph.D. 1985 (comparative literature), Indiana; M.A. 1978 (literature), B.A. 1976 (literature), American.

Black American film; literary and cultural studies; black film in Africa and Europe.

**AFFILIATED FACULTY**


Urban sociolinguistics; African American vernacular English; language and culture in the Caribbean.


The African diaspora; Islam in West Africa; African-American social movements; Islam in the Americas; Islamic Iberia; slavery, colonialism, liberation.

**Ed Guerrero**, Associate Professor, Cinema Studies. Ph.D. 1989 (ethnic studies), California (Berkeley); M.F.A. 1972 (filmmaking), San Francisco Art Institute; B.A. (English), San Francisco State.

Black film criticism, history, and theory; cinematic aesthetics of “difference”; critical economies of emergent cinemas; fantastic otherness in sci-fi and horror.


U.S. and African American history; the African diaspora; urban studies.


Race, gender, and class in American culture; black popular expression; urban history and music; media and cultural studies.


Politics of representation; vernacular modernisms; cinema and society; African American and African literature; cultural symbolism; African diaspora film and literature; cultural criticism; modernism and aesthetics.

**OTHER AFFILIATED FACULTY**

Gerard L. Aching, Spanish and Portuguese Languages and Literatures; Awam Amkpa, Tisch School of the Arts; Thomas O. Beidelman, Anthropology; Derrick Bell, School of Law; Kamau Brathwaite, Comparative Literature; Paulette Caldwell, School of Law; Arlene Dávila, Anthropology (American Studies); David Dent, Journalism and Mass Communication; Angela Dillard, Gallatin School of Individualized Study; Troy Duster, Sociology; Gerard Fergusson, Robert F. Wagner Graduate School of Public Service; Ada Ferrer, History; Martha Hodes, History; Richard Hull, History; Adelbert H. Jenkins, Psychology; Walter Johnson, History; Barbara Krauthamer, History; Paule Marshall, English; Elizabeth McHenry, English; Fred Moten, Performance Studies; Pamela Newkirk, Journalism and Mass Communication; Ngigi wa Thiong’o, Comparative Literature; Yaw Nyarko, Economics; Jeffrey Sammons, History; Mary Schmidt-Campbell, Tisch School of the Arts; John Singler, Linguistics; Robert Stam, Cinema Studies.
Program and Requirements

Admission: Students are expected to have a broad background in black studies, African studies, or Caribbean studies. A proficiency in at least one foreign language (African or European) is desired of students opting for the Pan-African track.

MASTER OF ARTS

Students are required to satisfactorily complete 32 points of graduate course work. In their first semester, they must take the core introductory Proseminar in Black History and Culture (4 points). Students then must take 20 points in their particular area of study or track (those who elect to write a thesis count the 8 points of their thesis toward these 20 points). The remaining two courses or 8 points are taken outside the track.

To qualify for the M.A. degree, students must either write a thesis or take a comprehensive (oral or written) examination at the conclusion of their final semester of work. Internships in black institutions in New York City (such as museums, etc.) may be taken for 4 points. Students are assigned advisers who will assist in arranging courses for their area of study and in the supervision of their thesis or comprehensive exam.

Courses

Proseminar in Black History and Culture G11.2000 Core requirement. 4 points.
Introduces incoming M.A. students in the Program in Africana Studies to significant areas and topics of research as well as the primary methods of inquiry that have defined the study of black culture and history since the mid-19th century. Topics include Pan-Africanism, the Harlem Renaissance, black migration, black feminism, and black cultural studies.

Ethnography and the Global City G11.2102 4 points.
Introduces students to the theory and practice of ethnographic research in contemporary urban settings. Particular emphasis is directed toward examining theoretical and methodological issues associated with the study of complex “global” cities. How, for example, do we frame and investigate questions of cultural identity, social inequality, and political agency in cities that are nodal points in the transnational circulation of capital, commodities, labor, and cultural forms?

Topics in Postcoloniality G11.2645 4 points.
Explores and interrogates the notion of the “postcolonial” in relation to certain key aspects of contemporary African and/or Caribbean societies, cultures, and histories. Individual areas of investigation include theories of Africa and Africans, Caribbean literary theory, modern postcolonial theory and its applicability and relevance to recent developments in the African continent and its diaspora, new identity formations, African and Caribbean cultural studies, nationalism and the nation-state, creolization, and theories of resistance.

African Literature and Culture G11.2803 4 points.
Deals with ethnicity, identity, and the nation-state in African literature. Analyzes the connections between storytelling and inclusion in history and shows that African attempts to narrate identity, religious belonging, and nationalism are pursuits of historical recognition. Crucially, it explores these definitions and their power to bring Africans into relation with historicity.

Locations of Africa G11.2964 4 points.
Focuses on specific regions and peoples on the African continent, providing in-depth historical, anthropological, sociological, and aesthetic considerations of their cultures and forms of social organization—as well as how they have been constructed, classified, and otherwise misread by Western ethnographers and anthropologists.

A representative sample—not an exhaustive list—of affiliated courses in other departments follows.

ANTHROPOLOGY

World Cultures: Afro-America G14.1320 4 points.
Urban Anthropology G14.2345 4 points.

CINEMA STUDIES

Third World Cinema H72.1107 4 points.
Brazilian Cinema I H72.2117 4 points.

COMPARATIVE LITERATURE

Topics in Caribbean Literature I: Caliban and Prospero in the Development of Caribbean Literature G29.2650 4 points.
Construction of the Self in African Literature G29.3611 4 points.
Topics in Black Literature G29.3625 4 points.

FRENCH STUDIES

France and Francophone Africa G46.2412 4 points.

HISTORY

Europe’s Relationship with Africa in Classical Antiquity G57.1040 4 points.
Afro-American History G57.1782 4 points.
History of West Africa G57.2028 4 points.
African Culture and Experience in North America G57.2029 4 points.
Urban Blacks in 20th-Century America G57.2714 4 points.
The Program in American Studies offers courses of study leading to the degrees of Master of Arts and Doctor of Philosophy. It is designed to prepare students for advanced work and teaching in American studies. Interdepartmental by definition, the student’s course of study is arranged with the director of the program and the director of graduate studies and includes seminars offered in the program and selected courses offered in the following departments, programs, and institutes: Africana Studies, Anthropology, Cinema Studies, Comparative Literature, English, Fine Arts, History, Humanities and Social Thought (the Draper Program), Journalism and Mass Communication, Music, Performance Studies, Philosophy, Politics, and Sociology.

The program’s committee is made up of faculty from many of these departments. 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, special attention is given to studies in urbanism and to New York in particular, a global city that comprises many world cultures.

**Faculty**

**Arlene Dávila**, Assistant Professor, Anthropology (American Studies). Ph.D. 1996 (cultural anthropology), CUNY; M.A. 1990 (anthropology and museum studies), New York; B.A. 1987 (anthropology), Tufts.

Race and ethnicity; popular culture; nationalism; media studies; globalization; the politics of museum and visual representation; urban studies; the Caribbean; Latinos in the United States.

**Lisa Duggan**, Associate Professor, History (American Studies). Ph.D. 1992 (modem American History), Pennsylvania; M.A. 1979 (women’s history), Sarah Lawrence College; B.A. 1976 (social and political theory and women’s studies), Virginia.

Lesbian and gay studies; queer theory; history of women and gender.


Twentieth-century British and American literature; African American literature and culture; contemporary U.S. cultural studies; lesbian/gay studies.


Commerce and culture on the 19th-century Mississippi River; southern and African American history.


Race, gender, and class in American culture; black popular expression; urban history and music; media and cultural studies.

**Andrew Ross**, Professor, Comparative Literature; Director, Program in American Studies. Ph.D. 1984 (English and American literature), Kent (Canterbury); M.A. 1978 (literature), Aberdeen.

Media and cultural studies; social and political theory; urban and suburban studies; ecology and technology; labor studies.


Transnational politics and culture; globalization; civil society.

**AFFILIATED FACULTY**

Thomas Bender, History; Manthia Diawara, Comparative Literature (African Studies); Troy Duster, Sociology; Ada Ferrer, History; Faye Ginsburg, Anthropology; Todd Gitlin, Culture and Communication; Todd Gitlin, Journalism; Todd Gitlin, Sociology; Jeff Goodwin, Sociology; Linda Gordon, History; Christine Harrington, Politics; Robin D. G. Kelley, History; Barbara Kirshenblatt-Gimblett, Performance Studies; Emily Martin, Anthropology;
Program and Requirements

Admission: Admission to graduate studies in the Program in American Studies is based on academic records and letters of recommendation. The Graduate Record Examination (GRE) is required of all students.

The basis of the program is multidisciplinary; therefore it tends to admit exceptional students who are attuned to working across disciplines.

MASTER OF ARTS

Course of Study: The terminal M.A. program does not lead directly to Ph.D. enrollment, though M.A. students may apply for Ph.D. study along with the general Ph.D. applicant pool in any given year. A total of 32 points of course credit—at least 24 taken in residence at NYU—is required for the M.A. degree. M.A. students must complete the introductory American studies seminar, a research seminar, and three other courses taught by core program faculty, and they must demonstrate reading proficiency in a foreign language.

DOCTOR OF PHILOSOPHY

Matriculation: Students may be admitted to the Ph.D. program either following M.A. study at NYU or elsewhere or directly after receipt of the bachelor’s degree. In either case, the first semesters of enrollment in the Ph.D. program must confirm students’ readiness for doctoral work. Thus, students holding the M.A. upon admission must officially apply to matriculate for the doctorate after completing 12 points of course work in American studies at NYU; those entering with only a bachelor’s degree must do so upon completing 32 points of course work. Approval of matriculation is based on students’ progress to date and on recommendations from faculty familiar with their work.

Degree Requirements: To qualify for the doctorate, a student must satisfactorily complete graduate studies totaling at least 72 points, with a minimum of 52 points at the doctoral level in residence at New York University; pass qualifying examinations; and present an acceptable dissertation. Students who have completed relevant graduate courses elsewhere may request that such courses be credited to degree requirements within the second semester of study. Credits may be earned through courses, independent study, and group study.

Course of Study: All students must take the introductory seminar in American Studies (G13.3301), Group Research Seminar (G13.2319), and Individual Research Seminar (G13.2306). Beyond this, students work with the director of the program, the director of graduate studies, and committee advisers to establish their course of study; at least 24 points (generally six courses) in addition to those entailed by the required seminars must be earned in courses offered by the program’s core faculty. The program offers a range of six fields: (1) culture, work, and consumption; (2) identity, citizenship, and social formation; (3) media, communications, and expressive culture; (4) social and political theory; (5) science, technology, and society; and (6) urban and community studies.

Doctoral students choose to concentrate their course work in two of these fields and are examined in each. Under special circumstances, fields can be constructed for students with extraordinary interests. If they wish, students may concentrate their work in specific disciplines, although the chief purpose of the field structure is to encourage transdisciplinary study.

Language Requirements: Every matriculant must satisfy the doctoral language proficiency requirement. This may be done in one of three ways: (1) demonstrate proficiency at an intermediate level in a second foreign language as described in the Degree Requirements section of this bulletin; (2) demonstrate advanced proficiency in the same language offered at the master’s level in the Graduate School foreign language proficiency examination; or (3) in special cases, complete a yearlong course (with a grade of B or better) in statistics, computer methodology, or a technical skill related to the student’s research, in addition to demonstrating proficiency in a first foreign language at the master’s level.

Qualifying Examination: Matriculated students who have completed or are completing the appropriate courses and have already demonstrated knowledge of the two foreign languages must pass the qualifying examinations. Each candidate for the Ph.D. must satisfy the requirements set by the faculty committee in two fields. For each field, the candidate prepares a substantial research essay dealing with a wide range of literature in the field, considering questions and topics central to a course of reading set in consultation with field examiners. An oral session may be conducted after the work is complete.

Dissertation: When the student has completed at least one year in residence and all course and language requirements, passed the qualifying examinations, proposed an acceptable subject for the dissertation, and been recommended by the program, he or she is formally admitted to candidacy for the doctorate, and an advisory committee is appointed. While most committees are comprised of members from the Program Committee, students are permitted to work with any appropriate member of the NYU faculty. Approval of the dissertation by the committee and a defense of the dissertation examination complete the requirements for the degree.

FELLOWSHIPS, PRIZES, AND AWARDS

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the application at the back of this bulletin.

Randy Martin, Art and Public Policy (Tisch School of the Arts); Elizabeth McHenry, English; Toby Miller, Cinema Studies; Fred Moten, Performance Studies; José Estéban

Muñoz, Performance Studies; Dorothy Nelkin, Sociology; Cyrus Patell, English; Ross Posnock, English; Rayna Rapp, Anthropology; Robert Stam, Cinema Studies; John Kuo Wei

Tchen, History (Asian/Pacific/American Studies); Daniel Walkowitz, History; Ellen Willis, Journalism and Mass Communication; Marilyn Young, History.
Courses

Gender and Cultural History
G13.2303

Individual Research Seminar
G13.2306

The Long 20th Century G13.2307

Inter-American Studies G13.2308

Technology and Nature G13.2310

Social Theories of Citizenship
G13.2311

Anatomizing American Literature
G13.2312

Marxist Thought and Critical Practice G13.2313

Queer Historiographies G13.2314

Literary into Cultural Studies
G13.2315

Race in the Americas G13.2316

Cultural Policy G13.2318

Group Research Seminar G13.2319

Urban and Suburban Studies
G13.2320

The Cultural Contradictions of Globalization G13.2321

U.S. Ethnography: History, Topics, and Theory G13.2322

Migrations, Populations, and Ideas
G13.2324

Seminar in American Studies
G13.3301
Introductory analysis of topics central to the six fields offered by the program.

Reading in American Studies
G13.3309 Restricted ordinarily to matriculated doctoral candidates.
Independent study.

Research in American Studies
G13.3310 Restricted ordinarily to matriculated doctoral candidates.
Independent study.

CROSS-LISTED COURSES

Media Criticism E38.2007 Gitlin.

African Literature and Culture
G11.2803 Diañaraa.


Modern Afro-American Novelists
G41.1750 McHenry.

Colloquium in American Literature
G41.2834 Patell.

Topics in American Literature: 1865-1900/The James Family
G41.3820 Posnock.

Politics of Legal Order G53.2355 Harrington.


Industrialization and the Working Class G57.1022 Walkowitz.

Welfare, Citizenship, and Gender
G57.2006 Gordon.

The Making of the African Diaspora G57.2622 Kelley.

Modern City Culture G57.2754 Bender.

The Cold War G57.2779 Young.

19th-Century Caribbean G57.2800 Ferrer.

Social Movements G93.2153 Goodwin.

Social and Political Studies of Science G93.2418 Nikitin.

Sociology of Knowledge G93.2422 Duster.

Topics in Black Performance
H42.2228 Moten.

Sexuality on Stage H42.2236 Muñoz.

Topics in Performing Culture: World’s Fairs H42.2320 Kirshenblatt-Gimblett.


Multiculturalism and Film
H72.3005 Stam.
Anthropologists are concerned with every aspect of human life, past and present. This view makes anthropology a complex discipline, its theories and methods transcending the usual boundaries of natural science, social science, and the humanities.

Cultural anthropologists in the department share a belief that study and research must be firmly grounded in rigorous training in general social and cultural theory, both in contemporary writings and in the classics of anthropology and sociology. The faculty also believes that basic ethnography remains the cornerstone on which all cultural anthropology rests and are concerned with the representation of anthropological knowledge in writing and film. There is a commitment to an understanding of complex societies that is informed by a comparative perspective and knowledge of small-scale societies. Recent field research by faculty and students has been conducted in East and West Africa, Australia, Melanesia, Polynesia, Egypt, India, France, the United States (including research among Native Americans), the Caribbean, Spain, Mexico, and South America. Faculty interests converge around gender relations; emotions; religion and belief systems; expressive culture and performance; the anthropology of history; colonialism and post-colonial nationalism; the cultural context of social and political institutions in complex societies; transnational processes; and urban life. Much faculty research focuses on the mediation of identities through popular and public cultural forms—such as art, television, indigenous media, urban space, regional cultures, and ideologies of language use—in a variety of changing social contexts.

Linguistic anthropology focuses on how language is used to create and maintain the social relations and symbolic systems that constitute everyday life. Students are encouraged to carry out ethnographic studies of language use in communities and institutions both within and outside New York City.

Archaeologists in the department are committed to the belief that the material remains of ancient societies provide significant insights into the dynamics of sociocultural evolution. The department has developed an archaeology program that focuses on key transformations in cultural evolution; the origins of art and symbolism; archaeology and gender; the emergence of food production; and the development and collapse of chieftaincies and early states. A diversity of theoretical perspectives, from cultural ecology to symbolic archaeology, is represented and encouraged.

The geographic scope of faculty research includes the Near East, Egypt, South Asia, and Europe. Physical anthropologists in this program are committed to a holistic perspective on primate evolution that combines a number of distinct approaches and techniques. These include the study of the paleobiology of fossil primates, comparative anatomy of living species, and field study of naturalistic populations. Molecular techniques are used to approach questions of phylogenetic reconstruction, and also the microevolutionary dynamics of functioning populations, and to integrate these with observational studies of ecology and social behavior. The faculty’s research takes them and their students to field sites in Africa, Asia, Europe, South America, and the United States.

The department is committed to comparative research that seeks theories allowing for the enormous diversity in human life. The program offers a holistic approach to the study of
humans and exposes students to the traditional subdisciplines while ensuring that they also receive intensive training in particular problems within one subfield. Students are encouraged to explore the related fields of biological sciences, earth sciences, languages, film, history, and the humanities to enrich their understanding of particular problems.

**Faculty**

Thomas Alan Abercrombie, Associate Professor. Ph.D. 1986 (sociocultural anthropology), Chicago; B.G.S. 1973 (philosophy and Asian art history), Michigan.

Cultural history/historical anthropology; colonized societies; postcolonial situations; ritual and cultural performance; gender and sexuality; the Andes and Spain.


Social anthropology; religion; colonial history; Africa and New York City.


Social anthropology; symbolic analysis; elites and class consciousness; North American Indians.

Pamela J. Crabtree, Associate Professor. Ph.D. 1982 (anthropology), M.A. 1975 (anthropology), Pennsylvania; B.A. 1972 (art history and economics), Barnard College.

Zooarchaeology; faunal analysis; Natufian subsistence and settlement; later prehistoric and medieval Europe.

Arlene Dávila, Assistant Professor, Anthropology (American Studies), Ph.D. 1996 (cultural anthropology), CUNY; M.A. (sociocultural anthropology), New York; B.A. (anthropology and political science), Tufts.

Race and ethnicity; nationalism and cultural politics; consumption; urban studies; Latinos in the United States.

Anthony DiFiore, Assistant Professor. Ph.D. 1997 (anthropology), California (Davis); B.S. 1990 (biology), Cornell.

Biological anthropology; primate behavior and ecology; population genetics; South America.


Primate evolution; molecular evolution; analytical techniques of phylogenetic systematics; history of biological anthropology.

Steven Feld, Professor. Ph.D. 1979 (anthropology), Indiana; B.A. 1971 (anthropology), Hofstra.

Aesthetics and politics; expressive culture; music globalization, New Guinea.

Michael Gilsenan, David B. Krizer Professor of the Humanities; Professor, Middle Eastern Studies, Anthropology; Chair, Department of Middle Eastern Studies, Anthropology; D.Phil. 1967 (social anthropology), Dip. Anth. 1964, B.A. 1963 (Arabic), Oxford.

Anthropology and sociology of Islam; history and anthropology; narrative theory; anthropology of power and violence.

Faye Ginsburg, David B. Krizer Professor of Anthropology; Director, Program in Culture and Media, Center for Media, Culture, and History, Ph.D. 1986 (anthropology), CUNY; B.A. 1976 (archaeology and art history), Barnard College.

Culture and media; gender and reproduction; indigenous media; United States.

Terry Harrison, Professor; Associate Chair, Department of Anthropology, Ph.D. 1982 (physical anthropology), B.S. 1978 (anthropology), University College London. Physical anthropology; hominoid evolution; fossil primates; East Africa and Asia.

Clifford J. Jolly, Professor. Ph.D. 1965 (anthropology), London; B.A. 1961 (anthropology), University College London.

Biological anthropology; primatology; population biology; East Africa.


Urban anthropology; cultural construction of emotion; religion; India and the United States.

Emily Martin, Assistant Professor. Anthropology (Institute for the History of the Production of Knowledge). Ph.D. 1971, Cornell; B.A. (honors) 1966 (anthropology), Michigan.

Anthropology of science and medicine; gender; money and other measures of value; ethnography of work; China and the United States.


Media, contemporary cultural theory, transnational processes, and diasporas; Tibet and the United States.

Fred R. Myers, Professor; Chair, Department of Anthropology. Ph.D. 1976 (anthropology), M.A. 1972 (anthropology), Bryn Mawr College; B.A. 1970 (religion), Amherst College.

Hunters and gatherers; art and material culture; Fourth World peoples; Australia and Oceania.


Gender; reproduction; health and culture; science and technology; United States and Europe.

Susan Carol Rogers, Associate Professor, Anthropology, French Studies. Ph.D. 1979 (anthropology), M.A. 1973 (anthropology), Northwestern; M.S. 1983 (agricultural economics), Illinois (Urbana-Champaign); B.A. 1972 (anthropology), Brown.

Rural French society and culture; agricultural development; applied anthropology; France and the United States.

Programs and Requirements

Admission: Admission to graduate study is based on academic records, scholarly recommendations, and scores on the Graduate Record Examination. The department offers the Master of Arts and Doctor of Philosophy degrees with specialization in various subdisciplines (see below). The department does not offer a stand-alone M.A. program. Instead, the M.A. is awarded as a step in fulfillment of requirements for the Ph.D. Applicants should apply directly to the Ph.D. program. They will be formally admitted to the Ph.D. program, however, only after fulfillment of requirements outlined below.

MASTER OF ARTS

A total of 36 points of course work is required for the M.A. degree, 12 of these being in the core courses. All students in each of the subdisciplines are required to take certain departmental core courses. It is recognized, however, that even at the master’s level, students usually have defined their subdisciplines of interest. Hence, each student follows within a subdiscipline a structured program to assure competence in anthropology by the time the M.A. degree is completed. The requirements for each of the subdisciplines are described below.

Linguistic anthropology; language ideology; Papua New Guinea and the Caribbean.

Lok C. D. Siu, Assistant Professor, Anthropology (Asian/Pacific/American Studies), Ph.D. 2000 (anthropology), M.A. 1995 (anthropology), Stanford; B.A. 1992 (anthropology), California (Berkeley).

Transnationalism; nationalism; identity and community formation; Chinese diaspora; Latin America.


Paleolithic Europe; prehistoric art; archaeological approaches to reconstructing technologies of ancient hunter-gatherers.

Rita P. Wright, Associate Professor, Ph.D. 1984 (anthropology and archaeology), M.A. 1978 (anthropology and archaeology), Harvard; B.A. 1975 (anthropology), Wellesley College.

Urbanism; state formation; gender relations; the ancient Near East and South Asia.

Angela R. Zito, Associate Professor, Anthropology (Religious Studies), Ph.D. 1989 (Far Eastern languages and civilizations), Chicago; B.A. 1974 (East Asian studies and journalism), Pennsylvania State.

Cultural history/historical anthropology; critical theories of religion; gender and embodiment; performance and subjectivity; China.

RESEARCH ASSOCIATES


Near Eastern prehistory; bone technology; faunal analysis; computer applications in archaeology.


Archaeology; Northeastern United States.


Archaeology; Mesopotamia; early states; ethnicity.


European paleolithic; zooarchaeology; hunter-gatherer ethnology; material culture.


Geoarchaeology; North America, South and Southwest Asia.


Cultural and Linguistic Anthropology: All students must take (1) Departmental Seminar (G14.1000) or an alternative course approved by the director of graduate studies and their M.A. advisory committee, Social Anthropology Theory and Practice (G14.1010), and Linguistic Anthropology (G14.1040) as their core courses; (2) an Ethnographic Traditions course, chosen in consultation with their M.A. advisory committee; and (3) History of Anthropology (G14.1636).

Archaeological Anthropology: All students must take (1) Departmental Seminar (G14.1000) or an alternative course approved by the director of graduate studies and their M.A. advisory committee, Anthropological Archaeology (G14.1020), and Biological Anthropology (G14.1030) as their core courses (in semesters when G14.1030 is not offered, students should consult the director of graduate studies or their M.A. advisory committee); (2) either History of Anthropology (G14.1636) or a course in the history of anthropology; (3) one archaeology course focusing on a specific geographic region; (4) one course in archaeological methods; and (5) a supervised field trip experience approved by their M.A. advisory committee.

Physical Anthropology: All students must take (1) Departmental Seminar (G14.1000) or an alternative course approved by the director of graduate studies and their M.A. advisory committee, and History of Anthropology (G14.1636); (2) all three of the New York Consortium for Evolutionary Primatology (NYCEP) core courses; and (3) Seminar: Physical Anthropology (G14.3217) or II (G14.3218) or an equivalent seminar approved by their M.A. advisory committee.

On entering the M.A. program, each student is assigned an advisory committee consisting of three faculty members who meet with the student once each semester to plan the student’s course work for the following semester. The department evaluates all M.A. course work taken at other universities, and credit may be transferred within the limits set by the Graduate School of Arts and Science. No later than the middle of the term in which all M.A. course work has been completed, usually the third semester of full-time course work, the student selects an M.A. paper committee, consisting of a supervisor and a reader, from among the faculty. The topic of the paper is selected in consultation with the M.A. paper committee, and this committee must approve the M.A. paper before the master’s
degree is awarded. **Note:** Students in the master's program may take no more than 8 points in research or reading courses.

During the second year of graduate study, students may petition to enter the Ph.D. program, as described below. No student, however, may register for more than 12 points beyond the M.A. until the master's paper has been accepted, and she or he has provisional entry to the doctoral program.

**DOCTOR OF PHILOSOPHY**

There are two ways to apply for admission into the Ph.D. program. Students who already have a master's degree in anthropology may apply for admission directly through the Graduate School of Arts and Science. Students enrolled in the M.A. program may petition for entry into the Ph.D. program at any time after their first year of course work. To petition, a student must develop a program of study that has been approved by his or her Ph.D. committee, consisting of three faculty members in the department who formally agree to supervise the student's research. The head of the Ph.D. committee is the student’s main dissertation adviser. A successful petition must be a written statement indicating a plan of study and research, formulated in consultation with the proposed Ph.D. committee and then approved by the entire departmental faculty. Final acceptance is conditional upon successful completion of the master's course work and master's paper. These course points are then applied toward the Ph.D., which requires a total of 72 points. Students who have been formally admitted to the Ph.D. program may take a maximum of 24 points in research courses.

On completion of 64 points or more of course work, a student must take the written Ph.D. comprehensive examinations. These examinations cover work in three areas of specialization. Ph.D. committees may also set other course requirements, depending on the particular needs of the student. The language requirement must be fulfilled as well as an oral defense of the dissertation proposal. Once these requirements are completed, the student has achieved Ph.D. candidacy and may pursue dissertation research. At this time, the student files for the degree of M.Phil. After completion of the dissertation, the student defends the dissertation at a final oral examination conducted by members of the Ph.D. committee and two additional scholars. Three members of the examining committee must be from the anthropology faculty.

**LANGUAGE REQUIREMENTS**

The department requires that all students in the Ph.D. program demonstrate proficiency in one foreign language. The language is usually chosen from Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Russian, or Spanish. Petitions to take other languages should be made to the director of graduate studies.

Students at the master's level are not required to demonstrate competence in a foreign language, but the department recommends that such competence be developed.

**URBAN ANTHROPOLOGY**

The special area of study in urban anthropology is open to students in the departmental curriculum but has specific requirements. It emphasizes application of anthropological methodology to the problems of urban society in the United States and abroad. New York City provides excellent training conditions for studies of urban life, as well as access to urban institutions and agencies at the local, state, national, and international levels. Special attention is given to the development of meaningful careers in urban anthropology outside academia, such as in the fields of social service delivery, legal systems, housing, business, and popular culture. Questions about this area of study may be directed to Owen M. Lynch, Charles F. Noyes Professor of Urban Anthropology.

**CERTIFICATE PROGRAM IN CULTURE AND MEDIA**

(See the Program in Culture and Media section in this bulletin for further information.)

The Departments of Anthropology and Cinema Studies offer a joint course of study leading to the Advanced Certificate in Culture and Media. Core faculty are Professor Faye Ginsburg, director, and Assistant Professor Margaret McLaughlin of the Department of Anthropology, as well as Professor Toby Miller of the Department of Cinema Studies. The program is designed for graduate students in either the Department of Anthropology or the Department of Cinema Studies.

This graduate program provides a focused course of graduate studies integrating production with theory and research. Training in this program will enable students to pursue the following:

1. Production of work in 16 mm film and state-of-the-art digital video based on their own research, resulting in a half-hour documentary.
2. Ethnographic research into the uses and meanings of media in a range of communities and cultures. Students from the program have been doing Ph.D. research on the development of media in diverse settings, from the emergence of media in Papua New Guinea, to circulation of religious media in northern Nigeria, to the use of media in linking the Tibetan diaspora.
3. Teaching the history, theory, and production of ethnographic documentary and related issues in cinema and media studies.
4. A career in media requiring an understanding of anthropology, such as specialized programming and distribution of ethnographic film and video, community-based documentary production, management of ethnographic film/video libraries and archives, or work in new media.

The program’s philosophy takes a broad approach to the relationships between culture and media in a number of domains including ethnographic film’s significance for the fields of anthropology and cinema/media studies; problems in representation of cultures through media; the development of media in indigenous, diaspora, and non-Western communities; the emerging social and cultural formations shaped by new media practices; and the political economy shaping the production, distribution, and consumption of media worldwide.

**Curriculum:** The program requires approximately one additional year of work beyond the M.A. degree and consists of an original project and eight courses, two of which may be counted toward the M.A. degree. Courses include seminars in history and theory of ethnographic film, issues in culture and media, production courses in film and/or video in the film school, culture theory and the documentary, and electives on topics such as Third World cinema and feminist film criticism. **Students may not take courses in the culture and media program unless they are enrolled in an M.A./Ph.D. program in either anthropology or cinema studies at NYU. Students with prior training in media may be**
Students must be admitted to both the Department of Anthropology and the Institute of French Studies. Fluency in French is required. A total of 72 points is required for the joint degree, with at least 36 points in anthropology, including courses cross-listed between the department and the institute. Course requirements include a two-course sequence in 19th- and 20th-century French history, two additional core courses in French studies, the core courses in social anthropology and linguistic anthropology, History of Anthropology (G14.1636), one non-Western area anthropology course, and three theory and methods courses in anthropology. Formal exchange agreements with the Ecole des Hautes Etudes en Sciences Sociales and the Institut d’Etudes Politiques, Paris, permit students to take some of their course work in France during the third year of study. See the Institute of French Studies section of this bulletin for further details.

ANTHROPOLOGY WITH A FOCUS IN NEAR EASTERN STUDIES

The Department of Anthropology offers Ph.D. candidates a special area of study with a focus in Near Eastern studies. This emphasis enables anthropologists to acquire systematic training in a Near Eastern language as well as knowledge of the literature, history, and civilization of the Near East. It is intended for both sociocultural anthropologists and archaeologists.

Requirements include the anthropology M.A. core courses, one course in Near Eastern archaeology, two courses in the anthropology of the Near East, and four courses in the Near Eastern field chosen outside the Department of Anthropology (usually in the history, literature, and civilization of the Near East). Language competence in both written and spoken versions of one of the area languages is also required.

A cooperative arrangement between the Program in Near Eastern Studies at Princeton University and the Hagop Kevorkian Center permits a graduate student in good standing at New York University to take Near Eastern courses at Princeton with approval of the director of the Hagop Kevorkian Center at New York University and the instructor concerned.

CENTER FOR LATIN AMERICAN AND CARIBBEAN STUDIES

The Department of Anthropology is actively connected with the Center for Latin American and Caribbean Studies (CLACS) of the Graduate School of Arts and Science. CLACS brings together University faculty specializing in Latin American and Caribbean research. Anthropology faculty members offer courses and guidance to students in this program, and anthropologists may construct special programs of study and research that utilize the resources offered by CLACS. The Center forms a consortium with the Institute for Latin American Studies at Columbia University that sponsors joint courses and conferences that New York University students may attend.

KING JUAN CARLOS I CENTER FOR THE STUDY OF SPAIN AND THE SPANISH-SPEAKING WORLD

Department faculty maintain ties to this preeminent center for interdisciplinary Spanish studies. Students may take advantage of the Center’s lecture series, conferences and special events, and resources for study and research in Spain and Spanish America.

SPECIAL RESOURCES AND FACILITIES IN PHYSICAL ANTHROPOLOGY

Excellent research laboratories dedicated to primate population genetics and molecular systematics, comparative anatomy, paleoanthropology, and human osteology, as well as computer facilities, are available.

Professor Terry Harrison is coeditor of the Journal of Human Evolution, which is based in the department.

A number of other departments and schools at New York University provide resources of collaboration and instruction. These include the Departments of Biology and Chemistry, the Program in Neuroscience, and the various academic departments of the School of Medicine and the College of Dentistry. In addition, the department’s ties to various institutions abroad and in the United States greatly enhance research opportunities available to students interested in primatology, paleoanthropology, and skeletal biology. Such links are maintained with the Institute of Primate Research and the National Museums of Kenya, Nairobi; the National Museums of Tanzania, Dar es Salaam; the Addis Ababa University,
Courses

Two-Part Courses: A hyphen indicates a full-year course with credit granted only for completing both terms. A comma indicates credit is granted for completing one term.

CORE COURSES

Such courses are required of all M.A. students. They are open to graduate students from other departments only with the permission of the instructor.

Departmental Seminar: Integrating Perspectives in Anthropology
G14.1000 Cross-disciplinary core course. Staff. 4 points.

A problem-focused course required of all graduate students in anthropology.
Emphasis is on exploring distinctive subdisciplinary approaches to anthropological issues. Theme and faculty vary.

Social Anthropology Theory and Practice G14.1010 Beidelman, Bla, Feld, Ginsburg, Lynch, Myers, Rapp, Rogers. 4 points.
Introduces the principal theoretical issues in contemporary social anthropology, relating recent theoretical developments and ethnographic problems to their origins in classical sociological thought. Problems in the anthropology of knowledge are particularly emphasized as those most challenging to social anthropology and to related disciplines.

Anthropological Archaeology G14.1020 Core course in archaeology. Crabtree, White, Wright. 4 points.
Emphasis is on the development of archaeology as a discipline and the discipline’s concern with the discovery of worldwide patterns of sociocultural change.

Biological Anthropology G14.1030 Core course in physical anthropology. Di Fiore, Distell, Harrison, July. 4 points.
Introduces the biological and evolutionary perspective on the human species and provides the basic skills and knowledge that serve as an introduction to the more advanced courses in the subdiscipline. After reviewing the elements of genetic and evolutionary theory, the course examines the diversity of modern primates, outlines the course of human evolution, and touches upon the diversity of modern human populations.

Linguistic Anthropology G14.1040 Core course in linguistic anthropology. Schieffelin. 4 points.
Introduces and examines the interdependence of anthropology and the study of language both substantively and methodologically. Topics include the relationship between language, thought, and culture; the role of language in social interactions; the acquisition of linguistic and social knowledge; and language and speech in ethnographic perspective.

ANTHROPOLOGICAL ARCHAEOLOGY
Civilization in the New World G14.1200 4 points.
Emphasis is on the origin and development of prehistoric Amerindian civilizations of South America, Mesoamerica, and North America. Analyzes settlement patterns and systems and characteristics of New World urban centers.

Gender Issues in Archaeology G14.1201 Wright. 4 points.
Focuses on recent theoretical and methodological advances in the study of gender in prehistory. Topics include the ideological bases in the interpretation of rules attributed to women and men in prehistory; the impact of major historical transformations known from the archaeological record; and the effects of long-term historical processes on the lives of women and men.

Historical Archaeology G14.1205 Crabtree. 4 points.
Development and present status of the field of historical archaeology, stressing the relationship of historical archaeology with anthropology and history. Theoretical orientation is followed with methodological applications for the identification, excavation, and analysis of archaeological materials found in historical contexts, comparing these with the techniques used with prehistoric materials. North American examples from the earliest contact period to the present. Field trips in the New York area.

Fieldwork in Historical Archaeology G14.1206 Does not fulfill the field course requirement for specialists in archaeology at the M.A. level. 4 points.
Examines the theory and techniques of archaeological data collection through readings, classroom instruction, and fieldwork. Approximately eight all-day field sessions are conducted on weekends at one or more archaeological sites in the New York City area, chosen for the special complexities of excavation at sites of the historic period.

Prehistory of South Asia G14.1207 Wright. 4 points.
Provides an in-depth study of South Asia from the earliest sedentary settlements in the region through the development of food-producing economies, urbanization, and state-level societies in the third millennium B.C. Focuses on processes that led to the development of the Indus Valley civilization and its collapse, and the growth of societies on its margins (the Indo-Iranian Borderlands, Central Asia, and the Arabian Peninsula).

Prehistory of the Near East and Egypt I G14.1208 Crabtree. 4 points.
Surveys the prehistory of the Near East and Egypt from the earliest occupation to the domestication of plants and animals, covering the period from over one million to eight thousand years ago.

Prehistory of the Near East and Egypt II G14.1209 Wright. 4 points.
Covers the period from about ten thousand to four thousand years ago, the prehistoric to Ur III (Mesopotamia and Old Kingdom periods in Egypt). The course is comparative and concentrates on archaeological evidence, although written documentation is considered. Origins of agriculture; development of towns, villages, and cities; invention of new technologies; and emergence of state-level societies.

African Prehistory G14.1210 White. 4 points.
Africa has played a major role in modeling our current conceptions of human biological and cultural evolution. This course surveys African prehistory beginning with the earliest evidence for stone tool use. Addresses recent controversies, including arguments that Africa presents the earliest evidence for cereal domestication and representation. Outlines independent development of complex societies.

European Prehistory I G14.1211 White. 4 points.
Development of human existence during the European Stone Age. Complexities of European geography, geology, vegetation, climate, and their relationship to humans. Inferences from European glacial history as a basis for comprehending the dynamic environmental context in which prehistoric peoples lived and changed. The complex database of the European prehistoric sequence and its relationship to human biological evolution. Human lifeways during the Stone Age from a diachronic perspective.
Faunal Analysis for Archaeology
G14.1212 Prerequisite: G14.1020 or permission of instructor. Crabtree. 4 points.
Studies techniques used to identify animal remains found in archaeological sites. Practical laboratory work is emphasized. Topics include zooarchaeology, taphonomy, and paleoecology.

European Prehistory II G14.1213 Crabtree. 4 points.
Surveys the archaeology of temperate Europe from the end of the Ice Age to the arrival of the Romans. Topics include Mesolithic hunter-gatherers and post-Pleistocene adaptations; the origins of agriculture in Europe; the development of metal technology; the emergence of social inequality; and the beginnings of urbanism in the later Iron Age.

Ceramic Analysis for Archaeology
G14.1221 Prerequisite: G14.1020 or permission of the instructor. Wright. 4 points.
Ceramics are the most abundant, diverse, and imperishable objects of material culture present in the archaeological record. This course approaches ceramic analysis from experimental, ethnoarchaeological, and archaeological perspectives. Topics include the scope and potential of ceramic analysis, range of theoretical and methodological approaches, and analytical techniques archaeologists employ in their study. Students have “hands-on” experience with ceramics and formulate a research design for the study of ceramics in a specific geographical and (prehistorical) context.

Technology in Preindustrial Societies G14.2210 White, Wright. 4 points.

Ancient Societies I: Hunters and Gatherers G14.2211 White. 4 points.
Old World origins of culture, comparative analysis of Old and New World hunting and gathering societies. Emphasis is on interpretation of settlement patterns and settlement systems, economic systems (including subsistence and trade), and religion.

Ancient Societies II: Cities and States G14.2212 Crabtree, Wright. 4 points.
Critical evaluation of evidence for the origins and development of cultural complexity that culminated in urban settlements and state systems of political organization. Compares the processes by which complex systems developed independently in several areas of the Old and New Worlds. Examines anthropological theories concerning the evolution of the state as well as our understanding of the complexities of modern state systems.

Archaeological Theory G14.2213 Crabtree, White, Wright. 4 points.
The framework of problems and questions that guides anthropological archaeology is exposed and assessed in detail. The process of theory construction and the nature and procedures involved in scientific explanation are critically examined. Dominant theoretical constructs within which the archaeological record is understood and/or explained are discussed.

Archaeological Methods and Techniques G14.2214 Crabtree, White, Wright. 4 points.
Examines how archaeologists bridge the gap between the theoretical goals of anthropology and a static database. Includes the relationship between theory and method, excavation techniques, sampling strategies, survey design, chronology building, taphonomy, faunal analysis, typological constructs, functional analysis of artifacts, and quantitative manipulation of archaeological data.

Fieldwork in Archaeology
G14.2550 Required for M.A. and Ph.D. students in anthropological archaeology. Summer session only. 4 points.
Students live and work at selected prehistoric and historic sites in eastern North America. Following classroom preparation at field school headquarters, students learn excavation and recording techniques while working on the site. The final week is devoted to laboratory analysis of the excavated materials and the preparation of preliminary reports and papers. Special attention to sampling design and conservation archaeology.

Use of archaeological data, artifacts, and other materials for understanding past human-environmental relationships; materials that should be collected; methods for analysis. Relationships between archaeologically known cultures and the environmental setting in which these cultures are found.

Seminars: Archaeology of North America
G14.3216 4 points.
Discussion and analysis of archaeological sequences from several North American regions. Presentation and discussion of various attempts to synthesize the cultural prehistory of this region from Paleoindian through Archaic to Mississippian periods.

Colloquium: History and Historical Archaeology I, II
G14.3500, 3501 Required for all students in the doctoral concentration in history and historical archaeology. Team-taught by the Departments of Anthropology and History.

Open only to graduate students in the Departments of Anthropology, Cinema Studies, and Performance Studies. Ginsburg, McLagan. 4 points.
This course offers a critical revision of the history of the genre of ethnographic film, the central debates it has engaged around cross-cultural representation, and the theoretical and cinematic responses to questions of the screen representation of culture, from the early romantic constructions of Robert Flaherty to current work in film, television, and video on the part of indigenous people throughout the world. Ethnographic film has a peculiar and highly contested status within anthropology, cinema studies, and documentary practice. This seminar situates ethnographic film within the wider project of the representation of cultural lives, and especially of “natives.” Starting with what are regarded as the first examples of the genre, the course examines how these emerged in a particular intellectual context and political economy. It then considers the key works that have
defined the genre, and the epistemological and formal innovations associated with them, addressing questions concerning social theory, documentary, as well as the institutional structures through which they are funded, distributed, and seen by various audiences. Throughout, the course keeps in mind the properties of film as a signifying practice, its status as a form of anthropological knowledge, and the ethical and political concerns raised by cross-cultural representation.

Culture and Media II: Ethnography of Media G14.1216 Open only to graduate students in the Departments of Anthropology, Cinema Studies, and Performance Studies. Prerequisite: G14.1215. Ginsburg, McLagan. 4 points.

In the last decade, a new field—the ethnography of media—has emerged as an exciting new arena of research. While claims about media in people's lives are made on a daily basis, surprisingly little research has actually attempted to look at how media is part of the naturally occurring lived realities of people's lives. In the last decade, anthropologists and media scholars interested in film, television, and video have been turning their attention increasingly beyond the text and the empiricist notions ofaudiences (stereotypically associated with the ethnography of media), to consider, ethnographically, the complex social worlds in which media is produced, circulated, and consumed, at home and elsewhere. This work theorizes media studies from the point of view of cross-cultural ethnographic realities and anthropology from the perspective of new spaces of communication focusing on the social, economic, and political life of media and how it makes a difference in the daily lives of people as a practice, whether in production, reception, or circulation.

After some introductory sessions on precursors to the current research during and after World War II and the new scholarship on the broad historical and ideological context that shaped early ethnographic film, the class is organized around case studies that interrogate broader issues that are particularly endemic to questions of cross-cultural media, including debates over cultural imperialism vs. the autonomy of local producers/consumers, the instability and stratification of reception, the shift from national to transnational circuits of production and consumption, and the increasing complicity of researchers with their subjects over representations of culture. These concerns are addressed in a variety of locations, from the complex circulation of films, photographs, and ethnographies, which demonstrates the historically and culturally contingent ways in which images are read and used; to the ever increasing range of televusual culture—from state-sponsored melodramas, religious epics, and soap operas, to varieties of public television; to the activist use of video, radio, the Internet, and small media. The class also has an opportunity to participate in a conference on the impact of Jean Rouch's participatory cinema, in West Africa, and in seminars on the work of Maya Deren and on the Truth and Reconciliation Commission in South Africa.

Video Production Seminar I, II G14.1218, 1219 Open only to students in the Program in Culture and Media. Limited to 10 students. Prerequisites: G14.1215 and permission of the instructor. Himpele, McLagan. 4 points per term. Year-long seminar in ethnographic documentary video production using state-of-the-art digital video equipment for students in the Program in Culture and Media. The first portion of the course is dedicated to instruction, exercises, and reading familiarizing students with fundamentals of video production and their application to a broad conception of ethnographic and documentary approaches. Assignments undertaken in the fall raise representational, methodological, and ethical issues in approaching and working through an ethnographic and documentary project. Students develop a topic and field site for their project early in the fall term, begin their shooting, and complete a short (5- to 10-minute) edited tape by the end of the semester. This work should demonstrate competence in shooting and editing using digital camera/audio AVID nonlinear editing systems. Students devote the spring semester to intensive work on the project, continuing to shoot and edit, presenting work to the class, and completing their (approximately 20-minute) ethnographic documentaries. Student work is presented and critiqued during class sessions, and attendance and participation in group critiques and lab sessions is mandatory. Students should come into the class with project ideas already well-developed. Students who have not completed the work assigned in the first semester are not allowed to register for the second semester. There is no lab fee, but students are expected to provide their own videotapes. In addition to class time, there are regular technical lab sessions on the use of equipment.


Centers on the emerging body of work by anthropologists on the ethnography of media around the world. Studies the pervasive forms of “mass,” “mediated,” “public,” or “popular” culture in complex societies, questioning anthropology's traditional conceptions of “culture” and “communication,” and the role that cultural forms play in social life. Exposes students to current debates in theorizing media as culture, covering perspectives from anthropology, cultural studies, communication, and sociology. Focus is on interconnected issues including authorship and originality, social stratification in class and gender, ideologies of art and industry, producers and production, audiences and reception, and the global spread of culture—“ethnic,” artistic, and electronic products, performances, and identities. Develops analytical frameworks and practical approaches for conducting research on media forms. Draws on examples from genres of network and public service television; music video; Hollywood, independent, and Third World cinemas; community and indigenous media production; popular, traditional, and world music; and advertising.

Culture, Meaning, and Society G14.1222 Open to non-anthropology graduate students; undergraduate senior anthropology honors majors; and undergraduate linguistics-anthropology joint majors. Staff. 4 points.

Tries to convey what is involved in studying the various symbolic systems in use in various societies—both “Western” and “non-Western”—considering the role of these expressive systems in myth, ritual, literature, and art. Also reviews the history and development, over the last 150 years or so, of a specifically anthropological perspective on the nature of symbolic processes, showing the relevance of language and how the study of language has informed these anthropological perspectives on human beings as “symbol-using” creatures. Close examination of important theoretical dis-
cussions is combined with extended case studies from ethnographic literature, allowing the nonspecialist to become familiar not only with the details of symbolic systems in use in a number of actual communities, but with anthropology’s emerging claim to a special kind of perspective, and a special kind of method, for their study.

The native peoples of North America were numerous and diverse when Europeans first contacted them. This course explores various problems in economic adaptation, historical development, religious change, and political organization through selected Indian groups. Groups are discussed in depth to build a richer understanding of the contemporary Indian situation.

Ethnographic Traditions: Latin America G14.1314 Abercrombie. 4 points.
Examines lifeways of people in rural villages, plantations, mines, towns, and cities of Central and South America. Contrasts prehistoric systems of production and distribution with the changed relationship between human beings and land resulting from the Spanish Conquest and colonialism, revolution, and industrialization. Explores similarities and differences between culture areas, institutions, and practices, such as curing, child rearing, slavery, feasting, art, and warfare.

Ethnographic Traditions: East Asia G14.1315 Lynch. 4 points.
Traditional societies and contemporary problems of how traditional beliefs and behavior have been modified by modern changes. Topics: caste system and theories of inequality; world religions (Buddhism and Islam) as locally received; the impact of cash economy and markets on subsistence agriculture; the relation of religious beliefs to family and community structure; national culture and the international demands of industry, bureaucracy, and education. Includes Thailand, Indonesia, China, and Japan.

Ethnographic Traditions: Sub-Saharan Africa G14.1316 Beidelman. 4 points.
Surveys a range of peoples and problems examined as they relate to specific ethnographies; lineage theory, interpretations of cosmology and ritual, oral history, and varying forms of subsistence and their relation to social organization. Also considered: the effects of Christianity and Islam, colonialism, and modern economic and political development as these relate to basic social theory.

Ethnographic Traditions: Europe G14.1317 Rogers. 4 points.
How basic anthropological concepts about culture, methodology, and local studies allow new interpretations of traditional and contemporary European societies. Attention to works in anthropology, sociology, and history. Emphasis on Ireland, Spain, France, Italy, Greece, and Germany. Topics: community studies; the changing forms of family and kinship; culture and bureaucracy; patronage; honor and shame; national character; Christianity in different locales; elites; and the relations between history, education, and culture.

Ethnographic Traditions: India G14.1318 Lynch. 4 points.
Surveys the societies and cultures of the Indian subcontinent. Relationship of Hinduism, Buddhism, and Islam to the Indian world view and to caste, village society, and modern urban life. Special attention to problems raised for anthropological theory by Indian studies.

Ethnographic Traditions: The Caribbean G14.1319 Staff. 4 points.
Comparisons of the Hispanic and Afro-Creole regions. Slavery, plantation structures, racial class stratifications, political-religious traditions, community family patterns, and the problems of postcolonial development are analyzed from an anthropological perspective.

Ethnographic Traditions: The Middle East G14.1321 Gilsenan. 4 points.
Images of the Islamic world and Middle Eastern “Orient” have been crucial in Western social thought. This course covers the contributions of the study of the region to anthropological thought. Topics: systems of thought, complex societies, and civilizations; Islam, Judaism, and Christianity as locally received; changing conceptions of tribalism, cult, male and female, ethnicity, trust and responsibility, nation and the person, intellectuals, revolutionaries, reformers and prophets, colonial rule, imperial design, independence, the implications of oil wealth, learning, and intensive labor migration.

Anthropology for Middle East Studies G14.1322 Intended primarily for graduate students and advanced undergraduates majoring in fields other than anthropology. Gilsenan. 4 points.
Assesses the contribution of anthropological research to the study of Middle Eastern history, politics, literature, and civilization. Special attention to applying anthropologically oriented techniques to research problems.

Ethnographic Traditions: Australia G14.1324 Myers. 4 points.
Considers variations in the culture and social organization of Australian Aborigines. Focuses on the adaptive nature of cultural systems as manifested in ritual, art, gender, and sociopolitical processes. Historically, the ethnography of the area has been the basis for general social theories by Freud, Durkheim, Radcliffe-Brown, and Levi-Strauss. This course illustrates the relation between ethnography and theory, locating the significance of ethnographic “facts” in general theories of society.

Ethnographic Traditions: The Pacific G14.1325 Feld, Myer, Schiefler. 4 points.
The South Pacific has played a central ethnographic role in the development of anthropological theory. The writings of Malinowski, Fortune, Bateson, and Mead in the 1920s and 1930s brought into focus problems of gender, kinship, exchange, ritual, and politics. Recent ethnographic data raises new questions about these topics, provoking a critical rethinking. This course focuses on Melanesia, Polynesia, or Micronesia and uses a comparative approach to examine egalitarian societies, chiefdoms, and “early” states.

France: The People and Their Land G14.1326 Identical to G46.1310. Taught in English; requires a reading knowledge of French. Rogers. 4 points.
Examines the economic development in France during the 30 years of rapid growth following World War II. Focus is on the interplay between cultural, social, economic, and demographic trends, using interdisciplinary materials to develop processual modes of thought. Both national-level analyses and local-level ethnographic monographs are used to examine the ways
in which national themes and trends affect, are affected by, and mask variations in local behavior.

Rural France Since 1945: Continuity and Change G14.1327
Identical to G46.2310. Rogers. 4 points.
Examines transformations in French rural life and in urban images of the countryside, especially since World War II. Novels, ethnographies, and sociological literature are used to examine the evolution of ideas about rural life and their persistent symbolic potency in a period of modernization and demographic decline of the countryside. Contrasting views about the nature and significance of rural transformations are analyzed and related to long-established and equally contrasting popular images of rural life and its role in French culture and identity.

Problems in Contemporary French Society G14.1328 Identical to G42.1328 and G46.1810. Rogers. 4 points.
Introduction to the analysis of French society: social structures and postwar processes of social reproduction and transformation. Subjects include family organization, class, gender, generational differences, ethnicity, and regionalism. Local-level ethnographies, life histories, and national-scale studies are used to explore relationships between individual experience, local variation, and national trends.

Examines attempts over the course of the 20th century to define a science de l’homme. The seminar, based on textual analysis, focuses on identifying theories at work in the text, the interaction between different domains (history, philosophy, anthropology, literary criticism), and the genealogy of specifically French social theory in the 20th century.

Constructing America: Seminar on the Anthropology of the United States G14.1330 Ginsburg. 4 points.
Examines the changing character of American society and culture, from early observers, such as Alexis de Tocqueville, to contemporary anthropological work on subcultures and social movements. Organized both chronologically and topically, the class considers how anthropologists studying the United States are simultaneously engaged in its construction.

Theories of Modernity G14.1323 Staff. Limit 15 students. Prerequisite: G14.1010 or permission of the instructor. 4 points.
Analyzes classic social theories of modernity, anthropological debates about the grand dichotomy, and contemporary critical theory. Questions the nature and significance of features attributed to modernity: rational thought, scientific knowledge, individuality, political development, and sexual liberation. Explores the roles the modern and nonmodern have played in the social theory, the political process, and the lives of people in the non-Western world and examines “alternative modernities.”

Art and Society G14.1630 Feld, Myers. 4 points.
Considers aesthetic expression in relation to systems of thought, historical change, and diffusion and their relation to social organization. Emphasizes preliterate societies but shows relation to broader theories of aesthetics, iconography, and style, with reference to art everywhere. Considers mainly visual and plastic arts but also oral literature and crafts.

Complex Social Systems G14.1632 Beidelman, Blu. Lynch. 4 points.
Analyzes complex forms of social organization in relation to world-level ideologies and organizational techniques: bureaucracies, industrialism, Christianity, Islam, Buddhism, capitalism, the nation-state, and intellectual elites. Covers past and contemporary societies (including Western Europe, the Far East, colonial and independent sub-Saharan Africa, and the Middle East) and ideas of Weber, Marx, Durkheim, Simmel, Bendix, Furnival, Parsons, Tnoeltsch, and Sombart.

Political Systems G14.1633 Beidelman, Myers. 4 points.
Analyzes political structures, politics, and political culture (symbols and ideology) in different egalitarian and hierarchical settings. Culturally defined forms of autonomy, dominance-subordination, and inequality in the context of varying ways of controlling material resources and organizing people. The power dimensions of rituals, speech events, gender relations, ethnicity, and other cultural activities. Forms of governing and resisting are compared in such societies as tribal and centralized states, colonial and postcolonial nations, and transnational organizations.

Transnational Processes G14.1634 Prerequisite: G14.1010 or permission of the instructor. McLagan, Siu. 4 points.
Focuses on studies of “deterritorialized” social and cultural processes that have emerged from the new global traffic in capital, peoples, and cultures. Topics include transnational and diasporic identities and cultures of migrating Third World peoples; urban public cultures produced by the globalization of capital, commodities, media, literacy, and international political and religious movements; current models for analyzing transnational social and cultural phenomena; and methodologies for research. Students develop a research project on the transnationalization of social relations and cultures.

Cultures of Elites G14.1635 Prerequisite: G14.1010 or permission of the instructor. Blu. 4 points.
Compared several approaches to the study of elites and upper classes. Emphasis is on a cultural approach, gaining knowledge of elites’ views of themselves and their world as vital to understanding the direction, pace, and shape of change in societies. Contrasts Western with non-Western elites to clarify variations in speed, type, and character of development in their societies. Discusses implications of the ways elite culture is transmitted and reproduced.

History of Anthropology G14.1636 Beidelman, Lynch, Myers, Rogers. 4 points.
The history of anthropology is rooted in philosophical questions concerning the relationship between human beings and the formation of society. This course surveys these issues as they relate to the development of method and theory. Focuses on French, British, and American anthropology and how they contributed to the development of the modern discipline. Covers key figures Franz Boas, Emile Durkheim, Marcel Mauss, Bronislaw Malinowski, and Radcliffe-Brown. Issues: cultural relativism, relational between biology and culture, functionalism, and structuralism.

Anthropological Perspectives on New Social Movements G14.1637 Ginsburg. 4 points.
Examines forms of collective action referred to as “new social movements” (e.g., women’s grassroots and interna-
tional movements, youth, environmental justice, human rights, and other forms of urban movements), which display new patterns of political action and organization that researchers have associated with the rise and spread of global capitalism. Analyzes case studies of select social movements and their related theoretical literature.

**Race and Power** G14.1638  Staff. 4 points.

Examines the formation and deployment of the category “race” in historical and cross-cultural perspectives. Investigates how racism operates within systems of complementary exclusions tied to gender, class, national, and imperial identities. Topics include race in the construction of colonial and postcolonial hierarchies and ideologies; the production of “whiteness” in U.S. cultural politics; global (re)articulation of race and ethnic-cultural identities; and the environmental justice movement as a contemporary terrain of struggle in the elaboration of a politics of difference.


Follow-up to core course G14.1010. Considers selected classics and contemporary works derived from them, showing the interplay between past and current theory. Emphasis varies with the instructor. Themes include systems of thought, exchange theory, political and economic domination, social organization and kinship, bureaucracy, and history.


Examines various classic and contemporary ethnographies with two broad aims: how the collection of field data relates both to theory and to methodology and how such research has influenced the history of cultural anthropology.

**Anthropology of Religion** G14.2330  Beidelman, Lynch, Myers. 4 points.

The study of religion has been central to the anthropological understanding of systems and thought, categorization, and belief in both “simple” and complex societies. The study of ritual, myth, symbolism, and sacrifice also has major implications for secular activities: politics, bureaucracies, and notions of responsibility and obligation. Examples are drawn from Australian Aborigines, Africans, Classical Greeks, the Americas, Islam, Buddhism, European Christianity, and Judaism.

**Cultural and Social Change** G14.2340  Beidelman, Blu, Ginsburg. 4 points.

Analyzes the social and cultural factors that affect the course of colonization, independence, modernization, and the transition to postindustrial societies. Ideologies of domination, missionaries, aid programs, education, wealth, and progress are critically assessed in cross-cultural and social historical perspectives.

**Social Organization** G14.2341  Beidelman, Blu, Ginsburg, Lynch, Myers. 4 points.

Comparative analysis of family and kinship organizations and of the nature and social functions of such organizations in their social and historical contexts. Specific examples are drawn from classic studies of kinship and social organization.

**Symbolic Anthropology** G14.2342  Beidelman, Ginsburg, Kulick, Myers. 4 points.

Considers the relationships between the formal properties of signs and their place in social life. Examines methodologies of interpretation (hermeneutic problems locating and interpreting cultural meanings), issues in the poetics of meaning, and rhetorical approaches to signification. Also explores classical anthropological approaches to the study of symbols and meaning in light of recent work in semiotics, literary criticism, Marxist theory, structuralism, phenomenology, philosophy of language, and poststructuralist critique.

**Anthropology and Economic Analysis** G14.2343  Beidelman, Rogers. 4 points.

Economic institutions and economic behavior in prehistoric and contemporary societies. Anthropological studies of economic behavior. Relationships between anthropological studies of economic systems and classic economic theory. Applicability of economic theory to the methods and data of social anthropology.

**Urban Anthropology** G14.2345  Lynch. 4 points.

Critical survey of various models and conceptual frameworks used by anthropologists in the study of urban society. Definitions of urbanism, the preindustrial city, culture, central place theory, and networks. Emphasis on interplay between comparative ethnography and theory development.

**Sex/Gender Systems: Issues and Theory** G14.2346  Ginsburg, Martin, Rogers. 4 points.

Implications of new research on gender for anthropological models of society and culture and for theories concerning production, wealth, and exchange; stratification, domination, and inequality; kinship and family roles; and the role of gender constructs in cultural ideologies.

**Ethnographic Methods** G14.2700  Kulick, Schieffelin. 4 points.

Examines theories and methods of ethnographic research, paying particular attention to the role of language. In addition to readings, students have the opportunity to design and carry out ethnographic research projects in New York City.

**Seminar: Urban Anthropology** G14.3212  Lynch, 4 points.

Complex social systems, urban social systems, and problems of the comparative study of cities.

**Seminar: Modernization and Social and Cultural Change** G14.3213  Staff. 4 points.

Changes in the culture and social patterns of colonial and contemporary postcolonial societies in the context of changes in the relationship between Western and Third World societies. Covers political, economic, and cultural factors, and the institutional forms through which the two-way processes of change are mediated.

**Medical Anthropology** G14.3214  Martin, Rapp. 4 points.

Overview of central issues in medical anthropology. Focuses on the relationship of theory to practice. Examines problems in international health, occupational health, health care delivery, and clinical issues, illustrating the roles of anthropologists at the interface of the medical and social sciences. Implications of cross-cultural variation and commonality in health institutions; behavior and beliefs for change in health care systems. Students critique the literature in a particular area of medical anthropology; research projects utilize the New York University hospital and medical school.
Seminars: Ethnographic Areas G14.3490 to 3499 4 points per term.
Subject areas are selected by students and faculty in consultation. The seminars are designed primarily to explore ethnographic areas in which students have recently completed or are planning field research. Areas include the Near East, East Africa, Madagascar, East Asia, India, selected regions of the Caribbean, Mesoamerica, Oceania, and Australia.

LINGUISTIC ANTHROPOLOGY

Language and Problem Solving: The Legal Process and Narrated Self G14.1702 Schieffelin. 4 points.
Analysis of language as a particular type of problem-solving activity. Language is viewed as a significant form of social action and, as such, is a resource for participants and researchers. Grounded in comparative materials, theories, and methodologies drawn from the literature on studies of dispute resolution, symbolic interaction, political economy of language, narrative, and the "narrated self," the course explores how two speech genres—disputing and narrating—come together in the context of small claims court, an important legal institution in contemporary American society. Introduction to research in the ethnography of speaking, pragmatics, conversation analysis, narrative analysis, and interpretive sociolinguistics.

Language Ideologies, Social Change, and Language Use G14.2701 Schieffelin. 4 points.
Language choice is one of the principal arenas of struggle in achieving individual and group status in multicultural societies. This course explores various approaches to analyzing language ideologies and their relation to language choice and use in multilingual societies undergoing social change. Through study of language practices and language-related institutions, students examine how authority, identity, and power are contested, reformulated, and changed and how (or whether) linguistic diversity is valued.

Acquisition of Cultural Practices G14.2702 Schieffelin. 4 points.
Critically explores the notion of "practice" from a number of perspectives, including symbolic interactionism, phenomenology, ethnomet hodology, language socialization, and contemporary social theory, utilizing ethnographic studies on the acquisition of a variety of cultural practices, including speech and gender practices, across a range of societies and contexts. Analyzes selected social practices in terms of how they are framed, keyed, and constituted through speech and other expressive resources, through use of video and transcription.

PHYSICAL ANTHROPOLOGY

Paleobiology of the Primates G14.1512 Harrison, Jolly. 4 points.
Detailed survey of current problems and debates in the study of primate evolution. Considers the practical and theoretical issues concerned with evaluating the fossil evidence. Problems include those relating to phylogenetic interpretation, taxonomy, and paleobiological and paleoecological reconstruction.

Population Genetics G14.1513 Disotell, Jolly. 4 points.
In order to understand evolutionary change over time, population geneticists describe the generic compositions of living populations according to the laws of probability. This course examines the assumptions about mating patterns and evolutionary forces that are part of these probabilistic models and investigates the potential of such models for explaining variability and measuring evolutionary change in living populations.

Primate Behavior G14.1514 DiFiore, Jolly. 4 points.
Examines the diversity of primate social organization from an ethological perspective. Starting with a review of the basic observational and analytical methods of ethology, examines the structure of primate behavior, the determinants of patterns of spatial grouping and social interaction, and the onogeny of the individual behavioral repertory. These data are then related to the explanatory frameworks provided by sociocultural and sociobiological theory.

Comparative Morphology of the Primates G14.1515 Harrison, Jolly. 4 points.
Detailed review of the comparative anatomy and behavior of the living primates. Surveys the morphology of the musculoskeletal system, the dentition, the viscera, the nervous system (including the brain and sensory organs), and the reproductive system. These structural/functional systems are examined from an ecological and behavioral perspective, and their significance for assessing taxonomic and phylogenetic relationships is reviewed.

Skeletal Morphology G14.1516 Harrison. 4 points.
Osteology, or the study of bone and the skeleton, has applications throughout physical anthropology. This course intensively examines the human skeleton from the perspective that bone is a living tissue and is responsive to both genetic and environmental influences. Forensic anthropology and the study of bone as a record of prehistoric behavior are emphasized.

Biological Variation Among Human Populations G14.1517 Disotell, Jolly. 4 points.
Despite the significance of culture in human adaptation, genetic variation and biological adaptability continue to affect human survival and reproduction in important ways. This course explores genetic, physiological, morphological, and behavioral variability in human populations today; its role in human adaptation; and its significance to our understanding of human evolution.

Natural History of the Primates G14.1518 DiFiore, Jolly. 4 points.
Designed to provide a rigorous introduction to primate ecology. Starts with a consideration of the methods of tropical ecological research and with a review of the major features of tropical ecosystems. Covers the extensive literature on the ecology of wild monkeys, apes, and prosimians and examines this information in the light of theoretical models of optimum foraging strategy, predator-prey relationships, and ecosystem diversity.

Fossil Evidence for Hominid Evolution G14.1519 Harrison. 4 points.
Detailed review of the fossil remains that document the major stages of human evolution from the Miocene through the Pleistocene. Emphasis is on the morphology of hominid specimens, rationale for taxonomic decisions, and interpretation of phylogeny.

Paleopathology G14.2516 Disotell. 4 points.
The study of disease in prehistory provides important epidemiological data for the study of contemporary disease
and critical information about the health status and evolutionary success of ancient human populations. This course reviews skeletal responses to age, hormonal stimuli, nutrition, trauma, and infection; their distribution in prehistoric populations; and the medical and evolutionary significance of such patterns of health and disease. Students gain practical experience through laboratory sessions and field trips to museums and forensic facilities.

**Human Evolution: Problems and Perspectives** G14.2519 Disotell, Harrison, Jolly. 4 points.

Major problems raised by classic and contemporary theories of human evolution. Analysis of problems of systematics, phylogeny, natural selection, and variation from the points of view of classic as well as contemporary research.

**Primate Evolution: Problems and Perspectives** G14.2520 DiFiore, Disotell, Harrison, Jolly. 4 points.

Detailed examination of current problems in the study of primate evolution. Considers the practical and theoretical problems concerned with evaluating fossil evidence. Students review the evidence critically and formulate ideas or propose further areas of research. Topics include analyses of key problems in phylogenetic interpretation, taxonomy, and dating.

**Seminar: Physical Anthropology I, II** G14.3217, 3218 DiFiore, Disotell, Harrison, Jolly. 4 points per term.

Designed for advanced graduate students and faculty who present and discuss their research problems.

**GENERAL SEMINARS**

**Proseminars in Anthropology** G14.1930 to 1935 Open to undergraduate majors as well as graduate students. 4 points per term.

Proseminars are designed to enable faculty and graduate and undergraduate students to explore special topics of interest not covered in sufficient detail in the standard curriculum. These reflect interests of faculty and consequently provide valuable insights into topics and problems of current concern within anthropology. Sample topics: research in exchange theory, language acquisition, new perspectives in ethnographic film, and primate social organization. Majors are encouraged to enroll in some of these courses to gain insight into new directions characterizing anthropological research and analysis. Consult current departmental course information guides.

**Ph.D. Seminar** G14.3210, 3211 Offered on demand. 4 points per term.

**Topical Seminars** G14.3390 to 3399 Terms and instructors arranged. 4 points per term.

These 10 seminars are devoted to topics selected by students and faculty. Students should consult the department for a list of seminar topics.

**Reading in Anthropology** G14.3910 to 3914 Variable points.

**Research in Anthropology** G14.3990 to 3999 4 points per term.
The Center for Atmosphere Ocean Science (CAOS) within the Department of Mathematics offers an interdisciplinary graduate program that bridges such disciplines as fluid dynamics, numerical modeling, physics, and geophysics. CAOS brings together two geophysical sciences (physical oceanography and atmospheric science) using the perspective of applied mathematics. Atmosphere ocean science is a rapidly developing field, in that the surprising extent to which weather and climate are influenced by atmosphere ocean interactions has only recently been fully realized. The problems are complex and bridge various disciplines, including fluid dynamics, cloud physics, atmospheric chemistry, modeling, simulation and numerical analysis, and data engineering. Further, it is a field that engages the mathematical and computational sciences in questions of substance and methodology and, accordingly, involves mathematics as well as science not usually found within a mathematics curriculum. CAOS maintains the central role of modern applied mathematics while engaging the participation of the relevant life and physical science departments.

**Faculty**

**David M. Holland,** Assistant Professor, Mathematics (Atmosphere Ocean Science). Ph.D. 1993 (atmospheric and oceanic sciences), McGill; M.S. 1986 (physical oceanography), B.S. 1984 (physics), Memorial.

Ice and ocean modeling; climate dynamics.

**Richard Kleeman,** Associate Professor, Mathematics (Atmosphere Ocean Science); Director, Center for Atmosphere Ocean Science. Ph.D. 1986 (mathematical physics), Adelaide (Australia); B.S. 1980 (theoretical physics), Australian National.

Stochastic modeling; predictability and climate dynamics.


General circulation of the atmosphere; climate dynamics and geophysical data analysis.

**AFFILIATED FACULTY**

**W. Stephen Childress,** Professor, Mathematics. Ph.D. 1961 (aeronautics and mathematics), California Institute of Technology; M.S.E. 1958 (aeronautical engineering), B.S.E. 1956 (aeronautical engineering), Princeton.

Fluid dynamics and convection.

**Andrew J. Majda,** Samuel F. B. Morse Professor of Arts and Science; Professor, Mathematics. Ph.D. 1973 (mathematics), M.S. 1971 (mathematics), Stanford; B.S. 1970 (mathematics), Purdue.

Stochastic modeling; tropical atmosphere and deep ocean convection; turbulent and mixing process.


Geophysical fluid dynamics; deep ocean mixing.

**Program and Requirements**

**DOCTOR OF PHILOSOPHY**

Ph.D. candidates are expected to be full-time students. The program normally requires four years of full-time study, although well-prepared students could complete the requirements in three years. The requirements for the Ph.D. are the following:

1. A total of 72 points: 48 points of course credits (16 courses), 20 points of research credits, and 4 points of seminar credits.

2. A grade of A on written comprehensive examinations in linear algebra and advanced calculus and an oral examination in basic physical principles and applied mathematics.

3. The passing of oral doctoral examinations.

The curriculum for the CAOS program provides a rough balance between mathematics and physical science. It aims to prepare students for research and teaching in all aspects of the modern applied mathematics needed in atmosphere ocean science while providing courses in the physics needed in this discipline. At the same time, the program is sufficiently flexible to accommodate students with special interests in theoretical atmosphere ocean science and numerical aspects of the same discipline.

The program includes courses designed especially for CAOS students, as well as a subset of core mathematics courses.

The following are current courses specific to the program in atmosphere ocean science. In addition, up to two elective courses may be taken at Columbia University’s Graduate School of Earth and Environmental Sciences with the approval of the director of CAOS.

**Nonlinear Waves in the Atmosphere and Ocean** G63.2830.001 3 points.
The course introduces students to nonlinear wave theories and develops several contemporary applications in atmosphere ocean science.

**Climate Dynamics** G63.2830.002 3 points.
The earth’s climate system is controlled by the interaction between ocean and atmosphere. This course introduces students to the basic dynamics underlying this coupled system and illustrates its consequences using the El Niño phenomenon.

**Introduction to Atmospheric Science** G63.2830.003 3 points.
The atmosphere is an example of a geophysical fluid that exhibits a number of interesting mean circulations and instabilities. This course provides a mathematically oriented survey of these results that gives students significant dynamical insight into the general circulation of the earth’s atmosphere.

**Introduction to Physical Oceanography** G63.2840.002 3 points.
The course introduces students to the application of mathematics and physics to the science of physical oceanography. The lectures discuss and illustrate the role of the oceans in the earth’s climate, the basic equations of motion, boundary conditions, geostrophic flow, planetary boundary layers, barotropic and baroclinic circulation, vorticity, surface gravity waves, inertial motions, and tides.

**Geophysical Fluid Dynamics** G63.2862.002 3 points.
This course covers the basics of geophysical flows, including the thermodynamics of the ocean and atmosphere, the effects of strong stratification and fast rotation, scale separation, the geostrophic balance, potential vorticity, long waves, moist convection, and the thermohaline circulation.
DIRECTOR OF THE PROGRAMS:
Joel D. Oppenheim, Ph.D.

Associate Dean for Graduate Studies

The Sackler Institute of Graduate Biomedical Sciences at New York University School of Medicine, a division of the Graduate School of Arts and Science of New York University, offers programs in the basic medical sciences, leading to the Ph.D. degree and, in coordination with the Medical Scientist Training Program, combined M.D./Ph.D. degrees. The Institute encompasses the basic medical sciences departments at the School of Medicine (biochemistry, cell biology, microbiology, medical and molecular parasitology, pathology, pharmacology, and physiology and neuroscience) that offer interdisciplinary training programs in cellular and molecular biology, developmental genetics, infectious diseases and basic microbiological mechanisms, molecular oncology and immunology, molecular pharmacology and signal transduction, and neuroscience and physiology. Programs are individually administered and have their own requirements (see individual programs below).

Faculty


Research Professors: David Moscatelli.

Research Associate Professors: Paolo Mignatti, Manijeh Mohraz, Elizabeth W. Newcomb, John O. Thomas.

Research Assistant Professors: Alka Mansukhani, Hans Georg Wisniewski.

FACULTY EMERITI

Alan Bernheimer, Elizabeth McFall, Zoltan Ovary, Milton R. J. Salton.
Programs and Requirements

Admission: Only full-time students are admitted into the Sackler Institute to a Ph.D. or an M.D./Ph.D. program. Applicants for admission must have at least a bachelor’s degree, or its equivalent, from a college or university of recognized standing and have a strong background in the biological, chemical, and physical sciences. Evaluation for admission to the programs offered by the Sackler Institute is carried out by each individual program admissions committee and is based on previous academic achievement, letters of recommendation, assessment of the applicant’s scientific potential, and scores on the Graduate Record Examination (GRE). It is highly recommended that applicants also take an advanced GRE test in either biology or chemistry. Personal interviews are usually requested of applicants who reside in the United States.

Loans and Stipends: All graduate students are supported by either assistantships or traineeships, which carry stipends of $22,000 for the 2001-2002 academic year, in addition to coverage of all tuition fees and health insurance costs. Financial support is provided for the entire duration of study. No teaching or laboratory assisting is required for the receipt of financial aid. Low-interest housing loans of $1,500 a year are also available for qualified students, as are loans for the purchase of personal computers.

Deadline for Applications: Applicants are encouraged to submit application forms and all supporting material by February 1. Applications received after this date are considered at the individual discretion of the admissions committee of the program to which the student directs his or her application.

DOCTOR OF PHILOSOPHY

The Doctor of Philosophy degree signifies that the recipient is capable of conducting independent research, has a broad basic knowledge of all areas of basic medical sciences, and has a comprehensive knowledge of one area in particular. To qualify for the doctorate, a student must satisfactorily complete graduate courses totaling at least 72 points (a minimum of 32 in residence at New York University), satisfy the curricular requirements of the individual program, pass a qualifying examination, and present an acceptable dissertation to an appointed thesis committee. A total of 36 points must be completed in courses and tutorials; the remaining points may be obtained in research and/or seminars. The qualifying examination is usually administered at the end of the fourth term of full-time study and the completion of 36 points. The examination may include both written and oral sections and is designed to cover the student’s field of concentration and related subjects. Individual programs may set special requirements concerning their qualifying examination. When the dissertation is completed and approved by the student’s research adviser and examination committee, a formal public oral examination is held at which the candidate presents and defends the results of his or her research before a faculty committee.

INDIVIDUAL PROGRAMS

Information and applications to the School of Medicine’s graduate programs can be obtained from the office of the Sackler Institute at the following address:

Sackler Institute
New York University School of Medicine
550 First Avenue
New York, NY 10016-6497
Telephone: (212) 263-5648
Fax: (212) 263-7600
E-mail: sackler-info@nyumed.med.nyu.edu
Web site: www.med.nyu.edu/Sackler

Open Program: When applying for admission to the Sackler Institute, students have the option of either applying directly to individual training programs or entering an “open program.” This latter option allows students the opportunity of performing research rotations during their first academic year in any laboratory of a member of the graduate faculty in the Sackler Institute, regardless of their departmental or program affiliation. Students then select a thesis adviser and program affiliation by the end of their first academic year. This is accomplished with the help of a graduate advisory committee, exposure to all research possibilities through a series of faculty seminars, and participation in elective courses in the various disciplines.

Training Program in Cellular and Molecular Biology: This program involves investigators in six basic science departments, and training is offered in the general areas of structure, function, and biogenesis of macromolecules and subcellular organelles; mechanisms that regulate cell metabolism, differentiation, and growth; and intercellular interactions during development. The interdisciplinary character of the program allows for a wider perspective for the student in approaching a research project and selecting a thesis adviser. The design of the curriculum aims at providing the students with an advanced, but balanced, biological education, which prepares them to understand and apply to their research sophisticated ideas and methodologies of biochemistry, genetics, immunology, molecular cell biology, and structural biology.

Director: Daniel B. Rifkin, Ph.D.
Graduate Advisers: Lynette Wilson, Ph.D., Department of Cell Biology
James Borowiec, Ph.D., Department of Biochemistry
Telephone: (212) 263-5360
E-mail: CMB.Program@mccm.med.nyu.edu

Training in Developmental Genetics: The purpose of developmental genetics training is to offer graduate students research opportunities in the areas of developmental biology with a special focus on molecular and genetic approaches. Students and postdoctoral fellows have the opportunity to carry out research with investigators working with a variety of organisms, including Drosophila, C. elegans, Xenopus, Arabidopsis, mouse, chicken, and zebrafish. The research program allows the study of diverse developmental processes such as pattern formation, cell determination, cell lineage, and cell-cell interactions. A unique feature of this program is that it brings together investigators from the School of Medicine and the Department of Biology to provide a comprehensive focus on developmental genetics. Students may apply either through the Department of Biology or the Sackler Institute.

Director: Ruth Lehmann, Ph.D.
Graduate Adviser: Alexandra Joyner, Ph.D.
Telephone: (212) 263-7290
E-mail: joyner@saturn.med.nyu.edu

Training Program in Infectious Diseases and Basic Microbiological Mechanisms: This program is composed of two subprograms, which pre-
pares doctoral candidates in the biology of infectious disease processes: (1) Medical and Molecular Parasitology and (2) Microbiology. Training is offered in the fields of prokaryotic and eukaryotic microbial and molecular genetics; mechanisms of pathogenicity and host resistance to infectious agents; AIDS, retrovirology; and oncogenic viruses; growth factors; cytokines; mechanisms of signal transduction; the biochemistry, cell, and molecular biology of malarial parasites, trypansomes, and pneumocystis; and the immunological phenomena associated with malarial and trypanosomal infections. The curriculum emphasizes the molecular aspects of pathogenesis with courses in biochemistry, cellular and molecular biology, genetics, immunology, microbiology, microbial pathogenesis, parasitology, and virology. Applicants should have a strong background in biology, chemistry, biochemistry, molecular biology, and genetics.

Directors:
Claudio Basilio, M.D.
Ruth Nussenzweig, M.D., Ph.D.
Graduate Advisers:
Dan Eichinger, Ph.D., Department of Medical and Molecular Parasitology
Telephone: (212) 263-8160
E-mail: eichid01@popmail.med.nyu.edu
Michael Garabedian, Ph.D., Department of Microbiology
Telephone: (212) 263-7662
E-mail: garabm01@popmail.med.nyu.edu

Training Program in Molecular Oncology and Immunology: This specialization trains doctoral candidates in the areas of molecular oncology, viral oncology, virus-cell interaction, immunochimistry, cellular immunology, and molecular genetics. Research experience may be acquired in the following areas: tumor virus-cell interaction; regulation of gene expression; oncogenes and tumor suppressor genes; DNA repair; lymphomas; cell differentiation; molecular biology of immunoglobulin genes; immunogenetics; autoimmune disease; interferon, interleukins, and growth factors; complement; AIDS; and various problems in cellular, tumor, and parasite immunology. Studies in these areas use sophisticated methods, including gene transfer, gene cloning, and transgenic mouse and hybridoma technology. Courses are given in the areas of biochemistry, cellular and molecular biology, immunology, molecular oncology, pathology, and virology. Director: Vittorio Defendi, M.D.
Graduate Adviser: Robert B. Carroll, Ph.D.
Telephone: (212) 263-5347
E-mail: Robert.Carroll@med.nyu.edu

Training Program in Molecular Pharmacology and Signal Transduction: This program trains doctoral candidates in molecular and biochemical pharmacology and neurobiology. Training is offered in growth-factor-mediated signal transduction, tyrosine kinase receptors, receptor phosphatases, G-protein coupled receptor signaling, steroid/thyroid hormone nuclear receptors, exocytosis mechanisms, and proteolytic processing of receptors and ligands. The curriculum includes courses in molecular pharmacology, biochemistry, cellular and molecular biology, neurosciences, and signal transduction. Applicants should have a strong background in biology, chemistry, or the physical sciences. Director: Herbert H. Samuels, M.D.
Graduate Adviser: Lakshmi A. Devi, Ph.D.
Telephone: (212) 263-7111
E-mail: roseh01@mcmbox.med.nyu.edu

All M.D./Ph.D. candidates receive full financial support, which includes tuition, fees, and an annual stipend ($22,000 for 2001-2002). Candidates should apply for admission to the School of Medicine as described in the current bulletin of the school. Those who are interested in the combined degree program can request a supplementary application by using the postcard enclosed in the School of Medicine application. Admission to the Medical Scientist Training Program is highly competitive, and the selection committee pays special attention to the research experience of the candidate and to the quality of his or her scientific preparation. A description of the candidate’s research experience and letters of recommendation from all research supervisors are essential components of the M.D./Ph.D. application. A summary of the applicant’s scientific interests and career plans must also be included with the application. Candidates are encouraged to submit their applications as early as possible, preferably before November 15. They should ensure that transcripts, letters of recommendation, and other supporting data are received at the School of Arts and Science (GSAS) of New York University. They must meet all the requirements for the Ph.D. degree in GSAS and for the M.D. degree in the School of Medicine. In a typical program, the first 18 to 24 months are devoted to a preclinical basic sciences curriculum similar to that pursued by candidates for the M.D. degree. The student then enters a graduate program in which he or she takes advanced graduate courses and pursues a research project. M.D./Ph.D. students usually take their qualifying examinations at the end of the third year or the beginning of their fourth year. Following the completion of studies toward the Ph.D. degree, the student takes an accelerated special clinical program and completes the remaining requirements for the M.D. degree in 13 to 18 months. Completion of the requirements for the M.D./Ph.D. usually takes six to seven years.

The program allows a limited number of students the opportunity to pursue a combined degree in medicine and the social sciences by doing their doctoral research in an area of the social sciences (political science, economics, sociology, psychology [not clinical], and public administration) related to medicine.
York University School of Medicine, 550 First Avenue, New York, NY 10016-6497. Further information may be obtained from the School of Medicine bulletin, or by writing to Ms. Arlene Kohler, Medical Scientist Training Program, New York University School of Medicine, 550 First Avenue, New York, NY 10016-6497.

Director: James Salzer, M.D., Ph.D. Deputy Director: Gert Krebich, Ph.D. Administrative Officer: Ms. Arlene Kohler

Telephone: (212) 263-5649
E-mail: kohleat01@popmail.med.nyu.edu

Whereas there is significant overlap and multiplicity in the various training programs, the research faculty are listed below according to their primary departmental affiliation except for the Program in Developmental Genetics, which comprises members of the Departments of Biology at the main campus (indicated by *) and Cell Biology at the School of Medicine.

**BIOCHEMISTRY**


**CELL BIOLOGY**


**DEVELOPMENTAL GENETICS**


**MEDICAL AND MOLECULAR PARASITOLOGY**


**MICROBIOLOGY**

Courses

Enrollment is limited: written permission of the instructor (on the registration card) is prerequisite to registration.

Students should check the basic medical sciences class schedule (available in the basic medical sciences office) for up-to-date information on courses before registering.

Students should familiarize themselves with the separate calendars used by the School of Medicine and the Graduate School of Arts and Science since certain basic medical sciences courses begin before or after the opening of the regular term in the Graduate School of Arts and Science. Courses are offered at the School of Medicine unless otherwise indicated.

Two-Part Courses: A hyphen indicates a full-year course with credit granted only for completing both terms. A comma indicates credit is granted for completing one term.


Intensive, two-semester advanced course. Provides a broad overview of protein and nucleic acids, structure and function. The fall semester covers various aspects of cell biology and sig-
ral transduction. Topics include cytoplasmic and nuclear protein transport; endocytosis; molecular motors; cell-cell interaction and cell adhesion; ion channels; and the mechanisms of receptor action, including those mediated by G-proteins, steroids, and cytokines. The spring semester covers protein-DNA recognition; DNA metabolism, including DNA replication, repair, and recombination; chromatin structure; RNA transcription and processing; translation control mechanisms; protein maturation; cell-cycle control; and apoptosis. The class generally has two lectures and one discussion section per week. The reading of primary research articles is heavily emphasized. Each semester has a total of three exams.


Introduction to the anatomy, cell biology, molecular structure, and physiology of neurons and glial cells. The course is structured to equip students with the skills necessary to read the contemporary neuroscience literature as well as to provide a grounding in the fundamental concepts of cellular neuroscience. Emphasis is on basic cellular and molecular mechanisms used by neurons to receive, integrate, and transmit information. Subjects covered include the fine structural anatomy and electrophysiological properties of neurons and glia, the role of ion channels in intracellular and intercellular communication, mechanisms of synaptic transmission and integration, biochemistry and physiology of neurotransmitters, and regulation of neuronal function by gene expression.


Introduction to neuroanatomy, neurophysiology, developmental biology, and behavioral function of the vertebrate nervous system. The structure and function of sensory, motor, integrative, and cognitive systems of the peripheral and central systems are analyzed using electrophysiological, behavioral, genetic, morphological, molecular, and computational techniques. Emphasis is on integration of cellular and molecular neurobiological properties of individual neurons with network and computational organization of the major systems of the brain. Subjects covered include information processing and coding mechanisms used by vision, hearing, touch, proprioceptive, and chemical senses; neural control of movement by cerebral, cerebellar, brain stem, and spinal circuits; molecular and electrophysiological mechanisms underlying the development, maturation, and aging of individual neurons and neuron systems; and the neurobiology of cognitive function in higher brain centers.

Neuroscience G16.2009 School of Medicine course. Prerequisite: G16.2303. Lecture, laboratory, and conference. Rey, Walton, staff. 6 points.

Molecular Parasitology G16 2010 Lecture and conference. Eichenger, Zavala, staff. 3 points.

Broad overview of the variety, the mechanisms of pathogenesis, and the health impact of parasites that cause disease in humans. Parasites covered in different years may vary, but they include those causing malaria, trypanosomiasis, toxoplasmosis, and amebiasis, as well as examples of opportunistic or emerging parasites. An in-depth analysis of current areas of immunological and molecular research being conducted on these disease-causing parasites is presented in a combined reading and lecture format in which students and course coordinators review background and assigned literature on a given topic, followed by a lecture from an active researcher in that area. Students then meet with the speaker for further informal discussion.

Cell Biology of Tissues and Organs G16.2013 School of Medicine course. Prerequisites: G16.2103 and G16.2104, or permission of the instructor. Lecture and laboratory. Rosenfeld, staff. 4.5 points.

Gross Anatomy G16.2014 School of Medicine course. Lecture and conference. Boggart, staff. 6 points.

Molecular Genetics, Biochemistry, and Cell Biology G16.2103 Offered every fall. Prerequisite: organic chemistry. Lecture and conference. Rush, staff. 6 points.

This introductory course is divided into two sections. The first section is an intensive overview of topics in biochemistry, molecular biology, and genetics. Topics include basic protein structure and enzyme kinetics; the metabolism of carbohydrates, lipids, nucleotides, amino acids, cholesterol, and prostaglandins; basic mechanisms of DNA replication and repair; RNA transcription; and protein translation. The lectures also discuss inherited defects in major metabolic pathways that reveal critical interplay between various pathways. Conferences consist of student presentations of biochemical “case studies” and selected topics in molecular genetics and biochemistry.

The second section of the course stresses cell biology. Topics include the structure, function, and biogenesis of membranes and subcellular organelles; the structure and function of the cytoskeleton; cell transformation; basic aspects of developmental genetics. Classes include lectures as well as small group discussions on the cellular and molecular basis of a variety of genetic diseases and on readings from the primary literature.

Microbiology G16.2202 Offered every spring. Lecture, laboratory, and conference. Oppenheim, staff. 3 points.

This course is roughly divided into two sections: virology and bacteriology/mycology. The virology section covers viral structure, classification, and replication; viral pathogenesis; antiviral drugs; viral oncogenesis; host-parasite interactions; and methods of prevention. The bacteriology/mycology section covers bacterial structure, function, and classification; microbial adaptation (genetics, genetics of pathogenesis, and antibiotic resistance); mechanisms of microbial pathogenesis; antibiotic design and targets; host-parasite interactions; epidemiology of infectious disease; and methods of prevention.

Molecular Virology G16.2210 Offered in the fall of even-numbered years. Prerequisites: biochemistry and microbiology (G16.2202 or equivalent). Lecture and conference. Oppenheim, staff. 4 points.

Topics include classification of viruses, structure of virions, chemistry and physical chemistry of virion and its components, assay of virus infectivity and other viral-specific properties, replication of RNA and DNA viruses, and host-cell response to virus infections.

Genetics G16.2214 Offered every fall. Klein, staff. 6 points.

Transmission genetics in diploid organisms. Principles and methods of genetic analysis in diploid organisms—including Drosophila, worms,
zebrafish, plants, mice, and humans—are emphasized. Classes include lectures, problem solving, and discussion of primary literature. Topics include linkage, gene interactions, mapping, mutagenesis, clonal analysis, sex determination, transgenic studies, use of mosaics, imprinting, and methods of study in human genetics.

Introductory Immunology G16.2306 Offered in the spring of odd-numbered years. Phillips-Quagliata, staff. 4 points.
Topics range from the basics of the anatomy of the immune system and cellular interactions in the immune response through current understanding of the mechanisms of antigen processing and signal transduction in lymphoid cells. Areas covered are immunoochemistry, cellular immunology, and immunogenetics, including structure and function of immunoglobulins and complement components; networks and idiotype regulation; cell cooperation, tolerance, and suppression; immune response genes and the major histocompatibility complex; immunoglobulin genes; immunologiological mediators of inflammation; immunological disease; and tumor immunology.

Advanced Immunology G16.2308 Offered in the fall of odd-numbered years. Prerequisite: G16.2306 or the equivalent. Lecture and conference. Lafaille, staff. 4 points.
Topics include tolerance and autoimmunity, innate immunity, antigen processing/presentation, V(D)J recombination, T cell development and thymic selection, co-stimulation and anergy, B cell tolerance, signaling in lymphocytes, T helper cell differentiation, immunological memory and vaccines, regulatory T cells, oral tolerance, and genetics of susceptibility to autoimmune disease.

General Pathology G16.2309 School of Medicine course. Prerequisite: G16.2103. Lecture, laboratory, and conference. Dekdi, staff. 6 points.

Molecular Oncology G16.2318 Offered in the spring of even-numbered years. Prerequisite: G16.2103. Lecture. Pellicer, Tebeor. 4 points.
Studies the molecular basis of cancer. Topics include somatic mutations and DNA repair mechanisms; viral systems relevant to cellular transformation and human cancer; the pathogenesis of cancer as a consequence of alterations in oncogenes; growth factor genes and tumor suppressor genes, with emphasis on the function of their normal counterparts; tumor progression; mechanisms of metastasis; and tumor immunology.

Pharmacology G16.2402 School of Medicine course. Lecture, laboratory, and conference. Stern, staff. 6 points.

Molecular Signaling and Drug Development G16.2404 Lecture and conference. Sap, staff. 3 points.
Overview of basic issues in pharmacology, such as drug distribution and modes of drug-receptor interaction, as well as contemporary approaches in target identification, compound design and development, and clinical testing. Topics include embryonic axis determination, region-specific gene expression, cell specification through cell-cell interaction, gastrulation, and organogenesis.

Research Computing Resource. Rather than teach specific commands, discussions emphasize underlying principles that enable scientists to make better use of computer programs.

Foundations of Developmental Genetics I, II G16.2608, 2609 Lecture and laboratory. Lehmann, staff. 6 points each term.
Fundamental questions, concepts, and methodologies of modern inquiry into the genetic and epigenetic mechanisms of development are explored through lectures, readings in the primary literature, and laboratory work. Topics include embryonic axis determination, region-specific gene expression, cell specification through cell-cell interaction, gastrulation, and organogenesis.

Tutorial in Neuroanatomy G16.2611 Offered every spring. Rubinson, staff. 3 points.
Covers the gross and microscopic structure of the nervous system, with an emphasis on the human brain and spinal cord. Exposes the student to the framework of the nervous system as a context for future, more focused research and teaching. After an introduction to principles, includes gross anatomy and development, major subdivisions, spinal sensory and motor pathways, brainstem and reticular formation, pyramidal/extrapyramidal motor systems, special senses, and functional anatomy of the forebrain (thalamus and cortex). Lecture and text materials are supplemented with dissection and case studies.

Parasitology I G16.2701 School of Medicine course. Lecture, laboratory, and conference. Nardin, staff. 3 points.

Epidemiology G16.2706 School of Medicine course. Lecture. Friedmann-Fujimura. 1.5 points.

RESEARCH
Individual investigations may be undertaken in each department in the areas of research listed below and in related fields. The number of points for each course is at the discretion of the adviser.
Research in Biochemistry
G16.3101-3102 Blumenberg, Borowiec, Chao, Coucan, Godson, Guller, Hong, Jiang, Klein, Kong, Lee-Huang, Neubert, Rush, Walden, Zhang, Ziff. 1-12 points per term.


Research in Developmental Genetics G16.3403 Benfey, Burden, Clark, Fishell, Fitch, Hubbard, Jones, Joyner, Lehmann, Loomis, Ruiz i Altaba, Rushlow, Schier, Sink, Small, Treisman, Yelon. 1-12 points per term.

Research in Microbiology G16.3201-3202 Basilico, Belasco, Blaser, Darwin, Garabedian, Li, Littman, Mansukhani, Mohr, Novick, Perez-Perez, Schneider, Tansley, Vileik, Wilson, Wisniewske. 1-12 points per term.


SEMINARS
Seminar in Biochemistry G16.3111, 3112 Borowiec, staff. 1.5 points per term.

Seminar in Cell Biology G16.3115, 3116 Wilson, staff. 1.5 points per term.

Seminar in Developmental Genetics G16.3404 Joyner, staff. 1.5 points per term.

Seminar in Microbiology G16.3211, 3212 Garabedian, staff. 1.5 points per term.

Seminar in Parasitology G16.3711, 3712 Eichinger, staff. 1.5 points per term.

Seminar in Pathology G16.3311, 3312 Carroll, staff. 1.5 points per term.

Seminar in Pharmacology G16.3411, 3412 Devi, staff. 1.5 points per term.

Seminar in Physiology and Neuroscience G16.3507, 3508 Bloomfield, staff. 1.5 points per term.
The Department of Biology offers programs leading to the degrees of Master of Science and Doctor of Philosophy. The range of advanced courses and programs of research allows students to obtain a broad base of education in the biological sciences while specializing in fields such as neurobiology, microbiology, cell biology, molecular biology, plant biology, genetics, developmental biology, physiology, immunology, biochemistry, population biology, and organismal biology. The programs stress the development of quantitative, mechanistic, and integrative skills in preparation for academic, research, or applied careers.

The Master of Science degree program, designed for full-time and part-time students, provides a comprehensive foundation in modern biological science. Specialized master’s-level tracks in biological sciences, computers in biologic research, and recombinant DNA technology are available. For more information, contact the coordinator of student advisement or consult the Graduate Student Handbook, which is available from the department.

The M.S. program in biomedical journalism, offered jointly by the Department of Biology and the Department of Journalism and Mass Communication, is designed to train journalists with a special background and expertise in biomedical sciences. Specialty training in print, broadcast, and Web journalism is available. Admission to the program must be granted by both departments. Graduate Record Examination scores are required from each applicant.

The M.S./M.B.A. program, offered jointly by the Graduate School of Arts and Science and the Leonard N. Stern School of Business, leads to an M.S. degree in biology (GSAS) and an M.B.A. (Stern). This program meets a need for academic preparation and training of scientist-managers and research directors for the biotechnology and pharmacology industry, academic industrial liaison personnel, investment specialists for the financial sector, and government regulatory personnel. The GMAT and GRE exams are required for the application process, and each program’s prerequisites must be met.

The Doctor of Philosophy degree program, a full-time course of study, is designed to develop independent research scientists. Students undertake independent research under the guidance of a faculty sponsor and have access to state-of-the-art laboratories, sophisticated instrumentation and advanced computer facilities, and extensive library holdings. Predoctoral colloquia enable students to keep abreast of significant developments in their fields of research, while seminars by distinguished visitors, speaking on a variety of topics, add breadth to the educational programs offered by the department.

A collaborative doctoral program between the Department of Biology and the Program in Environmental Health Sciences is offered in cooperation with the Nelson Institute of Environmental Medicine. It is designed for students who wish to obtain a solid foundation in biology while specializing in environmental health. Courses are offered both at the Washington Square campus and at off-campus facilities in Sterling Forest, Tuxedo, New York.

Biotic Resources Integrating Development, Genetics, Evolution, and Systematics (BRIDGES) is a specialized training track in molecular evolution. Students in this track are trained to use molecular approaches to understand the
evolution and diversity of plants and animal species and aspects related to the conservation and curation of these biotic resources. The BRIDGES track was developed jointly by faculty at New York University and its affiliated institutions, the New York Botanical Garden (NYBG) and the American Museum of Natural History (AMNH), which curate and study large collections of plant and animal species.

The Developmental Genetics (DG) track offers students a curriculum focused on the use of genetic approaches to understand developmental mechanisms. Students conduct research with investigators working in a variety of genetic systems, including *Drosophila*, *C. elegans*, *Xenopus*, *Arabidopsis*, mouse, chicken, and zebrafish, and studying diverse developmental processes, such as pattern formation, cell determination, cell lineage, and cell-cell interactions. This track brings together investigators from the Department of Biology and the New York University School of Medicine to provide a comprehensive program focused in developmental genetics.

The graduate program in basic sciences (College of Dentistry) is part of the graduate program of the Department of Biology, Graduate School of Arts and Science, and focuses on oral biology. Students who carry out their research with a faculty member of the College of Dentistry are subject to the degree requirements in the Department of Biology. For further details, see the Oral Biology (College of Dentistry) section of this bulletin. Courses taught at the College of Dentistry that may be available to students doing research at the College of Dentistry are listed at the end of the biology course listings.

**Faculty**

Chiye Aoki, Associate Professor, Neural Science, Biology. Ph.D. 1985 (neuroscience), Rockefeller; B.A. 1978, Barnard College.
The role of postnatal experience in the formation of chemical synapses in the cerebral cortex.

Neuronal development and aging; role of 5-HT, steroids, and protein growth factors; Alzheimer’s disease.

Philip N. Benfey, Associate Professor. Ph.D. 1986 (cell and developmental biology), Harvard; Diplôme d’Etudes Universitaires Générales 1981 (biochemistry), Paris VI (France).
Development of multicellular organisms; molecular genetic approaches to understanding the development of the root of the model plant system *Arabidopsis thaliana*.

Behavioral genetics; molecular and cellular basis of circadian rhythms in *Drosophila*.

Population and molecular genetics in animal model systems, with current research on evolution of cave fishes and regressive evolution of eye development; genetic variation at the Xmrk melanoma locus in fishes of the genus *Xiphophorus*; molecular phylogenetic reconstruction using RAPD techniques.

Suse Broyde, Professor. Ph.D. 1963 (physical chemistry), Polytechnic (Brooklyn); B.S. (chemistry) 1958, City College.
Molecular structure, especially conformations of nucleic acids; distortion of normal DNA conformations under the influence of polycyclic aromatic chemical carcinogens; interaction of a carcinogenic agent with DNA as the initiating event of carcinogenesis leading to a somatic mutation that ultimately causes cell transformation; influence of adduct formation on whether or not a given carcinogen-DNA adduct causes a mutation or replication; elucidation on a molecular level of how the conformation of DNA is altered by a carcinogen.

Eric C. Chang, Assistant Professor. Ph.D. 1989 (biochemistry), SUNY (Buffalo); B.S. 1981 (plant pathology), National Taiwan (Republic of China).
Signal transduction regulated by ras G proteins in yeast.

Plant molecular genetics; molecular, genetic, and transgenic approaches to study of plant metabolism and signal transduction, using the model genetic plant *Arabidopsis thaliana*; identification of plant genes that regulate the assimilation of inorganic nitrogen into organic form in plants using mutant and molecular approaches.

Claude Desplan, Professor. Ph.D. 1983 (biochemistry), Paris VII; Agrégation 1975 (physiology and biochemistry), Ecole Normale Supérieure, Saint Cloud (France).
Axis determination in the early *Drosophila* embryo and its evolution in arthropods; embryonic patterning; specification of photoreceptors in the compound eye; patterning of rhodopsin gene expression for color vision.

Evolution of morphology and development at the genetic and molecular level; developmental genetics of male tail morphogenesis in *Caenorhabditis elegans*; molecular systematics and phylogeny of nematodes related to *C. elegans*. 
Philip Furmanski, Professor; Chair, Department of Biology; Professor, Pathology, New York University School of Medicine. Ph.D. 1969 (microbiology), B.A. 1966 (biology and chemistry), Temple.

Cancer cell biology; regulatory and immunologic effects of interleukins; development and use of monoclonal antibodies against tumor-associated antigens; molecular and physiologic studies of lactoferrin.


Todd Holmes, Assistant Professor. Ph.D. 1994 (neurobiology), Massachusetts Institute of Technology; B.A. 1988 (biology), California (San Diego). Signal transduction and ion channel regulation; interaction of cellular biochemical signaling with cellular electrical signaling; identification and characterization of protein domains that mediate the interaction of protein tyrosine kinases with ion channels; regulation of protein tyrosine kinase activity by the activity of ion channels.

E. Jane Albert Hubbard, Assistant Professor. Ph.D. 1993 (genetics and development), M.S. 1990 (genetics and development), Columbia; M.S. 1987 (zoology), Hawaii; B.A. 1981 (biology), Cornell. Application of molecular and genetics techniques to the analysis of basic mechanisms of development using Caenorhabditis elegans gonadogenesis as a model system.

Nikolai Kirov, Clinical Assistant Professor. Ph.D. 1985 (molecular biology), Institute of Molecular Biology (Sofia, Bulgaria); B.S. 1979 (biochemistry), Kharkov (Ukraine). Molecular biology.


Michael R. Rampino, Associate Professor. Ph.D. 1978 (geological sciences), Columbia; B.A. 1968 (geology), Hunter College. Earth and atmospheric sciences; global biogeochemical cycles; planetary science.

Carol Shoshkes Reiss, Professor. Ph.D. 1978 (microbiology), Mt. Sinai Graduate School of Biomedical Sciences, CUNY; M.S. 1973 (human genetics), Sarah Lawrence College; B.A. 1972 (biology), Bryn Mawr College. Viral and cellular immunology; neuroimmunology; disease pathogenesis.


Dan H. Sanes, Professor, Neural Science, Biology; Director, Center for Neural Science. Ph.D. 1984 (biology), M.S. 1981 (biology), Princeton; B.S. 1978 (zoology), Massachusetts (Amherst). Development of synapse function; auditory maturation and plasticity.

David A. Scicchitano, Associate Professor. Ph.D. 1986 (physiology), Penn State; B.A. 1981 (chemistry), Susquehanna. Interactions of chemical and physical agents with DNA and processing of the resulting damage by cells; DNA repair heterogeneity that is typified by the preferential removal of DNA damage from active genetic loci; effect of site-specific DNA damage on transcription by a variety of RNA polymerases.

Walter N. Scott, Professor. M.D. 1960, Louisville; B.S. 1956, Western Kentucky. Physiology of the vertebrate kidney, which is responsible for maintaining water and ion balance of the body; regulation of the transport and permeability of ions and water through epithelial membranes and the modulation of these fluxes by hormones; in particular, intracellular signaling processes involved in these tissue responses.

Robert M. Shapley, Natalie B. Cleave Spencer Professor of the Sciences; Professor, Neural Science, Psychology, Biology; Director, Theoretical Neurobiology Program, Center for Neural Science. Ph.D. 1970 (biophysics), Rockefeller; B.A. 1965 (chemistry and physics), Harvard. Neurophysiology; visual perception; theoretical neuroscience.


Gunther Storzky, Professor. Ph.D. 1956 (agronomy-biochemistry), M.S. 1954 (agronomy-microbiology), Ohio State; B.S. 1952 (soil science), California Polytechnic State. Various aspects of microbial ecology and environmental microbiology and virology, with emphasis on the role of surfaces in the activity, ecology, and population dynamics of microorganisms, especially in soil; fate, gene transfer, and effects of genetically modified microbes in natural environments; persistence and ecological effects of the insecticidal toxins from Bacillus thuringiensis in soil, especially bound on clay minerals and humic acids; effects of heavy metals on procaryotic and eucaryotic cells.

Ignatius Tan, Clinical Assistant Professor; Head of Electron Microscopy Facility. Ph.D. 1997 (cell biology), Fordham; M.S. 1986 (bioengineer), Polytechnic; B.A. 1981 (biology), St. Thomas. Implications of gap junctions on cell differentiation and development using the testis as a model; determining gap junction’s role in the formation of specific communication compartments and how gap junctions regulate and support specific spermatogenic cells; gap junctions assembly, connexin composition, and the chemical and physical properties of homotypic-heterotypic gap junctions, examined biochemically and ultrastructurally.

Daniel Tranchina, Associate Professor, Biology, Mathematics, Neural Science. Ph.D. 1981 (neurobiology), Rockefeller; B.A. 1975 (neurobiology), SUNY (Binghamton). Neurophysiology and biophysics of vision; intracellular and extracellular recording from retinal neurons; neural mechanisms underlying visual perception; mathematical modeling of information processing in the visual system.

Tyler Volk, Associate Professor. Ph.D. 1984 (atmospheric science), M.S. 1982 (applied science), New York; B.S. 1971 (architecture), Michigan. Role of life in earth's biogeochemical cycles, past, present, and future; mod-
eling crop growth and development for productivity optimization; patterns of form and function that span a variety of disciplines in the sciences and humanities.

VISITING FACULTY


Kenneth M. Cameron, Visiting Research Assistant Professor. Ph.D. 1996 (biology), North Carolina (Chapel Hill); B.S. 1989 (biology), Rhodes College. Systematics and evolutionary issues related to Orchidaceae.

Anthony Cerami, Visiting Research Professor. Ph.D. 1967 (biology), Rockefeller; B.S. 1962 (biology), Rutgers. Immunology, immunopharmacology, cytokines, parasitology, and biopharmaceutical fields.


Peter P. Tolias, Visiting Research Associate Professor. Ph.D. 1987 (microbiology and immunology), B.S. 1981 (microbiology and immunology), McGill (Montreal, Canada); Diplôme des Études Collegiales 1978 (health sciences), Marianapolis College (Montreal, Canada). Associate Member, Public Health Research Institute.

Programs and Requirements

Admission: In addition to the general Graduate School of Arts and Science requirements for admission, applicants are expected to have an average of B or better in the sciences and to have completed the equivalent of an undergraduate major in biology. Admission to graduate study is based on academic records, recommendations, assessments of the applicant’s scientific potential, and scores on the Graduate Record Examination (GRE). These examinations are required of all applicants to the Ph.D. program and recommended for applicants to the M.S. program. The advanced GRE test in biology is also recommended. Consideration is given to applicants with an undergraduate major other than biology; remedial work to make up any undergraduate deficiencies may be taken prior to, or concurrent with, the master’s program but must be completed within the first year in the Ph.D. program.

Applications for graduate study are accepted on a continuing basis. M.S. students may begin study in the fall, spring, or summer semester; however, Ph.D. students may start only in the fall semester. All students with international credentials whose native language is not English should refer to the Admissions to Degree Programs section of this bulletin regarding the required Test of English as a Foreign Language (TOEFL). In some cases, prior to taking graduate courses, students may be required to enroll in noncredit English courses at their own expense.

In special cases, a student may be accepted as a nonmatriculant. A nondegree student may take up to 12 points in the Department of Biology before applying for matriculated status in the M.S. or Ph.D. program. The application for matriculation is only considered if the student has received a B or better in each course included in the 12 points. Deadlines for applying for nonmatriculant status are the same as for the M.S. program.

Seminars: All faculty and doctoral students attend the weekly departmental seminar, at which scholars from other institutions discuss their research findings. In addition, the department sponsors special topical seminars throughout the year.

Special Notes: Although master’s students may start their program in any semester, some courses are full-year courses and must be started in the fall. Full-time students are expected to carry three courses or the equivalent in approved research per semester. All students in both programs are expected to maintain a B or better average each term.

Permission must be received from the director of graduate studies for any course work taken outside of the department.

MASTER OF SCIENCE

The Master of Science program offers three courses of study: biological sciences; computers in biologic research; and recombinant DNA technology. In addition, biomedical journalism is offered jointly with the Department of Journalism and Mass Communication, and a combined M.S./M.B.A. program is offered jointly with the New York University Leonard N. Stern School of Business. The options are described in the Graduate Student Handbook, available on request from the Department of Biology. Courses numbered in the 1000-level and 2000-level ranges are open to students in the M.S. program.

Degree Requirements: Students are awarded a Master of Science degree on (1) completion of 36 points with an average of B or better and (2) satisfactory completion of a research paper. Of the 36 points required, 28 must be from the Department of Biology at New York University. Only 8 points may be transferred from outside the University and any other department in the Graduate School of Arts and Science. Students working within one of the special M.S. programs may be required to take additional courses.

DOCTOR OF PHILOSOPHY

The department accepts a limited number of outstanding students into the Ph.D. program, which is a full-time program. The Ph.D. degree is a research degree. To qualify for the doctorate, a student must satisfactorily complete graduate studies totaling at least 72 points (at least 36 in residence at New York University), pass a qualifying examination, and present an acceptable dissertation. Each doctoral student is expected to have teaching experience at the college level; students gain this experience through teaching assistantships within the department.

Course of Study: Of the 72 points required, a minimum of 36 points must be in courses at the 1000- and 2000-level; after review and approval by the director of graduate studies, up
to one-half of these 36 points may be transferred from outside the department. The remaining points may be selected from courses generally at the 3000-level. Doctoral students are generally required to complete Biochemistry I, II (G23.1046, 1047) or the equivalent. Statistics in Biology (G23.2030) or the equivalent must be taken prior to taking the written qualifying examinations. Also, students doing animal research must take Laboratory Animal Science (G23.1119) prior to any work with animals. Doctoral students must also satisfactorily complete the required Predoctoral Colloquium: Laboratory Rotation (G23.3054-3055) during the first year of residence and must take Predoctoral Colloquium: Graduate Student Seminar (G23.3015) during each semester that they are matriculated, beginning in their second year of graduate study. Students in the special collaborative Program in Environmental Health Sciences (EHS) select courses based on student interests with the advice and guidance of faculty from both departments. For additional information regarding the EHS program, students should contact Professor Suse Broyde in the department. Students with an interest in BRIDGES should complete G23.1072, G23.1073, and all courses that doctoral students are required to complete. Further information on BRIDGES can be obtained from Professor Gloria Coruzzi. Students with an interest in developmental genetics should complete G23.2127, G23.2130, 2131, and all courses that doctoral students are required to complete. Further information on developmental genetics can be obtained from Professor Philip N. Benfey. All doctoral students must maintain an average of B or better.

Qualifying Examination/Admission to Candidacy: The written Ph.D. qualifying examination (preliminary examination) is generally taken at the end of two years of full-time study (at the completion of the course work phase of study), that is, in the spring semester of a student's second year. The examination consists of two parts. The first part is an independent and original research proposal on a topic related to the theme of the spring seminar series. The proposal is submitted to an examination committee consisting of three faculty members chosen by the student. The proposal may not be in the area of the student's thesis research. The second part is an oral examination before the examination committee, which is intended to test further the student's understanding of the topics contained in the written proposal. Satisfactory completion of the qualifying examination constitutes admission to Ph.D. candidacy. Students in the special collaborative Program in Environmental Health Sciences must take a two-phase written qualifying examination. EHS students must pass sections of the departmental written examination that cover cellular biology and molecular biology, including the "problem" question (two-thirds of the examination), if given; the second phase is a special version of the Basic Environmental Health Examination, principally covering areas of statistics, toxicology, and oncology. Sometime during the first or second year, the student must secure a faculty sponsor and a research advisory committee of at least three faculty members from within the department who have formally agreed to supervise the dissertation research. A dissertation proposal for the completion of original biological research must be filed and approved by the sponsor (generally during the semester following successful completion of the written qualifying examination). The student must then pass an oral examination on the research proposal before the student's examining committee.

Doctoral Dissertation: The plan of study and the dissertation research are formulated in consultation with the faculty sponsor and the research advisory committee. The dissertation must represent original, independent research in a significant area of biology at a level comparable to research published in recognized journals or as professional monographs. When the dissertation is completed and has been approved by the sponsor and by the research advisory committee, the candidate defends the results of the research before a faculty committee and invited outside examiners with expertise in the field of research. No less than six months may lapse between the oral proposal examination and the dissertation defense.

FACILITIES AND LIBRARIES

The department currently occupies six contiguous floors in the Main Building complex at Washington Square and is fully equipped to conduct contemporary biological research. Facilities for study in environmental biology are available through a collaboration between the department and the Institute of Environmental Medicine at Sterling Forest, Tuxedo, New York.

The Elmer Holmes Bobst Library and Study Center, covering a full city block at the southeast corner of Washington Square and housing a collection of more than 3 million books, journals, microforms, and other materials, is one of the country's largest open-stack research libraries. The Dr. Jerome S. Coles Science Library, located on the ninth and tenth floors, is an open-stack reference, journal, and circulating collection. Some of the subject strengths in the life sciences collection include molecular biology, genetics, plant physiology and plant biochemistry, microbiology, and biophysics. Many of the most commonly used journals are available on-line through the library.

DEPARTMENTAL FINANCIAL AID

Entering Ph.D. students are usually awarded an initial package of five years of financial aid that includes an annual stipend and tuition remission of up to 24 points. Generally, this takes the form of a teaching assistantship for the first two years of study and fellowships or research assistantships thereafter. Application must be made for teaching assistantships for continuing students. Research assistantships are available in departmental faculty laboratories and through the University for advanced study. All students are expected to take the initiative to apply for all internal and external fellowships, scholarships, and loans.

All students are urged to inquire at the Office of Admissions and Financial Aid early in the fall of the year before they wish to enter the graduate program for information regarding government, foundation, private, or overseas awards for support of graduate study. A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the application at the back of this bulletin.
Courses

Courses numbered on the 1000-level are open to advanced undergraduate students and recommended as introductory courses for entering graduate students. Courses on the 2000-level are advanced courses open to students in the M.S. and the Ph.D. programs. Courses on the 3000-level are usually open only to students in the Ph.D. program.

Note: Most courses are given during the day. It is not possible to complete either the M.S. or the Ph.D. program by taking courses only in the evening.

Two-Part Courses: A hyphen indicates a full-year course with credit granted only for completing both terms. A comma indicates credit is granted for completing one term. The following courses are lectures unless otherwise indicated.

Environmental Health G23.1004
Identical to G48.1004. Not open to students who have taken G23.2305 or G48.2305. Lipmann. 4 points.

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

Toxicology G23.1006

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

Advanced Immunology G23.1011
Lecture. McCutcheon. 4 points.

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

Advanced Topics in Cellular and Molecular Immunology G23.1020
Prerequisite: V23.0050 or G23.1011 or permission of the instructor. Reisz. 4 points.

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

Microbiology G23.1027
Prerequisites: college courses in organic chemistry and some advanced biology. Recommended: biochemistry or physiology. Stotzky. 4 points.

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

Scanning Electron Microscopic Techniques G23.1029
Enrollment limited. Prerequisite: permission of the instructor. Lecture and laboratory. Tan. 4 points.

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

Special Topics in Physiology G23.1031
Prerequisite: college course in animal physiology. 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
Enrollment limited. Prerequisite: permission of the instructor. 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
Enrollment limited. Prerequisite: G23.1027 or equivalent (corequisite with permission of the instructor). Laboratory. Stotzky. 4 points.

Acquaints students with general principles and procedures of microbiology and advanced experimental techniques. Students are expected to undertake individual laboratory projects and to make use of original literature.

Biochemistry I, II G23.1046, 1047
Identical to G25.1881, 1882.

Prerequisites: V25.0243 and V25.0244, or equivalent courses in organic chemistry for G23.1046; G23.1046 for G23.1047. Kallenbach, staff. 4 points per term.

Two-semester course taught jointly by faculty from the Departments of Biology and Chemistry. Topics include organic and physical chemistry of proteins, lipids, carbohydrates, and nucleic acids; enzyme kinetics and mechanisms; membranes and transport; bioenergetics and intermediary metabolism; molecular genetics and regulation.

Cell Biology G23.1051
Pre- or corequisites: G23.1046, 1047. Chang. 4 points.

Examination of the molecular mechanisms underlying cell proliferation and differentiation. Five topics are chosen for discussion: signal transduction, regulation of cell cycle, cytoskeleton, cell-cell and cell-matrix interaction, and intracellular transport. The importance of these issues in the understanding of development, immunity, and cancer is emphasized.

Techniques in Microbiology G23.1057
Not open to students who have taken courses in techniques in microbiology.

Corequisites: G23.1027 or equivalent, and permission of the instructor. Laboratory. Stotzky. 2 points.

Basic techniques in microbiology. Introduction to the general procedures of microbiology.

Tropical Field Ecology G23.1065
Meets in Mexico in March during spring recess. Prerequisite: permission of the instructor. Borowsky. 2 points.

The fauna and flora of tropical Mexico with emphasis on the freshwater fish...
and birds of the area. Habitats studied include cloud and tropical deciduous forests, desert and river edge, and limestone caves.

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

Principles of Evolution G23.1069 Prerequisite: genetics 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.

Ecological Botany G23.1070 Taught at Black Rock Forest, a 3,800-acre teaching and research facility affiliated with NYU and located about 35 miles north of New York City. Lecture and laboratory. Lentz, DeSalle. 4 points
Intensive course providing a practical knowledge of botanical field techniques and an introduction to the plant communities of the neotropics, with field exercises to expose students to different neotropical environments, each with its unique flora and concomitant collection challenges. A basic knowledge of field collection methodology is essential for students who wish to conduct botanical research of their own design.

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

Genes and Animal Behavior G23.1082 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.

Neotropical Field Botany G23.1074 Prerequisite: G23.1072 and 1073, or equivalent. Lecture and fieldwork. Lentz. 2 points
Introduction to the application of recombinant DNA technology and gene structure and function. Examines promoter structure and function and mechanisms of RNA splicing, capping, and polyadenylation in detail. Covers topics of importance for gene regulation, such as rearrangement of the immunoglobulin genes during B cell development, steroid hormone control of gene expression, the implications of transposable genetic elements, methylation, and chromatin structure.

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

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

Applications of Molecular Biology G23.1121 Prerequisite: Biochemistry or permission of the instructor. 4 points
Introduction to neurochemical analysis of normal and pathological brain function. Discusses the pharmacological description of psychoactive drugs, their therapeutic uses, and the resultant behavioral effects. Also includes sedatives, antidepressants, stimulants, and hallucinogens.
Laboratory in Molecular Biology I, II, III, IV G23.1122, 1123, 1124, 1125 Corequisites: biochemistry and permission of the instructor. Must be taken in sequence. Laboratory. Kirv, Rushlow. 4 points.

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

Advanced Genetics G23.1126
Prerequisites: V23.0030 or equivalent, and for students not enrolled in Ph.D. program in biology, permission of the instructor. Hubbard. 4 points.

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

Genomics G23.1128
Prerequisites: V23.0021-0022. Lecture. Benfey. 4 points.

Introduction to genomic methods for acquiring and analyzing genomic DNA sequence. Topics: genomic approaches to determining gene function, including determining genomewide 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 is stressed.

Earth Biology G23.1201 Volk. 4 points.

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

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

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

Fundamentals of Electrophysiology G23.1400 Tranchina. 4 points.

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

Mathematics in Medicine and Biology G23.1501 Identical to V63.0030. Prerequisite: one semester of calculus or permission of the instructor. Pekin, 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; 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. Pekin, Tranchina. 4 points.

Introduces students of biology or mathematics to the use of computers as tools for modeling physiological phenomena. Each student constructs two computer models selected from the following: circulation, gas exchange in the lung, control of cell volume, and the renal countercurrent mechanism.


The basic processes involved in DNA replication, damage formation, and processing, with an emphasis on eukaryotic cells. Topics include DNA structure and the chemistry of adduct formation, DNA polymerase structure and function, DNA replication mechanisms and fidelity, the enzymology of DNA repair, and mechanisms of mutagenesis.

Signal Transduction and Cell Cycle G23.2019 Prerequisite: G23.1051 or permission of the instructor. May be repeated for credit with permission of the instructor. Chang. 2 points.

Continuation of Cell Biology (G23.1051). Discusses the cellular principles governing cell growth and differentiation. Examines the experimental systems used for the study of eukaryotic signal transduction and the regulation of cell cycle in current literature.

Infectious Disease Pathogenesis G23.2020 Prerequisite: V23.0050 or G23.1011 or G16.2306 or equivalent, and G23.1027 or equivalent. Seminar. Reis. 4 points.

Examines critical issues in the interaction of viruses, bacteria, fungi, and other organisms with mammalian hosts that result in infectious diseases. Focuses on the underlying mechanisms of the evasion of normal pathways.

Current Problems in Environmental Health G23.2025 Identical to G48.2025. Prerequisite: G48.2305 or permission of the instructor. Nadziejko. 4 points.

Basic principles of effective scientific communication are presented in this two-part course. In part one, students learn to make brief as well as extended verbal presentations to an audience of peers. Topics for presentation are drawn from landmark cell and molecular biology reports and from literature relevant to environmental health concerns. In part two, students learn to make poster presentations. Students are encouraged to use their own data for the posters.

Statistics in Biology G23.2030
Prerequisites: college algebra and/or calculus. Lecture and laboratory. Tranchina. 4 points.

Advanced course on techniques of statistical analysis and experimental design that are useful in research and in the interpretation of biology literature. Principles of statistical inference, the design of experiments, and analysis of data are taught using examples drawn from the literature. Covers the use of common parametric and non-parametric distributions for the description of data and the testing of hypotheses.
Environmental Hygiene Measurements G23.2035, 2036
Identical to G48.2035, 2036. B. Cohen. 4 points per term.
Instrumentation, procedures, and strategies for quantitative evaluation of control of hazardous exposures, with emission on airborne particles, vapors, and gases, and physical agents including ionizing and nonionizing radiations, noise, and abnormal temperatures. Considers the performance of environmental control methods, including ventilation and local exhaust systems.

Molecular and Genetic Toxicology G23.2040 Identical to G48.2040.
Prerequisite: biochemistry. Klein. 4 points.
Analyzes the modes by which organisms handle damage to DNA by physical and chemical agents, the mechanisms of converting damage to mutations, and the theoretical basis for carcinogenesis screening methods utilizing mutagenesis. Topics include systems for mutagenesis testing, mutational spectra, and inducible responses to DNA damage.

Neuropeptides G23.2103
Prerequisite: an introductory course in neural science, V23.0023, V23.0048, G23.2247, or permission of the instructor. 4 points.
The regulatory function of peptides released by or affecting the nervous system. Discusses peptides as hormones, endogenous opiates, neurotransmitters, and neuromodulators. Considers central, peripheral, developmental, and behavioral effects.

Molecular Genetics G23.2127
Prerequisite: general genetics, molecular biology, and permission of the instructor. Small and staff. 4 points.
Provides rigorous training in concepts and modes of analysis of molecular genetics. Focuses on biological problems addressed in eukaryotic model systems, including pattern formation, cell signaling, and transcriptional regulation. Primarily a discussion of assigned readings from the current literature.

Fundamentals of Developmental Genetics I, II G23.2130, 2131
Open only to Ph.D. students in biology or at Sackler. Prerequisite: permission of the instructor. Lecture and laboratory. Fitch and staff. 4 points per term.
Explores fundamental questions, concepts, and methodologies of modern inquiry into the genetic and epigenetic mechanisms of development through lectures, readings in the primary literature, and laboratory work. Topics include embryonic axis determination, region-specific gene expression, cell specification through cell-cell interaction, gastrulation, and organogenesis.

Vertebrate Physiology G23.2219
Prerequisite: college courses in vertebrate anatomy and physiology. Recommended: biochemistry. 4 points.
Regulation of water balance, circulation, reproduction, and respiration, with emphasis on neuroendocrine control mechanisms.

Developmental Neurobiology G23.2221
Prerequisite: permission of the instructor. Lecture. Desplan, Sanes. 4 points.
Recent advances in genetic model systems as well as the development of new tools in vertebrate embryology have allowed much insight into the development of the central nervous system (CNS). This course focuses on the development of well-studied central nervous systems through a comparison of invertebrate and vertebrate species. It provides an in-depth description of the molecular and cellular mechanisms that pattern the CNS. Topics include cell specification, synapse formation, and use-dependent plasticity.

Topics in Genetic and Molecular Neurobiology G23.2222
Prerequisite: undergraduates must have permission of instructor. Seminar. Holmes. 2 points.
Molecular, cellular, and genetic approaches to solving problems in neurobiology are increasingly successful. This course examines the interface of genetics, molecular biology, and behavior. Special topics focus each year on a particular research area in neurobiology. Emphasis is on using different approaches to look at a research area to encourage students to look at a scientific problem using a wide array of technical approaches.

Endocrine Physiology G23.2247
Prerequisite: college courses in vertebrate anatomy, embryology, and physiology, or their equivalents. Scott. 4 points.
Analyzes the regulatory mechanisms for the synthesis and secretion of the principal vertebrate hormones. Studies the hormonal control of major physiological systems, with emphasis on the physiological aspects of the endocrines.

Plant Systematics G23.2269
Prerequisite: G23.1072 or equivalent, or permission of the instructor. Lecture, laboratory, and fieldwork. Boom, Stevenson. 4 points.
Intensive course providing a background for the recognition of the principal angiosperm families. Although plant families are presented in this course within the context of a current phylogenetic scheme, the orientation is toward applied systematics, i.e., emphasis is on identification rather than on evolutionary relationships. Illustrated lectures, selected readings, laboratory demonstrations, floral dissections, keying sessions (both manual and computer assisted), and herbarium specimens introduce the salient features of each family. A basic knowledge of plant systematics is essential to students of plant resources.

Radiological Health G23.2301 Identical to G48.2301.
N. Cohen. 4 points.
Introduction to the physical and biological processes of radioactivity and health effects from radiation exposure. Current principles and philosophies of radiation protection, with reference to the commercial and medical use of radionuclides and electrical sources of radiation.

Radiobiology G23.2302 Identical to G48.2302.
Burns. 4 points.
The acute and chronic biological effects of ionizing radiation. Topics include chemical effects and linear energy transfer, target theory, chromosomal and genetic effects, acute cellular responses, physiological and hematological effects, carcinogenesis, treatment of radiation damage, and the biological basis for radiation safety practices.

Introduction to Biostatistics G23.2303 Identical to G48.2303.
Kim. 4 points.
Introduction to probability and statistical methods utilized in the analysis and interpretation of experimental and epidemiologic data. Statistical techniques associated with the normal, binomial, Poisson, t, F, and chi-squared distributions, plus an introduction to nonparametric methods. Applications in biology, medicine, and the health sciences.

Environmental Contamination G23.2305 Identical to G48.2305.
Lippmann. 4 points.
Contamination in terms of sources, effects on air and water quality, land...
use and productivity, vegetation and livestock, and human discomfort and health. Dispersion, storage reservoirs, concentration in food chains, degradation processes and ultimate fate, sampling and analysis techniques, and control.

Principles of Toxicology I G23.2310
Identical to G48.2310. Prerequisites: biochemistry and physiology, or permission of the instructor. Schlesinger. 4 points.

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

Principles of Toxicology II G23.2311
Identical to G48.2311. Prerequisite: G48.2310 or permission of the instructor. Schlesinger. 4 points.

Overview of the types of injury that may be produced in specific mammalian organs and organ systems by exposure to chemical toxicants. Consists of a series of two-hour, weekly lectures.

Environmental Immunotoxicology G23.2315
Identical to G48.2315. Cohen, Zelikoff. 4 points.

Overview of the components and functions of the immune system in order to set the stage for a discussion of chemically induced immunotoxicology. Provides students with the opportunity to investigate and discuss (in a systematic fashion) a relevant topic in the field of immunotoxicology.

Aquatic Toxicology G23.2316
Identical to G48.2316. Wiggins. 4 points.

Study of the physical, chemical, and biological interactions that determine transport and effects of pollutants in aquatic ecosystems. Principles of bioavailability and bioaccumulation of organic and inorganic chemical contaminants and mechanisms of toxic effects in marine, estuarine, and freshwater organisms.

Special Topics in Mathematical Physiology G23.2855, 2856
Identical to G63.2855, 2856. 3 points per term.

Topics include mathematical aspects of neurophysiology, hearing, and vision; mathematical aspects of heart physiology and biofluid dynamics. The appropriate mathematical tools are developed as necessary.

Advanced Neural Science G23.3003-3004
Prerequisite: permission of the instructor. 4 points per term.

Research-oriented course on selected topics in the neural sciences. Pays special attention to the theoretical and practical considerations of contemporary methods. Discusses current multidisciplinary topics in detail.

Molecular Neural Science Journal Club G23.3008
May be repeated for credit with permission of the instructor. Seminar. Azimtia. 2 points.

Students critically discuss selected papers from current neural science literature.

Immunology Journal Club G23.3013
May be repeated for credit with permission of the instructor. Seminar. Reiss. 2 points.

Students critically discuss selected papers from current immunology literature.

Predoctoral Colloquium: Graduate Student Seminar G23.3015
Open to Ph.D. students only. Seminar. Furmanski. 2 points.

Students gain experience in the preparation and presentation of formal scientific seminars.

Advanced Topics in Cell Biology G23.3016
May be repeated for credit with permission of the instructor. Seminar. Furmanski. 2 points.

Students critically discuss selected papers from current cell biology literature.

Special Topics in Developmental Biology G23.3017
May be repeated for credit with permission of the instructor. Seminar. Small. 2 points.

Students critically discuss selected papers from current developmental biology literature.

Molecular Evolution Journal Club G23.3018
May be repeated for credit with permission of the instructor. Seminar. Pitch. 2 points.

Students critically discuss selected papers from current molecular evolution literature.

Current Topics in Genetics G23.3020
May be repeated for credit with permission of the instructor. Seminar. Rushlow. 2 points.

Students critically discuss recent papers in genetics with emphasis on new discoveries that affect human health.

Predoctoral Colloquium: Laboratory Rotation G23.3034-3035
Open to Ph.D. students only. Two-semester course required for all first-year Ph.D. students. Laboratory and laboratory. Furmanski. 2 and 4 points, respectively.

First term: Students attend orientation sessions with individual faculty to discuss current departmental research.

Second term: Each student arranges to complete three projects (six to eight weeks in duration), each under the supervision of a different faculty member, in the department’s laboratories.

Research G23.3303, 3304
Prerequisite: permission of the sponsor. 1-6 points per term.

Individual research projects carried out under the supervision of the faculty.

Reading Course in Biology G23.3305, 3306
Prerequisite: permission of the sponsor. 1-6 points per term.

Reading and analysis of selected literature in a specific area of biology under the supervision of the faculty. Gives students intensive coverage of material that is appropriate for their individual research needs.

Thesis Preparation G23.3307, 3308
Prerequisite: permission of the sponsor. 1-6 points per term.

Students Taught at the College of Dentistry

Students should familiarize themselves with the separate calendars used by the College of Dentistry, the School of Medicine, and the Graduate School of Arts and Science because certain basic medical sciences courses begin before or after the opening of the regular term in the Graduate School of Arts and Science.

Two-Part Courses: A hyphen indicates a full-year course with credit granted only for completing both terms. A comma indicates credit is granted for completing one term.
Note: The following courses with the Department of Biology prefix G23 formerly carried the BMS-Dentistry prefix G16. Research and seminar courses are offered under both numbers. The following courses are lectures unless otherwise indicated.

**Current Laboratory Techniques in Oral Biology** G23.2062  
**Prerequisites:** basic biochemistry and cell biology.  
**McCutcheon. 3 points.**  
Familiarizes students with basic techniques used in oral biology. Emphasizes aspects related to tissue culture, protein, and nucleic acid purification and analysis.

**Oral Microbiology** G23.2252  
**Prerequisite:** basic biochemistry.  
**Boylan. 3 points.**  
Covers aspects of basic microbiology, mycology, and virology, with emphasis on bacterial/viral interactions with oral tissues.

**Biology of Chemosensory Systems** G23.2601  
**Prerequisite:** permission of the instructor.  
**Spielman. 4 points.**  
Focuses on the basic mechanisms of taste and smell.

**Seminar in Oral Biology** G23.3161  
**Craig. 3 points.**  
Critical evaluation of current trends in oral biology. Develops a critical sense toward evaluation of scientific literature.

**Salivary Glands and Saliva** G23.3162  
**Prerequisite:** basic biochemistry.  
**Spielman. 4 points.**  
Covers the physiology of the salivary glands, the structure and function of salivary constituents, and their role in health and disease.

**RESEARCH**

**Research in Biochemistry** G23.3103-3104  
**Identical to G16.3103-3104. Spielman. 1-12 points per term.**

**Reading Course in Biology** G23.3305, 3306  
**Prerequisite:** permission of the sponsor.  
**1-6 points per term.**  
Reading and analysis of selected literature in a specific area of biology under the supervision of the faculty. Gives students intensive coverage of material that is appropriate for their individual research needs.

**Thesis Preparation** G23.3307, 3308  
**Prerequisite:** permission of the sponsor.  
**1-6 points per term.**
DEPARTMENT OF BIOLOGY/RESEARCH TRACK IN

Oral Biology
College of Dentistry

DIRECTOR OF THE PROGRAM:
Professor Andrew I. Spielman

PROGRAM COORDINATORS:
Associate Professor Ronald Craig
Assistant Professor Jane A. McCutcheon

The faculty of the research track in oral biology at the New York University College of Dentistry, through the Graduate School of Arts and Science, Department of Biology, offers courses and a research track leading to the Master of Science degree in biology. This track is open to full-time students, alone or combined with advanced clinical training. The purpose of the track is to provide a comprehensive foundation in areas of modern oral biological sciences appropriate for careers in teaching and research. Students have the opportunity to specialize in areas such as connective tissue biochemistry, oral immunology, periodontal and caries microbiology, chemical carcinogenesis, mechanisms of mineralization, programmed cell death, periodontal wound healing, saliva and salivation, taste mechanisms, and tumor immunology. The courses are taught at the College of Dentistry and are supplemented with basic courses offered in the Graduate School of Arts and Science.

Faculty

Robert Boylan, Associate Professor (identification of periodontal pathogens); Ronald G. Craig, Associate Professor (periodontal wound healing); Robert M. Davidson, Associate Professor (electrophysiology of mineralogenic cells); John S. Evans, Associate Professor (biomineralization); Joseph B. Guttenplan, Professor (chemical carcinogenesis); Kathleen Walsh Kinnally, Professor (role of mitochondrial channels in programmed cell death); Lidia Kiremidjian-Schumacher, Professor (tumor immunology); Racquel Z. LeGeros, Professor (mechanisms of mineralization); Jane A. McCutcheon, Assistant Professor (molecular immunology); Martin Roy, Professor (tumor immunology); Peter G. Sacks, Associate Professor (multistage carcinogenesis, premalignancy, and oral cancer); Andrew I. Spielman, Professor (peripheral mechanisms of taste); Ching-Chung Tseng, Assistant Professor (molecular biology and defense mechanisms of human saliva); Anthony T. Vernillo, Professor (mechanisms of bone formation and resorption)

Requirements

The research track is open to candidates with a baccalaureate or equivalent or with a professional degree in the health sciences. Candidates are chosen based on their academic records, recommendations, performance on the GRE, and an assessment of the candidate’s scientific potential. All candidates must meet the requirements of the Department of Biology of the Graduate School of Arts and Science. Candidates should have a strong background in biology, chemistry, mathematics, and physics. Applicants whose native language is not English must submit the Test of English as a Foreign Language (TOEFL) scores. Scores of less than 550 are generally not acceptable. A supervisor, who is a member of the graduate faculty, is assigned to each student to closely monitor the student’s progress.

Students are awarded the M.S. degree on (1) completion of 36 points with an average of B or better, of which 8 points must be based on an original research thesis that is mandatory, and (2) successful defense of original research.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the application at the back of this bulletin.
Courses

**Current Laboratory Techniques in Oral Biology** G23.2062  Prerequisites: basic biochemistry and cell biology. McCutcheon. 3 points.
Familiarizes students with basic techniques used in oral biology. Emphasizes aspects related to tissue culture, protein, and nucleic acid purification and analysis.

**Oral Microbiology** G23.2252  Prerequisite: basic biochemistry. Boylan, 3 points.
Covers aspects of basic microbiology, mycology, and virology, with emphasis on bacterial/viral interactions with oral tissues.

**Biology of Chemosensory Systems** G23.2601  Prerequisite: permission of the instructor. Spielman. 4 points.
Focuses on the basic mechanisms of taste and smell.

**Seminar in Oral Biology** G23.3161  Craig. 3 points.
Critical evaluation of current trends in oral biology. Develops a critical sense toward evaluation of scientific literature.

**Salivary Glands and Saliva** G23.3162  Prerequisite: basic biochemistry. Spielman. 4 points.
Covers the physiology of the salivary glands, the structure and function of salivary constituents, and their role in health and disease.

**BASIC COURSES**
Required for all students is a minimum of 8 points from among the following basic courses offered through the Department of Biology.

**Microbiology** G23.1027  Prerequisites: college courses in organic chemistry and some advanced biology. Recommended: biochemistry or physiology. Stotzky. 4 points.
Introduction to the evolution, morphology, physiology, biochemistry, genetics, and ecology of the protists. Emphasis is on bacteria, fungi, and viruses, although the algae and protozoa are also considered. Stresses the similarities and differences between prokaryotic and eukaryotic cells and the microbiology of natural habitats.

**Biochemistry I, II** G23.1046, 1047  Prerequisites: V25.0243 and V25.0244, or equivalent course in organic chemistry. Kallenbach, staff. 4 points per term.
Two-semester course taught jointly by faculty from the Departments of Biology and Chemistry. Topics include organic and physical chemistry of proteins, lipids, carbohydrates, and nucleic acids; enzyme kinetics and mechanisms; membrane structure and function; bioenergetics, intermediary metabolism; molecular genetics and regulation.

**Statistics in Biology** G23.2030  Prerequisites: college algebra and/or calculus. Lecture and laboratory. Tranchina. 4 points.
Advanced course on techniques of statistical analysis and experimental design that are useful in research and in the interpretation of biology literature. Principles of statistical inference, the design of experiments, and analysis of data are taught using examples drawn from the literature. Covers the use of common parametric and non-parametric distributions for the description of data and the testing of hypotheses.

**Neuropeptides** G23.2103  Prerequisite: an introductory course in neural science. V23.0025, V23.0048, G23.2247, or permission of the instructor. Lee. 4 points.
The regulatory function of peptides released by or affecting the nervous system. Discusses peptides as hormones, endogenous opiates, neurotransmitters, and neuromodulators. Considers central, peripheral, developmental, and behavioral effects.

**Applications of Molecular Biology** G23.1121  Corequisite: biochemistry or permission of the instructor. 4 points.
Introduction to the application of recombinant DNA technology to study gene structure and function. Examines promoter structure and function and mechanisms of RNA splicing, capping, and polyadenylation in detail. Covers topics of importance for gene regulation, such as rearrangement of the immunoglobulin genes during B cell development, steroid hormone control of gene expression, the implications of transposable genetic elements, methylation, and chromatin structure.

**RESEARCH**

**Research in Biochemistry** G23.3103-3104  Spielman. 1-12 points per term.

**Thesis Preparation** G23.3307, 3308  Prerequisite: permission of the sponsor. 1-6 points per term.
The Department of Biomaterials Science is composed of research sections in the areas of material science, such as metallurgy, polymer chemistry, and ceramics. The areas of present activity are in corrosion, casting, ceramic materials, microstructures and properties, dental cements, calcium phosphate biological/synthetic materials, and polymer interactions. The department has SEM, EDAX, IR, atomic absorption, XRD, TGA, dilatometer, and a potentiodynamic polarization unit for corrosion determination among its tools for graduate research.
Program and Requirements

Admission: The program is open to any applicant with a dental (D.D.S. or D.M.D. or the equivalent) or a baccalaureate degree in one of the physical or engineering sciences from an accredited institution, who shows high promise of achievement. Applicants are evaluated on the basis of their past academic record to determine which preparatory courses are needed to maximize the likelihood that those entering the program will emerge with a degree. Since a wide disparity in students' backgrounds may exist, there are no exceptions to this requirement of preparatory courses. The director of the graduate program, in consultation with the involved faculty of the department, screens the applicants to determine their acceptance into the program.

All students will have a faculty adviser from the Department of Biomaterials Science, either selected by the student after discussion with various faculty members on their areas of expertise and the student's own preference, or assigned by the director. For those students working on research projects where Polytechnic University faculty can provide appropriate input in research guidance, a co-thesis adviser from Polytechnic University is also assigned.

Duration of the Program: The Master of Science degree program in biomaterials science is available to part- and full-time students. A student entering the program would normally take at least two years of part-time study to receive a degree. A full-time student could complete all the requirements in one calendar year, with the possible exception of the thesis, which might require more time (three to nine months). Since many students who are interested in the program will not have all the prerequisites, separate preparatory courses for students with a dental degree as well as students with a physical science background are included as an integral part of the overall program.

Required Noncredit Undergraduate Courses: Students in the graduate program in biomaterials science should have taken the courses listed below or their equivalent as part of their undergraduate and/or predental training. Those who are deficient in any of these courses are expected to take them or their equivalent in addition to the required 32 points in the master's program: Dental Materials Science; Restorative Dentistry Lectures; Calculus I, II, III; General Physics I, II; Inorganic Chemistry I, II; Organic Chemistry I, II; Zoology (one semester). The following courses are strongly recommended, but not required: Differential Equations (V63.0062); Applied Mathematics (V63.0064); Physical Metallurgy I (MT401); Physical Metallurgy II (MT403); Metallography Lab (MT404); Mechanical Metallurgy MT402. Note: All MT courses are given at Polytechnic University, 333 Jay Street, Brooklyn, NY 11201.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in theFinancing Graduate Education section of the application at the back of this bulletin.

Courses

The following courses are lectures unless otherwise indicated.

Principles of Materials Science for Dentistry G17.1000 J. LeGeros, Rohanizadeh. 3 points.
The scientific principles underlying the area of materials science. Concepts of kinetics, thermodynamics, diffusion, and quantum mechanics, etc., as they relate to the structure and properties of materials. The role of interfaces on absorption, nucleation, etc. Includes phase diagrams of interest to dental materials scientists, role of dislocations and other defects in the macroscopic deformation associated with materials, solidification of metals and alloys, mechanisms of strengthening of alloys.

Advanced Dental Materials I (Metals) G17.1001 J. LeGeros, Rohanizadeh. 3 points.
The structure and properties of metals and alloys generally used in dentistry and their criteria for oral applications. The structure of dental alloys, mechanisms of their strengthening, and the relationship of microstructures with mechanical properties, etc.

Advanced Dental Materials II (Dental Polymers) G17.1002 Upon. 3 points.
The chemistry, structure, and properties of polymers used in dentistry, both inorganic and organic. The science of large macromolecules, molecular weights and measurements, and polymerization mechanisms are covered. Topics: mechanical properties of polymers; thermoplastic and thermosetting resins, chemistry of poly-siloxanes, emulsion and suspension polymerization; polymers associated with restorative materials; ionic polymers, silicones, polymethylmethacrylate, BIS-GMA, reinforced polymers, composites, etc.

Advanced Dental Materials III (Dental Ceramics) G17.1003 J. LeGeros. 3 points.
The chemical compositions of dental porcelains, including the crystalline and glassy phases, and the physical properties of dental porcelain, such as thermal expansion, adherence to ceramic and to metal, translucency (opacity), fluorescence, and mechanical behavior. The manufacturing process with respect to raw material considerations, firing, crushing, grinding, blending, forming techniques, and proper firing.

Includes the principles governing tensile tests, compressive tests, creep tests, thermal and setting expansions, corrosion and tarnish tests, and microstructural examination. Familiarizes students with the testing and use of instruments.
Degradation and Corrosion of Dental Biomaterials G17.1007
Pines, 2 points.

Introduction to Scanning (SEM) and Transmission (TEM) Electron Microscopy for Biomaterials G17.1008
All students must supply their own photographic and other consumable supplies. Lecture and laboratory. Pines, Rohanizadeh. 3 points.
Discusses the physical construction of the scanning and transmission electron microscope and the theory of its use, and the signals emitted when a high velocity beam of electrons is allowed to scan a specimen target. Presents the principles of resolution and contrast. Familiarizes students with specimen preparation, instrumental use for microstructural examination, and interpretation.

Physical Methods of Analysis in Dental Materials G17.1011 Lecture and laboratory. J. LeGeros. 3 points.
Familiarizes students with the principles and techniques used in the study of hard tissues, including x-ray diffraction, infrared radiation, atomic absorption, and thermal gravimetric analysis (TGA).

Special Topics in Dental Materials G17.1012 J. LeGeros, R. LeGeros. 3 points.
Mathematical and statistical tools that have been adapted to the field of dental materials science. Provides skills in setting up differential and integral equations on specific polychemical problems of interest to materials scientists. Applies representative statistical techniques to the dental materials field.

Seminars in Dental Materials G17.1015 R. LeGeros, Penugonda. 3 points.
Aspects of the materials used in clinical dentistry. Subjects include tooth-colored restoratives, dental amalgam, casting alloys, dental cements, impression materials, and gypsum products.

Readings under the supervision of one or more staff members. Gives students intensive coverage of appropriate materials.

Research in Dental Materials G17.3000 Staff. Laboratory. 1-8 points.
Representative Courses

Biochemistry and Molecular Biology
G300 5 credits.

Cell and Developmental Biology
G305 5 credits.

Responsible Conduct of Research
G312 1 credit.

Introduction to Journal Club
G315 1 credit.

Biostatistics
G320 3 credits.

Mathematical Modeling
G325 3 credits.

Mathematical Methods
G330 3 credits.

Computational Structural Biology
G335 3 credits.

Fundamentals of Immunobiology
G340 5 credits.

Special Topics in Pharmacology
G345 2 credits.

Cellular and Molecular Neurobiology
G350 4 credits.

Systems and Organizational Neurobiology
G355 4 credits.

Electron Microscopy
G360 2 credits.

Introduction to Computer Modeling and Macromolecules
G365 3 credits.

Theoretical Molecular Biophysics
G370 3 credits.

Cellular Physiology and Ion Channels
G375 2-3 credits.

Genetics and Genomic Sciences
G380 4 credits.

Disease and Therapy for Integrated Systems
G385 1-4 credits.
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<thead>
<tr>
<th>Course Title</th>
<th>Course Code</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Advanced Topics in Human Genetics</td>
<td>G635</td>
<td>3 credits.</td>
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<tr>
<td>Conceptual Foundations of Biostatistical Inference</td>
<td>G640</td>
<td>3 credits.</td>
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<tr>
<td>Probability Theory for Biomedical Problems</td>
<td>G645</td>
<td>3 credits.</td>
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<tr>
<td>Computational Molecular Biology</td>
<td>G650</td>
<td>3 credits.</td>
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<td>Methods in Molecular and Cellular Biophysics</td>
<td>G655</td>
<td>1-3 credits.</td>
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<td>Biophysics of Proteins and Nucleic Acids</td>
<td>G660</td>
<td>3 credits.</td>
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<td>Biophysics of Membranes and Membrane Proteins</td>
<td>G665</td>
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<tr>
<td>Integrative Physiology of Disease Processes</td>
<td>G670</td>
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<td>Advanced Topics in Physiology</td>
<td>G675</td>
<td>2 credits.</td>
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<tr>
<td>Advanced Topics in Pharmacology</td>
<td>G677</td>
<td>5 credits.</td>
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<tr>
<td>Neurophysiology</td>
<td>G680</td>
<td>3 credits.</td>
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<td>Developmental Neurobiology</td>
<td>G685</td>
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<td>Neuroanatomy</td>
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<td>4 credits.</td>
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<tr>
<td>Neurobiology of Aging and Adult Development</td>
<td>G695</td>
<td>3 credits.</td>
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Chair of the Department:
Professor Nicholas E. Geacintov

Director of Graduate Studies:
Professor Tamar Schlick, schlick@nyu.edu

Chemistry at New York University has a long and distinguished tradition. The American Chemical Society was founded in 1876 in the original University building at Washington Square, and the head of the chemistry department, John W. Draper, served as its first president. Draper was an early pioneer in the development of photography, working with Samuel F. B. Morse. In 2001, the American Chemical Society officially designated the site on which the chemistry department is located as a Historical Chemical Landmark.

Draper was an early pioneer in the development of photography, working with Samuel F. B. Morse. In 2001, the American Chemical Society officially designated the site on which the chemistry department is located as a Historical Chemical Landmark. Robert Morrison and Robert Boyd, who both taught in the department, coauthored a textbook on organic chemistry that has trained a whole generation of chemists. Gertrude Elion, winner of the 1988 Nobel Prize in physiology or medicine, received her M.S. from New York University. New York University’s programs in chemistry have trained thousands of B.S., M.S., and Ph.D. students since awarding its first Ph.D. in 1866.

The department has about 18 faculty members directing research, approximately 70 full-time graduate students, and a substantial number of postdoctoral fellows and affiliated scientists. Seminars and colloquia are a regular part of the departmental programs, and visiting scientists and students from all parts of the country and abroad present the results of current research. Distinguished guest speakers are drawn from academic and industrial institutions throughout the world. These visits expose graduate students to diverse and cutting-edge research work and allow them to exchange ideas with leading scientists.

Zlatko Bačić, Professor. Ph.D. 1981 (chemistry), Utah; B.S. 1977 (chemistry), Zagreb (Croatia).
Accurate quantum treatment of the spectroscopy of floppy molecules and clusters; vibrational predissociation of weakly bound complexes; solvent effects on the photofragmentation of small molecules.

Henry C. Brenner, Associate Professor. Ph.D. 1972 (chemistry), M.S. 1969 (chemistry), Chicago; B.S. 1968 (chemistry), Massachusetts Institute of Technology.
Physical chemistry; spectroscopy; more specifically, optical and magnetic resonance studies of molecular solids and biological systems.

Development of chemistry teaching programs.

James W. Canary, Associate Professor; Associate Chair, Department of Chemistry. Ph.D. 1988 (organic chemistry), California (Los Angeles); B.S. 1982 (chemistry), California (Berkeley).
Synthetic receptors for complexation and catalysis; metalloprotein mimics; biomimetic molecular devices.

Combinatorial and bioorganic chemistry.

John Spencer Evans, Assistant Professor; Ph.D. 1993 (chemistry), California Institute of Technology; D.D.S. 1992, Illinois; B.S. 1978, Northwestern.
Biofabrication; biominalization; material design patterned on biological structures.

Paul J. Gans, Professor. Ph.D. 1959 (chemistry and chemical physics), Case Institute of Technology; B.S. 1954 (chemistry), Ohio State.
Theoretical chemistry; determination of conformational and thermodynamic properties of macromolecules by Monte Carlo simulation.

Nicholas E. Geacintov, Professor; Chair, Department of Chemistry. Ph.D. 1961 (physical and polymer chemistry), M.S. 1959 (physical and polymer chemistry), B.S. 1957 (physical and polymer chemistry), Syracuse.
Physical and biophysical chemistry; interaction of polycyclic aromatic carcinogens with nucleic acids; laser studies of fluorescence mechanisms and photoinduced electron transfer.

John M. Halpin, Clinical Assistant Professor; Ph.D. 1994 (physical chemistry), M.S. 1986 (chemistry), B.S. 1984 (chemistry), New York.
Requirements

Programs and Requirements

Admission: In addition to general Graduate School of Arts and Science requirements for admission, applicants are expected to have completed an undergraduate degree in chemistry or a related field with superior grades in science courses. The Graduate Record Examination scores from the general test and the advanced chemistry (or other appropriate advanced-level area) test are required.

Students whose native language is not English must submit the score from either the Test of Spoken English or the Test of English as a Foreign Language.

Students beginning graduate study are usually accepted only for September admission.

Part-time candidates for the M.S. degree are accepted only if they are able to attend classes in the daytime, since very few courses are offered in the evening.

MASTER OF SCIENCE

Requirements: Students must satisfactorily complete 32 points (at least 24 in residence at New York University) with a GPA of B (3.0) or better, and one of the following alternatives: (1) presentation of a seminar on an advanced topic in the major field; (2) preparation of an interpretative review of the literature of a selected area of chemistry; (3) preparation of a dissertation based on original research; (4) passing an oral examination in the major field.

The suggested courses in each field are


DOCTOR OF PHILOSOPHY

The Doctor of Philosophy is a research degree. It signifies that the recipient is able to conduct independent research and has both a broad basic knowledge of all areas of chemistry and a comprehensive knowledge of one field in particular.

Since graduate students arrive with a variety of backgrounds, many with M.S. degrees from other institutions in the United States and abroad, the program of courses for each student is designed in consultation with the director of graduate studies, taking each student's specific background, experience, and interests into account.

While there are no specific course requirements for the Ph.D. in chemistry, students in the Ph.D. program may choose to participate in one of the following three tracks. Each track represents an area of study reflecting both the current research foci of the faculty and the evolving interests of students and is designed to provide a more structured academic experience. Each track provides a guideline for 24 of the 72 points required for the degree. These tracks may also be modified in consultation with the adviser and the director of graduate studies to better fit the individual needs of students. Note: Each of the following courses carries 4 points.

**Organic/Bioorganic Chemistry Track:**
- Organic Reaction Mechanisms (G25.1314)
- Structural Aspects of Organic Chemistry (G25.1313)
- Instrumental Analysis (G25.1413)
- Advanced Organic Chemistry I: Reactions of Organic Compounds (G25.1311)
- Advanced Organic Chemistry II: Synthetic Organic Chemistry (G25.2232)
- Organic Photochemistry (G25.2281)
- Special Topics in Organic Chemistry (G25.2261, 2262)
- Topics include: Bioorganic Chemistry

- Bioorganic Chemistry
- Biomolecular/Biophysical Chemistry Track: Biochemistry I (G25.1881)
- Macromolecular Chemistry (G25.1815)
- Biophysical Chemistry (G25.1814)
- Biochemistry II (G25.1882)
- Molecular Modeling (G25.2601)
- Biophysical Chemistry II (G25.2621)

**Theoretical/Physical Chemistry Track:**
- Quantum Chemistry (G25.2665)
- Advanced Physical Chemistry (or Chemical Dynamics) (G25.2641)
- Quantum Mechanics (G25.2666)
- Statistical Mechanics (G25.2651)
- Molecular Modeling (G25.2601)

Students must satisfactorily complete at least 72 points derived from courses and research, at least 32 of which must be taken in residence at New York University. Students usually gain laboratory research experience during their first year in one or more groups. This laboratory experience provides students with direct exposure to techniques and methodology used in the various labs and helps them to choose a thesis adviser.

In order to gain matriculation into the Ph.D. program in chemistry, a student must present a public lecture at the beginning of the second year and pass a research progress exam at the end of the second year of graduate study. The exam is designed to ensure that students are ready to embark on serious research and scholarship. It consists of a written report (5-10 pages) and an oral exam before a thesis advisory committee (thesis adviser plus two other faculty members). If performance is not satisfactory, one more attempt is allowed. Students who pass are graduated to the status of a Ph.D. candidate.

A further requirement for the Ph.D. program in chemistry is the preparation and successful oral defense of two research proposals. At the beginning of the fourth year of graduate study, a written and oral research proposal exam must be passed. The exam tests student skills in scientific writing, reasoning analysis, integration of scientific concepts, interpretation of data in the literature, and creativity in the design of new experiments. Feedback on student abstracts submitted prior to the exam is intended to help students identify promising research directions. The final written proposal (10-12 pages) and oral exam are evaluated by an appointed committee. A passing grade must be achieved at least nine months before the thesis defense. The thesis defense, performed before the thesis advisory committee, is the last step of the Ph.D. program.

All doctoral candidates are expected to participate in the seminar program offered by their division and to attend the departmental colloquia presented by distinguished visiting scientists.

**Doctoral Dissertation:** The heart of the doctoral program is the research leading to the preparation of the dissertation. The accumulation of high grades in formal courses, while important, is secondary to the demonstration of a capacity for original thinking and the completion of an investigation that contributes significantly to chemical knowledge. When a student is formally admitted to matriculation for the doctorate, a committee consisting of the research adviser and two other faculty members is selected to advise the candidate and monitor the progress of the research by meeting with the student at scheduled intervals and whenever requested by the student. When the dissertation is completed, it is read by the research committee and two additional faculty. Up to two outside readers who are experts in the field of the dissertation research may be appointed as dissertation readers. A public oral defense of the approved dissertation is then held.

**DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS**

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the application at the back of this bulletin.
Most courses are lecture oriented; others emphasize individual study with attention to the needs of each student. For additional information about a particular course, see the instructor.

Two-Part Courses: A hyphen indicates a full-year course with credit granted only for completing both terms. A comma indicates credit is granted for completing one term. The following courses are lectures unless otherwise indicated.

Inorganic Chemistry G25.1111 Wallen. 4 points.
Study of the inorganic elements, concentrating on the transition metals, in which the structure of their compounds, spectra, and reactivity is discussed in light of recent advances in both theory and experiment. The importance of the inorganic elements in such fields as biochemistry and catalysis is discussed.

Organometallic Chemistry G25.1112 McNelis. 4 points.
Study of the structure, bonding, and reactions of organometallic complexes, with particular emphasis on the mechanism of reactions and the characterization of compounds by spectroscopic means. Application of organometallic reagents in organic synthesis and industrial catalysis is discussed.

Survey of the major classes of organic reactions, reagents, mechanisms, stereochemistry, and protecting groups. Discusses the origins of chemoselectivity, regioselectivity, and stereoselectivity and the planning of organic synthesis.

Analysis of modern strategies and methodologies for the synthesis of organic compounds.

Structure and bonding in organic molecules, including MO calculations, perturbation methods, and aromaticity; stereochemistry and conformational analysis; pericyclic reactions; thermodynamics and kinetics; transition state theory and activation parameters; acids and bases; and methods for the determination of mechanisms.

Organic Reaction Mechanisms G25.1314 Prerequisite: G25.1313 4 points.
Discussion of the mechanisms of organic reactions, primarily in solution. Topics include nucleophilic and electrophilic substitution reactions, molecular rearrangements, electrophilic and nucleophilic addition reactions, elimination, carbenes, free radicals, and photochemistry.

Spectroscopy in Organic Chemistry G25.1326 4 points.
Application of spectroscopic methods to the determination of the structure of organic molecules. Structure determination is approached through problem solving using IR, UV, MS, NMR, and spectroscopy. Particular emphasis is given to $^1H$ and $^13C$ NMR.

Instrumental Analysis G25.1413
Lecture and laboratory. 4 points.
Principles and application of instrumental methods in chemistry.

Computers for Working Scientists G25.1417 4 points.
Topics include computations, data collection, data processing, modeling, optimization, data storage and retrieval, and graphics. This is not a course in programming; it emphasizes the use of libraries of programs and subroutines. Implementation on PCs and mainframe machines is demonstrated.

Physical Chemistry for Biomedical Sciences G25.1650 Identical to G23.1046, 1047. Prerequisite: one year of physical and one year of organic chemistry. 4 points.
Basic principles of physical chemistry. Thermodynamics, chemical kinetics (particularly enzyme kinetics), surface phenomena, and the theory of the chemical bond and molecular structure. Emphasis is on applications to areas of major interest in the biological, health, and food sciences.

Biophysical Chemistry G25.1814 Geacintov. 4 points.
Structure and properties of macromolecules of biological importance: thermodynamics of polymer solutions; determination of molecular weight and configuration of biopolymers; and polyelectrolyte theory.

Macromolecular Chemistry G25.1815 Semancik. 4 points.
Structural chemistry of macromolecules, including vector analysis, symmetry, crystallography, DNA, RNA, and virus structure.

Concepts in Magnetic Resonance G25.1851 Prerequisite: equivalents of one year of physical and one year of organic chemistry (undergraduate level), or permission of the instructor. Exams. 4 points.
Broad introduction to techniques of molecular structure determination by electron and nuclear magnetic resonance methods. Spin theory and wave functions, resonance, relaxation, and coupling, followed by an overview of simple and complex NMR experiments for isotropic (solution) and anisotropic (solid) spins.

Kallenbach, staff. 4 points per term.
Two-semester course taught jointly by faculty from the Departments of Biology and Chemistry. Topics include organic and physical chemistry of proteins, lipids, carbohydrates, and nucleic acids; enzyme kinetics and mechanisms; membranes and transport; bioenergetics and intermediary metabolism; molecular genetics and regulation.

Experimental Biochemistry G25.1885 Prerequisite: G25.1881. Laboratory. 4 points.
Experiments and instruction in analytical techniques, including chromatography, spectrophotometry, and electronephoresis; isolation and characterization of biomolecules; kinetic analysis of enzymatic activity; and analysis of protein-protein and protein-DNA interactions that direct basic biochemical pathways.

Modern synthetic methods in organic chemistry centering on significant syntheses. Each synthesis is examined with respect to synthetic strategy, mechanisms of individual steps, and the scope of specialized reagents.

Special Topics in Organic Chemistry G25.2261, 2262 4 points per term.
Topics of current interest in organic chemistry are covered in depth by four faculty members. Topics include the use of spectroscopic techniques by research chemists; mass spectrometry, NMR, and infrared spectrometry through a prob-
lem-solving approach; and topics from current literature and research areas to complement the core courses Advanced Organic Chemistry I and II, Structural Aspects of Organic Chemistry, and Organic Reaction Mechanisms.

**Chemistry of Nucleic Acids**
G25.2271  Prerequisite: G25.1881. Shapiro. 4 points.
Structure and physical and chemical properties of the nucleic acids from an organic chemical viewpoint.

**Organic Photochemistry**
G25.2281  Prerequisite: G25.1314. Schuster. 4 points.
Description of the generation, structure, and chemical transformation of electronic excited states of organic molecules.

**Molecular Modeling**
G25.2601  Prerequisite: basic programming experience. Schlick. 4 points.
Introduction to molecular modeling and simulation, including development of **ab initio** and semi-empirical potentials, molecular mechanics, Monte Carlo simulations, and molecular dynamics simulations, both theory and practice.

**Physical Organic Chemistry**
G25.2637  Prerequisite: G25.1314. Rhodes. 4 points.
Linear free energy relationships, acidity functions, solvation phenomena, and other topics of current interest.

**Advanced Physical Chemistry**
G25.2641  Zhang. 4 points.
Review of chemical thermodynamics; molecular motion and collisions, kinetic theory of gases and dense phases, transport properties, chemical kinetics; applications of kinetics such as exciton transport and fusion, fluorescence quenching, enzyme catalysis, and oscillating reactions.

**Statistical Mechanics**
G25.2651  Tuckerman. 4 points.
Discussion centers on interacting systems. Topics include cluster theories of nonideal gases, lattice models, helix-coil transitions, ideal and nonideal solutions, and phase transitions.

**Quantum Chemistry**
G25.2665  Bačić. 4 points.
Quantum mechanics of elementary systems; includes perturbation theory, particle in a box, the one-electron atom, harmonic oscillators, and the elements of atomic and molecular structure.

**Quantum Mechanics**
Representation theory, Dirac notation, time-dependent and time-independent perturbation theory, rotational and vibrational levels in molecules, many-electron systems, and interaction of electric and magnetic fields with atoms and molecules.

**Special Topics in Physical Chemistry**
G25.2671, 2672  4 points per term.

**Research**
G25.2931, 2932  1-12 points per term.

**Physical Chemistry Seminar**
G25.3011  2 points.
**Organic Chemistry Seminar**
G25.3012  2 points.
**Biomolecular Chemistry Seminar**
G25.3013  2 points.
The Department of Cinema Studies is one of the first university departments devoted to the history, theory, and aesthetics of film and the moving image. The approach to cinema is interdisciplinary and international in scope and is concerned with understanding films in terms of the material practices that produce them and within which they circulate. While film constitutes the primary object of study, the department also considers other media that fall within the realm of sound/image studies (e.g., broadcast television, video art, and on-line technologies) to be within its purview.

Three graduate programs are offered in the department: the M.A. Program in Cinema Studies, the M.A. Program in Moving Image Archiving and Preservation, and the Ph.D. Program in Cinema Studies.

Graduate students may take a production course only in the summer through the Department of Film and Television. Students enrolled in the Certificate Program in Culture and Media are required to take further production courses. Students enrolled in the M.A. Program in Moving Image Archiving and Preservation are required to take their second year of study at the George Eastman House in Rochester, New York.

Most courses in cinema studies include extensive film screenings that are supplemented by a weekly cinemathèque. Students also have access to extensive film and film-related resources in the department’s George Amberg Study Center. In addition, the Elmer Holmes Bobst Library and Study Center houses a substantial video collection that is located in the Avery Fisher Center for Music and Media. Other New York City institutions such as the Museum of Modern Art, the Library of the Performing Arts at Lincoln Center, and the Anthology Film Archives offer further invaluable resources for the film student.

**Faculty**

Richard Allen, Associate Professor. Ph.D. 1989 (theatre arts), California (Los Angeles); M.A. 1983 (film studies), East Anglia; B.A. 1981 (philosophy, politics, and economics), Oxford. Film theory and aesthetics; American cinema.


Antonia Lant, Associate Professor. Ph.D. 1986 (history of art), M.Phil. 1983, Yale; B.A. (honors) 1979 (history of art), Leeds. Silent film history; feminist film criticism and filmmaking; 19th-century art history.


Annette Michelson, Professor. B.A. 1943, Brooklyn College. Modernism and the arts; Soviet film.

Toby Miller, Professor. Ph.D. 1991 (humanities), Murdoch; B.A. 1980 (history and political science), Australian National. Cultural theory; gender.

William G. Simons, Associate Professor. Ph.D. 1973 (cinema studies), M.A. 1970 (cinema studies), New York; B.S. 1965 (film and communication arts), Boston. Film and narratology; Orson Welles; history of Italian film.


Chris Straayer, Associate Professor; Chair, Department of Cinema Studies. Ph.D. 1988 (radio, television, and film), Northwestern; M.A. 1979 (feminist studies), Goddard College; B.S. 1972 (medical technology), Missouri (Columbia). Sex and gender; video art; feminist film theory; queer theory.
The M.A. Program in Cinema Studies is a self-contained curriculum that provides the student with an advanced course of study in the history, theory, and criticism of film and the moving image. Students also have the opportunity to pursue internships for credit at film libraries and archives in the city or in the film and media industries in order to further their professional development. Many lecture classes are offered in the evening for the convenience of working students. Graduates of the program have gone on to successful careers as film curators, programmers, preservationists, as well as film critics, instructors, screenwriters, filmmakers, and industry professionals.

The M.A. Program in Moving Image Archiving and Preservation is a self-contained curriculum that provides students with the academic study and professional training necessary to take leadership roles in this emerging field. In addition to two semesters of academic study at New York University and a summer internship in a professional setting, the program includes nine months of training, at the George Eastman House in Rochester, New York, that will equip students in every aspect of working in a moving image archive: programming and exhibition, cataloging, collection management, budgeting, print preparation, inspection, image reconstruction, laboratory work, and vault and storage management.

Study at the George Eastman House, during the second academic year, entails extensive hands-on experience. Students work closely with curators in the Motion Picture Department, following the routine of a 9-to-3 day, five days per week. Within this time, lectures and demonstrations are scheduled. All students are required to spend blocks of time working with the museum staff in a wide range of areas of archival activity, including inspection, repair, and identification of moving images; nitrate film handling; cataloging, documentation, and programming; and conservation of film stills, posters, and other moving image-related artifacts. Students rotate through these services, spending roughly equal amounts of time in each service, gradually acquiring the skills necessary to work in an archival institution.

Evaluation of each student's work is provided in written form, at the end of a block assignment, by the museum staff member working with the student on his or her daily assignments in that block. This written evaluation is drawn up in consultation with faculty and guest faculty. Because of the professional obligations of some of the guest lecturers who teach in the program at the George Eastman House, some courses (generally 2-point courses) are taught in concentrated form, over the span of 10-14 days, rather than the entirety of a semester.

The Ph.D. Program in Cinema Studies prepares students to develop teaching competence and to pursue research in cinema studies. The curriculum draws on the methods of a number of disciplines, including art history, cultural studies, American studies, psychoanalytic theory, and philosophy and involves intensive seminar-level study in film theory, history, and research methods. Graduates of the program have gone on to positions of academic leadership in the field.

**Admission:** Although instruction, administration, and financial aid are provided by the Tisch School of the Arts (TSOA), graduate degrees in cinema studies are conferred by New York University through the Graduate School of Arts and Science (GSAS). Admission is granted by both schools. Applications are processed by the Tisch School of the Arts. Students should request an application from the Office of Graduate Admissions, Tisch School of the Arts, New York University, 721 Broadway, 8th Floor, New York, NY 10003-6807; (212) 998-1900. (Please note that the GSAS application at the back of this bulletin is not acceptable, and all applicants must use the TSOA application.)

Applicants must submit a full application, transcripts, three letters of recommendation, and GRE scores. In addition to materials required by the Tisch Office of Graduate Admissions, the applicant should send the following information:

1. A written sample of the applicant's work. This need not be on a film subject. However, a humanities paper is preferred to a science paper. The paper (more than one may be submitted) is evaluated for the potential it shows.

2. A short personal essay (500 words) on the applicant's educational goals. This essay should include how one's experience, whether in school or out, relates to one's goals as a student in the Department of Cinema Studies.

All material—application forms, letters of recommendation, transcripts, and essays—should be sent to the Office of Graduate Admissions, Tisch School of the Arts, New York University, 721 Broadway, 7th Floor, New York, NY 10003-6807. An application is not complete until all the above credentials have been submitted. It is the applicant's responsibility to ensure that the appropriate documents are received as quickly as possible.

Students applying only for a summer session course need not submit the personal essay and written sample of work. These students should contact the Office of Summer Sessions, Tisch School of the Arts, New York University, 721 Broadway, 12th Floor, New York, NY 10003-6807; (212) 998-1808.

**MASTER OF ARTS PROGRAM IN CINEMA STUDIES**

**Course of Study:** Students must complete 36 points, of which 32 points must be taken in the department;
4 points of graduate credit may be transferred from another department or institution, with permission of the chair, if these points have not been counted toward a previously completed graduate degree.

Required courses are (1) Film Form and Film Sense (H72.1010), (2) Film History and Historiography (H72.1015), (3) Film Theory (H72.1020), and (4) Media and Cultural Studies (H72.1025). Students with substantial academic training in any of these areas of study may request a waiver on a course-by-course basis. Independent study credits may not exceed 8 points.

The master's degree must be completed within five years of matriculation.

**Comprehensive Examination:** To receive the M.A., students must pass a comprehensive examination, which is administered thrice yearly, in November, March, and July. The examination may be taken on completion of 24 points of course work but no later than a semester after the completion of 36 points of course work. The comprehensive examination is a take-home examination consisting of five questions, of which the student must answer two. The questions are drawn from the total course of study as well as from material on the M.A. comprehensive exam filmography and bibliography, lists of important works provided by the department. Students have one week to complete the exam. Students who fail the exam may retake it once. Students are notified by mail of the exam results.

**MAStEr oF aRTS PrOgRaM IN MOVING image aRChIVInG aNd pREServAtIoN**

**Course of Study:** Students must complete 48 points over two years, of which 20 points must be taken in the Department of Cinema Studies and 24 points must be taken in the Motion Picture Department at the George Eastman House, Rochester, New York; 4 points of graduate credit may be transferred from another department or institution, with permission of the chair, if these points have not been counted toward a previously completed graduate degree.

Required during the first academic year (at New York University) are (1) Film Form and Film Sense; (2) Film History and Historiography; (3) Access to the Moving Image Collection; (4) The Archive, the Collection, the Museum; and (5) Trouble in the Moving Image Archive. Required courses in the second year (at the George Eastman House) are (6) History, Typology, and Structure of Moving Image Archives; (7) Conservation of the Moving Image and Sound; (8) Theory and Methodology of Moving Image Preservation; (9) Inventorying, Cataloging, and Documenting; (10) Moving Image Examination; (11) Curatorial and Museum Studies; (12) Color and Sound in the Moving Image; and (13) Laboratory Work.

Students with substantial training in any of these areas of study may request a waiver on a course-by-course basis. Independent study credits may not exceed 4 points.

Students also must complete a six- to eight-week internship during the summer at the end of their first year, at a venue approved by the chair. They must also complete and defend a final thesis project while at the George Eastman House.

The M.A. Program in Moving Image Archiving and Preservation does not accommodate part-time students. This degree must be completed within five years of matriculation into the program.

**DOCTOR oF phiLOSoPhy PrOgRaM IN CiNEMA StUDIES**

The Doctor of Philosophy degree is conferred for advanced studies in which the student demonstrates outstanding original scholarship. It signifies the student can conduct independent research and has both a broad basic knowledge of all areas of his or her field and a comprehensive knowledge of one field in particular.

A doctoral candidate must complete all requirements no later than ten years from matriculation or seven years from the time of his or her matriculation if the candidate holds a master's degree.

**Course of Study:** Students must complete 36 points of course work in addition to their M.A. degree (which will be assessed at 36 points) to total 72 points; three qualifying exams; a foreign language requirement; an oral examination; and a doctoral dissertation. Students are permitted to take up to two classes outside the department and two classes as independent study.

**Internships:** It is possible for Ph.D. students to receive independent study credit for work at various film libraries, associations, and archives (such as the Donnell Library, the Association of Independent Video and Filmmakers, and the Museum of Modern Art). Permission of a faculty adviser is required for such work.

**Incompletes:** The department strongly discourages “incompletes,” even if they are made up before the end of the next semester. Outstanding incompletes may render a student ineligible for assistantships and financial aid. See the GSAS guidelines for completion deadlines for incompletes. The dissertation defense cannot be scheduled if outstanding incompletes exist.

**Qualifying Examinations:** Each student must pass three exams: one in the field of film/culture/media theory, one in the field of film/media history, and one in a third area drawn from the existing exam offerings or drawn up as a special area of study that relates to the student’s proposed dissertation topic in consultation with the student’s faculty adviser. The theory exam areas include gender, sexuality, and representation; race, nation, and representation; cultural theory; media theory; theory of narrative and genre; theory of sound and image. The history/historiography exam areas include the following options: American film—1895 to 1929, American film—1927 to 1960, or American film—1960 to the present; history of French film; history of Italian film; history of Japanese film; history of Soviet and post-Soviet film; history of German film; history of the international avant-garde; history of documentary film; history of Latin American film; history of British film.

All exams are take-home exams. The take-home exam consists of six questions, of which three are to be answered in the form of a 10-page essay per question. The student has one week to complete the take-home exam. Each subject area is offered for examination once a year either in the fall or spring semester. A schedule of the areas offered in a particular semester is available from the department at the beginning of each academic year. Exams are graded by three faculty members. The student receives a grade of high pass, pass, or fail. If a student fails an examination, the exam in the same subject area must be taken the next time it is offered. Upon failing an exam in any one area twice, the student must leave the Ph.D. program. Students sit for their qualifying exams in their second, third, and fourth semesters of course work.

**Foreign Language Requirement:** A
student must demonstrate proficiency in one foreign language. Five languages are accepted toward fulfilling the Ph.D. language requirement: French, German, Italian, Russian, and Spanish. Students proficient in another language may request an exemption from this requirement from the director of graduate studies.

Language proficiency may be demonstrated by any of the following: (1) passing the foreign language proficiency examination given by the Graduate School of Arts and Science; (2) passing a departmental examination; or (3) completing, or having completed not more than two years before matriculation, a full or final intermediate-level college course in the language with a transcript grade of B or better.

School of Continuing and Professional Studies (SCPS) courses do not satisfy this requirement; however, students with no previous knowledge of a foreign language or those who wish a review are encouraged to enroll in the SCPS special reading courses for graduate degree candidates. A two-semester sequence is offered in French, German, and Spanish (plus Italian and Russian in the summer session). For information, call the SCPS Foreign Language Program, (212) 998-7130.

Students who have met the language requirement in another graduate school not more than two years before matriculating in the department may request that such credentials be accepted by the department.

Formal application for the Graduate School foreign language proficiency examination (not the department’s) must be filed on the appropriate form in the Degree and Diploma Office of the Office of the University Registrar not later than five weeks before the examination date. Please consult the current calendar for examination dates and application deadlines. The departmental examination is administered once during both the fall and spring semesters. For further information, contact Julia Perlowski at (212) 998-1615.

Ph.D. Adviser: Ph.D. students are advised by the director of graduate studies or chair of the department until such time as they select their dissertation adviser. Ph.D. students should select their dissertation adviser no later than their fourth semester of Ph.D. course work.

Dissertation Seminar and Proposal: All Ph.D. students must take Dissertation Seminar in their fourth semester of Ph.D. course work. This seminar is used to develop the dissertation proposal that will be defended in the Ph.D. oral examination. The dissertation proposal consists of a document of no more than 20 pages that outlines in detail the candidate’s proposed area of study. It should include (1) an outline of the research to be undertaken; (2) a statement of the project’s contribution to the field in context of a brief review of the literature; (3) an outline of the method to be used; (4) a statement of how the candidate intends to complete the research; and (5) a chapter-by-chapter breakdown of project. A bibliography must be attached to the proposal.

Ph.D. Oral Examination: At the end of their fourth semester of Ph.D. course work, students take an oral examination conducted by a faculty committee and chaired by their adviser. In this exam, students are questioned on their third area examination and their dissertation proposal. If a student fails the oral exam, she or he will have the opportunity to retake it in the next semester. The oral exam must be successfully completed before a student may begin writing the dissertation and in order for a student to be eligible to receive a dissertation award.

Doctoral Committee: Each student must select two faculty members to serve as members of the core committee alongside his or her adviser. All students must have their dissertation proposal approved by their adviser and two committee members to be eligible to receive a dissertation award. Approval should be certified by having the three individuals sign and date the front page of the proposal. This process usually takes place at the conclusion of the Ph.D. oral exam. The signed copy should then be submitted to the department office to be filed.

Students must select two additional readers for the examining committee as soon as their core committee is in place. The examining committee consists of five members: the student’s core committee and two additional readers. All members of the examining committee must be graduate faculty of New York University or else approved in advance by the dissertation adviser and the Graduate School of Arts and Science.

No student should begin the final draft of the dissertation until he or she has consulted (in person, except in extraordinary circumstances) with all three of the core members of his or her dissertation committee. Where possible, core members should receive a copy of each chapter of the dissertation as it is drafted.

Dissertation Defense: When the final draft of the dissertation has been approved by the core committee, the student establishes a date for the dissertation defense and submits the final draft to the additional examining readers. The date of the dissertation defense must be set at least three weeks after all committee members have received the final draft. Following the defense, the examining committee votes on whether or not to accept the dissertation; the committee has the option of passing the dissertation “with distinction.”

Doctoral Dissertation: A dissertation title card and a preliminary outline of the dissertation are kept on file in the candidate’s department. The dissertation must show the ability to follow an approved method of scholarly investigation and evidence of exhaustive study of a special field. It should add to the knowledge of the subject or represent a new, significant interpretation. Every dissertation should contain a clear introductory statement and a summary of results. The dissertation must include an analytical table of contents and a bibliography and, when submitted to the Degree and Diploma Office of the Office of the University Registrar, must meet formatting requirements and be accompanied by an abstract.

A doctoral candidate must complete all requirements no later than ten years from matriculation into the M.A. program or seven years from the time of matriculation into the Ph.D. program if the candidate already holds the master’s degree.

Summary of Ph.D. Program Structure

First Year
Fall semester: three courses.
Spring semester: two courses and first major area qualifying exam.

Second Year
Fall semester: two courses and second major area qualifying exam or third major area qualifying exam.
Spring semester: two courses and second major area qualifying exam or third major area qualifying exam. Dissertation seminar/proposal. Oral examination.

Third Year
Begin dissertation writing.

MASTER OF PHILOSOPHY
The Master of Philosophy is conferred only on students who have been accept-
ed as candidates in a doctoral program and who have fulfilled all the requirements for the doctorate except the dissertation and its defense. The minimum general requirements for the degree of Doctor of Philosophy in the Graduate School of Arts and Science are the satisfactory completion of 72 points (at least 32 in residence at New York University), demonstrated competence in a foreign language, and the preparation and defense of a dissertation. Additional special requirements for the degree invariably include a written qualifying or comprehensive examination testing the candidate’s knowledge of the field of study. Students who fail the qualifying or comprehensive examination do not receive the Master of Philosophy degree. It should be emphasized that recipients of the degree of Master of Philosophy have completed all of the general and special requirements for the degree of Doctor of Philosophy except those relating to the dissertation and its defense.

CERTIFICATE PROGRAM IN CULTURE AND MEDIA

The Certificate Program in Culture and Media (formerly the Certificate Program in Ethnographic Film and Video) was initiated in the fall of 1986 as an interdisciplinary course of study combining the rich resources of the Departments of Cinema Studies and Anthropology at NYU. This graduate program provides a focused course of graduate studies integrating production work with theory and research into the uses and meanings of media in a range of communities and cultures. Training in this program enables students to pursue the following:

1. Production work in film and video based on their own or other anthropologists’ fieldwork.
2. Teaching the history, theory, and production of ethnographic film and media studies.
3. A career in media requiring an understanding of anthropology, such as specialized programming and distribution of ethnographic film and video, community-based documentary production, or management of ethnographic film/video libraries and archives.

Located in New York, the program provides students with ready access to the many ethnographic film activities that take place in the city, such as the annual Margaret Mead Film and Video Festival, the Biannual Native American Film and Video Festival, and the African Diaspora Film Festival. The ethnographic film program itself sponsors many events that allow students to meet and see the works of ethnographic filmmakers from around the world and follow developments in the field. These include monthly workshops in visual anthropology, occasional events with distinguished guests such as Jean Rouch; conferences on special topics such as ethnographic film archives and new technologies; and an annual symposium on ethnographic film held in conjunction with the Margaret Mead Film and Video Festival.

Admission: To enroll in the Certificate Program in Culture and Media, interested students should follow the procedures for applying to the M.A./Ph.D. program in either cinema studies or anthropology. Application forms and financial aid information are sent under separate cover. Students should indicate on their application that they are interested in pursuing studies in ethnographic film/culture and media. Once accepted, students meet with the departmental liaison to the certificate program, Professor Toby Miller, to begin designing the course of study appropriate to their overall plan for graduate work.

Course of Study: To complete the certificate program, students must fulfill the requirements outlined in the following curriculum. The program consists of the following eight courses in addition to those required for the M.A. or Ph.D. degree in cinema studies. Six of the courses that count toward the certificate may also be counted toward an M.A. or Ph.D. degree in cinema studies; they are the courses listed below with an H72 code. All students are required to complete an independent original ethnographic film or video project, which may be either a production or scholarly research, designed in consultation with the departmental liaison. The curriculum is organized into two tracks to complement the course work required by one of the two disciplines.

1. Required Courses for All Certificate Students
   - Culture and Media I (H72.1402)
   - Culture and Media II (H72.1403)
   - Cultural Theory and the Documentary (H72.2001)
   - Cinema: The Language of Sight and Sound (H72.1998)

2. Required Course for Anthropology Students
   - Media and Cultural Studies (H72.1025)

3. Required Course for Cinema Studies Students
   - Social Anthropology Theory and Practice (G14.1010) OR approved elective in social anthropology OR advanced production course

4. Approved Elective
   - Approved internship/independent project/reading course

With the approval of the director of the program, anthropology students with prior training in media may be able to substitute other courses from the extensive curriculum offered in history and theory by the Department of Cinema Studies or in film and video production.

Internships: In addition to studying ethnographic film history, theory, and production, students in the Certificate Program in Culture and Media may arrange appropriate supervised internships or research projects. Students interested in this should consult with the departmental liaison to the program.

Resources: The Department of Anthropology has a film and multi-system video theatre that seats up to 40 and has an excellent collection of over 300 ethnographic film and video works. The Department of Cinema Studies has a collection of over 600 films. New York University’s Avery Fisher Music and Media Center has over 1,000 documentaries in its video library facility available to students. In addition, some of the best film, video, and broadcast libraries are available in New York City, including the Donnell Film Library, the Museum of Modern Art Film Library, the Museum of Television and Radio, and the film and video collection of the National Museum of the American Indian.

DEPARTMENTAL FINANCIAL AID

The Department of Cinema Studies offers the following forms of financial aid: graduate assistantships, which provide a stipend and up to 24 points of tuition remission during the academic year in exchange for a work commit-
Courses

Note: Not all courses are offered every semester. For exact listings, please consult the department. Courses with multiple numbers indicate courses that may vary in content as well as instructor and that may therefore be taken a number of times.

M.A. CORE CURRICULUM: CINEMA STUDIES

Film Form and Film Sense
H72.1010 Simon. 4 points.
The study of film aesthetics—film style, film form, genre, and narration. The scope is comparative and transnational. Introduces the student to the problems and methods of film interpretation and close textual analysis.

Film History and Historiography
H72.1015 Zhang. 4 points.
Examines the constitution of the codes and institutions of cinema and the ways in which the history of film has been, and has been understood to be, embedded in, shaped, and constrained by material and social practices. Various historiographical methods and historical contexts are explored.

Film Theory
H72.1020 Allen. 4 points.
Explores in detail texts of classical and modern film theory. Topics include auteurism; genre; the mind/film analogy; realism; semiotics; psychoanalysis; structuralism, ideology, queer theory, feminist theory, and postcolonial theory.

Media and Cultural Studies
H72.1025 McCarthy. 4 points.
Introduction to interdisciplinary study of screen culture undertaken in and across a number of disciplines, including anthropology, sociology, literary studies, political economy, cultural history, and cultural policy. Explores key developments in other media forms—such as print, television, video, and the new interactive media—and the ways they intersect with cinema.

M.A. CORE CURRICULUM: MOVING IMAGE ARCHIVING AND PRESERVATION

Year One (at NYU Department of Cinema Studies)

Film Form and Film Sense
H72.1010
See above.

Film History and Historiography
H72.1015
See above.

Access to the Moving Image
Collection
H72.2008 4 points.
Focuses on the practice of film exhibition and programming in museums, archives, and independent exhibition venues. Examines the goals of public programming, the constituencies such programs attempt to reach, and the cultural ramifications of presenting archival materials to audiences. Studies how archives can encourage increasing quantities and different forms of access through their own publications, events, and productions, as well as through the role of new technologies (DVD, CD-ROM, the Internet). Considers how these methods provoke interest, study, and appreciation of archival and museum moving image collections. Includes visits to a number of New York institutions that program moving images, such as the Film Department of the Museum of Modern Art; the Museum of the Moving Image; the Whitney Museum of American Art; the Guggenheim Museum; the Anthology Film Archives; the American Museum of Natural History’s Margaret Mead Film and Video Festival; and the Film Society of Lincoln Center.

The Archive, the Collection, the Museum*
4 points.
Encourages a very broad perspective on the phenomenon of collecting. Surveys psychological, psychoanalytical, anthropological, political, and cultural theories of collecting, in relation to the history of art and the collecting of moving images. Studies specific historical instances of moving image collecting in the light of these theories. Students pursue individual research projects on these themes for presentation to the seminar.

Trouble in the Moving Image
Archive*
4 points.
Focuses on the intellectual, technical, and aesthetic challenges facing moving image archivists of today, as media proliferate, as multimedia collections mushroom, and as information takes predominantly digital form. Studies some of the special issues and circumstances arising in the archiving and conservation of television, video, and new media. Addresses such questions as Is it film? Or is it digital? Will we have “hard” copies? Studies definitions of analog vs. digital media, considering the archaeology of the new media. Includes visits to relevant laboratories and collections in the New York area and presentations by experts in the profession.

H72.2008 4 points.

Graduate Education

Students should also see the Expository Writing Program, (212) 998-8860. Resident assistantships are available through the Office of Housing and Residence Life, (212) 998-4600.

CINEMA STUDIES

1. The Tisch School of the Arts
Graduate Financial Aid Form should be submitted with the Application for Admission to the Office of Graduate Admissions, Tisch School of the Arts, New York University, 721 Broadway, 8th Floor, New York, NY 10003-6807, no later than February 1 of the year for which financial aid is desired for the fall term. All students applying for financial aid are required to file this form.

2. The Free Application for Federal Student Aid (FAFSA) must be filed no later than February 1. The FAFSA must be filed by any student seeking federal financial aid assistance, including student loans or Federal Work-Study assistantships. Only U.S. citizens and permanent residents may file the FAFSA. For more information, see the Web site at www.nyu.edu/financial.aid.

Teaching assistantships are available in the Expository Writing Program, (212) 998-8860. Resident assistantships are available through the Office of Housing and Residence Life, (212) 998-4600.
**Year Two (at the George Eastman House)**

History, Typology, and Structure of Moving Image Archives* 4 points.
Museums are no longer mere repositories of fine art treasures—they are complex, multipurpose organizations that exhibit a growing variety of artifacts and cater to an increasingly diverse public. Taking full advantage of George Eastman House’s rich cultural heritage and screening facilities, this course studies the following areas: (1) early film archive theory and the birth of the film archive movement; (2) the International Federation of Film Archives (FIAF), including its history and policies; (3) the organization of moving image archives; (4) the matters of an archive’s physical plant and the hiring and training of professional staff; (5) the relation of archives to external bodies such as governments and private foundations; (6) a survey of significant regional, national, international, and specialized archives; and (7) the collecting of moving image apparatuses.

Conservation of the Moving Image and Sound* 2 points.
Intensive, 10-day course, taught in mid-fall by museum staff and visitors from the Image Permanence Institute at the Rochester Institute of Technology. Its aim is to analyze the factors determining the decay and decomposition of the audiovisual artifact and the techniques implemented as temporary, long-term, and preventive remedies. The course is divided into three sections. The first section is dedicated to the photographic moving image and addresses issues such as physical and optical damage; deterioration of silver and gelatin; the decay process in nitrate, acetate, and polyester film; storage requirements and vault management; film enclosures and film life; managing film life expectancy; and color and sound deterioration. The second section is dedicated to challenges in the conservation of the new media, with particular emphasis on the question of the permanency of the early electronic image, and theories about the long-term conservation of the photographic moving image through the new media. The third section is dedicated to the conservation of stills, posters, papers, and technological artifacts such as cameras, projectors, and early electronic and video equipment.

Theory and Methodology of Moving Image Preservation* 4 points.
Semester-long seminar/workshop. Explores and discusses the philosophy of audiovisual archiving in its defining elements as well as in its practical implementation in the archive and the museum world. Spans the first private film collections to the preservation of the Internet. Considers divergent definitions of preservation, the conflict between the principles of conservation and access, and the goals and objectives of the restoration process. Treats the status of the archival print, as opposed to the release print. Complements a discussion of the theoretical principles of conservative and integrative restoration with practical analyses of examples of print generation in release and archival prints, videotapes, and other electronic formats. Studies the concept of the “original” version of an audiovisual artifact, and the consequences of the concept in the preservation process, in nonprofit, independent, and commercial enterprises. Lastly, covers the preservation of ephemeral and “orphan” films.

Inventorying, Cataloging, and Documenting* 2 points.
Intellectual control over the holdings of a moving image archive is crucial to the fulfillment of its mission of preserving, restoring, and giving access to the collections. Inventory, cataloging, and documentation are the least visible activities in audiovisual archives, and yet these archives could not function without a proper organization and performance of these functions. The aim of this class is threefold: (1) to assess the goals and objectives of cataloging, inventory-taking, and documentation; (2) to provide a systematic overview of cataloging theories and systems, with particular reference to computer techniques and programs; (3) to discuss the parameters, ethical requirements, and purposes of retrieving documentation for cataloging in view of its internal and public access. Special emphasis is given to topics such as catalog/inventory record structures, including subject headings and authority control; archival information, including physical description and donor information; cataloging and inventorying processes in television, video, and the new media; cataloging software and computer system requirements; and reference resources for the study of moving image media, on paper, on-line, and in the digital media. (This is an intensive, two-week course, taught in the first and second weeks of December.)

Moving Image Examination* 4 points.
Seminar/workshops in which instructors and students are involved in the direct examination of a number of artifacts carrying moving images and sound, ranging from original nitrate prints to 16 mm and super 8 mm copies and several electronic and digital formats. The goal is to become familiar with physical structure, optical qualities, and decay in all the main carriers of audiovisual information used throughout the history of these media. Pays special attention to the apparatuses used to produce, duplicate, and exhibit moving images, from the magic lantern to the digital projector. The main topics of discussion in this context are basic film structure and formats; structure and formats of electronic and digital media; basic film handling; cleaning and inspection procedures; identification and authentication; print retrieval, selection, and preparation for screening; projection, broadcast, and other forms of exhibition of the moving image and sound.

Curatorial and Museum Studies* 4 points.
All the academic, technical, financial, political, and cultural components of a moving image archive find their synthesis in the activity of the moving image curator, who must translate the philosophy of archival work into a coherent, multilayered practice involving scholarly expertise, technical knowledge, and managerial skills. The topics addressed in this seminar range from formal procedures, such as the creation and implementation of a mission statement for a museum, to the following dimensions of the work: codes of ethics; policies for accessioning and deaccessioning audiovisual artifacts; the design of budgets for general operations and special preservation projects; the fundraising process, both on the private and the public level; relationships with the moving image industry; copyright and donor access; personnel and employee relations. A simulated grant application process is organized in the course of the seminar.

Color and Sound in the Moving Image* 2 points.
Technical course that provides students with a systematic overview of the major color and sound techniques invented and used since the beginnings of cinema to the digital era and with a framework for their preservation. The first strand of the course deals with basic
color theory; the history of additive and subtractive color systems, with special emphasis on the history of Technicolor; the identification of color systems through physical examination; and color duplication in photographic, electronic, and digital media. The second strand begins with an overview of basic sound recording theory and develops around the following themes: synchronized sound; variable density and variable area soundtracks; magnetic sound; digital sound systems; the preservation of sound. (This is an intensive, two-week course, usually held during the third and fourth weeks of April.)

**Laboratory Work** 2 points.

This intensive, advanced technical course is based at the Louis B. Mayer Conservation Center at the George Eastman House and involves a practicum of two one-week visits to specialized laboratories; Part I at the Cinema Arts Laboratories (Angels, Pennsylvania) and Part II at the Library of Congress Moving Image Conservation Center (Dayton, Ohio). Part I involves the actual restoration of a short film and includes (1) Making Decisions on the Laboratory Process (Budget, Print Preparation); (2) Grading I: Sightgrading (Positive, Black and White vs. Color/The Analyzer); (3) Grading II: Correcting (Answer Print, Correction Print); (4) Grading III: Manipulating the Process (Contrast Control); (5) Printing I: Contact Printing; (6) Printing II: Step-Printing; (7) Printing III: Optical Printing; (8) Printing IV: Light Changes; and (9) Printing V: PCC, Light Values (Red, Green, Blue). Part II covers film processing and includes digital work: scanning, transfer to hard disk, manipulation, and transferring data onto film.

*Students may register for these courses beginning in fall 2002, at which time course numbers will be available.

**GRADUATE FILM THEORY ELECTIVES**

**Film Historiography H72.1100**

Sklar. 4 points.

Explores texts and topics in both general historiography and film historiography. Emphasis is on close reading of texts and on the integration of historiographic self-consciousness into the students’ own historical research projects.

**Problems and Topics in Narrative Film H72.2003, 2004**

Simon. 4 points per term.

One- or two-semester class that investigates the major aesthetic problems concerning narrative film. Subjects include the creation of basic conventions of narrative filmmaking in the early years of film history, especially by Griffith, and the breakdown of those conventions in the contemporary period. Fall semester emphasizes the classic film, especially the American tradition. Spring semester emphasizes the modernist and European traditions.

**Psychoanalysis and Film H72.2006**

Allen. 4 points.

It is often observed that the institutions of psychoanalysis and cinema are roughly the same age. This course investigates the way in which film theory and criticism have been influenced by the theory and method of psychoanalysis and explores the ways in which psychoanalytic theories of the mind have informed cinema, either through film form or through plotting and characterization. This course explores a variety of works in the medium, including Hitchcock, horror, film noir, surrealist films, and the work of a number of European auteurs.

**Classical Film Theory H72.2134**

Lant. 4 points.

Surveys key theoretical texts written about the cinema from 1895 to 1950. Considers works by Hugo Munsterberg, Vachel Lindsay, Rudolph Arnheim, the French “Impressionist” theorists of the 1920s, Dziga Vertov, Sergei Eisenstein, and others, along with less canonical essays by Virginia Woolf, H. D., Dorothy Richardson, Elizabeth Bowen, and others. Organized around major film theoretical questions of the period and the general problem of defining cinema as an aesthetic practice in relation to other arts. Also focuses on different facets of emergent cinema between sexes and the metaphors writers use to specify cinema.

**Advanced Seminar in Film Theory H72.3004, 3005, 3006, 3007, 3009**

4 points.

Film theory seminar of variable content. Topics include Soviet film theory; feminism and film theory; Marxism and film theory; sound and image; the filmmaker as theorist; narratology; the Frankfurt school, Walter Benjamin and the metropolis; modernism/postmodernism.

**Advanced Seminar: Bakhtin and Film H72.3009**

Staayer. 4 points.

Explores the relevance of Bakhtin’s conceptual categories (e.g., “translinguistics,” “heteroglossia,” “polyphony,” “speech genres,” and “carnival”) to film theory and analysis. Students are required to read most of the major Bakhtin texts translated into English.

**Feminist Film Theory H72.3010**

Staayer. 4 points.

During the past two decades, feminist film theory has been a vital force within cinema studies. This course traces the evolution of feminist film theory and criticism, from sociological perspectives and political analyses to the reflexive usage of semiotics, psychoanalysis, and materialism and on to postcolonialist and cultural studies. To a lesser extent, the class explores relevant contexts and associations such as the women’s movement, Anglo and French feminist theory, and feminist literary criticism.

**Seminar in Philosophy and Film: Analytic Film Theory H72.3011**

Allen. 4 points.

Explores the growing field of film theory inspired by analytic philosophy. Unlike the film theory that preceded it, analytic film theory is characterized not by a doctrine but by a method of approach defined by logical consistency, clarity of argument, and “low epistemic risk.” Topics include perception, representation, visual metaphor, authorship, documentary, ideology, genre, identification, and emotional response.

**FILM HISTORY ELECTIVES**

**History of Italian Cinema H72.1103, 1104**

Simon. 4 points per term.

One- or two-semester course that begins with a detailed examination of the aesthetic, theoretical, and historical development of neorealism and moves on to its political, economic, social, and cultural context. Studies directors such as Rossellini, Visconti, de Sica, and Antonioni. Then examines the work of the new generation of directors such as Bertolucci, Bellochio, and Pasolini. Pays special attention to the political problems and issues of the ’60s and ’70s.

**History of British Film H72.1105, 1106**

Lant. 4 points per term.

One- or two-semester course that explores the development of British film. Investigates popular British film genres, the documentary tradition and its legacy, the determinants of official
film policy and the idea of a “national cinema,” the emergent role of television in the financing of film, and experimental and independent traditions of British filmmaking.

Third World Cinema H72.1107 Stam. 4 points.
Survey of anticolonialist cinema from and about the Third World, with special emphasis on Latin America. Explores how the struggle against foreign domination in Third World countries has inspired the search for authentic, innovative, national cinematic styles. After studying European films that highlight the colonial background of current struggles in the Third World, turns to films from Africa before examining closely the cinema of Latin America: Argentina, Brazil, Chile, and Cuba.

Japanese Cinema H72.1109 Michelson. 4 points.
Explores the history and aesthetics of Japanese cinema from the 1920s to the 1980s in the context of the profound social transformations wrought by “modernization.” Screenings include classic films of Kinugasa, Ozu, Mizoguchi, and Kurosawa and films of New Wave directors, such as Oshima Immunara and Shinoda, as well as post-New Wave directors, such as Yanagimachi and Morita.

New German Cinema H72.1110 Sklar. 4 points.
“New German Cinema” describes West German film from the mid-1960s to the early 1980s, from the Oberhausen Manifesto to the death of Fassbinder. The course explores the historical determinants of this movement both within West Germany and in overseas reception and investigates theoretical positions and filmmaking practices. Films by Kluge, Schloendoff, von Trotta, Fassbinder, Wenders, Herzog, and others are screened.

Eastern European Film H72.1111 4 points.
Explores the rich vein of aesthetically challenging and politically committed films that emerged in the political and social climate of postwar Eastern Europe. Screenings include the works of Wajda, Skolimowski, Zanussi, Kieslowski, Forman, Menzel, Makavejev, Jansco, Szabo, and Meszaros.

The American Avant-Garde H72.1112, 1113 Michelson. 4 points per term.
One- or two-semester course that focuses on the forms and evolution of the North American avant-garde film. Considers the influence of European avant-garde film on Americans as well as the influence of American filmmakers on one another. Studies directors such as Frampton, Snow, Deren, Brakhage, Gidal, Gehr, Breer, Mekas, and Warhol. Pays special attention to aesthetic theories implicit and explicit in the works of these filmmakers.

Chinese Cinemas H72.1116 Zhou. 4 points.
The cinemas of mainland China, Hong Kong, and Taiwan have undergone a renaissance in the last 20 years. This course examines the cultural influences on these cinemas, their aesthetic forms and relationship to other media, and the relationship that these cinemas bear to each other.

Asian Cinema H72.1121 Zhou. 4 points.
Comprehensive introduction to the cinemas of Asia as well as contemporary Asian American cinema. Looks at the political, social, economic, technological, and aesthetic factors that determined the shape and character of different “national cinemas” in Asia and some of the “minority” movements within these nation-states. While the focus is primarily on Chinese, Indian, and Japanese cinema and the concept of “Asian America,” students are encouraged to explore other relevant film movements and histories.

Canadian Film and TV H72.1123 4 points.
Overview of the Canadian film and television industries. Among the topics explored are financing and industrial structure, the importance of the documentary, the history of film policy, multiculturalism, and traditions of independence.

Indian Cinema H72.1175 4 points.
History of Indian cinema from its inception to the present. Examines questions of national identity, woman and the nation, religion and nationalism, Indian masculinities, woman filmmakers, spectatorship in a non-Western context, and cinema of the Indian diaspora. Combines these “cultural studies” questions with a study of the political economy of the Indian film industry. While addressing “national” specificities, also emphasizes regional difference and international considerations in the study of Indian cinema.

Film and Television Industries: Structures and Issues H72.1600 4 point.
Analyzes organizational and structural aspects of the film and television industries, stressing their operational interrelationships and the social/cultural/financial/governmental issues and problems common to both. Investigates codes, censorship, audience, media research, effects, and international aspects. Covers the period from World War II to the present.

The cinema of the postrevolutionary period from 1925 to 1953 in the former Soviet Union stands as one of the richest in the history of the medium. This course explores documentary and fiction film in their formal and ideological dimensions within the context of developments in theatre, painting, architecture, and design. In addition to the better-known filmmakers, such as Eisenstein, Vertov, Pudovkin, Dovjenko, and Shub, the course explores the works of lesser-known figures, such as Turin, Kalatavoz, and Trauberg.

Silent Cinema H72.2050 Lant. 4 points.
By studying silent film history, this course raises more general questions and problems in the writing of film history. The subject of silent film provides a powerful case study for such an inquiry because research in the area has produced some of the most interesting recent works in historical film scholarship. The course is organized into three sections: (1) questions of precinema; (2) the emergence of the story film; and (3) international cinema of the teens. Among the authors studied are Linda Williams, Marra Braun, Jonathan Crary, Yuri Tsivian, Thomas Elsaesser, and Miriam Hansen.

French Film from 1920 to the Death of Vigo H72.2100 Michelson. 4 points.
Concentrated analysis of cinematic innovations within a specific historical moment—French film between 1920 and 1934. Screenings include the works of Duchamp, Leger, LeHerbier, Epstein, Gance, Dulac, Clair, Renoir, and Vigo.
Weimar Cinema H72.2102 4 points.
Explores in depth the formal and thematic concerns of this exceptionally rich period of filmmaking that includes the work of Pabst, Lang, and Murnau. Cinema’s special salience within Weimar culture is examined as a site of convergence between popular culture and the legacy of high modernism as it animated the theatre, architecture, dance, music, cabaret, and performance of the time.

Economic History of the American Film Industry H72.2107 4 points.
Examines the history of the U.S. film industry primarily from an economic viewpoint while taking note of other factors that have influenced American film production, distribution, and exhibition. Examines various explanatory models for the structures and practices of the industry, including, for example, financing, vertical integration, division of labor in production, block booking, technological change, regulation of subject matter, and exhibition situation. Pays special attention to exploring the relationships of the American film industry to adjacent media industries, such as radio, television, cable, and the music industry.

International Avant-Garde H72.2111 Michelson. 4 points.
Focuses on the alternative filmmaking practices that developed and flourished in Europe and America in the postwar period outside mainstream industrial structures of production and distribution. Since alternative filmmaking practices are generally predicated on a critical or theoretical reassessment of the cinematic enterprise, readings in theory complement consideration of the films. Screenings include the works of Godard, Straub, Debord, Brakhage, Snow, Frampton, Deren, Sanders-Brahm, Kluge, Fassbinder, Wollen, Rainer, von Pauheim, Warhol, Greenaway, Gidal, and Porter.

Problems in Film History H72.2114 4 points.
Variable content course that examines in depth a particular area of film history.

Brazilian Cinema I, II H72.2117, 2118 Stam. 4 points per term.
Intensive, two-semester course spanning all phases of Brazilian cinema, from the silent period to the present. Stresses the imbrication of the films in Brazilian history as well as within a dense literary, cinematic, and popular culture intertext. Topics foregrounded include the manifestations of allegory, the trope of carnival, and the penchant for metacinema as well as discussion of diverse attempts to develop theories adequate to the cultural character and historical situation of Brazilian cinema.

History of American Film: 1930-1960 H72.2125 Sklar. 4 points.
First part of a one-year survey of the American sound cinema. Studies the structure of the U.S. film industry and its principal filmmakers, genres, and production practices. Also explores other modes of production, such as animation, documentary, and the avant-garde. Analyzes different perspectives and scholarly discourses on U.S. film history through lectures, screenings, readings, and discussions. A term essay is required.

History of American Film: 1960-Present H72.2125 Sklar. 4 points.
Second part of a one-year survey of the American sound cinema. Studies the structure of the U.S. film industry and its principal filmmakers, genres, and production practices. Also explores other modes of production, such as animation, documentary, and the avant-garde. Analyzes different perspectives and scholarly discourses on U.S. film history through lectures, screenings, readings, and discussions. A term essay is required. History of American Film: 1930-1960 is a prerequisite for admission into this course.

Television Studies H72.2600 McCarthy. 4 points.
Explores the poetics and politics of historical research through a close examination of American television historiography. Screenings, readings, and written projects address the theoretical and methodological issues raised by the medium’s complex configuration of economics and aesthetics, national identity and local specificity, historicity and amnesia, everydayness and reflexivity.

Issues and Images in Black Cinema H72.2706 Guerrero. 4 points.
Explores varied images, representations, and films by and about African Americans in the narrative cinema. Studies cover a range of important issues and films, from the crude stereotyping in The Birth of a Nation (1915) to the studio-polished entertainments of Cabin in the Sky (1943) and on to such liberating and challenging narratives as Nothing But a Man (1963), Chameleon Street (1989), and Drop Squad (1994). Discussions focus on debates critical to black cinema, including the construction of race, class, and gender in commercial cinema and how social, political, and economic conditions work to overdetermine the African American cinema image.

Advanced Seminar in Film History and Historical Methods H72.3100, 3101, 3102, 3103, 3903 Laut, Sklar. 4 points.
Variable topic seminar that investigates in detail a particular topic and/or problem in film history.

Film Criticism and Aesthetics Electives
Film/Novel H72.1030 Stam. 4 points.
A high proportion of films made around the world have been adaptations of novels. This course surveys a wide spectrum of cinematic adaptations of novels, from Euro-American “classics” to more experimental and Third World texts. It explores this issue by focusing on a representative sample of film adaptations. The issues raised include the following: Can an adaptation ever be “faithful” to its source? What are the specificities of filmic as opposed to literary intextuality? What kinds of stylistic equivalences and transmutations are possible across the two media? Issues of multiculturalism both within and outside the Euro-American tradition are also examined.

The Films of Martin Scorsese H72.1201 Simon. 4 points.
Investigates the films of Martin Scorsese, concentrating on the development of the narrative style and structure of his earliest work and on the major films of his mature period. Relates the analysis of narrative structure to developments in film history and in American culture during the period of the films’ production. Places special emphasis on the significance of intertextuality in Scorsese’s films by screening films that figure as intertexts in his work.

The Films of Orson Welles H72.1204 Simon. 4 points.
Intensive exploration of the early stages of Orson Welles’s career, concentrating on Welles’s theatre, radio, and film projects in the 1930s and early 1940s. Central topics for analysis include an appreciation of the narrative conception and structures of these projects and the interrelationships of narrative structure and style among the theatre, radio, and film works; the relating of these proj-
ects to the culture and politics of the period in question and to the institutional circumstances of their making; and the theorization of Welles’s work through the notion of the “dialogic.” The last third of the course focuses on Welles’s post-1940s films.

The Films of Alfred Hitchcock H72.1205 Allen. 4 points.
This course explores the entire corpus of Hitchcock’s films and canvases the major critical approaches to his work. The study of Hitchcock provides the occasion to reflect upon topics that are central to the study of cinema, such as narration and point of view, ideology and mass culture, gender and sexual representation, and the relationship of film to literary tradition. This course pursues these topics within the context of a close analysis of the visual design of Hitchcock’s work.

Comparative Directors H72.1206, 1207, 2032, 2167, 2202, 2205, 2206, 2207, 2208, 2209, 2210, 2212, 2215, 2217, 2218, 2220 4 points per term.
Variable credit course that allows the work of two or more filmmakers to be compared and contrasted in detail. Recent subjects have included Lubitsch/Sturges, Sirk/Ray, and Mann/Fuller.

The Horror Film H72.1301 Lant. 4 points.
Survey of both the chronology and aesthetics of the genre, with a stress on American film. From the silent period onwards, the course establishes the various subgenres and examines what makes horror work, how audience fears and emotions are manipulated, and how the horror film, more than any other genre, brings all the weapons in the arsenal of film grammar into play.

The Musical Film H72.1302 Lant. 4 points.
Surveys the American musical from the coming of sound to the present. Providing an opportunity to study one genre in depth, the course focuses on transformations, revitalizations, and deconstructions of the genre in terms of visual/aural style and narrative structure and on the genre’s relation to historical, technological, and social changes. It considers how different musicals address their audiences differently through performance, acting styles, editing, dialogue, etc. and how the musical’s representation of racial and sexual roles shifts across the decades of the 20th century.

Film Noir/Neonoir H72.1304, 1305 Strayay. 4 points per term.
Investigates both the “genre” of American films of the 1940s and 1950s that French critics dubbed “film noir” and the revitalization of noir themes and stylistics in contemporary cinema. Explores various social and ideological determinants of noir in postwar American society (masculinity in crisis, political paranoia) as well as the characteristics iconography (femme fatale, urban criminal milieu) and visual style of the genre.

The Western H72.1307, 2302 McCarthy, Simon. 4 points.
Starting with a brief history of westerns before World War II, the course concentrates on the genre from its classical phase onward. The historical perspective is informed by a topical approach, and the course examines recurring themes and subjects, such as the configuration of masculine identity, the genre’s relation to American ideology, the changing status of women and other minorities, and the concept of the frontier.

Documentary Traditions H72.1400, 1401 Stony. 4 points per term.
Examines documentary principles, methods, and styles. Considers both the function and significance of the documentary in the social setting and the ethics of the documentary.

Culture and Media I, II H72.1402, 1403 Identical to G14.1215, 1216. Prequisite: H72.1402 is the prerequisite to H72.1403. 4 points per term.

Science Fiction Film H72.2121, 2303 Michelson. 4 points.
Concentrates on narratives that explore the relationship between technology and the human through the figure of the artificial or technologically altered, human body. Encounters robots, androids, cyborgs, clones, automata, and electronically generated beings in a series of films, stories, and novels. Focuses on the shifting definitions of the human within a historical succession of different technological paradigms and includes considerations of the relation between the body and the human, nature and culture, technology and biology, and the gendering of technology.

The Film Score H72.2123 4 points.
Detailed examination of the history and theory of film music. The first part looks at the way in which music has been theorized from a number of different perspectives: Marxist, structuralist, psychoanalytic, feminist, cognitive. The second part discusses the historical development of particular compositional and techniques in film scoring from the synchronized scores of silent film to the pop/classical hybrids of today.

Film Comedy H72.2300 4 points.
Major consideration of classic film comedy, based on different forms of cinematic expression of the comic and on different functions of humor in film (satire, irony, entertainment). Among films analyzed are the works of Chaplin, Keaton, Lubitsch, Sturges, Clair, and Allen.

Science Fiction Film H72.2304, 2306 Stam. 4 points per term.
Historical survey and theorization of the various forms of self-reflexive cinema, which includes films that draw attention to its own status as film through formal means, movies that are about movie-making, and portraits or self-portraits of film directors. Screenings include both fiction and
documentary films and films made in a variety of cultural contexts.

Film and Modernism in the Arts
H72.2500 Michelson. 4 points.
Examines the major aesthetic movements in this century as they have reflected and inflected the development of cinema. Discusses expressionism, dadaism, cubism, constructivism, and other styles as they developed in various art forms in terms of their connection with film aesthetics and filmmaking.

Dada/Pop/Surrealism and the Cinema
H72.2501 Michelson. 4 points.
Historical consideration grounded in the literature and art styles of surrealism, dadaism, and pop as they have reflected and inflected the development of film. Considers classic figures such as Buñuel, Duchamp, Vigo, and Warhol; studies sources such as Feuillade; and examines their relation to the work of Keaton and the Marx Brothers.

Studies in the Analysis of Movement
H72.2804 Michelson. 4 points.
Detailed examination of the techniques and strategies of editing and composition within the frame. Treatment is transhistorical and transformal, applied mainly to sections and fragments of film. Among the directors considered are Welles, Keaton, Berkeley, Fuller, and Deren.

CULTURAL STUDIES/MEDIA STUDIES ELECTIVES

Video Art
H72.1601 Straayer. 4 points.
From its outset, video art challenged the limited forms and usages through which commercial television had defined the medium. A major portion of this course investigates the early development (1965-1980) of independent video art in the United States, including topics such as artists, works, genres, technology, polemics, formal investigations, and relations to the other arts. The remainder of the class addresses several tendencies and concerns of more recent video art (1981-1998), including activism, multimedia installation, and crossover entertainment. A wide variety of readings are used for the course: from early and later periods, with modernist and postmodernist persuasions, both historical and theoretical.

Politics and Film: Espionage on Screen
H72.1701 Miller. 4 points.
Looks at spies and spying in film and television. Examines such questions as the relationship between spying and democracy; changes from the cold war to the post-cold war environment; issues of race, class, and gender and industrial espionage. Screenings include selections from the television series The Prisoner and The Avengers, the James Bond films, and Hitchcock’s spy thrillers.

Cultural Theory and the Documentary
H72.2001 Miller. 4 points.
This class applies forms of anthropological, historical, gender, and cultural studies theory to a range of genres: countercolonial, cinema vérité, direct cinema, ethnographic, instructional, historical, and autoethnographic documentaries. It is designed for cinema studies graduates interested in documentary film or working toward the Ph.D. exam in cultural theory and/or history of the documentary and for students in the M.A. Certificate Program in Culture and Media.

Queer Image/Performance
H72.2009
Identical to H42.2365. Straayer. 4 points.
This lecture course commences with an exploration and expansion of the concepts of “image” and “performance” as they relate to queer theory. Students survey several foundational and generative texts of the discipline (e.g., works by Judith Butler, Eve Kosofsky, Guy Hocquenghem, Gloria Anzaldúa, and Leo Bersani). Certain themes such as identification, performativity, and border crossing are foregrounded and framed as the organizing rubrics for more specific inquiries.

Cultural Studies
H72.2046 Miller. 4 points.
This course is designed to give students a basic understanding of cultural studies as it applies to the screen. This involves an examination of the history of cultural studies and its present moment. As work on cinema, television, and video forms only one aspect of that work, the course includes a general account of the new discipline as well as specific materials on screen forms. The course is centrally concerned with questions of subjectivity and power; these will form the two bases of class deliberations.

Race, Gender, and Nation
H72.2113
4 points.
This course interrogates categories of nation, race, the “Third World,” and the “Third World woman.” Focusing mainly on “Western” re-presentations of the “other,” especially in Hollywood cinema, the course reconsiders such classifications themselves. The course examines both the specificities of cinematic articulations and the continuities of cinema with other discursive regimes. Readings include a variety of postcolonial theory as well as historical and theoretical writings to explore both the usefulness and limitations of such categories. The course brings together the latest work on racial representation in cinema studies.

Advanced Seminar on the Body:
Sex/Science/Sign
H72.2509 Straayer. 4 points.
Engages feminist and queer theory to analyze representations of the body. Utilizes critical scholarship on the history of science and sexual construction to investigate topics such as the cinematic body, body politics, sexological imperatives, and erotic imagination. Typical sites of analysis include mainstream and subculture film and video, medical discourse/surveillance of “deviance,” and technological/semiotic constructions of the body, including plastic surgery and transsexuality.

Seminar in Media Studies
H72.2600, 3600 McCarthy. 4 points per term.
Surveys the past, present, and future prospects of broadcast institutions in North America, Western Europe, and Asia. Discusses topics such as broadcast regulations, emerging media technologies, shifting programming forms, and the relation of broadcasting to the international film industry. Also explores the theoretical and policy debates over public service broadcasting and over cultural sovereignty within increasingly integrated media markets.

Film, Culture, Theory
H72.3000 Sklar. 4 points.
Explores the relationships between cultural theory and cinema studies, through readings, screenings, seminar discussions, and individual student projects. Topics covered have included the relationship of Michel Foucault’s writings to film history and theory and Marxist theories of society, culture, and media as they relate to cinema institutions and practices.
Advanced Seminar: Multiculturalism and Film  
H72.3005  Stam. 4 points.
How can a reconceptualized media pedagogy change our ways of thinking about cultural history? This seminar explores the relationship between debates concerning race, identity politics, and U.S. multiculturalism, on the one hand, and Third World nationalism and (post)colonial discourses, on the other. The course proposes and develops models for understanding approaching multiculturalism in Hollywood and the mass media (the musical, the western, the imperial film, TV news) and for highlighting alternative cultural practices (critical mainstream movies, rap video, “diasporic” and “indigenous” media).

Advanced Seminar: Popular Culture and Everyday Life  H72.3009  Miller. 4 points.
Looks at the practices and institutions that give meaning to our daily lives: how we belong to dominant cultures and marginal subcultures. The course is divided into three parts that explore the meanings generated by dominant/official culture (museums, religion, schooling, and sport); private culture/the domestic sphere (food, sex, self-help/therapy, and fashion); and the entertainment media (film television and popular music).

Advanced Seminar in Queer Media/Theory  H72.3700  Straayer. 4 points.
This seminar focuses on the relationship between gay/lesbian/queer media and gay/lesbian/queer theory. In addition to film theory, scholarship from other disciplines is utilized to analyze both mainstream and independent film and video. Vitally connected to other political and performative agendas, gay/lesbian/queer media discourse has social and material relevance. With an emphasis on cultural and aesthetic issues, the seminar revisits concepts such as authorship, representation, and subjectivity from a poststructuralist perspective.

GENERAL GRADUATE RESEARCH
Independent Study H72.2900, 2901, 2902, 2903, 2904, 2905  1-4 points per term.
Dissertation Seminar  H72.3900, 3901, 3902  4 points per term.
Directed Reading/Research in Cinema Studies  H72.3903, 3906, 3907  4 points per term.

GRADUATE FILM PRODUCTION
Cinema: The Language of Sight and Sound  H72.1998  8 points.
Intensive summer production course in 16 mm film production designed for the film teacher, researcher, and critic whose work is dependent on a basic understanding of film technology. Requires a lab and insurance fee.
The Department of Classics offers graduate programs leading to the M.A. and Ph.D. degrees. A consortial agreement makes course offerings in classics at the City University of New York and Fordham University available to all NYU classics graduate students with departmental permission; Ph.D. students may also enroll at Columbia University and at the Graduate Faculty of the New School University.

Within New York University, the Department of Classics has close ties to the Center for Ancient Studies, the Onassis Program in Hellenic Studies, the Institute of Fine Arts, the Program in Museum Studies, and the Center for Research in the Middle Ages and Renaissance. In addition, the journal *Classical World* is housed at NYU, and the Aquila Theatre Company, London/New York, is in permanent residence at the Center for Ancient Studies. The University sponsors excavations at Abydos (Egypt), Aphrodisias (Turkey), Yeronisos Island (Cyprus), and Samothrace (Greece). The department owns collections of coins, inscriptions, and papyri; it maintains a small museum of ancient artifacts and a small library with computing resources. Students also have access to the extraordinary collections of such institutions as the Metropolitan Museum of Art, the Brooklyn Museum, the American Numismatic Society, the Morgan Library, and the New York Public Library.

**Faculty**


**Larissa Bonfante**, Professor. Ph.D. 1966 (art history and archaeology), Columbia; M.A. 1957 (classics), Cincinnati; B.A. 1954 (fine arts and classics), Barnard College. Ancient Etruscan civilization; iconography; Greek and Roman dress; women in the classical world.

**Adriana Cavalerio**, Visiting Professor of Italian and Classics. Maturita 1967 (classica), Verona; Laurea 1971 (filosofia), Padua. Philosophy of politics, particularly from a feminist perspective; long-standing interest in Hannah Arendt.


**Michèle Lowrie**, Associate Professor. Ph.D. 1990 (classics), Harvard; B.A. 1984 (classics), Yale. Latin literature; Augustan poetry; Greek and Latin lyric poetry.


**Michael Peachin**, Professor; Chair, Department of Classics. Ph.D. 1983 (ancient history), Columbia; B.A. 1976 (history), Indiana. Roman imperial history; Roman law; Latin epigraphy.

**Matthew S. Santirocco**, Professor; Dean, College of Arts and Science; Angelo J. Ranieri Director, Center for Ancient Studies. Ph.D. 1979, M.Phil. 1976, B.A. 1971 (classics), Columbia; M.A. 1977 (classics), B.A. 1973 (classics), Cambridge. Honorary degree: M.A. 1981, Pennsylvania. Latin literature (especially Augustan poetry, literary patronage); Greek poetry (especially Hellenistic and tragedy); classical tradition.

**Christopher Ratté**, Associate Professor, Classics, Fine Arts. Ph.D. 1989, M.A. 1984 (classical archaeology), California (Berkeley); B.A. 1981 (classical archaeology), Harvard. Greek and Roman art and architecture; classical archaeology; ancient history.
Programs and Requirements

Admission and Fellowships: A general knowledge of ancient history and literature and reasonable competence in reading both Greek and Latin prose and poetry are required, as indicated by the successful completion of an undergraduate major in classics or its equivalent. Students may apply for the M.A. program only, without fellowship, although some departmental funding may be available. Students may also apply directly to the Ph.D. program, in which case the M.A. degree is awarded after the student completes the requirements for the M.A. while working toward the Ph.D.; if a student enters the Ph.D. program with an M.A., a blanket credit of 32 points is awarded. All students admitted to the Ph.D. program receive a Henry M. MacCracken Fellowship. Classics doctoral students are also eligible for the Lane Cooper Fellowship, Dean’s Dissertation Fellowship, and grants for travel and study abroad from the department, the Graduate School of Arts and Science, and the Center for Ancient Studies.

MASTER OF ARTS

Program of Study: Eight courses (32 points) chosen from the 1000-2000 series of courses, including Introduction to Ancient Studies (G27.1040), either the Latin or Greek survey, and one course from two of the following areas: (1) Greek or Latin prose composition; (2) a graduate-level course in Greek or Roman history; (3) Proseminar in Classical Archaeology (G27.1002) or another course in archaeology or ancient art history. Of the remaining five courses, at least four must be in Greek or Latin authors.

Examinations: On arrival, each student takes diagnostic sight translation examinations in Greek and Latin. A faculty adviser evaluates and discusses them with the student. Before qualifying for the M.A. degree, a student must pass a Greek or Latin translation examination based on Reading List I and a translation examination in French or German.

DOCTOR OF PHILOSOPHY

Program of Study: 72 points (including the 32 required for the M.A.) of course work, of which 36 points must be completed in residence. The following courses (or equivalent substitutes) must be passed: Introduction to Ancient Studies (G27.1040), Greek and Latin prose composition, both the Latin and Greek surveys, and one course from each of the following areas: (1) a graduate course in Greek or Roman history and (2) Proseminar in Classical Archaeology (G27.1002) or another course in archaeology or ancient art history.

Qualifying Examinations and Papers: In addition to course work, students must successfully complete a series of qualifying examinations and papers.

1. Translation examinations in French and German
   These examinations, for which the student may use a dictionary, may be taken as often as necessary. One language must be passed at the end of the first year, and the other at the end of the second year.

2. Special papers
   This requirement of the graduate program is designed to give the Ph.D. student training in the research methods necessary for the required dissertation. Each student submits two research papers of professional quality, one on a Greek topic and one on a Roman topic. Each paper is reviewed by the student’s adviser and at least one other member of the faculty. The papers may be revisions of seminar term papers and may lead to the dissertation. Under normal circumstances, neither paper should exceed 20 pages. This requirement should be met before the student takes the required Greek and Latin translation and literature examinations (items 3 and 4 below).

3. Greek and Latin translation examinations
   These examinations, which are based on Reading List I for Greek and Latin, consist of two passages of prose and two of poetry. Ph.D. students should take these examinations at the end of the fifth semester.
Courses

Please refer to the class schedule or consult the department for further information about courses and schedules. All courses are offered in the late afternoon and evening.

Introduction to Classical Studies G27.1001 4 points.
Survey of tools and methods used in classical philology; papyrology; palaeography; stemmatization of manuscripts; editing of texts; source criticism (reconstruction of lost works, disentangling of diverse traditions); historiographical use of literary material.

Proseminar in Classical Archaeology G27.1002 4 points.
Methods and problems of classics research as they pertain to the archaeological sciences; bibliographical resources and problems involving the interpretation and evaluation of evidence from epigraphy, numismatics, art, and architecture. Typical archaeological sites are surveyed and analyzed.

Latin Literature: Origins, Republic G27.1003 4 points.
Extensive reading in Latin prose and poetry of the republican period. Texts are studied in chronological sequence, and major themes of republican intellectual history are explored. Readings include selections from the archaic laws, songs, Livius, Naevius, Ennius, Accius, Pacuvius, Plautus, Terence, Cæcilius, Caton, Lucilius, Cicero, Sallust, Lucretius, Catullus, Varro, Varro of Atax, Cinna, and Calvus.

Latin Literature: Imperial Period G27.1005 4 points.
Extensive reading in Latin prose and poetry of the Augustan and imperial periods. Texts are studied in chronological sequence, and major themes of early imperial intellectual history are explored. Readings focus on literature of the golden and silver ages in a variety of genres, including epic, pastoral, tragic drama, satire, epigram, letters, and historical writings.

Greek Literature from Homer to the End of the Peloponnesian War G27.1009 4 points.
Extensive reading in Greek prose and poetry of the archaic and classical periods. Texts are studied in chronological sequence, and major themes of Greek cultural and intellectual history such as the rise of the polis are explored. Readings range from Homer to Thucydides and include both major and minor authors.

Greek Literature from the End of the Peloponnesian War to the Christian Era G27.1010 4 points.
Extensive reading in Greek prose and poetry of the later classical, Hellenistic, and imperial periods. Texts are studied in chronological sequence, and major themes of contemporary intellectual history are explored. Readings include selections from Plato and Aristotle, Demosthenes, Hellenistic poetry, Hellenistic historians, Plutarch, Lucian, the Greek novel, Hellenistic philosophy or Philostratus’s Lives of the Sophists, Clement of Alexandria, and the New Testament.

Greek Rhetoric and Stylistics: A Survey G27.1011 4 points.
The development of Greek rhetoric and prose style. A review of morphology and syntax is followed by close reading of selections from authors in chronological sequence. Emphasis is on close translation and syntactical and stylistic analysis.

Latin Rhetoric and Stylistics: A Survey G27.1012 4 points.
The development of Latin rhetoric and prose style. A review of morphology and syntax is followed by close reading of selections with emphasis on translation and syntactical and stylistic analysis.

Greek Poetry from Homer Through the Hellenistic Period: A Survey G27.1013 4 points.
Archaic, classical, and Hellenistic poetry, including selections from Homer, Hesiod, the Homeric Hymns, lyric poetry, classical drama, and the poetry of Alexandria. Texts are studied in chronological sequence, and attention is paid to Greek intellectual and social history as well as to questions of style and genre.

Survey of Latin Poetry G27.1014 4 points.
Focuses on the shaping of Latin poetics from Livius Andronicus through the silver age, through lectures and directed readings in the original texts. Attention is given to epos, lyric, elegy, satire, and drama. Roman social and intellectual history, as well as questions of genre and style, are considered.

Introduction to Ancient Studies G27.1040 4 points.
Introduction to the methods and approaches used to uncover the ancient past and to the categories of evidence available in this quest. Develops a sense of how to apply various methods to the study of a given corpus of data. Deals with the means of transmission of ancient evidence to modern scholarship and culture and provides a sense of ancient studies as a whole.

Introduction to Greek Palaeography G27.2541 4 points.
Introduction to medieval and Renaissance Greek literary hands in majuscule and minuscule scripts, dating of manuscripts, codicology, stemmatics, and textual criticism. Preparation of a specimen critical edition of a selected passage of Greek literature from manuscript facsimiles.

Sallust G27.2812 4 points.
Reading of one or both of the monographs and the major fragments of the Historiae. Attention is paid to Sallust’s contribution to the canonical style and aims of Latin historiography and to the development of the historical monograph as a narrative form.

Departments Fellowships, Prizes, and Awards
A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the application at the back of this bulletin. Of special interest to classics is the Lane Cooper Fellowship.
Caesar and Lucan G27.2814 4 points.
Considered the writing of the Roman civil war from the perspectives of the victorious dictator and of the opposition poet. Questions of literary influence, political perspective, propaganda, and style are investigated. (In a given term this course may concentrate more on one of the two texts than the other.)

Livy G27.2816 4 points.
Study of selected books of the Ab urbe condita. Topics include the nature of Roman historiography and Livy's place in its tradition, narrative structures and strategies, the relation of style to content, and contemporary political issues and Livy's response to them.

Tacitus G27.2821 4 points.
Reading of either the minor works or parts of the Annals and Histories. Tacitus and his writing are considered in the context of his times, when empire had clearly come to stay, but when its nature was under question. In such a world, what was the job of history, or of a historian? Could real history still be written? If so, how?

Lucretius G27.2832 4 points.
Reading of the De rerum natura as a masterpiece of poetry and philosophy, concentrating on the struggle between the two. Topics include mastering the polymetrics, the long poems, and the elegiacs—are examined as separate genres. Topics include what it meant to be a poeta novus in Republican Rome, Catullus’s polemical poetry, his Alexandrian and his Roman heritage, and the artifice of spontaneity.

Pliny G27.2838 4 points.
Selections from Books I-IX of Pliny’s Epistles—with an eye especially to matters of history, culture, and society—reveal much about the life and interests of a member of the senatorial order. The correspondence between Pliny as governor of Pontus-Bithynia and the emperor Trajan (Book X) is examined as a unique specimen of such literature.

Cicero G27.2843 4 points.
Reading of selected works, which may come from the oratorical, philosophical, or epistolary corpora. The focus of the course varies accordingly; in all, however, close reading is accompanied by a consideration of the orator/philo-

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Petronius and Apuleius G27.2853 4 points.
Study of the Roman novel as a generic form based on selections from the Satyricon and the Golden Ass, with comparisons drawn from Greek novels.

Plautus and Terence G27.2861 4 points.
Readings of selected plays. Topics include comic language as a reflection of “ordinary” language, the playwrights’ response to their Greek precursors, their influence on later literature (including satire and the orations of Cicero), and a comparative literary and dramaturgical study of the two authors.

Seneca G27.2868 4 points.
Study of Senecan dramatic works vis-à-vis earlier Latin poets, such as Ovid, Horace, and Vergil, and Greek tragedy. (In alternate years this course may concentrate instead on Senecan prose.)

Catullus G27.2872 4 points.
The three major groups of the Catullan corpus—the polymetrics, the long poems, and the elegiacs—are examined as separate genres. Topics include what it meant to be a poeta novus in Republican Rome, Catullus’s polemical poetry, his Alexandrian and his Roman heritage, and the artifice of spontaneity.

Horace G27.2873 4 points.
Study of the Odes and Epodes or the Satires and Epistles. With the Odes, topics include Horace’s focus on the “here and now” of the symposium versus his poem’s claims to immortality, the rhetorical construction of lyric as communication with both addressee and reader, and Horace’s statements about poetry and his ambivalence about praising Augustus. In studying the hexameter poems, special attention is paid to the Satires about writing satire and to the literary Epistles, and especially to the self-ironizing poetic persona.

Latin Elegy G27.2876 4 points.
Selections from Catullus, Propertius, Tibullus and the Tibullan corpus, and Ovid; later elegy may also be read. Topics include the role of the lover and the mistress, the self-referentiality of elegiac poetry, the tension between genre and content (particularly in Propertius), and the Ovidian codification of the elegiac form.

Roman Satire G27.2878 4 points.
Study of the art form that the Romans claimed was entirely their own via a reading of selected poems of Lucilius, Horace, Persius, and Juvenal. Topics include satire as a “mirror” of society, the satirist’s persona, and the language and literary form of the genre.
**Aristotle** G27.2936 4 points.
Selected work(s) of the fourth-century philosopher. Possible topics include Aristotle’s relationship to Plato, Aristotle’s natural science and its later influences, theories of the ideal constitution and different political entities, and ancient literary criticism.

**Attic Orators** G27.2941 4 points.
Study of one or more of the Attic orators in terms of textual, stylistic, legal, social, and historical problems. The relationship of ancient rhetorical theory and practice may also be considered.

**Demosthenes** G27.2944 4 points.
Study of one or more of the orations in terms of textual, stylistic, legal, social, and historical problems. Demosthenes’ influence on later oratory may also be considered.

**Aeschylus** G27.2963 4 points.
Close reading of one of the seven extant plays. The peculiarities of Aeschylean language and, in the case of a play from the *Oresteia*, the relation of its plot to that of the trilogy as a whole is analyzed. The difficult dramaturgical and textual problems are sketched.

**Sophocles** G27.2965 4 points.
Study of the most elusive and least easily characterized of the three Athenian tragedians through close reading of one or more of the extant tragedies. Topics include the Sophoclean hero, dramatic structure and experimentation, the myth of Oedipus, and the role of theatre in society.

**Euripides** G27.2967 4 points.
Overview of Euripides’ career is followed by reading of selected tragedies.

**Homer** G27.2981 4 points.
Either the *Iliad* or the *Odyssey* is read in its entirety. Topics include the conventions and development of oral poetry; the relationship of gods and man; narrative structure and design; the poems as a source for ancient historiography, tragedy, and later epic; the role of women, especially Helen and Penelope; and the education of Telemachus.

**Hesiod and the Homeric Hymns** G27.2987 4 points.
Close reading of the *Theogony* and of the Homeric hymns; students may also read the *Works and Days*, or the *Batrachomyomachia* and other poems in the Homeric corpus. Topics include the influence of Homeric epic, the conventions of didactic poetry, the form and structure of hymns, and the influence of Hesiod and the hymns on later Greek poets.

**Directed Reading in Latin Literature I, II** G27.3101, 3102 Prerequisite: permission of the director of graduate studies. Variable points.

**Directed Reading in Greek Literature I, II** G27.3201, 3202 Prerequisite: permission of the director of graduate studies. Variable points.

**Directed Reading in Roman History I, II** G27.3301, 3302 Prerequisite: permission of the director of graduate studies. Variable points.

**Directed Reading in Greek History I, II** G27.3401, 3402 Prerequisite: permission of the director of graduate studies. Variable points.

**Dissertation Research** G27.3998, 3999 4 points per term.
The Department of Comparative Literature explores the range of literature, its transmission, and its dynamic traversing of linguistic, geographical, cultural, political, and disciplinary boundaries. Students in the department adopt a global perspective and interdisciplinary outlook as they pursue work in various languages, traditions, and academic fields. Faculty members offer courses that embrace the ancient and modern periods of world literature and explore critical, theoretical, and historical issues and problems of representation in the broadest sense. This type of analysis expands the field of literature to include a wide variety of cultural practices—from historical, philosophical, and legal texts to artifacts of visual and popular culture—revealing the roles literature plays as a form of material expression and symbolic exchange. Focus falls on how literature is defined at specific times or in specific places; how rhetoric, genre, and aesthetic styles create literary language; and how such language inflects or transforms social categories of gender, race, and power.

The Department awards both the M.A. and Ph.D. degrees.

Faculty


Vangelis Calotychos, Assistant Professor, Comparative Literature (Hellenic Studies). Ph.D. 1993 (comparative literature), Harvard; M.A. 1987 (English literature), Ohio State; B.A. (honors) 1985 (French and modern Greek literature), Birmingham. Nationalisms and literature; neo-Hellenic and Balkan culture; poetry; critical theory.

John Chioles, Professor. Ph.D. 1972 (dramatic literature, theory, criticism, and directing for the stage-interdisciplinary), California (Berkeley); M.A. 1964 (philosophy), CUNY; B.A. 1962 (philosophy), Hunter College. Tragedy; mythopoesis; phenomenology; philosophy and literature.

Margaret Cohen, Professor. Ph.D. 1988 (comparative literature), Yale; M.A. 1982 (French literature), New York; B.A. 1980 (literature), Yale. The modern novel; literary theory; the intersection of literary and visual culture.


Ana María Dopico, Assistant Professor, Comparative Literature, Spanish and Portuguese Languages and Literatures. Ph.D. 1998 (comparative literature), M.Phil. 1993 (comparative literature), Columbia; M.A. 1988 (English and comparative literature), Columbia; B.A. 1985 (English, history) Tufts. Literature of the Americas; global North-South studies; nationalism and postcolonialism; Cuban studies; comparative cultural genealogies; politics of theory; public intellectuals; Latino cultures; feminist studies.

Mikhail Iampolski, Associate Professor, Comparative Literature, Russian and Slavic Studies. Habil. 1991, Moscow Institute of Film Studies; Ph.D. 1977 (French philosophy), Russian Academy of Pedagogical Sciences; B.A. 1971, Moscow Pedagogical Institute. Slavic literatures and cinema; theory of representation; the body in culture.


Ngũgĩ wa Thiong’o, Erich Maria Remarque Professor of Languages; Professor, Comparative Literature, Performance Studies; B.A. (honors) 1964 (English), London. Honorary degree: D.H.L. 1994, Albright.

African and Caribbean literatures, theatre, film; cultural theory; creation of literature and discourse in new/old languages.
Program and Requirements

Comparative literature at New York University is designed to meet the needs of students who wish to study literature as an intercultural discipline embedded in wider sociocultural environments and in broader philosophical issues. The department offers students an opportunity to study literature extranationally, cross-culturally, and historically through movements, periods, genres, and interrelations, as well as through criticism and theory. The department encourages the study of literatures in a cultural context, stressing the need for knowledge in such disciplines as history, philosophy, and anthropology. The visual and verbal aspects of representation are also emphasized (i.e., film, performance, and art).

Doctoral candidates must know four languages including English, at least two of them to near-native fluency. At the doctoral level, one of these four languages may be replaced by knowledge of a nonliterary discipline (requiring at least three graduate courses). Prospective students may request from the departmental office the handbook that sets forth all governing principles and procedures and provides most of the information usually requested by incoming students.

Admission: In addition to the general requirements for admission to the Graduate School of Arts and Science (as discussed in the Application Procedures and Instruction section of the application at the back of this bulletin), the Department of Comparative Literature requires scores of the GRE general test for all applicants. International students must also provide TOEFL scores. Both GRE and TOEFL scores must be available at the time of application deadlines. A writing sample may be submitted, but it is not required. Applications are only considered for full admission. Terminal M.A. applications are accepted only in rare cases; no financial consideration is given to such candidates.

Degree Requirements: Students entering with the B.A. must complete requirements for the M.A. degree before proceeding to the Ph.D. The Master of Arts degree requires completion of required courses, certification in three languages including English, and an M.A. essay that revises an approved comprehensive, written take-home examination on three topics chosen by the candidate, in consultation with a faculty committee. One topic is literary criticism and theory, a second topic includes the candidate’s major or teaching field, and the third is in a nodal field of critical, historical, generic, or
period interest. The written examination is preceded by a semester of required independent study to prepare the topics. The written examination is followed within the next semester by an oral examination given by the same faculty committee of three, on the preliminary dissertation prospectus prepared by the candidate. The revised prospectus is then submitted, usually within six weeks, for final approval by its three readers.

Course of Study: Students taking a degree in comparative literature follow a program of courses corresponding to their proposed professional interests. Flexibility of choice is provided by a broad spectrum of offerings available in neighboring departments. When arranging the course of study, the student consults with the chair of the department or the director of graduate studies, as well as an assigned faculty adviser.

Of the 32 points required for the M.A. degree (including at least 24 points in residence at New York University), 20 points must be taken in the Department of Comparative Literature and 12 chosen from any other department. Students entering the doctoral program with a master's degree in a national literature from New York University must fulfill a course distribution for the Ph.D. degree of 40 points in comparative literature and 32 in a national literature or literature and/or courses from affiliated departments.

Students entering the doctoral program with an M.A. degree in comparative literature from another institution must divide their points between a national literature or literatures, comparative literature, and if they choose (after consultation), appropriate courses from nonliterature departments.

Students entering with an M.A. degree in a national literature must show 40 points in comparative literature upon the completion of course requirements for the Ph.D. degree.

Doctoral students must take a full year of study in criticism and theory, one course of which must be of criticism before 1800.

Students matriculated in literature departments who are not majoring in comparative literature, and if they choose, must divide their points between a course distribution for the Ph.D. degree in addition to English, or—substituting for the third language—three courses in a nonliterary discipline. In each case, the requirement must be certified before a thesis may be undertaken; doctoral students must fulfill this requirement before they are permitted to sit for the oral part of the doctoral preliminary examination. This requirement is satisfied by demonstrating reading proficiency either through an examination or through course work.

Theses: Theses for the M.A. and Ph.D. degrees alike must be concerned with comparative issues of language, discipline, or culture. The M.A. thesis must be approved by two readers. The Ph.D. thesis must be approved by an adviser and two major readers; after completion and acceptance of the thesis, two further readers are invited to complete the oral defense jury.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the application at the back of this bulletin.

Courses

Seminar in Literature: Research Methods and Techniques—Politics and Theory G29.1400 4 points.

Required of incoming students to the department. Explores current theoretical debates in the field and seeks to build an intellectual community among new students. Emphasis is also on pragmatic questions of orientation in the discipline.

Mythohistoricus G29.1430 4 points.


European Renaissance Literature I G29.1500 4 points.

Studies in Renaissance genres.

European Renaissance Literature II G29.1550 4 points.

See G29.1500 above.

Studies in Medieval Literature G29.1555 4 points.

Contemporary Critical Theories G29.1560 4 points.

Major trends of 20th-century theory, especially implications for literary theory. Language and linguistics; self and subject; ideology and social formations; hermeneutics; skepticism and truth.

Comparative Literature and the Arabic Context G29.1732 Dallas.

4 points.


Studies in 18th-Century Literature G29.1790 4 points.

Relation of 18th-century texts (poetry, theatre, fiction, history, philosophy, etc.) to their political, historical, economic, and social contexts.

Romanticism in the 19th Century G29.1853 4 points.

Studies in the nature of European romanticism across the arts.


Introduction to the study of Japanese modernity as seen through the lens of psychoanalytic discourses regarding gender and sexuality.

The Surrealist Movement in Literature G29.1926 Cohen. 4 points.

Historical context; ideological debates; cult of the irrational studied in prose, poetry, film, and the fine arts.

Bible and Literary Criticism G29.2115 Identical to G78.2115. Feldman. 4 points.

Selected problems in current literary criticism are examined and applied to biblical narrative. Various "modernist" approaches to Scripture are emphasized: structuralism and poststructuralism; feminism and psychoanalysis; translation theory; phenomenology of reading; and historical poetics.

Studies in Modern Drama G29.2140 Cohen. 4 points.
Close discussion of works by dramatists such as Yeats, Pirandello, Synge, O’Neill, Artaud, Lorca, Piscator, Brecht, Williams, Weiss, Beckett, Pinter, Genet, and Albee.

**Literature, History, and Politics G29.2150 4 points.**

Studies in the relationship between literary texts, political theory, and historical event.

**Topics in Early Modern Written Culture G29.2155 Reis. 4 points.**

Studies the relation of written texts of the early modern period to their political and historical contexts and their cultural role.

**Studies in Medieval Literature: Medieval Literature and the Oral Tradition G29.2290 Identical to G45.2290. Vitz. 4 points.**

Topics include autobiography, literature of the fantastic, the gothic novel, travel literature, etc.

**Literature, Politics, and the Cultural Status of Women in France and England, 1500-1800 G29.2310 Reis. 4 points.**

*Querelles des femmes* from 1500-1620 in context of social and economic crises and political struggles. Debates of the 17th and 18th centuries to the Revolution. Poetry, novels, and plays by women.

**History of Literary Theory and Criticism: To 1700 G29.2350 Identical to G41.2965. Jawitz. 4 points.**

From Aristotle, Cicero, Horace, Quintilian, Plutarch, and Longinus through the Middle Ages, to the Italian and English Renaissance and French and English neoclassicism.

**History of Literary Theory and Criticism: From 1800 G29.2501 Identical to G41.2966. Lackridge. 4 points.**

From German neoclassicism to romanticism in Germany, England, and France, through American transcendentalism, to late 19th- and 20th-century literary critical discussion.

**Revisiting the Western Classics G29.2502 Jawitz, Santirac. 4 points.**

Team-taught seminar devoted to reading principal works (in translation) of Homer, Hesiod, Euripides, Plato, Virgil, Ovid, Augustine, Dante, Machiavelli, and Shakespeare. Analysis of each text as well as some consideration of the historical and cultural context out of which it emerged.

**Special Topics in Theory G29.2610 Cohen. 4 points.**

**Topics in Caribbean Literature I G29.2650 Brethwaite. 4 points.**

Colonialism and the development of national and Pan-Caribbean literary cultures; finding an independent voice; the novel, poetry, theatre.

**Topics in Caribbean Literature II G29.2651 Brethwaite. 4 points.**

Traces analogous issues to those discussed in G29.2650, particularly the status of women, the practice of women writers, and the development of a literature by women.

**The Realist Novel in Europe G29.2690 Cohen. 4 points.**

Style of approach varies according to instructor, but concentration is on the 19th-century novel in the European and American traditions.

**Women Writers and the Rise of the Novel G29.2695 Cohen. 4 points.**

Contribution of women writers to the development of the novel, with emphasis on England and France from the 18th to the late 19th century.

**Topics in 19th-Century Culture G29.2700 4 points.**

Examination of themes and concepts exemplary of 19th-century concerns as they appear in a broad spectrum of cultural artifacts and activities.

**Fiction of the Americas G29.2780 Dopico. 4 points.**


**Postmodernism in Latin America G29.2790 4 points.**

Discussion of Latin American debates around postmodernism since the early 1980s. Questions of identity and pluralism, centers and peripheries, the role of the aesthetic. Anzaldúa, Borges, Menchú, Molloy, Puig, Sarduy, etc.

**European Epic G29.2811 Jawitz. 4 points.**

Homer, Virgil, Tasso, and Milton.

**The Nature of Tragedy G29.2821 Chioda, Reis. 4 points.**

Studies in theory and practice of tragedy from the Greeks to the 20th century.

**The Sublime G29.2825 Lampolski. 4 points.**

Studies in the sublime and its place in religious, political, and aesthetic thought and practice from Longinas to Burke, and from Kant to Adorno, Blanchot, Derrida, Freud, and other contemporaries.

**Theories of Literary Genres G29.2870 4 points.**

**Seminar on Translation G29.2880 Sieburth. 4 points.**

Contemporary discussions on the nature and implications of translation as applied specifically to literary issues and generally to modes of interpretation. Analysis of theory and practice from the 17th century to the present.

**Translation Workshop G29.2880 Sieburth. 4 points.**

Functions as a writing workshop, involving comparative analysis of various translations and production and critique of student translations.

**Studies in Literature and the Arts of Performance G29.2900 4 points.**

Literature in its affiliation with other modes of cultural performance: drama; ritual and ceremony; cinema; opera; public display and spectacle; dance; contemporary media; 19th- and 20th-century France, Italy, and North America.

**Special Topics in Spanish American Literature G29.2968 Identical to G95.2968. Molloy. 4 points.**

**Guided Individual Research in Comparative Literature G29.2991 Prerequisite: permission of the chair of the department. 1-8 points.**

**Society and the Literary Imagination G29.3135 Ross. 4 points.**

**Power and Imitation G29.3136 Lampolski. 4 points.**

Studies in the nature of imitation in literature, painting, cinema, and popular culture, and its connections with theories and practices of power from the 17th to the 20th centuries.

**Comparative Poetics G29.3399 Beaujour. 4 points.**

Examination of Western ideas on poetics from the viewpoint of other cul-
tures, literate and nonliterate. Consideration of Greek, Chinese, Kaluli (New Guinea), and West African poetics.

**Mythopoesis** G29.3511  Chiola. 4 points.
Studies in myth as the basic “maker” of literary works; the juncture of myth and poetry as creative of ways of being and of orienting being in the world.

**Literary Theory** G29.3610  Roes. 4 points.
Examination and analysis of specific literary theories. Variable topics: hermeneutics, deconstruction, formalism, Marxism.

**Topics in Black Literature** G29.3625  Ngugi. 4 points.
Studies in the literatures and cultures of the African diaspora.

**Topics in African Literature** G29.3630  Ngugi. 4 points.
Examines various topics in African literature, with special focus on postcolonialism and the African narrative.

**Seminar on Postsymbolist Poetry** G29.3885  Sieburth. 2-4 points.

**Rhetorics from the Traditional to the Modern** G29.3886  Beaujour. 4 points.
From Aristotle, Cicero, Quintilian, and Tacitus, to Burke, Booth, Genette, Richards, and Perelman.

**Feminism and Social Change** G29.3888  Cohen. 4 points.
Feminist writers who reflect on relation between feminism and left-wing social movements, from the 19th century to the present: Wollstonecraft, Tristan, Sand, Gillman, Engels, Woolf, de Beauvoir, Delphy, Wolf, and others.

**Discourse and Society** G29.3921  Reiss. 4 points.
Exploration of the concept of “discourse” and the theme of discursive transformation as a means to understand societies and their creation, especially as manifest through “aesthetic” writings and practices.

**Topics in Literature and Contemporary Culture** G29.3925  4 points.
Studies in the relation of texts and other products of the contemporary imagination in their political, historical, and social contexts.

**Thesis Research** G29.3991
Prerequisite: permission of the chair of the department. 1-4 points.
Director, Courant Institute of Mathematical Sciences: Professor David W. McLaughlin
Chair of the Department: Professor Margaret H. Wright
Acting Chair of the Department (Fall 2001): Professor Edmond Schonberg
Director of Graduate Studies, M.S.: Professor Dennis Shasha
Director of Graduate Studies, Ph.D.: Assistant Professor Denis Zorin

The Department of Computer Science offers programs leading to M.S. and Ph.D. degrees. Students who obtain an M.S. degree in computer science are qualified to do significant development work in the computer industry or in important application areas. Those who receive a doctoral degree are in a position to hold faculty appointments and do research and development work at the cutting edge of this rapidly changing and expanding field. The department also offers a Master of Science program in information systems with an emphasis on the use of computer systems in the business world, in collaboration with the Stern School of Business, as well as a Master of Science program in scientific computing, in cooperation with the Department of Mathematics of the Courant Institute. The M.S. program in scientific computing is designed to provide broad training in areas related to large-scale computation in the mathematical, physical, and biological sciences.

Established in 1969 as part of the Courant Institute of Mathematical Sciences, the department has experienced substantial growth in its faculty, student body, research staff, and funding in the last decade. Research areas include algorithms, databases, artificial intelligence and data mining, graphics, visualization and multimedia, computational biology and genomics, programming languages and software engineering, cryptography, real-time systems, parallel and distributed computing, computer systems design, natural language processing, computer vision, mathematical programming, numerical analysis, computational geometry, and computational finance.

The core of the curriculum consists of courses in algorithms, programming languages, compilers, artificial intelligence, database systems, and operating systems. Advanced courses are offered in many areas: natural language processing, theory of computation, computer vision, software engineering, compiler optimization techniques, computer graphics, user interfaces, formal methods in software construction, distributed computing, multimedia, networks, cryptography and security, groupware, and computational finance. Adjunct faculty, often drawn from the industrial research sector, teach special topics courses in their areas of expertise, contributing their state-of-the-art experience to the curriculum. Members of the department collaborate actively with research projects in the Departments of Mathematics, Biology, and Physics; the Center for Neural Sciences; and the Tisch School of the Arts.
Faculty

Marsha Berger, Professor, Computer Science, Mathematics; Deputy Director, Courant Institute of Mathematical Sciences. Ph.D. 1982 (computer science), M.S. 1978 (computer science), Stanford; B.S. 1974 (mathematics), SUNY (Binghamton). Computational fluid dynamics; adaptive methods; parallel scientific computing.


Ernest Davis, Associate Professor. Ph.D. 1984 (computer science), Yale; B.Sc. 1977 (mathematics), Massachusetts Institute of Technology. Artificial intelligence; knowledge representation; automated commonsense reasoning.

Robert B. K. Dewar, Professor; Associate Director, Courant Institute of Mathematical Sciences. Ph.D. 1968 (chemistry), B.S. 1964 (chemistry), Chicago. Programming languages; compilers; architecture.

Yevgeniy Dodis, Professor. Ph.D. 2000 (electrical and computer engineering), M.S. 1998 (electrical and computer science), Massachusetts Institute of Technology; B.A. 1996 (computer science), New York. Cryptography; approximation algorithms; information theory; lower bounds; combinatorics.

David Geiger, Associate Professor, Computer Science, Neurology. Ph.D. 1990 (physics), Massachusetts Institute of Technology; B.S. 1980 (physics), PUC-Rio (Brazil). Computer vision, learning, memory, and their applications.

Benjamin Goldberg, Associate Professor. Ph.D. 1988 (computer science), M.S., M.Phil. 1984 (computer science), Yale; B.A. 1982 (mathematics), Williams College. Design and implementation of programming languages; compiler optimizations; memory management.

Allan Gottlieb, Professor. Ph.D. 1973 (mathematics), M.A. 1968 (mathematics), Brandeis; B.S. 1967 (mathematics), Massachusetts Institute of Technology. Parallel computing; computer architecture; operating systems; distributed systems; free software.


Vijay Karamcheti, Assistant Professor. Ph.D. 1998 (computer engineering), Illinois (Urbana-Champaign); M.S. 1990 (computer engineering), Texas (Austin); B.Tech. 1988 (electrical engineering), Indian Institute of Technology (Kanpur). Parallel computing; computer architecture; operating systems; distributed systems.


David Mazieres, Assistant Professor. Ph.D. 2000, M.S. 1997 (computer science), Massachusetts Institute of Technology; B.A. 1994 (computer science), Harvard. Operating systems; security; distributed systems; storage.


Michael Overton, Professor. Ph.D. 1979 (computer science), M.S. 1977 (computer science), Stanford; B.Sc. (first class honors) 1974 (computer science), British Columbia. Numerical analysis; linear algebra; optimization.

Krishna Palem, Associate Professor. Ph.D. 1986, M.S. 1981, Texas (Austin); B.S. 1979, Madras (India). Algorithms; compilers; fault tolerance and real time; parallelism; scheduling; embedded systems.


Amir Pnueli, Professor. Ph.D. 1967 (applied mathematics), Weizman Institute of Science; B.Sc. 1962 (mathematics), Technion-Israel Institute of Technology. Automatic proof methods for correctness; automatic recognition of graphic data; compositional verification of reactive, real-time, and hybrid systems; logics of programs; refinement; using temporal logic; schemata theory and its relations to formal languages theory; semantics and verification of concurrent programs; specification and nonprocedural languages; specification; verification and systematic development of real-time and hybrid systems; synthesis of compositional verification of reactive, real-time, and hybrid systems; temporal logic; theory of computation; verification and synthesis of programs.

Edmond Schonberg, Professor. Ph.D. 1969, M.S. 1966 (physics), Chicago; B.S.E.E. 1962, National University of Engineering (Peru). Programming languages; compiler construction; software prototyping; distributed programming.

Jacob T. Schwartz, Professor, Computer Science, Mathematics. Ph.D. 1951, M.A. 1949, Yale; B.S. 1949, City College. Robotics and computer vision; computer design; language design; compiler optimization; nonnumerical computation; multimedia.

Dennis Shasha, Professor. Ph.D. 1984 (applied mathematics), Harvard; M.S. 1980 (computer and information science), Syracuse; B.S. 1977 (engineering and applied sciences), Yale. Pattern discovery in biology, chemistry, and linguistics; software for tree and graph matching and searching; design and running of large database systems; data mining in financial and environmental databases; puzzles and mathematical thought.

Alan Siegel, Associate Professor. Ph.D. 1983, Stanford; M.S. 1975, New York; B.S. 1968, Stanford. VLSI design; analysis of algorithms; lower bounds; parallel algorithms; computer vision.

Demetri Terzopoulos, Professor, Computer Science, Mathematics. Ph.D. 1984 (computer science), Massachusetts Institute of Technology; M.Eng. 1984, B.Eng. 1978 (electrical engineering), McGill.

Computer graphics; computer vision; artificial life; medical image analysis; computer-aided design.

Olof B. Widlund, Professor, Computer Science, Mathematics. Dr. Phil. 1966 (computer science), Uppsala (Sweden); Ph.D. 1964 (mathematics), M.S. 1960 (applied physics), Royal Institute of Technology, Stockholm (Sweden).

Numerical analysis and applied mathematics, in particular, the development of fast iterative methods for parallel and distributed computers.

Margaret H. Wright, Professor, Chair, Department of Computer Science. Ph.D. 1976 (computer science), M.S. 1965 (computer science), B.S. 1964 (mathematics), Stanford.

Mathematical optimization; numerical methods; nonlinear programming.

Chee K. Yap, Professor, Ph.D. 1980 (computer science), Yale; B.S. 1975 (mathematics and computer science), Massachusetts Institute of Technology.

Computational geometry; computer algebra; computer-aided manufacturing; visualization; algorithmic robotics; complexity theory.

Denis Zorin, Assistant Professor. Ph.D. 1997 (computer science), California Institute of Technology; M.S. 1993 (mathematics), Ohio State; B.S. 1991 (computer science and physics), Moscow Institute of Physics and Technology.

DOCTOR OF PHILOSOPHY

All students admitted to the doctoral program are given full support, including a stipend and tuition remission for a full-time program.

To qualify for the doctoral degree, a student must satisfy the following requirements:

1. Complete an approved program of at least 72 points of course and research work, of which at least 40 points must be taken in the Graduate School of Arts and Science.
2. Pass three comprehensive examinations, generally within the first two years.
3. Complete an acceptable survey research paper and pass the oral preliminary examination, generally in the third year.
4. Write an acceptable Ph.D. thesis proposal and present it to a faculty committee.
5. Write and defend a doctoral dissertation.

Note: Ph.D. students are expected to be familiar with guidelines governing academic standards and degree requirements for the doctoral program, as specified in the Degree Requirements section of this bulletin and on the department’s Web site at www.cs.nyu.edu.

Programs and Requirements

Admission: Admission decisions are based on a careful review of the applicant’s undergraduate record in computer science and other mathematical sciences, letters of recommendation, the Supplementary Form CS (detailing the applicant’s computer experience) and GRE scores. The general test of the Graduate Record Examination (GRE) is required of all M.S. applicants. Ph.D. applicants must submit GRE general test scores plus the computer science subject test score. Applicants whose native language is not English must submit the Test of English as a Foreign Language (TOEFL) scores.

The minimum prerequisite background for admission to the M.S. program consists of:

1. Languages: Deep working knowledge of C and familiarity with object-oriented concepts and work with some object-oriented language such as Java or C++.
2. Data structures and mathematics: Understanding and working knowledge of pointers, lists, stacks, queues, trees, arrays, and recursion; induction, order of magnitude growth, probability and elementary combinatorics, set notation.
3. Working familiarity with Windows and Unix.

Promising students who do not have this background will be conditionally admitted with the priviso that they complete the one-year preparatory course (PAC). Students without adequate mathematical training should take Discrete Mathematics, which is offered in the summer only.

In addition, applicants to the M.S. program in information systems are expected to have at least two years of work experience in the software industry.

It should be emphasized that these are minimum requirements and that additional undergraduate study in computer science and mathematics is desirable. In mathematics, study of discrete structures, logic, abstract algebra, graph theory, and numerical methods is especially relevant. The published syllabus for the GRE subject exam in computer science is a good guide to appropriate advanced undergraduate study in computer science. On entry, students are expected to be competent C programmers and to have a good understanding of assembly language; this is assumed in all graduate computer science courses, including first-year core courses. Students who are not proficient in C must remedy this deficiency before beginning graduate study.

Admission Deadlines:

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<td>M.S. in I.S.</td>
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MASTER OF SCIENCE PROGRAM IN COMPUTER SCIENCE

To obtain the M.S. degree in computer science, a student must

1. Complete 36 points of approved course work, of which at least 28 points must be taken within the Graduate School of Arts and Science.

2. Achieve an overall grade point average of at least 3.0. (Students failing to achieve a 3.0 average on completion of their first 12 points may be dropped from the program.)

3. Pass the M.S. Core Examination, based on the core courses listed below.

4. Satisfy one of the following:
   a. Take three courses in one area of specialization. Standard specialty areas and their associated courses are listed below. With the approval of a faculty adviser and the director of graduate studies, students may satisfy part of this requirement with directed independent study or a master’s thesis in the area of specialization, or they may design a new specialty area in addition to those listed below.
   b. Achieve a grade point average of B+ or better.

The M.S. degree in computer science must be completed within five years. Additionally, students are expected to be familiar with the departmental graduate program information on the department's Web site at www.cs.nyu.edu.

MASTER OF SCIENCE PROGRAM IN INFORMATION SYSTEMS

To obtain the M.S. degree in information systems, a student must complete 39 points of approved course work in computer science, information systems, and general business, which must include the 3-point course Information Technology Projects (G22.3812). A minimum of five courses in each of the two academic units (Stern School of Business and the Department of Computer Science in Courant Institute) is required. Details of the curriculum can be found on the program’s Web site at www.is-2.stern.nyu.edu/~ms-is.

The M.S. degree in information systems must be completed within four years.

MASTER OF SCIENCE PROGRAM IN SCIENTIFIC COMPUTING

To obtain the M.S. degree in scientific computing, which is administered by the Department of Mathematics, students must complete four core mathematics and four core computer science courses, take two elective courses, and write a master’s thesis, for which they receive 6 points. Further details are available on the program Web site at www.math.nyu.edu/degree/scicomp.html.

Core Examination: M.S. students in computer science must pass the core comprehensive examination. This examination is based on four core courses: Fundamental Algorithms (G22.1170), Programming Languages (G22.2110), Compilers and Computer Languages (G22.2130), and Design of Operating Systems (G22.2250).

Students who fail the examination on their first attempt are permitted to take it a second time. Ordinarily, students may not attempt the examination more than twice. Students are encouraged to take the core examination before the completion of 18 points.

Specialty Areas and Courses: Courses for specialty areas are listed below. To satisfy a specialty requirement, three courses in the area have to be taken. A variety of these subjects are listed in the course listing section of the bulletin as “Special Topics.”

Software Engineering: Advanced Topics in Operating Systems (G22.2251), User Interfaces (G22.2280), Advanced Topics in Compilers (G22.3033), Advanced Topics in Programming Languages (G22.3033), Real-Time Programming (G22.3033).

Applications Programming: Unix Tools (G22.2245), Advanced Topics in Operating Systems (G22.2251), Data Communications and Networks (G22.2262), Computer Graphics (G22.2270), Extreme Java (G22.3033), Internet and Intranet Protocols and Applications (G22.3033), Introduction to Multimedia (G22.3033), Programming for the World Wide Web (G22.3033), Real-Time Programming (G22.3033).

Databases and Distributed Computing: Data Communications and Networks (G22.2262), Databases (G22.2433), Advanced Topics in Databases (G22.2434), Distributed Computing (G22.2631), Data Quality (G22.3033), eCommerce (G22.3033), Machine Learning and Data Mining (G22.3033).

Artificial Intelligence: Computer Vision (G22.2271), Artificial Intelligence (G22.2500), Advanced Topics in Artificial Intelligence (G22.2561), Natural Language Processing (G22.2590), Machine Learning and Data Mining (G22.3033).

Computer Architecture: Computer Systems Design (G22.2253), Data Communications and Networks (G22.2262), Adaptive Computer Systems (G22.3033), Architecture and Programming of Parallel Computers (G22.3053), Computer Architecture (G22.3053), Microprocessor Architectures (G22.3053), Scalable Clusters: Architecture and Software (G22.3053).


Multimedia and Telecommunications: Data Communications and Networks (G22.2262), User Interfaces (G22.2280), Advanced Topics in Multimedia (G22.3033), Computer Security (G22.3033), Internet and Intranet Protocols and Applications (G22.3033), Multimedia (G22.3033).

DEPARTMENTAL FACILITIES

The primary facility for graduate educational and research computing is a network of workstations, including several Sun servers. In addition, individual research groups have various other machines including Unix workstations (SGIs, IBMs, DECs, and HPs), Macintoshes, and PCs. Access to the Internet is provided through a T3 connection. Each doctoral student has access to his or her own dedicated Unix workstation. Many other research machines provide for abundant access to a variety of computer architectures. For example, the Multimedia Center for Advanced Technology and Media Research Laboratory has an extensive range of state-of-the-art graphics equipment, as well as a sound studio, and access to related facilities in the Tisch School of the Arts. The bioinformatics group has a cluster of fast PCs for computing genome mappings. The distributed computing group manages a dedicated cluster of PCs and workstations for experiments in robust distribution.
Courses

Courses are generally scheduled from 5 to 7 p.m. or from 7 to 9 p.m.; however, honors courses (intended primarily for full-time Ph.D. students) are held during afternoon hours.

For courses requiring programming, students may use the Courant Institute’s computing facilities.

PREPARATORY ACCELERATED COURSE (PAC) PROGRAM

Applicants to the master’s programs who have insufficient background in computer science but are otherwise admissible are referred to PAC. This program is a series of two courses (part one, which is offered in the fall, and part two, in the spring) intended to fill in the minimum prerequisites for beginning a master’s program in computer science or information systems. Those admitted to the M.S. program with the requirement to complete PAC are considered M.S. degree students while they are enrolled in PAC courses, although the credits for the courses do not count toward the M.S. degree.

Applicants may choose to apply to PAC directly, if they feel certain of needing the prerequisites for graduate study. In this case, prospective students would apply to the nondegree program. When in doubt, applicants are encouraged to apply for the degree that they ultimately want.

Note: International applicants are generally unable to obtain student visas to take PAC. These students are therefore encouraged to take the prerequisite course work (equivalent to PAC) in their home countries.

Intensive Introduction to Graduate Study in Computer Science I (PAC I) G22.1133 Prerequisite: programming experience in any language. 4 points.

Introduction to programming in a high-level language. Design algorithms to solve problems and translate those algorithms into working computer programs. Subjects covered include basic programming and program design; fundamental control structures and data types; recursion; abstract data structures, including lists, strings, trees, stacks, and queues; algorithms for searching and sorting; structured programming. Course requirements include programming assignments in Ada.5. Intended as a first course for students interested in graduate study in computer science.

Intensive Introduction to Graduate Study in Computer Science II (PAC II) G22.1144 Prerequisite: G22.1133 or departmental permission. 4 points.

Introduction to computer systems. Teaches C programming language, a widely used systems programming language, and gives an overview of operating systems and file structures. Uses assembly language programming to illustrate general principles of computer architecture, including the internal representation of data, instruction sets, addressing logic, and program linkage. Course requirements include programming assignments in C and in assembly language. This course builds on the knowledge of data structures and algorithms acquired in PAC I.

ALGORITHMS

Fundamental Algorithms G22.1170 Prerequisite: at least one year’s experience with a high-level language such as Pascal, C, C++, or Java; knowledge of assembly language; and familiarity with recursive programming methods and with data structures (arrays, pointers, stacks, queues, linked lists, binary trees). 3 points.

Reviews a number of important algorithms, with emphasis on correctness and efficiency: solving recurrence equations; sorting algorithms; selection; binary search; hashing; binary search trees and balanced-tree strategies; tree traversal; partitioning; graphs; spanning trees; shortest paths; connectivity; depth first search; breadth first search. Dynamic programming, divide and conquer.

Elements of Discrete Mathematics G22.2340 Identical to G63.2050. May not be taken by students who have received a grade of B or better in G22.1170. 3 points.

Introduction to the central mathematical concepts that arise in computer science. Emphasis is on proof and abstractness. Topics include proof techniques; combinatorics; sets, functions, and relations; discrete structures; order of magnitude analysis; formal logic; formal languages and automata.

Honors Analysis of Algorithms G22.3520 Prerequisite: G22.1170 or one semester of undergraduate algorithms, or permission of the instructor. 4 points.

Design of algorithms and data structures. Review of searching, sorting, and fundamental graph algorithms. In-depth analysis of algorithmic complexity, including advanced topics on recurrence equations and NP-complete problems. Advanced topics on lower bounds, randomized algorithms, amortized algorithms, and data structure design as applied to union-find, pattern matching, polynomial arithmetic, network flow, and matching.

PROGRAMMING LANGUAGES

Programming Languages G22.2110 3 points.

Design and use of mainstream programming languages: naming, scoping, type models, control structures, procedural abstractions, modularization. Implementation issues and run-time organization. Languages studied include Ada, C, C++, Java, LISP, ML, and Python. Extensive programming exercises in various languages.

Compilers and Computer Languages G22.2130 Prerequisite: G22.1170. 3 points.

Structure of one-pass and multiple-pass compilers, symbol table management, lexical analysis. Traditional and automated parsing techniques, including recursive descent and LR parsing. Syntax-directed translation and semantic analysis, run-time storage management, intermediate code generation. Introduction to optimization, code generation.

Distributed Computing G22.2631 Prerequisite: G22.1170 and G22.2250. 3 points.

Concepts underlying distributed systems: synchronization, communication, fault tolerance, and performance. Examined from three points of view: (1) problems, appropriate assumptions, and algorithmic solutions; (2) linguistic constructs; and (3) some typical systems.

Honors Programming Languages G22.3110 Prerequisite: permission of the instructor. 4 points.

In-depth examination of the four major categories of programming languages: imperative, object-oriented, functional, and logic languages. The specific languages covered include Ada, C++, LISP, ML, Prolog, and SETL. Fundamental issues of programming languages, such as type systems, scoping, concurrency, modularization, control flow, and semantics, are discussed.
Honors Compilers and Computer Languages G22.3130 Prerequisites: one semester of undergraduate compilers or G22.2130, and permission of the instructor. 4 points.

Lexical scanning and scanner generation from regular expressions; LL, LR, and universal parser generation from context-free grammars; syntax-directed translation and attribute grammars; type and general semantic analysis; code generation, peephole optimization, and register allocation; and global program analysis and optimization.

Provides experience using a variety of advanced language systems and experimental system prototypes.

COMPUTER SYSTEMS

Computer Systems Design G22.2233 Prerequisite or corequisite: G22.1170. 3 points.

Gives students whose interest is in software an introduction to hardware and the logical design of digital computers. Topics include design of basic logic modules and arithmetic units; fixed and microprogrammable control structures; computer architecture; memory organization; and input-output organization.

Unix Tools G22.2245 3 points.

Brief history of the Unix operating system: basic utilities (mail, editors); shells; windowing systems; shell programming using Unix tools (awk, sed, grep, tar); networking tools; news readers; etiquette and Internet databases (ftp, telnet, rlogin); general programming using Unix tools; C programming tools; Unix-based systems programming; desktop publishing tools; visualization systems; symbolic algebra tools; and system administration.

Design of Operating Systems G22.2250 Prerequisite: G22.1170. 3 points.

OS facilities (linkers and loaders) interfacing asynchronous processes: I/O; buffering, interrupts; general parallel processes using fork and join; critical selections, P and V for mutual exclusion; implementation of P and V in software and hardware. Other coordination primitives. Segmentation and paging; virtual memory; storage allocation and sharing.

Data Communications and Networks G22.2262 Prerequisite: G22.2250. 3 points.

Studies the software tools used by computers to converse with each other and with the real world. Communications systems and media (including people); bandwidth limitations; channel sharing and grouping; data formatting; error detection and correction; protocols; networks; I/O driven design; operating system interfaces; and human interfaces.

Computer Graphics G22.2270 Prerequisite: G22.1170. 3 points.


Advanced Computer Graphics G22.2274 Prerequisite: G22.2270 or equivalent, and knowledge of C. 3 points.

Topics of current research interest, including (but not limited to) new approaches to display interfaces, animation techniques, procedural textures, and the use of waves in image synthesis. There is opportunity to collaborate with students and faculty from the Tisch School of the Arts.

User Interfaces G22.2280 Prerequisite: proficiency in C programming. 3 points.

Review of some of the basic principles and history of user interfaces. Building an interactive window system from the ground up, starting with a generic portable graphics base. Examination of future and emerging (nontraditional) user interfaces, including virtual reality and immersive environments.

Database Systems G22.2433 Prerequisite: G22.1170. 3 points.

Database system architecture. Data models. Logical database design and introduction to dependency theory. The relational, network, and hierarchical approaches to data management. Issues of security, reliability, and contention in database systems. Engineering aspects of database systems.

Advanced Database Systems G22.2434 Prerequisite: G22.2433. 3 points.

Studies the internals of database systems as an introduction to research and as a basis for rational performance tuning. Topics: concurrency control, fault tolerance, operating system interactions, query processing, and principles of tuning.

Software Engineering G22.2440 Prerequisites: G22.2110, G22.2130, and G22.2250. 3 points.

Presents modern software engineering techniques. Examines the software life cycle, including software specification, design, implementation, testing, and maintenance. Object-oriented design methods.

ARTIFICIAL INTELLIGENCE

Computer Vision G22.2271 Prerequisite: G22.1170. 3 points.

Basic techniques of computer vision and image processing. General algorithms for image understanding problems. Study of binary image processing, edge detection, feature extraction, motion estimation, color processing, stereo vision, and elementary object recognition. Mathematical, signal processing, and image processing tools. Relation of computer vision algorithms to the human visual system.

Artificial Intelligence G22.2560 Prerequisites: G22.1170 and G22.2110. 3 points.


Advanced Artificial Intelligence G22.2561 Prerequisite: G22.2560. 3 points.


THEORETICAL COMPUTER SCIENCE

Theory of Computation G22.2350 Identical to G63.2271. Prerequisite: G22.2340 for students with a weak mathematics background. 3 points.

Finite automata and regular sets, context-free languages, computability, universal programs, turing machines, unsolvable word problems, computational complexity theory, intractable problems.

Honors Theory of Computation G22.3350 Prerequisites: one semester of undergraduate theory of computation or formal languages, and permission of the instructor. 4 points.

Formal languages: regular languages, regular expressions, finite-state machines, context-free languages, grammars, and pushdown machines. Computability: primitive recursive functions, partial recursive functions,
recursive languages, recursively enumerable languages, and Turing machines. Computational complexity: space and time complexity, complexity classes (such as P, NP, PSPACE, L, and NL), and complete problems.

**NUMERICAL ANALYSIS, SCIENTIFIC COMPUTING, AND MATHEMATICAL PROGRAMMING**

**Numerical Methods I** G22.2420
Identical to G63.2010. Prerequisites: undergraduate linear algebra and some experience with programming. 3 points.
Floating-point arithmetic; conditioning and stability; numerical linear algebra, including systems of linear equations, least squares, and eigenvalue problems; LU, Cholesky, QR, and SVD factorizations; conjugate gradient and Lanczos methods; Gauss quadrature. Current software packages. Computer programming assignments form an essential part of the course.

**Seminars and Research**

**Advanced Laboratory** G22.3813
Prerequisites: permission of the faculty project supervision. 3 points.
Large-scale programming project or research in cooperation with a faculty member. Students should be prepared to spend at least eight hours per week on this course.

**Master’s Thesis Research** G22.3840
Open to students engaged in master’s thesis research. May not be taken by students who have received more than 3 points of credit for G22.3813. Prerequisite: special departmental permission. 1-3 points.

**Ph.D. Thesis Research** G22.3860, 3862, 3864, 3866
Prerequisite: permission of the thesis adviser or director of graduate studies for the Ph.D. program. 1-3 points per term.

**Special Topics in Computer Science** G22.3053
Prerequisite: permission according to topic. 3 points.
Topics vary each semester. Recent offerings:
Adaptive Computer Systems

**Advanced Multimedia**

**Advanced Topics in Multimedia**

**Architectures of Instruction Level Parallel Processors**

**Combinatorial Geometry**

**Computational Biology**

**Computational Finance**

**Computational Game Theory with Applications to Multiagent Systems**

**Computer Security**

**Design and Analysis of Cryptographic Protocols**

**Digital Documents**

**Distributed Computing and Intelligent Agents**

**eCommerce Strategies and Technologies**

**Extreme Java**

**Formal Semantics**

**Information Theory and Applications to Visualization and Speech**

**Internet and Intranet Protocols and Applications**

**Interoperability**

**Machine Learning and Data Mining**

**Medical Imaging**

**Microprocessor Architecture**

**Neural Networks**

**Object-Oriented Programming**

**Partial Evaluation**

**Pattern Recognition**

**Privacy in Networks: Attacks and Defenses**

**Programming for the World Wide Web**

**Random Graphs**

**Randomized Algorithms**

**Real-Time Programming**

**Research Topics in Multimedia**

**Semantics of Functional and Concurrent Languages**

**Spoken Language Interfaces**

**Visualization**
The Departments of Anthropology and Cinema Studies offer a specialized joint course of study leading to a New York State Certificate in Culture and Media for New York University graduate students who are also pursuing their M.A. or Ph.D. degree in anthropology or cinema studies.

Faculty

CORE FACULTY
Faye Ginsburg, David B. Kriser
Professor of Anthropology; Director, Program in Culture and Media, Center for Media, Culture, and History, Ph.D. 1986 (anthropology), CUNY; B.A. 1976 (archaeology and art history), Barnard College.

Culture and media; gender and reproduction; ethnographic film; indigenous media; United States, Australia; disability studies.


Media, contemporary cultural theory, transnational processes, and diasporas; Tibet and the United States.

Toby Miller, Professor, Cinema Studies. Ph.D. 1991 (humanities), Murdoch; B.A. 1980 (history and political science), Australian National.

Cultural theory; gender; popular culture; documentary.

AFFILIATED FACULTY
Anna McCarthy, Cinema Studies; Robert Stam, Cinema Studies; George Stoney, Film and Television.

Program and Requirements

This graduate program provides a focused course of graduate studies integrating production with theory and research. Training in this program enables students to pursue the following:

1. Production work in 16 mm film and state-of-the-art digital video based on their own research, resulting in a half-hour documentary.

2. Ethnographic research into the uses and meanings of media in a range of communities and cultures. Students from the program have been doing Ph.D. research on the development of media in diverse settings, from the emergence of media in Papua New Guinea to the circulation of religious media in Northern Nigeria to the use of media in linking the Tibetan diaspora.

3. Teaching the history, theory, and production of ethnographic documentary and related issues in cinema and media studies.

4. Careers in media requiring an understanding of anthropology, such as specialized programming and distribution of ethnographic film and video, community-based documentary production, management of ethnographic film/video libraries and archives, or work in new media.

The program’s philosophy takes a broad approach to the relationships between culture and media in a number of domains including ethnographic film’s significance for the fields of anthropology and cinema/media studies; problems in representation of cultures through media; the development of media in indigenous, diaspora, and non-Western communities; the emerging social and cultural formations shaped by new media practices; and the political economy shaping the production, distribution, and consumption of media worldwide.

Cultural theory; gender; popular culture; documentary.

INTERNSHIPS
The program can arrange supervised internships for course credit, tailored to individual research and professional interests. Students work in a variety of programming and production positions for institutions, such as:

1. American Museum of Natural History/Margaret Mead Film Festival
2. National Museum of the American Indian, Film-Video Center
3. The Asia Society
4. The Jewish Museum

RESOURCES
The Department of Anthropology has a film and multisystem video theatre that seats up to 40 and has an excellent collection of over 600 ethnographic film and video works. The Department of Cinema Studies has a collection of over 1,000 films. New York University’s Avery Fisher Music and Media Center has over 2,000 doc-
Courses

### Culture and Media I

**G14.1215 Ginsburg, McLagan. 4 points.**

This course offers a critical revision of the history of the genre of ethnographic film, the central debates it has engaged around cross-cultural representation, and the theoretical and cinematic responses to questions of the screen representation of culture, from the early romantic constructions of Robert Flaherty to current work in film, television, and video on the part of indigenous people throughout the world. Ethnographic film has a peculiar and highly contested status within anthropology, cinema studies, and documentary practice. This seminar situates ethnographic film within the wider project of the representation of cultural lives, and especially of “natives.” Starting with what are regarded as the first examples of the genre, the course examines how these emerged in a particular intellectual context and political economy. It then considers the key works that have defined the genre and the epistemological and formal innovations associated with them, addressing questions concerning social theory, documentary, as well as the institutional structures through which they are funded, distributed, and seen by various audiences. Throughout, the course keeps in mind the properties of film as a signifying practice, its status as a form of anthropological knowledge, and the ethical and political concerns raised by cross-cultural representation.

### Culture and Media II: Ethnography of Media

**G14.1216 Ginsburg. 4 points.**

In the last decade, a new field—the ethnography of media—has emerged as an exciting new arena of research. While claims about media in people’s lives are made on a daily basis, surprisingly little research has actually attempted to look at how media is part of the naturally occurring lived realities of people’s lives. In the last decade, anthropologists and media scholars interested in film, television, and video have been turning their attention increasingly beyond the text and the empiricist notions of audiences (stereotypically associated with the ethnography of media), to consider, ethnographically, the complex social worlds in which media is produced, circulated, and consumed, at home and elsewhere. This work theorizes media studies from the point of view of cross-cultural ethnographic realities and anthropology from the perspective of new spaces of communication focusing on the social, economic, and political life of media and how it makes a difference in the daily lives of people as a practice, whether in production, reception, or circulation.

After some introductory sessions on precursors to the current research during and after World War II and the new scholarship on the broad historical and ideological context that shaped early ethnographic film, the class is...
organized around case studies that interrogate broader issues that are particularly endemic to questions of cross-cultural media, including debates over cultural imperialism vs. the autonomy of local producers/consumers, the instability and stratification of reception, the shift from national to transnational circuits of production and consumption, and the increasing complicity of researchers with their subjects over representations of culture. These concerns are addressed in a variety of locations, from the complex circulation of films, photographs, and lithographs that demonstrates the historically and culturally contingent ways in which images are read and used; to the ever increasing range of televisual culture—from state-sponsored melodramas, religious epics, and soap operas, to varieties of public television; to the activist use of video, radio, the Internet, and small media. The class also has an opportunity to participate in a conference on the impact of Jean Rouch, in a conference on the work of Maya Deren and on the Truth and Reconciliation Commission in South Africa.

Cultural Theory and the Documentary H72.2001 Miller. 4 points.
Advanced seminar that considers anthropological, historical, gender, science, sociological, and cultural studies theory in the light of a range of documentary genres: counter-colonial, direct cinema, ethnographic, instructional, historical, and auteurist.

Media and Cultural Studies H72.1025 McCarthy, Miller. 4 points.
How did the consumption and circulation of popular cultural forms develop as an object of academic study? What national contexts and what institutional and disciplinary traditions shape such studies? This prosemimar addresses these and other questions through a survey of key theories, methods, and debates in Anglo-American and European cultural studies. Readings explore political and affective dimensions of popular cultural forms from a variety of perspectives. Written assignments and class discussion explore some crucial questions facing cultural studies today: the effects of disciplinary and interdisciplinary studies, the politics of audience studies, identities and the state, definitions of “cultural policy,” and more.

Social Anthropology Theory and Practice G14.1010 Myers. 4 points.
This course is intended to acquaint graduate students in anthropology with some core issues in social/cultural anthropology. It cannot pretend to be a comprehensive introduction to the discipline; matters are too complex. Instead it seeks to highlight basic issues in social theory and the relationship of theory and ethnographic practice. It proceeds through a consideration of key controversies within the field and through mapping some contemporary directions. Although the course covers material from the 19th through the 20th centuries, it is not a history of anthropological thought; students are expected to complement this course with History of Anthropology (G14.1636) and a lifetime of reading in anthropology and related fields.

The Language of Sight and Sound H72.1998 Taught by Tisch School of the Arts faculty. 8 points.
Intensive six-week hands-on summer production course (early June to mid-July) in practical 16 mm filmmaking. Students are required to complete five short films using equipment and materials provided. Emphasis is initially on documentary techniques, which rely on editing for meaning. Students then move on to the scripted narrative. The goal is to develop technical skills while exploring creative possibilities. Early application is encouraged, as this is a limited-enrollment workshop.

Video Production Seminar I, II G14.1218, 1219 Open only to students in the Program in Culture and Media. Limited to 10 students. Prerequisites: G14.1215, H72.1998, and permission of the instructor. Himpele, McLagan. 4 points per term.
Year-long seminar in ethnographic documentary video production using state-of-the-art digital video equipment for students in the Program in Culture and Media. The first portion of the course is dedicated to instruction, exercises, and reading familiarizing students with fundamentals of video production and their application to a broad conception of ethnographic and documentary approaches. Assignments undertaken in the fall raise representational, methodological, and ethical issues in approaching and working through an ethnographic and documentary project. Students develop a topic and field site for their project early in the fall term, begin their shooting, and complete a short (5- to 10-minute) edited tape by the end of this semester. This work should demonstrate competence in shooting and editing using digital camera/audio AVID nonlinear editing systems.

Students devote the spring semester to intensive work on the project, continuing to shoot and edit, presenting work to the class and completing their (approximately 20-minute) ethnographic documentaries. Student work is presented and critiqued during class sessions, and attendance and participation in group critiques and lab sessions is mandatory. Students should come into the class with project ideas already well-developed. Students who have not completed the work assigned in the first semester are not allowed to register for the second semester. There is no lab fee, but students are expected to provide their own videotapes. In addition to class time, there are regular technical lab sessions on the use of equipment.
The Department of Economics has an international reputation for the quality of its faculty and education. The department’s Ph.D. program trains students to conduct research in the major fields of economics, especially economic theory (including game theory), macroeconomics, international economics, labor economics, development economics, industrial organization, and Austrian economics. Graduates of the Ph.D. program are prepared for research careers in universities, government, and business.

The M.A. program is more applied and may be taken on a full-time or part-time basis. The M.A. program offers concentrations in international economics, development economics, and industry analysis.

The C. V. Starr Center for Applied Economics provides support for the research activities of the department. The Center organizes conferences, publishes electronic working papers, provides faculty with computer support and research assistance, and hosts visiting academics.

William J. Baumol, Professor, Ph.D. 1949 (economics), London; B.S.S. 1942 (economics), City College. Productivity; market structure; pricing.

Jess Benhabib, Paulette Goddard Professor of Political Economy, Ph.D. 1976 (economics), M.Phil. 1974 (economics), Columbia; B.A. 1971 (economics), Bosphorus (Istanbul). Macroeconomics; growth.


Jean-Pierre Benoît, Professor, Ph.D. 1983 (economics), Stanford; B.A. 1978 (math and economics), Yale. Microeconomics; game theory; industrial organization.

Alberto Bisin, Assistant Professor, Ph.D. 1993 (economics), M.A. 1990, Chicago; Laurea 1987, Bocconi (Milan). General equilibrium and growth theory.

Andrew Caplin, Professor, Ph.D. 1983 (economics), Yale; B.A. 1978 (economics), Cambridge. Economic fluctuations; microeconomic theory; housing market.

Diego Comin, Assistant Professor, Ph.D. 2000 (economics), Harvard; B.A. 1995, Pompeu Fabra (Barcelona). Macroeconomics.

Raquel Fernández, Professor, Ph.D. 1987 (economics), Columbia; B.A. (magna cum laude) 1981 (economics), Princeton. International economics; macroeconomics; political economy.

Christopher J. Flinn, Professor, Ph.D. 1984 (economics), Chicago; M.A. 1975 (sociology), Michigan; B.A. 1973 (sociology), Wisconsin. Labor market dynamics; intrahousehold decision making; applied econometrics.

Roman Frydman, Professor, Ph.D. 1987 (economics), M.Phil. 1977 (economics), M.A. 1973 (economics), Columbia; M.Sc. 1973 (applied mathematics), New York; B.Sc. 1971 (physics and mathematics), Cooper Union. Economics and politics of transition; private ownership and corporate governance; imperfect knowledge and market behavior.

Douglas Gale, Professor; Chair, Department of Economics. Ph.D. 1977 (economics), Cambridge; M.A. 1972 (economics), Carleton; B.Sc. 1970 (economics and mathematics), Trent. Financial economics; microstructure of markets; foundations of macroeconomics and monetary economics.

Dermot Gately, Professor, Ph.D. 1971 (economics), Princeton; B.S. 1965 (mathematics), Holy Cross College. Applied microeconomics; energy economics.

Mark Gertler, Henry and Lucy Moses Professor of Economics; Director, C. V. Starr Center for Applied Economics. Ph.D. 1978 (economics), Stanford; B.A. 1973 (economics), Wisconsin. Macroeconomic theory; monetary economics; finance.

David A. Harper, Associate Clinical Professor, Ph.D. 1992 (economics), Reading; B.M.S. 1984 (economics and business administration), Waikato (New Zealand). Austrian economics.
Objective: Students have the opportunity to associate with the Center's prominent visitors and distinguished research scholars. Since its inception, the Center has

Relevant for: Students, Researchers, Scholars, Visitors.
funded a vigorous visitors program for leading academics from both the United States and abroad. These visitors have immersed themselves in many Center research activities, including seminar presentations, working paper publications, and research collaborations. Because of the Center’s close affiliation with the Department of Economics, graduate students have the opportunity to exchange ideas with these distinguished visitors.

**Programs and Requirements**

**Admission:** Admission to graduate studies in economics is limited to students of outstanding promise. All applicants must take the general test of the Graduate Record Examination (GRE), administered by the Educational Testing Service, Princeton, NJ 08540. All international students must take the Test of English as a Foreign Language (TOEFL). Exceptions to this rule include students who attended English-speaking college-level institutions. Students from English-speaking countries, such as the United Kingdom or Ireland, are also exempt from taking the TOEFL.

The M.A. program is designed to accommodate both full-time and part-time students. The Ph.D. program is designed for full-time students only. Any student applying to the M.A. program should have mastered intermediate-level microeconomics and macroeconomics, at least one semester of calculus, as well as one semester of statistics. For students applying to the Ph.D. program, the M.A. requirements should be supplemented by at least one additional semester of calculus and one course in linear algebra. In evaluating applicants for either of the above programs, members of the departmental admissions committee consider the following criteria: previous academic performance, quantitative GRE scores, letters of recommendation, personal statement, and economics as well as mathematics backgrounds. Because of the diverse nature of such information, the admissions committee does not adhere to strictly defined cutoff points on grade point averages or GRE scores.

All incoming Ph.D. students are guaranteed financial aid, renewable for four years, conditioned on satisfactory academic performance. Financial support includes certain obligations to provide teaching assistance and may be conditioned on the presence or absence of outside funding. There is no funding for M.A. students.

It is important to note that students who want to enter the Ph.D. program should NOT start off with the M.A. program. The Ph.D. and M.A. programs are separate and distinct; entry into the M.A. program does NOT guarantee entry into the Ph.D. program.

**MASTER OF ARTS**

Course of Study: Formal requirements for the Master of Arts degree in economics are the satisfactory completion of graduate studies totaling at least 32 points (at least 24 in residence at New York University) and the writing of a thesis. Most courses carry 3 points, while the thesis is usually written in a reading and research course for the final 2 points. Students must maintain a B average to graduate.

Course requirements include

- Mathematics for Economists (G31.1001), Microeconomic Theory (G31.1003), Macroeconomic Theory (G31.1005), Applied Statistics and Econometrics I (G31.1101), Applied Statistics and Econometrics II (G31.1102), plus five elective courses.

Students may take two approved courses outside the Department of Economics.

One-Year Master of Arts: While full-time students normally complete the M.A. program in one and a half to two years, this accelerated option allows outstanding students to complete the degree in a single year by starting in the summer. Applicants should indicate their interest in this option on their application and should begin their studies in the summer by taking required core courses.

**MASTER OF ARTS AND ADVANCED CERTIFICATE PROGRAM IN APPLIED ECONOMIC ANALYSIS**

The department offers specialized programs in industry analysis, economic development and planning, and international economics. Participating students must take the required core courses (listed above) and complete the M.A. thesis. After receiving the M.A. degree, students may continue their studies to earn an advanced certificate with the opportunity to focus on one of the following areas of study. (The advanced certificate option is also available to qualified master’s-level students holding degrees from institutions other than New York University.) A minimum of six specialized courses is required. When certain required courses are not offered, the department may substitute other appropriate courses to satisfy the requirements for the advanced certificate.

**Industry Analysis:** This area of study aims to produce economists who can understand current business conditions and proposed government economic policies (both macro and micro) and explain these conditions and policies to noneconomists; evaluate forecasts of future economic activity at the macro level and assess their implications for a particular industry; undertake a complete analysis of the industry, including its institutional characteristics and factors that determine industry supply and demand conditions; and act as a link between the corporation and major suppliers of economic information.

Requirements include the core courses: G31.2208, 2209; and Economic and Financial Forecasting (B30.2561). A total of 32 points and a master’s thesis complete the M.A. requirements.

For the advanced certificate, three additional courses must be selected from G31.1801 and G31.1802; where appropriate, G31.3001, 3002; Foundations of Finance (B09.2316); Information and Organization of the Firm (B30.2367); Strategic Interactions in Markets and Industries (B30.2370); and Designing Efficient Organizations: Markets Versus Hierarchies (B30.2366). A total of 41 points at minimum is required for the M.A. and the advanced certificate.

Note: Courses designated by numbers beginning with the letter B are offered by the Leonard N. Stern School of Business.

**Economic Development and Planning:** This area of study is designed for those concerned with economic study or administrative overview of development policies in the less developed countries. It is geared to those planning careers with governments of developing countries, the United Nations and other international institutions, U.S. government agencies concerned with development planning and foreign assistance, and corporations doing business in the Third World as well as other private organizations interested in the developing countries.

Requirements include the core courses: G31.1605; G31.1606; where appropriate, G31.3001, 3002; additional
elective points to complete 32 points; and a master's thesis.

For the advanced certificate, three additional courses must be selected from G31.1505; G31.1506; G31.1603; G31.1606; G31.1402; and, where appropriate, G31.3001, 3002. A total of 41 points at minimum is required for the M.A. and the advanced certificate.

International Economics: The objective of the international economics area of study is to train economists to function effectively in international organizations such as the United Nations and its related agencies, regional economic groups such as the European Union or the Latin American Free Trade Association, national government bodies such as central banks and trade ministries, and companies in the private sector.

Requirements include the core courses; G31.1505; G31.1506; G31.1402; and, where appropriate, G31.3001, 3002. A total of 32 points and a master's thesis complete the requirements for the M.A.

For the advanced certificate, three additional courses must be selected from G31.1603; G31.1606; where appropriate, G31.3001, 3002; International Competition and the Multinational Enterprise (B30.2385); Global Banking and Capital Markets (B40.3587); International Financial Management (B40.3588); A total of 41 points at minimum is required for the M.A. and the advanced certificate.

Note: Courses designated by numbers beginning with the letter B are offered by the Leonard N. Stern School of Business.

DOCTOR OF PHILOSOPHY

The Doctor of Philosophy is a research degree. It signifies that the recipient is able to conduct independent research and has both a broad basic knowledge of all areas of economics and a comprehensive knowledge of one area in particular. To qualify for the doctorate, a student must satisfactorily complete graduate studies totaling at least 72 points (at least 64 in residence at New York University), pass three Ph.D. comprehensive examinations (in microeconomics, macroeconomics, and one area of specialization), write and present a third-year paper and, finally, defend an acceptable dissertation. Fields of specialization include economic theory (including game theory), monetary theory and macroeconomics, political economy, econometrics, industrial organization, international economics, labor economics, development economics, and Austrian economics.

After passing all three Ph.D. comprehensive examinations and having completed 72 points of graduate work, a student is asked to submit a formal dissertation proposal. This serves as the basis for a preliminary oral examination. When the dissertation is completed and approved by three faculty members, a public oral examination is held, at which research results are presented and defended by the candidate before a faculty committee.

Reading proficiency in a foreign language is required, demonstrated by any of the methods described in the Degree Requirements section of this bulletin.

Course requirements include Mathematics for Economists I (G31.1021) and II (G31.1022); Microeconomic Theory I (G31.1023) and II (G31.1024); Macroeconomic Theory I (G31.1025) and II (G31.1026); Econometrics I (G31.2100) and II (G31.2101); and either Microeconometrics (G31.2102) or Macroeconometrics (G31.2103).

Ph.D. students must register for at least two 3000-level courses (advanced courses, seminar/workshops).

A typical schedule might resemble the following:

First Year

Fall Semester
Microeconometrics

Macroeconomic Theory I

Mathematics for Economists I

Econometrics I

Spring Semester
Microeconomic Theory II

Macroeconomic Theory II

Mathematics for Economists II

Econometrics II

Second Year

Fall Semester
Microeconometrics

Field Course I (Part I)

Field Course II (Part I)

Elective Course

Spring Semester
Macroconometrics

Field Course I (Part II)

Field Course II (Part II)

Elective Course

Third Year

Fall Semester
Seminar Workshop

Spring Semester
Seminar Workshop

DUAL DEGREE PROGRAMS

The Department of Economics offers dual degree programs with the Schools of Law and Medicine. Interested students should contact the director of graduate studies.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the application at the back of this bulletin.

Courses

Course numbers consist of the graduate department number (G31) followed by four digits. The first digit indicates the level of the course as follows: (00) graduate course open to qualified undergraduates, (01) advanced graduate course, and (02) research or topics course, seminar, or workshop.

The second and third digits show the field of economics as follows: (00) basic economic theory for M.A. students, (02) basic economic theory for Ph.D. students, (04) general economic theory, (10) quantitative economics, (20) economic modeling, (50) public economics and urban economics, (40) monetary economics, (50) international economics, (60) economic growth and development, (70) labor economics, (80) industrial organization, and (90) economic history.

Two-Part Courses: A hyphen indicates a full-year course with credit granted only for completing both terms. A comma indicates credit is granted for completing one term.

M.A. COURSES

BASIC ECONOMIC THEORY

FOR M.A. STUDENTS (04)

Mathematics for Economists

G31.1001 3 points

Applications of mathematics to economics: functions, simultaneous equations; linear models and matrix algebra;
determinants, inverse matrices, Cramer's rule; differentiation and optimization of functions of one or more variables; quadratic forms, characteristic roots and vectors, constrained optimization; interpretation of the Lagrange multiplier. Techniques applied to examples from the theory of the firm and consumer behavior.

**Microeconomic Theory** G31.1003  
Prerequisite: G31.1001. 3 points.  
Applied microeconomics relating to the firm in various markets and household behavior.

**Macroeconomic Theory** G31.1005  
3 points.  
Macroeconomic theory applied to aggregate supply and demand and their components, designing and implementing macroeconomic policy goals and forecasting GDP and its components.

**QUANTITATIVE ECONOMICS** (10)

**Applied Statistics and Econometrics**
- I G31.1101 Prerequisite: undergraduate statistics course or permission of the instructor. 3 points.  
  Introduction to probability theory and statistics. Topics include discrete and continuous probability distributions, normal distribution, the use of t-statistics, hypothesis testing, confidence intervals, and analysis of variance. Familiarity with a regression software package is mandatory.
- II G31.1102 Prerequisite: G31.1101 or permission of the instructor. 3 points.  
  Introduction to single-equation regression estimation; ordinary least-squares estimation, confidence intervals, and significance testing; lags, dummy variables; multicollinearity; autocorrelation; heteroscedasticity and variable selection. Students are required to use a standard computer regression package to test a model of their choosing.

**ECONOMIC MODELING** (20)

**Industry Modeling and Forecasting**
- I, II G31.2208, 2209 Prerequisite: G31.1101 or permission of the instructor for G31.2208; G31.2208 for G31.2209. 4 points per term.  
  Models of particular industries; review of literature, modeling techniques common to many industries, unique models for specific industries. Students develop models of specific industries, using microcomputer software such as microTSP and Lotus 1-2-3.

**MONETARY ECONOMICS** (40)

**Money and Banking** G31.1402  
3 points.  
The role of money in the economy-monetary institutions, monetary theory (the old and new quantity and Keynesian theories), monetary policy goals, methods, and problems, with special emphasis on banking regulation.

**Regulation of Financial Institutions** G31.2401 Prerequisite: G31.1402. 3 points.  
Consideration of challenge facing regulators to design and operate an efficient and stable financial institutional framework in light of regulatory theory, historical developments, and current policy concerns. Focus is on the United States, but issues facing both developed and developing nations are also discussed.

**INTERNATIONAL ECONOMICS** (50)

**International Trade** G31.1505 Prerequisite: G31.1103 or permission of the instructor. 3 points.  
Comparative advantage; endowment, mobility, allocation, and earnings of productive factors; trade restriction (tariffs, quotas); customs unions.

**International Finance** G31.1506 Prerequisite: G31.1103 or permission of the instructor. 3 points.  
The balance of payments, foreign exchange markets, adjustment mechanisms, capital movements, gold and other monetary reserves, reforms of the system.

**ECONOMIC GROWTH AND DEVELOPMENT** (50)

**Economic Development I** G31.1603 Prerequisite or corequisite: G31.1103 or permission of the instructor. 3 points.  
**Economic Development II** G31.1606 Prerequisites: G31.1603 and G31.1603, or permission of the instructor. 3 points.  
Provides an understanding of economic relationships in the Latin American-Caribbean region through an examination of the leading issues and key problems that these countries face in developing and modernizing their economies. Topics include a brief historical outline; a comparison of heterodox Latin American economic thought to neoclassical theories of growth and development; external equilibrium; foreign trade, balance of payments, exchange rates, foreign investments, and external debt.

**PH.D. COURSES**

**BASIC ECONOMIC THEORY FOR PH.D. STUDENTS** (02)

**Mathematics for Economists I** G31.1021 Prerequisite: G31.1001 or equivalent. 4 points.  

**Mathematics for Economists II** G31.1022 Prerequisite: G31.1021 or permission of instructor. 4 points.  
Methods and applications of optimal control theory to problems of economics. Discusses economic applications of stochastic processes, probability, measure theory, and topology.

**Microeconomic Theory I** G31.1023 Prerequisite or corequisite: G31.1021 or permission of the instructor. 4 points.  
Theory of the firm and consumer behavior; introduction to the theory of perfectly competitive and monopolistic markets; pricing techniques; introduction to game theory.

**Microeconomic Theory II** G31.1024 Prerequisite: G31.1023. 4 points.  
Introduction to general equilibrium theory, welfare economics, and imperfect competition.

**Macroeconomic Theory**
- I G31.1025 Prerequisite or corequisite: G31.1021. 4 points.  
Models of national income determination; sectorial inflation; labor markets, production theories, and aggregate supply models; supply and demand for money; foreign trade and balance of payments.
- II G31.1026 Prerequisite: G31.1025 or permission of the instructor. 4 points.  
Classical and Keynesian macroeconomic thought, modern-day microeconomic theories of money-wage and price determinations, and reconstruction of macro theory.
Financial Economics I G31.2021
Prerequisites: G31.1023, G31.1024, G31.1025, and G31.1026, or permission of the instructor. 4 points.
Introduction to the study of financial markets and asset pricing from the perspective of economic theory. Topics include equilibrium economies with a representative agent; equilibrium economies with incomplete markets, borrowing constraints and transaction costs, limited stock market participation, private information, limited commitment; optimal security design; behavioral finance. While the stress is on modeling and tools, the course also introduces the empirical methodologies and the calibration techniques used in financial economics, as well as some of the most controversial evidence on asset prices.

Financial Economics II G31.2022
Prerequisite: G31.1021 or permission of the instructor. 4 points.
Gives Ph.D. students an advanced survey of the field of financial economics and introduces them to some topics at the frontier of current research in financial economics. Discusses capital budgeting, capital structure, dividends, market for corporate control, bankruptcy and workouts, taxes, risk management, real options, signaling, general equilibrium approach to asset markets, microeconomics of banking, product market interactions, financial innovation, and comparative financial systems.

Econometrics I G31.2100
Prerequisite: G31.1021 or permission of the instructor. 4 points.
Concise introduction to probability theory and to the problem and methods of statistical inference as encountered and applied in econometrics: maximum likelihood theory, method of moments, method of least squares, and hypothesis testing.

Econometrics II G31.2101
Prerequisite: G31.2100 or permission of the instructor. 4 points.
Econometrics analysis of the general linear model; the estimation of distributed lag models; misspecification analysis; and models involving errors in variables.

GENERAL ECONOMIC THEORY (10)

Evolution of Economic Thought G31.2041 4 points.
Interrelations between changing social formations and economic thought, from prehistory and the Greco-Roman world to classical economics and the rise of modern capitalism in the West. Ends with the crisis of classicism and the emergence of neoclassical economics.

Development of Economic Analysis Since 1870 G31.2042
Prerequisites: G31.1023 and G31.1025, or permission of the instructor. 4 points.
Examines the distinctive features of the major schools of economic theory as they emerged during the last decades of the 19th century and ways in which their views have shaped 20th-century ideas.

Economics of Uncertainty and Information G31.2044
Prerequisite: G31.1024 or permission of the instructor. 4 points.
Studies individual behavior and general equilibrium under uncertainty. Models of adverse selection, signaling, and principal agent problem in the framework of Bayesian games.

History of Economic Thought: Austrian School G31.2045
Prerequisite: G31.1003, G31.1023, or permission of the instructor. 4 points.
The contributions of the Austrian school of economics, with a focus on subjective value, cost, price imputation, structure of production, theory of interest, nature of money, business cycles, socialist calculation, and methodology.

Economic Analysis of Law G31.2047 4 points.
Application of economic analysis to the study of common law doctrines, institutions, and procedures. Topics include the Coase Theorem, pollution, incentives to avoid accidents, strict liability, negligence, standards of proof, and the process of judge-made law. Provides the basic tools necessary to understand major legal issues from an economic perspective.

Investment in R&D, Productivity Analysis and Spillover, and Public Sector Capital I G31.2048
Prerequisites: G31.1022, G31.1024, and G31.1026, or permission of the instructor. 4 points.
Capital theory, investment models, and theories of human capital. An attempt is made to integrate these theories and to explore their limitations. Empirical evidence is discussed and evaluated.

Ethics and Economics G31.2050 4 points.
Exploration of the interface between ethical theory and normative economics. Topics include the utilitarian foundation of modern welfare economics, economic basis of moral rules, interpersonal comparisons of utility, wealth maximization, social cost-benefit analysis, economic value of human life, and critique of utilitarianism.

Game Theory I G31.2113
Prerequisite: G31.1024 or permission of the instructor. 4 points.
Introduction to noncooperative game theory. Covers Bayesian games, refinements of Nash equilibrium, repeated games, and optimal mechanism design.

Experimental Economics G31.2114 4 points.
Studies experimental methods and reviews the literature in an effort to give the student a working knowledge of experimental techniques. While the areas of application vary, the course is research oriented.

Game Theory II G31.2115
Prerequisites: G31.1023, G31.1024, and G31.2113, or permission of the instructor. 4 points.
Course on decision theory and cooperative microeconomics. Covers classical theory of individual choice, theory of social choice, mechanism design, Nash bargaining, and theory of cooperative games.

QUANTITATIVE ECONOMICS (10)

Income Distribution in the United States G31.1108
Prerequisites: G31.1003, G31.1023, and G31.1101, or permission of the instructor. 4 points.
Surveys theories of income distribution and empirical evidence for the United States. The first part gives a historical overview of inequality in the United States in the 20th century. Human capital, Marxism, internal labor market, dual labor market, and structural theories of income inequality are then surveyed along with their supporting evidence. Also covered are topics on screening, ability and earnings, discrimination, and growth and inequality.

Macroeconometrics G31.2102
Prerequisite: G31.2101 or permission of the instructor. 4 points.
Overview of econometric methods commonly used in analyses of macroeconomic and financial time series and in estimation and testing of dynamic economic models. Stationary time series models, structural vector autoregres-
sions, generalized method of moments, unit roots, cointegration, and permanent-transitory decompositions. Covers basic theory and recent applications (usually taken from the macroeconomics literature). Strongly recommended for students who plan to conduct research in macroeconomics. Typically taken in second year.

**Microeconometrics** G31.2103
Prerequisite: G31.2101 or permission of the instructor. 4 points.

Topics typically include applications in which (1) the dependent variable is discrete; (2) nonrandom sampling is caused by censoring; (3) order statistic estimators are employed; and (4) panel data are utilized. Covers econometric theory, computational issues, and substantive applications from the fields of labor economics, industrial organization, and public economics. Typically taken in second year.

Prerequisites: the graduate theory sequence and basic econometrics, or permission of the instructor. 4 points.

Begins with an introduction to difference and differential equations as a precursor to the modern qualitative analysis of nonlinear dynamical systems, with emphasis on the understanding of the properties of dynamical systems. Requires extensive use of the differential/difference equation simulator in Matlab, which provides deeper insight into the formal equations under analysis. Students are encouraged to experiment. This section of the course provides a bridge to the second section.

The second section of the course analyzes stochastic processes and stochastic differential equations, including diffusion and jump processes, with emphasis on Markov processes that prove useful in the analysis of economic and financial data. Develops the links between the solutions of stochastic differential equations and time varying transition densities, or time varying transition probabilities, as well as the derivation of time invariant, stationary, equilibrium densities. Also develops the links between SDEs, stationary equilibrium distributions, and the Fokker-Planck equations. Explores applications to economic and financial analysis.

**Nonlinear Dynamical Processes, Stochastic Processes, and Time Series: Part II** G31.3106
Prerequisite: G31.3105 or permission of the instructor. 4 points.

Begins with a brief review of the time domain analysis of stationary time series models, but viewed as noise-driven difference equations. Provides an introduction to the estimation of stochastic differential equations as well as the estimation of the transition matrices for analyzing Markov processes. Examines both the Ozaki approach to the estimation of SDEs as well as the "compartment" models so useful in chemistry and biology. Develops Kalman filters and elucidates their use in economic analysis. Discusses modern spectral techniques and their extension to nonstationary processes together with their relevance to economic and financial data. Introduces the analysis of wavelets and gives practical examples of applications to economic and financial data. Also discusses functional data analysis. In all cases, practical examples are given, and computer implementation is described.

**ECONOMIC MODELING (20)**

Industry Modeling and Forecasting I, II G31.2208, 2209
Prerequisite: G31.1101 or permission of the instructor. 4 points per term.

Models of particular industries; review of literature, modeling techniques common to many industries, unique models for specific industries. Students develop models of specific industries, using microcomputer software such as micro TSP and Lotus 1-2-3.

**PUBLIC ECONOMICS AND URBAN ECONOMICS (30)**

Public Economics I G31.1301
Prerequisite: G31.1003, G31.1023, or permission of the instructor. 4 points.

Positive and normative analysis of government expenditure. The Fundamental Welfare Theorems. What goods the government should supply (public goods) and the evaluation of public projects. When the government should interfere with private decision making (externalities), Pigou taxes, and the Coase Theorem. Club goods and models of local government. The Arrow Impossibility Theorem and predictive models of government behavior.

**Public Economics II** G31.1302
Prerequisite: G31.1301 or permission of the instructor. 4 points.

Market failures when behavior cannot be monitored (moral hazard) or type cannot be observed (adverse selection). Positive and normative models of taxation. How taxes affect behavior (labor supply, savings, and risk taking). Who pays the tax (tax incidence)? Social security and optimal debt policy. Optimal tax policy.

**MONETARY ECONOMICS (40)**

Advanced Macroeconomics I G31.2403
Prerequisites: G31.1022 and G31.1026, or permission of the instructor. 4 points.

Analyzes real models of economic fluctuations. Presents "classical" models, i.e., models for which equilibrium allocations are efficient, and "nonclassical" real models, including models with fiscal distortions, productive externalities, and imperfect competition.

Advanced Macroeconomics II G31.2404
Prerequisite: G31.2403 or permission of the instructor. 4 points.

Focuses on the monetary and financial aspects of economic fluctuations and business cycle models discussed in Advanced Macroeconomics I, by introducing money, nominal rigidities, and financial intermediation. Emphasis is on the role and effects of monetary policy, both in theory and data.

**INTERNATIONAL ECONOMICS (30)**

Theory of International Finance G31.1501
Prerequisites: G31.1023 and G31.1025, or permission of the instructor. 4 points.

The balance of payments, foreign exchange markets, adjustment mechanisms, capital movements, gold and other monetary reserves, and reforms of the system.

Theory of International Trade G31.1502
Prerequisite: G31.1025 or permission of the instructor. 4 points.

Comparative advantage; endowment, mobility, allocation, and earnings of productive factors; trade restriction (tariffs, quotas); customs unions.
ECONOMIC GROWTH AND DEVELOPMENT (60)

Theory of Economic Development I G31.1601 Prerequisite: G31.1003, G31.1023, or permission of the instructor. 4 points.

The historical and contemporary process of transformation of less-developed economies, internal and international sources of and barriers to development; strategies for effective use of internal and external finance, growth theory and development; models of dualistic development, unemployment, and migration, problems of income distribution, population growth, education, and rural development.


Current topics in economic development in their theoretical, empirical, and policy contexts. Issues include the north-south dialogue, appropriate technology, the role and limitations of the state, population and development policy, urbanization, human resource development, and prospects for private and public foreign assistance.

LABOR ECONOMICS (70)

Labor Economics I G31.1701 Prerequisites: G31.1003 and G31.1005, or G31.1023 and G31.1025, or permission of the instructor. 4 points.

Focuses on dynamic models of labor market behavior. Reviews dynamic optimization theory and develops the model of job market search. The baseline model for analyses of labor market dynamics at the industrial level and the search model are used to discuss estimation issues and to build partial equilibrium models of the labor market. Other models of equilibrium wage determination include signaling models, matching models, and models with asymmetric information and moral hazard (efficiency wages). Considers theory and empirical implications of the human capital investment model, with applications to occupational choice and the effect of cohort size on human capital investment and earnings outcomes.

Labor Economics II G31.1702 Prerequisite: G31.1701 or permission of the instructor. 4 points.

Focuses on household decision making in both static and dynamic contexts. Develops models of family decision making using both neoclassical and bargaining theories. Examines the differences in the empirical implications of the two types of models. Considers labor supply issues and the economics of the marriage market, fertility, welfare programs, econometric issues, and endogenous sample selection.

INDUSTRIAL ORGANIZATION (80)

Industrial Organization I G31.1801 Prerequisite: G31.1023 or permission of the instructor. 4 points.

Introduces standard and strategic models of market behavior and structure. Covers the firm, production and transaction costs, single-firm behavior, choice of quality and product differentiation, vertical integration and vertical restraints, static and dynamic oligopoly, supergames, and finite horizon models.

Industrial Organization II G31.1802 Prerequisite: G31.1801. 4 points.


RESEARCH TOPICS, SEMINARS, AND WORKSHOPS

Reading and Research in Economics G31.3000 Prerequisite: security under an advisor. Prerequisites: permission of the advisor and the department. 1-6 points per term; 2 points for the M.A.

Topics in Economics G31.3001, 3002 4 points per term.

Topics of current interest are examined in detail. Students are notified in advance of the topic(s) to be covered. Three or more sections are offered each semester, each covering a different topic.

RESEARCH WORKSHOPS

Research workshops typically have professors from other universities present their recent work. Students at the dissertation level also present their work in these workshops. The department offers four workshops.

Workshop in Microeconomics Research G31.3003, 3004 Prerequisites: all required courses for Ph.D. students. 4 points per term.

Students, faculty members, and visitors present research in progress for discussion and critical comment.

Workshop in Macroeconomic Research G31.3005-3006 Prerequisite: G31.1026. 4 points per term.

Doctoral-level course consisting of a series of seminar presentations in macroeconomics by students, faculty, and guests. Emphasis is on research in progress. Topics include inflation, employment and labor markets, monetary and fiscal policy, consumption and saving behavior, investment and capital formation, and aggregate supply and growth.

Applied Econometrics Workshop G31.3007, 3008 Prerequisite: permission of the instructor. 4 points per term.

Doctoral-level workshop consisting of a series of seminar presentations in applied econometrics by students, faculty, and guests. Emphasis is on issues involving panel data, macro-, development, and labor economics.

Austrian Economics Colloquium G31.3402 Prerequisite: permission of the instructor. 4 points.

Discussion of current research in the Austrian economics tradition. Themes treated include subjectivism, the market as dynamic process, and entrepreneurship. Ideas are applied to both micro and macro issues. Discusses papers written by students and faculty from New York University and other universities.

Workshop in International Economics G31.3501-3502 Prerequisite: G31.1501, G31.1502, or permission of the instructor. 4 points per term.

Advanced workshop for doctoral students pursuing dissertation topics in international trade and finance. Presentation of student research and dissertation proposals and original research papers by guests and members of the faculty.

RELATED COURSES

Students are advised to consult the individual course descriptions of the Departments of Anthropology, History, Mathematics, Political Science, and the Center for Latin American and Caribbean Studies of the Graduate School of Arts and Science, as well as the Leonard N. Stern School of Business, the Robert F. Wagner Graduate School of Public Service, and the School of Law. Courses offered include the following:
The European Union: Past, Present, and Future G31.1509 Identical to G53.3502. Offered by the Center for European Studies (in conjunction with the Departments of Politics and Economics). 4 points.
Examines the evolution of the European Union from the European Coal and Steel Community to the potential inclusion of former East European countries. Issues include implications for the future, such as the Single European Act; European political institutions; and agricultural, industrial, and social welfare policies. Considers the theory and politics of international economic integration and alternative models of coordination.

Economics of the Middle East G31.1608 Identical to G77.1781. 3 points.
Regional and developmental models are compared with the reality of the Middle East in terms of geology, climate, and patterns of religious and other administrations. The development potential of this world region is considered. Special attention is devoted to the petroleum industry, its economics and price patterns, and its repercussions on the economy of local societies.

Financing Urban Government G31.2302 Prerequisite: G31.1003 or G31.1023. 4 points.
The special character of public finance in complexly interrelated metropolitan communities operating with fragmented and multilayered governmental structures; the intergovernmental fiscal system and its functioning in urban areas; taxes and charges as means of financing urban public services and their economic and land-use effects; the financing of specific urban governmental functions.

The Political Economy of North-South Relations G31.2610 Identical to G53.2770. 4 points.
Issues in restructuring the international economic system. Analyzes initiatives of the Western, socialist, and developing countries. Emphasis is on trade and monetary questions.

The Political Economy of the Pacific Basin G31.2620 Identical to G53.2774. 4 points.
evaluates recent trends in East Asian and Pacific economic and political developments. The character of economic growth, the nature of the political systems, and implications of recent dynamism. Analyzes trends with discussion on three regions: Northeast Asia, Southeast Asia, and the Pacific Islands.

The Political Economy of Defense G31.2772 Identical to G53.2772. 4 points.
A leading national center for the study of literature, language, and writing, the Department of English welcomes qualified applicants who wish to pursue advanced study. Students take a varied curriculum to earn an M.A. or a Ph.D. degree in English and American literature, emphasizing literary history and criticism. The department offers creative writing students in fiction and poetry a choice between an M.A. degree in English with a focus in creative writing or an M.F.A. degree.

The department’s distinguished faculty members have received international recognition for the excellence of their publications. In recent years, faculty in literature have won the Pulitzer Prize; the Bancroft Prize; Guggenheim, National Endowment for the Humanities, and American Council of Learned Societies Fellowships; the Explicator Award; and the National Book Award. Faculty in creative writing have won the National Medal of Arts, the MacArthur Fellowship, the Pulitzer Prize, the American Book Award, the National Book Critics Circle Award, and several Lamont Prizes.

Students attend lectures, forums, readings, and discussions. Many advanced graduate students receive support to present their research and writing at national conventions and publish papers and creative writing in scholarly and literary journals and national magazines.

### Faculty

- **Harold Bloom**, Albert A. Berg Professor of English. Ph.D. 1955 (English), Yale; B.A. 1951 (English), Cornell. Shakespeare; originality; gnosticism; modern poetry.

- **Mary J. Carruthers**, Professor; Dean for the Humanities, Faculty of Arts and Science; Director, Center for Research in the Middle Ages and the Renaissance. Ph.D. 1965 (English), Yale; B.A. 1961 (English), Wellesley College. Medieval literature and rhetoric; memory and mnemonic technique; the history of spirituality.


- **Christopher Collins**, Professor. Ph.D. 1964 (comparative literature), Columbia; M.A. 1959 (Latin), California (Berkeley); B.A. 1958 (English), St. Anselm’s College. Psychology of literature and rhetoric; American poetry and poetics.


- **Carolyn Dinshaw**, Professor; Director, Center for the Study of Gender and Sexuality. Ph.D. 1982 (English literature), Princeton; B.A. 1978, Bryn Mawr College. Middle English literature and culture; postcolonial studies; feminist studies; lesbian/gay/bisexual/transgender studies.


- **Elaine Freedgood**, Associate Professor. Ph.D. 1996 (English and comparative literature), M.Phil. 1992, M.A. 1990 (English), Columbia; B.A. 1989 (summa cum laude), Hunter College. Victorian literature and culture; history of the novel; postcolonial literature;
critical theory, especially of gender and sexuality.


English Renaissance literature; interrelationships of literature and the visual arts; literature and medicine.

**Dustin Griffin,** Professor. Ph.D. 1969 (English), Yale; M.A. 1967 (English language and literature), Oxford; B.A. 1965 (English), Williams College.

Authorship; literature and national identity; Samuel Johnson; literary patronage; satire.

**John D. Guillory,** Professor; Chair, Department of English. Ph.D. 1979 (Renaissance literature), Yale; B.A. 1974, Tulane.

Renaissance poetry; Shakespeare; Milton; literature and science in the Renaissance; history of criticism; sociology of literary study; 20th-century literary theory.


Twentieth-century English and U.S. literature; contemporary U.S. cultural studies; African American literature and culture; gender and sexuality theory.

**Martin Harries,** Assistant Professor. Ph.D. 1995 (comparative literature), Yale; B.A. 1987, Columbia.

Modern drama; film; Shakespeare; theory; spectatorship.

**Anselm Haverkamp,** Professor. Dr.Phil.Habil. 1983 (German and comparative literature), Konstanz; Dr.Phil. 1975 (medieval literature and literary theory), Heidelberg; M.A. 1968 (literature, history, and philosophy), Konstanz.

Critical theory; literature of the 16th through the 18th centuries.

**Josephine Gattuso Hendin,** Professor. Ph.D. 1968 (English and American literature), M.A. 1965, Columbia; B.A. 1964 (English language and literature), City College.

Contemporary American literature and culture; psychology and literature; ethnicity and literature; creative writing.

**David L. Hoover,** Associate Professor; Associate Chair, Department of English. Ph.D. 1980 (English language), M.A. 1974, Indiana; B.A. 1971 (English and philosophy), Manchester College.

Linguistic stylistics; computers and the humanities; human and animal language and cognition; Old English meter.

**Pat C. Hoy,** Professor; Director, Expository Writing Program. Ph.D. 1979, M.A. 1968, Pennsylvania; B.S. 1961, United States Military Academy.

The essay; writing pedagogy; Forster, Woolf, Lawrence, and Conrad.


Nineteenth-century American poetry and culture; history of the lyric; feminist literary criticism; history of literary criticism; comparative literature.

**Galway Kinnell,** Erich Maria Remarque Professor of Creative Writing, M.A. 1949 (English), Rochester; B.A. 1948 (English), Princeton.

Creative writing.


Romantic literature; philosophical criticism; biography; American cultural studies.


Renaissance and 17th-century literature; poetry; cultural, historical, and religious backgrounds.


English romantic literature.

**Paula Marshall,** Helen Gould Shepard Professor of Literature and Culture. B.A. 1953, Brooklyn College.

Creative writing.


Reader theory; biography; sexuality and literature; cultural studies; Victorian literature; modern literature.

**Elizabeth McHenry,** Assistant Professor. Ph.D. 1993 (English), Stanford; B.A. 1987 (English), Columbia.

African American literature, culture, and intellectual history; 19th- and 20th-century American literature, especially ethnic or “minority” literatures; comparative women’s narratives; history of the book.


Modern literature; critical theory.


Old English language and literature; medieval studies; philology; linguistic historiography.

**Sharon Olds,** Professor. Ph.D. 1972 (English), Columbia; B.A. 1964, Stanford.

Poetry; community outreach; writing workshops.


American literature and culture; minority discourse; cultural studies; literary historiography.

**Mary L. Poovey,** Professor; Director, Institute for the History of the Production of Knowledge. Ph.D. 1976 (English), M.A. 1976, Virginia; B.A. 1972, Oberlin College.

Victorian literature and culture.


American literature; Henry James; American pragmatism; cultural and intellectual history.

**Martha Rust,** Assistant Professor. Ph.D. 2000 (English), California (Berkeley); M.A. 1994, California Polytechnic State; B.A. 1976, California (Berkeley).

Middle English language and literature; paleography and codicology; medieval manuscript culture.


Asian American literature; contemporary British and American literature; world literature in English.
Programs and Requirements

Admission: Applications are accepted for programs leading to the M.F.A. degree, the M.A. degree with a focus area in creative writing, and the Ph.D. and M.A. degrees in English and American literature. Applicants for all of these programs must submit completed applications and the following supporting documentation: a statement of purpose, Graduate Record Examination (GRE) general test results, two official copies of transcripts from each university previously attended, and three letters of recommendation.

Applicants whose native language is not English must submit TOEFL results unless they have received their undergraduate degree from an accredited American college or university or from a college or university where the language of instruction is English. Near-native fluency in English is crucial for successful completion of all the programs offered by the department.

All application materials and supporting documents must be sent directly to Graduate Enrollment Services (see the application at the back of this bulletin for instructions). Applications submitted directly to the department are not considered. The department and the Creative Writing Program withdraw from consideration all applications that are missing supporting documents one month after the posted deadline.

In addition to the items listed above, which are required throughout the Graduate School of Arts and Science, applicants for the Ph.D. program in the Department of English must also submit results of the GRE subject test in English as well as a writing sample (10-12 pages). The department may request applications for the Ph.D. program for full admission only. The recommended deadline is December 15, and the final deadline is January 4.

The deadline for applications for the M.A. program in English and American literature is March 1.

Applicants for the M.F.A. program or the M.A. program with a focus area in creative writing must also submit a writing sample, which should consist of no more than 25 double-spaced, typed pages of fiction or 10 single-spaced, typed pages of poetry (in a font size no smaller than 10 points). The writing sample is the most important component of the application for the Creative Writing Program (CWP). Two copies should be sent to Graduate Enrollment Services along with two copies of each part of the application; the completed file is forwarded to the CWP. Please do not send the application or writing sample directly to the CWP; doing so only slows down the process. Applications are accepted for either poetry or fiction, but not for both, nor for drama. The Creative Writing Program considers applications for fall admission only. The deadline is January 4.

Applicants for the M.A. programs and for the M.F.A. program are accepted into those programs only. Applicants for the Ph.D. program who are not accepted into that program are considered for the M.A. program if they request it in a cover letter. Students who have completed an M.A. or M.F.A. degree at New York University may apply for the Ph.D. program. They must meet the January deadline, must submit a writing sample (10-12 pages) and results of the GRE subject test in English, and may submit additional letters of recommendation. They are considered along with the external applicants.

MASTER OF ARTS

Requirements for the Master of Arts degree in English and American literature include the completion of 32 points (eight 4-point courses) and the following specific requirements:
1. One course in English language selected from among the following: G41.1060, G41.1061, G41.2044, G41.2045, or G41.2072. This requirement may be waived if the student has taken an equivalent course elsewhere.
2. Proficiency in a language other than English. This requirement may be satisfied either before or after matriculation at NYU by (a) achieving a grade of B or better in the fourth term of a college language course completed no more than two years prior to matriculation for the M.A. degree in English and American literature at New York University or (b) passing a language examination at a comparable level of proficiency. International students whose native language is not English should consult the director of graduate studies.
3. A special project consisting of an extended term paper (minimum 9,000 words) to be completed in connection with one of the courses taken in the M.A. program. See the director of graduate studies for details.
4. Completion of all requirements within five years.

To qualify for the degree, a student must have a GPA of at least 3.0, must complete a minimum of 24 points with a grade of B or better, and may offer no more than 8 points with a grade of C. A student may take no more than 36 points toward the degree.
Focus in Creative Writing

This focus area is designed to offer students an opportunity to perfect their own writing and at the same time develop their knowledge of English and American literature. This focus is recommended for students who may want to apply to a Ph.D. program in English literature or to teach literature as well as creative writing at the secondary-school level.

Requirements for the Master of Arts degree with a focus area in creative writing include the completion of 32 points (eight 4-point courses) and the following specific requirements:

1. Four graduate creative writing workshops taken in four separate semesters (16 points).
2. Four courses in English and American literature (16 points). One of the courses must be either The Craft of Poetry, The Craft of Fiction, or The Craft of Short Fiction, taught by a member of the CWP faculty. The remaining three must be drawn from other graduate courses offered by the English department.
3. A creative thesis in poetry or fiction, consisting of a substantial piece of writing—a novella, a collection of short stories, or a group of poems—to be submitted in the student’s final semester. The project requires the approval of the student’s faculty thesis adviser (who is also the student’s final workshop instructor) and of the director of the Creative Writing Program.
4. Proficiency in a language other than English. This requirement may be satisfied either before or after matriculation at NYU by (a) achieving a grade of B or better in the fourth term of a college language course completed no more than two years prior to matriculation for the M.A. degree in English and American literature at New York University or (b) passing a language examination at a comparable level of proficiency. International students whose native language is not English should consult the director of graduate studies.
5. Completion of all requirements within five years.

To qualify for the degree, a student must have a GPA of at least 3.0, must complete a minimum of 24 points with a grade of B or better, and may offer no more than 8 points with a grade of C (no more than 4 points with a grade of C in creative writing workshops). A student may take no more than 36 points toward the degree.

MASTER OF FINE ARTS

The M.F.A. program in creative writing is designed to offer students an opportunity to concentrate more intensively on their writing and to choose, from a wider selection, those courses that will best help them develop as writers. The M.F.A. program does not have a foreign language requirement. This program is recommended for students who may want to apply for creative writing positions at colleges and universities, which often require the M.F.A. degree.

Requirements for the Master of Fine Arts degree include the completion of 32 points (eight 4-point courses) and the following specific requirements:

1. Four graduate creative writing workshops taken in four separate semesters (16 points).
2. One to four craft courses (The Craft of Poetry, The Craft of Fiction, and The Craft of Short Fiction), taught by members of the CWP faculty. Craft courses may be repeated provided they are taught by different instructors (4 to 16 points).
3. Any remaining courses chosen from any department with the permission of that department and of the director of the Creative Writing Program.
4. A creative thesis in poetry or fiction, consisting of a substantial piece of writing—a novella, a collection of short stories, or a group of poems—to be submitted in the student’s final semester. The project requires the approval of the student’s faculty thesis adviser (who is also the student’s final workshop instructor) and of the director of the Creative Writing Program.

5. Completion of all requirements within five years.

To qualify for the degree, a student must have a GPA of at least 3.0, must complete a minimum of 24 points with a grade of B or better, and may offer no more than 8 points with a grade of C (no more than 4 points with a grade of C in creative writing workshops). A student may take no more than 36 points toward the degree.

DOCTOR OF PHILOSOPHY

Requirements for the Doctor of Philosophy degree in English and American literature include the completion of 72 points and the following specific requirements:

1. Proseminar (G41.2080), which must be taken in the student’s first semester.
2. One course in English language selected from among the following: G41.1060, G41.1061, G41.2044, G41.2045, or G41.2072. This requirement may be waived if the student has taken an equivalent course elsewhere.
3. Six doctoral seminars (selected from G41.3100 through G41.3960).
4. One 4-point Guided Research course in preparation for submission of the dissertation proposal.
5. One 4-point Guided Research course in teaching preparation (taken during the final semester of the teaching assistantship).
6. An M.A. thesis consisting of a semi-paper revised as though for publication.
7. A doctoral examination, based on three individualized reading lists covering two historical fields and one topic. The examination fields are Old and Middle English; Renaissance; 18th-century British (1660-1800); 19th-century British (1789-1914); 20th-century British; American: beginning to 1865; American: 1865 to present; and modern English (1860-present). Topics are theoretical approaches to the study of literature, such as aesthetics; colonialism and postcolonialism; gender; genre; performance; reception; and the interrelations of literature and another discourse (e.g., philosophy, politics, psychology, the visual arts). The examination is supervised by a committee of three faculty members chosen by the student. It consists of a written part followed by an oral part. Students must have the M.A. degree in hand before sitting for the doctoral examination.
8. Proficiency in a language other than English. This requirement may be satisfied either before or after matriculation at NYU by demonstrating either (a) advanced proficiency in one language by completing the sixth term of an acceptable college language course with a grade of B or better or by passing a language examination at a comparable level of proficiency or (b) proficiency in two languages by completing the equivalent of four semesters of acceptable college work. The final course or examination establishing proficiency must have been completed no more than two years prior to matriculation for the Ph.D. program. The language(s) offered must be relevant to the dissertation research and scholarly practice of the field in which the student intends to work, and the department reserves the right to require a particular
language on these grounds. Any student whose first language is not English should see the director of graduate studies to discuss the use of that language to fulfill (or partially fulfill) the requirement.

9. A dissertation proposal and a dissertation. A student who has fulfilled all of the above requirements is approved for dissertation work and permitted to find a director for the dissertation. In the semester immediately following the semester in which the doctoral exam is taken—ordinarily the seventh semester of the program—students register for 4 points of guided research for the purpose of preparing a dissertation proposal. Ordinarily the director of the guided research will become the dissertation director. The dissertation director must be a member of the department. When the director has approved the proposal for the dissertation and the required chapter outline and working bibliography, two additional faculty members are appointed as readers. When they and the department chair have approved the proposal, the subject is formally registered in the department. The director and readers, who form the dissertation committee, ultimately approve the dissertation for defense. Two copies are submitted by the candidate: one for microfilming and deposit in the University library and one for the department.

10. A final oral examination in defense of the dissertation. The dissertation must have been approved in writing by the three readers before the examination is convened. Some revision, in addition to the mandatory correction of any errors, may be required as a result of the defense. The examining board consists of five members of the graduate faculty; at least two members of this board must have been official readers of the dissertation. In this final examination, the candidate is questioned for one hour on the dissertation. If the candidate fails the oral defense of the dissertation, a second examination is permitted, resulting either in a pass or in elimination from the Ph.D. program.

11. Completion of all requirements within seven years for students entering with an M.A. degree or ten years for students entering with a B.A. degree.

The department issues the Ph.D. Program Handbook, describing the requirements of the doctoral program in detail. Students should regard this handbook as the complete and authoritative statement of the rules of the Ph.D. program.

For updated information on department programs and activities, log on to www.nyu.edu/gas/dept/english.

LECTURES AND EVENTS

The Medieval and Renaissance Society sponsors lectures and parties.
The Biography Seminar includes biographers and faculty members Laurence Lockridge and John Maynard.
The Faculty Colloquium on Psychoanalysis and the Humanities is under the direction of Dr. Leonard Barkin.
The Fales Lectures and Colloquia include talks and readings by eminent scholars.

DEPARTMENTAL FINANCIAL AID

All accepted Ph.D. students in English receive four- or five-year fellowships/assistantships, paying a stipend plus remission of tuition and fees and providing at least two years of fellowship support and at least two years of teaching.

All students who apply to the Creative Writing Program (M.A. and M.F.A. degrees) are considered for the New York Times Foundation fellowships. These fellowships are awarded each year to live incoming students and provide stipends of $10,000 plus full tuition remission. The Creative Writing Program is fully committed to linking fellowship support with literary outreach programs. Times Fellows therefore teach creative writing one day a week in New York City public schools. Other outreach programs that link teaching in hospitals and schools include the Coler-Goldwater Memorial Hospital teaching fellowships, the Starr Foundation fellowships, and the Starworks teaching fellowships. Most teaching stipends are $1,000 per term. In addition, approximately 20 of our second-year students are invited to teach one undergraduate creative writing workshop. Students teaching these classes receive a salary of $3,250. Other departmental fellowships are available.

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the application at the back of this bulletin. All applications for financial aid must be received by January 4 for the following fall.

Courses

Except for creative writing courses, which have different restrictions, courses are offered on three levels, as indicated by their course number. The 1000-level courses (1000-1999) are introductory graduate courses open to M.A. and Ph.D. students and to upper-level undergraduates with permission of the instructor; 1000-level courses serve as introductions to periods, genres, or theoretical approaches. The 2000-level courses (2000-2999) are open to M.A. and Ph.D. students. The 3000-level courses (3100-3999) are doctoral seminars open to Ph.D. students only. Enrollment in writing workshops is limited to 12 students.

CREATIVE WRITING WORKSHOPS

Workshop in Poetry I, II G41.1910, 1911 Prerequisite: admission to the Creative Writing Program. Kinell, Olds, visiting faculty. 4 points per term.

Discussion of students’ own work.

Workshop in Fiction I, II G41.1920, 1921 Prerequisite: admission to the Creative Writing Program. Marshall, visiting faculty. 4 points per term.

Regular submission and discussion and analysis of student work in one or more fictional modes (short story, short novel, novel), with examination of relevant readings illustrating point of view, plot, setting, characterization, dialogue, and aspects of style. Regularly scheduled conferences with the instructor.

CRAFT COURSES

These courses are normally restricted to creative writing students.

The Craft of Poetry G41.1950 Kinell, visiting faculty. 4 points.

Poetry from the point of view of the writer. Discussion of ways of producing rhythm in language; formal and free verse; metaphor; the humanizing con-
ventions; syntax; the line; revision; and so on. Students may be asked to memorize poems.

The Craft of Fiction G41.1960

Study and analysis of major examples of the novel, novella, and short story to disclose the technical choices confronted by their authors. Consideration of theme and its formulation; choice of protagonists and minor characters; techniques of characterization; point of view; reflexivity and the author’s relation to his or her material; structure of the narrative; deployment of symbol and image clusters; and questions of rhythm, style, tone, and atmosphere. Complemented by the study of critical works.

The Craft of Short Fiction G41.1962

Designed specifically for the graduate fiction writer and for those who are interested in exploring the short story form. Through an analysis of the short fiction of the major writers, the course provides students with a greater understanding of how these writers employ the basic elements of fiction in fashioning their stories. This analysis in turn increases students’ own proficiency as writers.

PROSEMINAR

Proseminar G41.2080 Required for and restricted to first-year Ph.D. students. Gilman, Harper, Poovey. 4 points.

Introduction to the aims and methods of doctoral work in the institutional context of the literary profession.

LANGUAGE AND LINGUISTICS

Introductory Old English G41.1060

Study of the language, literature, and culture of the Anglo-Saxons from about A.D. 500-1066. Oral readings of the original texts and a survey of basic grammar. Representative prose selections are read, but emphasis is on the brilliant short poems—Caedmon’s Hymn, The Battle of Maldon, The Seafarer, The Wanderer, and The Dream of the Rood—that prepare the reader for the epic Beowulf.

Introductory Middle English G41.1061 Carruthers. 4 points.

Study of representative prose and verse texts from 1100 to 1500, read in the original dialects, with emphasis on the continuity of literary traditions and creative innovation.

Development of the English Language G41.2044 Hoover, Momma. 4 points.

History of the English language from its beginnings in the fifth century to the present, with special emphasis on the Indo-European origins of English; Old and Middle English; internal developments in phonology, morphology, syntax, and vocabulary; and the rise of a standard dialect.

The Structure of Modern English G41.2045 Hoover, Momma. 4 points.

Introduction to the linguistic study of the English language, with special emphasis on phonetics, syntax, semantics, language acquisition, and the linguistic study of style.

Topics in the English Language G41.2072 Carruthers, Hoover, Momma. 4 points.

Varied content, approaches, and organization. Possible topics include, among others, linguistic approaches to literature, philology and literary history, speech-act theory/pragmatics and the study of literature, Standard English and the idea of correctness, and dialect and literature.

RHETORIC AND COMPOSITION

Practicum: Composition Theory G41.2046 Identical to E11.2511.

Required for teachers in the Expository Writing Program. Staff. 4 points.

Study of the current research on the composing process and its implications for classroom teaching. Considers all aspects of the writing process from prewriting through final product. Participants may be observed in a classroom setting.

Contemporary Rhetorical Theories G41.2047 Collins. 4 points.

Survey of contemporary rhetorical theories in terms of the three somewhat overlapping predominant models: the Western rhetorical tradition from Aristotle onward; modern linguistics and the philosophy of language; and the part social context plays in the determination of meaning as related to the third source of models—the social sciences, especially sociology, psychology, and social psychology.

The History of Rhetoric G41.2048

Carruthers. 4 points.

Survey of representative Western arguments about the nature of discourse, from Plato to the late 19th century. Topics include epistemological, ethical, and literary values and the questions of the power, authority, and purposes of language.

LITERATURE

Modern Irish: Gaelic Tradition in Writing and Folklore G41.1080 Waters. 4 points.

Topics in Irish Literature G41.1085 Waters. 4 points.

The Bible as Literature G41.1115 Identical to G90.2115. Feldman. 4 points.

Studies in Beowulf G41.1152

Prerequisite: G41.1060 or the equivalent. Momma. 4 points.

Beowulf in the light of paleography, metrics, and comparative editions; historical and literary analyses are also examined.

The Renaissance in England G41.1322 Gilman, Kinney, Lou. 4 points.

Major prose and poetry of the 16th century: More, Wyatt, Marlowe, Nashe, Sidney, Spenser, Shakespeare, and others.

Shakespeare I, II G41.1344, 1345 Kinney. 4 points per term.

First term: major comedies, histories, and tragedies from Titus Andronicus to Hamlet. Second term: Othello to The Tempest.

17th-Century Poetry G41.1420 Gilman. Lou. 4 points.

Major poets of the earlier 17th century, including Donne, Jonson, Herbert, Herrick, the Cavaliers, Crashaw, Marvell, Vaughan, and (the early) Milton.

Restoration and 18th-Century Drama and Theatre G41.1530 Cauldburn, Griffin, Starr, Waters. 4 points.

Heroic drama, tragedy, comedy of manners, sentimental comedy, mock drama, and farce from 1660 to 1800, exemplified in the dramatists from Dryden through Sheridan.

The English Novel in the 18th Century G41.1560 Starr. 4 points.

The rise of the novel from Behn to Austen.
Introduction to the Victorian Novel G41.1662 Freedgood, Maynard, Pooey, Spear. 4 points.

Modern Afro-American Novelists G41.1750 McHenry. 4 points.
Representative novels by Ellison, Toomer, Williams, Wright, Naylor, Baldwin, and Morrison.

Afro-American Poetry G41.1755 McHenry. 4 points.
The oral tradition; poetry from the Harlem renaissance to the present.

World Literature in English G41.1764 Sandhu. 4 points.
Literature that emerged with the breakup of the British Empire, with representative works from India, Pakistan, Nigeria, Kenya, South Africa, Australia, New Zealand, and Canada.

Topics in Performance G41.1770 Chaudhury, Harries. 4 points.

Introductory Topics in the History of the Production of Knowledge G41.1800 Pooey. 4 points.

Introductory Topics in Criticism G41.1955 Harper, Haverkamp, Maynard, Meisel. 4 points.

Introductory Topics in Literary Theory G41.1957 Freedgood, Guillory, Harper, Haverkamp, Meisel. 4 points.

Major Works of the 14th Century Exclusive of Chaucer G41.2252 Dinshaw, Rast. 4 points.

Chaucer I, II G41.2266, 2267 Carruthers, Dinshaw; Rast. 4 points per term.

Topics in Medieval Literature I, II G41.2270, 2271 Carruthers, Dinshaw; Momma, Rast. 4 points per term.

Medieval and Early Tudor Drama G41.2295 Staff. 4 points.
Liturical drama, mysteries, moralities, interludes, school plays, and Inns of Court plays.

Major Works of the 15th Century G41.2310 Staff. 4 points.
Literature studied in the interdisciplinary perspective of social, political, and cultural history. Readings from Hoccleve, Lydgate, Dunbar, James I, Henryson, Malory, Caxton, late medieval drama, and ballads and lyrics.

Elizabethan and Jacobean Drama G41.2333 Gilchrist, Kinney. 4 points.
Marlowe, Jonson, Kyd, Marston, Tourneur, Webster, Middleton, Rowley, Ford, Chapman.

The Age of Donne G41.2414 Gilman, Low. 4 points.
The poetry of Donne, Herbert, Jonson, and selected minor poets; the prose of Hooker, Donne, Bacon, Browne, and Burton.

The Age of Milton G41.2422 Gilman, Low. 4 points.

Milton G41.2430 Gilman, Guillory, Low. 4 points.
The poems of Milton, with emphasis on the major works Paradise Lost, Paradise Regained, and Samson Agonistes, together with selected readings in Milton’s prose.

Restoration and Early 18th-Century Literature G41.2521 Griffin, Sturr. Waters. 4 points.
The major works of Dryden, Swift, and Pope, together with the works of such contemporaries as Bunyan, Butler, Rochester, Marvell, Behn, Astell, Addison, and Steele.

Topics in 18th-Century Literature I, II G41.2540, 2541 Griffin, Sturr. Waters. 4 points per term.

Mid- and Later 18th-Century Poetry and Prose G41.2530 Griffin, Sturr. Waters. 4 points.
Literature of the mid- and late 18th century. Specific content varies yearly but may include poetry (Thomson, Gray, Collins, Johnson, Goldsmith, Smart, Cooper, Burns), nonfictional prose (Johnson, Boswell, Gibbon, Burke), and representative novels.

The Romantic Movement I, II G41.2620, 2621 Luckhage, Magnuson. 4 points per term.
First term: prose and poetry of Blake, Wordsworth, and Coleridge, with romantic prose. Second term: prose and poetry of Byron, Shelley, and Keats, with romantic prose.

Topics in Romanticism I, II G41.2626, 2627 Luckhage, Magnuson. 4 points per term.
Topics in political, philosophical, and critical approaches to romanticism.

Topics in Victorian Literature G41.2650 Freedgood, Maynard, Pooey, Spear. 4 points.

Victorian Studies G41.2661 Freedgood, Maynard, Pooey, Spear. 4 points.
Victorian poetry, fiction, and nonfiction prose in cultural context.

The Victorian Novel G41.2662 Freedgood, Maynard, Pooey, Spear. 4 points.
Novels selected from those of Dickens, Thackeray, the Brontës, Mrs. Gaskell, Trollope, George Eliot, Meredith, Hardy, Samuel Butler, and Gissing.

The Literature of the Transition I, II G41.2700, 2701 Maynard, Meisel. 4 points per term.
The emergence of modern British literature from the 1800s to the 1920s.
First term: Butler, Shaw, Wells, Chesterton, Pater, Wilde, Henry James, Gissing, Henley, Thomson, Hardy, Houseman, Kipling, and Conrad.
Second term: the Georgian poets (selections), Bennett, Galsworthy, Strachey, Forster, Woolf, Lawrence, Owen, Rosenberg, Sassoon, Ford, Yeats, Pound, and Joyce.

Modern British Novel G41.2720 Meisel. 4 points.
The problem of modernism in English prose fiction from Pater to Joyce and Woolf.

Contemporary British Novel G41.2721 Sandhu. 4 points.

The Literature of Modern Ireland I, II G41.2730, 2731 Donoghue. Waters. 4 points per term.
First term: the literature and mythology of the ancient Celt, the historical backgrounds of Irish nationalism, Anglo-Irish writers of the 18th and 19th centuries, the founders of the literary revival—Yeats, Moore, and Synge.
Second term: Synge, Lady Gregory, Shaw, O’Casey, Carroll, A. E., Stephens, Gogarty, Clarke, Kavanagh, Colm,
Rogers, Joyce, O’Flaherty, O’Faolain, O’Connor, and Stuart.

**Early American Literature** G41.2802
Waterman. 4 points.
American literature, 1607-1800, in its cultural setting. Topics include the literature of exploration and promotion; American Puritan poetry and prose; writing in the early South and the middle colonies; rise of the epic, the novel, and the theatre during the American Revolution, with related study of music and painting of the period; the beginning of American romanticism.

**American Literature: 1800-1865 I, II** G41.2810, 2811 Collins, Jackson, Posnock. Waterman, 4 points per term.

**American Literature: 1865-1900** G41.2820 Jackson, McHenry, Patell, Posnock. 4 points.
The poetry and fiction of the post-Civil War era, including Dickinson, De Forest, Howells, Twain, Garland, James, Crane, Frederic, Chopin, and Norris.

**Colloquium in American Civilization** G41.2834 Patell. 4 points.

**Topics in American Literature I, II** G41.2838, 2839 Collins, Harper, Hendin, Jackson, McHenry, Patell, Posnock. Waterman. 4 points per term.
Studies in major authors and themes.

**American Poetry Since 1900** G41.2840 Collins, Donoghue, Harper. 4 points.
Readings in 20th-century American poetry, with an emphasis on poetic theory and technique, literary interrelationships, and the development of modern poetic styles; Whitman, S. Crane, Robinson, Frost, symbolists and imagists, Pound, Eliot, H. Crane, Williams, Stevens, Moore, Cummings, Jeffers, and others.

**American Fiction: 1900-1945** G41.2841 Hendin, McHenry, Patell. 4 points.
Readings in 20th-century American fiction and nonfiction prose, with emphasis on the theory of fictional genres, literary innovation, stylistic experimentation, and recurrent themes in the modern novel; Dreiser, Wharton, Fitzgerald, Hemingway, Faulkner, Dos Passos, Cather, Steinbeck, Lewis, and Wolfe.

**Contemporary American Novel** G41.2844 Hendin, McHenry, Patell. 4 points.
Selected novels of Ellison, Mailer, Bellow, Malamud, Roth, Hawkes, Gaddis, Pynchon, Nabokov, Barth, and Flannery O’Connor.

**Henry James: Major Works** G41.2861 Hendin, Posnock. 4 points.
In-depth study of the major works of Henry James, emphasizing his treatment of the American scene, the aesthetic and moral impact of Europe on the American character, and his changing literary, formal, and psychological preoccupations.

**Modern English Drama** G41.2867 Chaudhuri, Harries. 4 points.
Study of the distinctively British realization of major movements in modern drama, in the works of such writers as Shaw, Eliot, Osborne, and Pinter. Special attention to the innovations of such recent writers as Stoppard, Bond, Hare, and Churchill.

**Women and the Novel** G41.2908 Freudgood. 4 points.
Feminist and formal approach to novels from the 18th century to modern times, including works by both men and women, with attention to the social and sexual roles of women, the condition of the woman writer, and the novel’s mode of discourse.

**Women Poets and the Tradition** G41.2910 Staff. 4 points.
Feminist approach to the works of women poets of the 19th and 20th centuries to identify an alternative, emergent tradition of women’s poetry. Readings from Elizabeth Barrett Browning, Christina Rossetti, Emily Dickinson, H. D., Sylvia Plath, Adrienne Rich, Elizabeth Bishop, and others, along with readings in feminist literary theory.

**Literature and Psychology** G41.2913 Collins, Haverkamp, Meisel. 4 points.
Examination of the common ground of literature and psychology in the light of modern psychoanalytic theory.

**Topics in Literature and Modern Culture** G41.2916 Donoghue, Locke. 4 points.
Studies in the interaction of literature and modern culture.

**Modern British and American Poetry** G41.2924 Bloom, Donoghue. 4 points.
Studies in major poets, with emphasis on the intrinsic character of poems; Hardy, Hopkins, Yeats, Pound, Stevens, Williams, Eliot, Crane, Auden, Thomas, Lowell, and Hughes.

**Contemporary Poetry** G41.2927 Staff. 4 points.
Approaches to the work of contemporary poets. Context varies yearly.

**Modern Drama I, II** G41.2930, 2931 Chaudhuri, Harries. 4 points per term.

**Poetic Language and Prosody** G41.2951 Collins. 4 points.
Focuses on aspects of texture in English and American poetry. Topics include the figures of sense (symbol and allegory, metaphor and metonymy, poetic diction and ordinary speech) and the figures of sound (accentual and syllabic meters, rhymed and blank verse, metered and free verse).

**Poetic Structure and Genre** G41.2952 Collins. 4 points.

**Major Texts in Critical Theory** G41.2953 Haverkamp, Lockridge. 4 points.
Major texts in critical theory from Plato to the present century are examined in order to raise fundamental questions concerning the origins, nature, and uses of literature.

**Contemporary Criticism** G41.2954 Gilman, Harper, Meisel. 4 points.
Comparative examination of major schools of contemporary criticism, American and European, describing the variety of critical perspectives and how they are interrelated.
Topics in Criticism I, II G41.2955, 2956 Donoghue, Harper, Haverkamp, Maynard, Meisel. 4 points per term. Application, exemplification, and reception of literary theory; history of criticism and theory. Critical configurations like the division of the public sphere and private space.

Topics in Literary Theory I, II G41.2957, 2958 Freedgood, Guillory, Harper, Haverkamp, Meisel. 4 points per term. Content varies.

The Language of Criticism G41.2960 Donoghue. 4 points. Study of 15 to 20 terms in traditional and contemporary criticism, along with their contexts and their application in practical criticism.

Rhetoric and Deconstruction G41.2964 Haverkamp. 4 points. Continuity/discontinuity of rhetoric and poetics with deconstruction as criticism. First- and second-degree deconstruction. Theory of metaphor and tropes; allegories of reading.


RESEARCH

Guided Research G41.3001, 3002, 3003, 3004 Prerequisite: permission of the director of graduate studies. 1-4 points per term.

DOCTORAL SEMINARS

Ordinarily open to Ph.D. students. Open to exceptionally qualified M.A. students only with permission of the instructor. Admission for all students ordinarily requires prior work in the field. Work in the course is geared to the writing of a potentially publishable research paper. With the approval of the instructor and the director of graduate studies, seminars offered in other departments might in some cases count as doctoral seminars.

Studies in Old English Verse and Prose G41.3154 Momma. 4 points.

Topics in Medieval Literature I, II G41.3269, 3270 Carruthers, Drushaw, Rusi. 4 points per term.

Topics in Renaissance Literature I, II G41.3323, 3324 Gilman, Kinney, Lou. 4 points per term.

Topics in 17th-Century Literature I, II G41.3452, 3453 Gilman, Lou. 4 points per term.

Topics in 18th-Century English Literature I, II G41.3536, 3537 Griffin, Starr, Waters. 4 points per term.

Topics in Romantic Literature I, II G41.3626, 3627 Luckridge, Magnuson. 4 points per term.

Topics in the Literature of the Transition G41.3700 Maynard, Meisel. 4 points.

Topics in the History of the Production of Knowledge G41.3961 Poovey. 4 points.

DISSEMINATION SEMINARS

Restricted to students who have passed the doctoral examination.

Dissertation Seminar in British Literature G41.3970 Griffin, Gilman, Magnuson, Maynard, Poovey. 4 points.


Dissertation Seminar in Theory G41.3974 Haverkamp. 4 points.
The Program in Environmental Health Sciences provides advanced training in scientific disciplines related to environmental health, with emphasis on major health problems, such as cancer and respiratory and cardiovascular diseases. The program provides specialized knowledge in an environmental health area, a perspective on the interrelationships of environmental health problems, and competence in a basic science. Both the M.S. and the Ph.D. degrees are offered.

The Department of Environmental Medicine is supported by a center grant from the National Institute of Environmental Health Sciences, which has designated it as a national "Center of Excellence" for research and teaching in environmental health sciences.

**Faculty**


Maarten C. Bosland, Associate Professor; Environmental Medicine, Urology, Director, NYU/NIEHS Center Inhalation and Animal Care Facility; Codirector, NYU/NIEHS Center Histopathology, Electron Microscopy and Cytogenetics Facility. Ph.D. 1989 (experimental pathology), D.V.Sc. 1978 (veterinary science), Utrecht (Netherlands). Hormonal carcinogenesis; prostate and breast cancer; prostate cancer chemoprevention; experimental pathology.

Fredric J. Burns, Professor. Ph.D. 1967 (biophysics), New York; M.A. 1961 (physics), Columbia; B.A. 1959 (physics), Harvard. Multiple stages in radiation and chemical carcinogenesis; DNA damage and repair in carcinogenesis and aging; cell cycle kinetics.

Lung Chi Chen, Associate Professor; Director, NYU/NIEHS Center Information Services; Codirector, NYU/EPA PM Health Center Core Facility. Ph.D. 1983 (environmental health), M.S. 1978 (environmental health), New York; B.S. (public health) 1976, National Taiwan.

Inhalation toxicology; exposure-response relations; air pollution.


Beverly S. Cohen, Professor; Director, NYU/NIEHS Inhalation and Exposure Assessment Facility; Director, NYU/EPA PM 10 Exposure, Dosimetry, and Modeling Research Core. Ph.D. 1979 (environmental health sciences), New York; M.S. 1961 (radiological physics), Cornell; B.A. 1953 (physics), Bryn Mawr College. Measurement of personal exposures to airborne toxicants; dosimetry of inhaled pollutant gases and aerosols; airborne radioactivity.


Norman Cohen, Professor. Ph.D. 1970 (environmental health sciences), M.S. 1965, New York; B.S. 1960 (chemistry), Brooklyn. Radiobiology, radiochemistry, and radiophysics of the biokinetics, metabolism, and toxicology of the heavy metal radionuclides in people and nonhuman primates; radiocology of nuclides in the environment; bioassay, internal dosimetry, and assessment of radionuclide exposure from measurements made in vivo.

Max Costa, Professor; Chair, Department of Environmental Medicine. Ph.D. 1976 (pharmacology major, biochemistry minor), Arizona; B.S. 1974 (biology), Georgetown. Metal carcinogenesis and toxicology; DNA-protein interactions; DNA damage.

Hugh L. Evans, Professor. Ph.D. 1969 (psychobiology), Pittsburgh; M.A. 1965 (psychology), Temple; B.A. 1963 (psychology), Rutgers. Neurotoxicology.

Krystyna Frenkel, Professor. Ph.D. 1974 (biochemistry), New York; M.S. 1964 (organic chemistry), Warsaw. Carcinogenesis and chemoprevention; role of endogenous oxidative stress in cancer and aging; contribution of inflammatory cytokines to carcinogenesis; effects of radiation- and chemical-induced free radicals and their interactions with DNA on cancer development; biomarkers of cancer risk.
George Friedman-Jiménez, Assistant Professor. M.D. 1982 (medicine), Albert Einstein College; B.A. 1974 (biology), Essex County College.

Occupational and clinical epidemiology; planning and prevention; molecular mechanisms of lung carcinogenesis.

Judith D. Goldberg, Professor; Director, Biostatistics Program. D.Sc. 1972 (biostatistics), M.S. 1967 (biostatistics), Harvard; B.A. 1965 (mathematics), Barnard College.

Design and analysis of clinical trials; survival analysis; disease screening and misclassification; analysis of observational data; statistical genomics.

Terry Gordon, Associate Professor. Ph.D. 1977 (toxicology), Massachusetts Institute of Technology; M.S. 1977 (toxicology), B.S. 1974 (physiology), Michigan.

Gene susceptibility of lung disease produced by environmental and occupational agents.


Molecular mechanisms and toxicology of pulmonary inflammation; reproductive toxicology.


Dosimetry of internally deposited radionuclides; measurement of radiation and radioactivity; risk modeling of radiation carcinogenesis.

Chuanshu Huang, Assistant Professor. Ph.D. 1994 (immunology), M.S. 1990 (microbiology and immunology), M.D. 1984 (medicine), Fourth Military Medical (China).

Signal transduction in tumor promotion and prevention; molecular mechanisms of ultraviolet (UV)- and metal-induced carcinogenesis.

Xi Huang, Assistant Professor. Ph.D. 1991 (toxicology and analytical chemistry), M.S. 1987, Paris; Ph.D. 1985, Beijing Agricultural.

Implication of iron and oxidative stress in human diseases, such as iron overload and dust-induced pneumoconiosis.

Kazuhiko Ito, Assistant Professor. Ph.D. 1990 (environmental health sciences), M.S. 1985 (environmental health sciences), New York; B.S. 1982 (applied chemistry), Yokohama National.

Human health effects of air pollution and risk analysis.


Inhalation toxicology; aerosol science; plastics toxicology and the toxicology of their monomers; combustion products; pulmonary pathophysiology; liver toxicity and pathophysiology; effects of lead and heavy metals on the developing nervous system.

Mimi Y. Kim, Associate Professor. D.Sc. 1990 (biostatistics), M.S. 1988 (biostatistics), Harvard; B.S. 1986 (biology), California (Berkeley).

Repeated assessment of biomarkers in epidemiologic studies; statistical methods in clinical trials.

Catherine B. Klein, Assistant Professor; Director, NYU/NIEHS Facility Cores; Director, NYU/NIEHS Laboratory Supplies and Services Facility Core; Consultant, NYU/NIEHS Cytogenetics Facility. Ph.D. 1988 (environmental health sciences), New York; M.S. 1978 (human genetics), George Washington; B.S. 1973, SUNY (Albany).

Mammalian mutagenesis; epigenetic gene control; DNA methylation; oxidants; metals; estrogens; molecular cytogenetics.

Karen Koenig, Assistant Professor; Director, NYU/NIEHS Center Biostatistics Shared Resource. Ph.D. 1989 (environmental health sciences), New York; B.A. 1972 (sociology), Ithaca College.

Epidemiology of coronary heart disease and cancer; epidemiologic methods.

Morton Lippman, Professor; Director, Human Exposure and Health Effects Program. Ph.D. 1967 (environmental health sciences), New York; M.S. 1955 (industrial hygiene), Harvard; B.Ch.E. 1954 (chemical engineering), Cooper Union.

Inhalation toxicology; aerosol science and physiology; occupational and environmental hygiene; air pollution.

Michael Marmor, Professor. Environmental Medicine, Medicine; Director, Epidemiology, Ph.D. Toxic. Ph.D. 1972 (physics), M.A. 1968 (physics), SUNY (Stony Brook); B.S. 1964 (physics), Queens College.

Epidemiology and prevention of HIV/AIDS, tuberculosis, and other infectious diseases; clinical trials of HIV vaccines and nonvaccine interventions; environmental and occupational epidemiology.


Mathematical statistics; biostatistics; mathematical biology; statistical design of HIV immunoreagents and a broadly effective polyvalent vaccine for HIV.

Christine Nadziejko, Assistant Professor. Ph.D. 1985, New York Medical College; B.S. 1972, Simmons College.

Mechanisms of chronic nonneoplastic lung disease.

Margareta Nordin, Research Professor. Med.Dr.Sci. 1982 (occupational orthopedics), Göteborg (Sweden); B.S. 1966, Sigrid Radubeks Gymnasium (Göteborg, Sweden).

Biomechanics; ergonomics; high back pain; prevention of injury and disability; motor control.

Vladimir P. Poltoratsky, Research Assistant Professor. Ph.D. 1991 (molecular and cellular biology), St. Petersburg Institute of Cytology; M.S. 1986 (biology), St. Petersburg State (Russia).

DNA repair; molecular mechanism of point mutagenesis; genetic alterations during malignant transformation; somatic hypermutations during T-dependent immune response.

Qingshan Qu, Research Assistant Professor. M.D. 1969 (medicine), B.S. 1965 (premedical science), Beijing Medical College.

Inhalation toxicology; cellular ion regulation.

William N. Rom, Professor, Medicine, Environmental Medicine. B.A. 1967 (political science), Colorado; M.D. 1971 (medicine), Minnesota; M.P.H. 1973 (environmental medicine), Harvard.

Environmental and occupational lung diseases; molecular mechanisms of lung cancer; tuberculosis/AIDS; interferon-gamma therapy for TB, and TB vaccine and immune response.

Toby G. Rossman, Professor; Director, Molecular and Genetic Toxicology Program. Ph.D. 1968 (basic medical sciences); B.A. 1964 (biology), New York.

Spontaneous mutagenesis; genotoxicity of metal compounds; mechanisms of resistance to metals; arsenic carcinogenicity.
Nirmal Roy, Research Assistant Professor. Ph.D. 1982 (biochemistry), Calcutta; B.Sc. 1975 (physiology), Presidency College (Calcutta).
Molecular biology of the aromatic hydrocarbon receptor pathway; DNA lesions and mutations induced by xenobiotic compounds.
Konstantin Salnikow, Research Assistant Professor. Ph.D. 1980, Institute of Cytology Academy of Science (Russia); M.S. 1975, St. Petersburg State.
Molecular mechanisms of metal toxicity; regulation of gene expression and response to metal toxicity.
Richard B. Schlesinger, Professor; Director, Systemic Toxicology Program. Ph.D. 1975 (biology), M.S. 1971 (biology), New York; B.A. 1968 (biology), Queens College.
Pulmonary anatomy and physiology; respiratory host defenses; pathogenesis of respiratory disease.
Roy E. Shore, Professor; Director, Epidemiology Program. Dr.P.H. 1982 (epidemiology), Columbia; Ph.D. 1969 (psychology and statistics), M.A. 1967 (psychology), Syracuse; B.A. 1962 (psychology), Houghton College.
Environmental and genetic epidemiology of cancer; radiation epidemiology; epidemiologic methods.
Jerome J. Solomon, Professor; Deputy Director, NYU/NIEHS Center; Director, Environmental Carcinogenesis Program; Director, Analytical Chemistry Resource, Kaplan Cancer Center. Ph.D. 1972-1975 (chemical physics), Rockefeller; Ph.D. 1972 (physical chemistry), Cornell; B.S. 1966 (chemistry), Brooklyn College.
DNA-carcinogen interaction; biological consequences of DNA adducts; mass spectrometry in carcinogenesis and environmental research.
Toxic algal blooms; population of anadromous fishes.
Moon-shong Tang, Professor. Ph.D. 1976 (molecular biology), M.S. 1975 (molecular biology), Texas (Dallas); B.S. 1966 (medical technology), National Taiwan.
Polycyclic aromatic hydrocarbons; DNA adducts; DNA repair.
George D. Thurston, Associate Professor; Director, NYU/NIEHS Center Community Outreach and Education Program. D.Sc. 1983 (environmental health sciences), M.S. 1978 (environmental health sciences), Harvard; B.Sc. 1974 (environmental engineering), B.A. 1974 (environmental studies), Brown.
Human health effects of inhaled air pollutants; asthma; aerosol science; acidic air pollution; air pollution meteorology and modeling; risk analysis.
Isaac Wirgin, Associate Professor. Ph.D. 1987 (biology), CUNY; M.A. 1980 (biology), City College; B.A. 1969 (political science), Hofstra.
Molecular biology of carcinogenesis; cancer in aquatic organisms; population genetics and molecular evolution.
Xiaonan Xue, Assistant Professor. Ph.D. 1995 (biostatistics), Johns Hopkins; M.S. 1991 (applied math and statistics), Minnesota; B.E. 1990 (management information system), Tsinghua (China).
Statistical methods and applications in epidemiology and medicine.
Anne Zeleniuch-Jacquotte, Research Associate Professor. M.D. 1981, Lille Medical School (France); M.S. 1983 (biostatistics), Paris XI.
Cancer epidemiology; methods in epidemiology and clinical trials.
Judith T. Zelikoff, Associate Professor. Ph.D. 1982 (experimental pathology), UMDNJ-New Jersey Medical School; M.S. 1976 (microbiology), Fairleigh Dickinson; B.A. 1973 (biology), Upsala College.
Immunotoxicology; development of alternative models and biomarkers for immunotoxicity testing; pulmonary immune defenses and alterations by inhaled pollutants; metal-induced immunotoxicity.

GRADUATE STEERING COMMITTEE
Fredric J. Burns, Beverly S. Cohen, Judith D. Goldberg, Catherine B. Klein, Michael Marmor, Margareta Nordin, Richard B. Schlesinger, Isaac Wirgin, Judith T. Zelikoff.

Programs and Requirements
The areas of study offered by the program are as follows: biostatistics, environmental toxicology and carcinogenesis, epidemiology, ergonomics and biomechanics, and exposure assessment and health effects (occupational-environmental hygiene).

The program collaborates with other departments of the Graduate School of Arts and Science. For example, a collaborative doctoral program between biology and environmental health is designed for students who wish to obtain a solid foundation in biology while specializing in environmental health.

Admission: Applicants are expected to have the equivalent of an undergraduate major in a biological, physical, or engineering science with grades of B or higher. Graduate Record Examination general test scores are required.

Applicants for admission and fellowship support in environmental health sciences should contact the graduate coordinator at (845) 731-3661.

Course of Study: Each student should have a full course of study approved by the assigned academic adviser who also assists the student in finding a research adviser. Courses of study have been tailored for each of the areas of study. The following core courses are required of degree candidates in the program:


MASTER OF SCIENCE
The Master of Science degree is awarded on satisfactory completion of 36 points and a master’s research project. A course of study leading to a stand-alone Master of Science degree in ergonomics and biomechanics is under review with the New York State Education Department for the 2001-2002 academic year. For further information, contact the Program in Ergonomics and Biomechanics at (212) 253-6690.
COURSES

The courses listed below are generally given during the day at Washington Square or the Research Laboratories for Environmental Medicine at Sterling Forest, Tuxedo, New York (43 miles from midtown Manhattan). Many of the courses are given in alternate years. Current course information and locations are available in the office of the graduate coordinator, (845) 731-3661. The most up-to-date listings of available courses can be obtained from the program Web site at niem.med.nyu.edu/gradprog.

Two-Part Courses: A hyphen indicates a full-year course with credit granted only for completing both terms. A comma indicates credit is granted for completing one term.

The following courses are lectures unless otherwise indicated.

ENVIRONMENTAL HEALTH SCIENCES

The Doctor of Philosophy degree is awarded on satisfactory completion of 72 points, of which at least 36 are didactic course credits and the remaining are research and tutorial credits, and a doctoral dissertation, which is defended in an oral examination. Qualifying written examinations are taken during the second year of study. As the second stage of the qualifying process, the student submits an outline of planned doctoral research and defends it orally. This should be done within a year after the written examination.

Housing

Housing is provided in Sterling Forest apartments. To obtain a housing application, contact Ms. Cindy McGinnis at (845) 731-3500 in Tuxedo, New York.

Two-Part Courses:

G48.1004 Environmental Health
Identical to G23.1004. Lippmann. 4 points.
Discussion of some of the basic concepts of environmental health science in terms of contaminant sources, transport, fate, and levels in environmental media (air, water, food, and soil) and occupational settings. Hazard recognition and control are discussed in terms of toxicology, epidemiology, exposure assessment, risk assessment, and risk management.

G48.1006 Toxicology
Identical to G23.1006. Not open to students who have taken G48.2310 or G23.2310.
Introduction to the science of toxicology, stressing basic concepts essential to understanding the action of exogenous chemicals on biological systems. Principles underlying the absorption, metabolism, and elimination of chemicals are discussed. Toxickinetics, specific classes of toxic responses, and experimental methods used to assess toxicity are also examined.

G48.2018 DNA Replication, Damage, and Repair
Identical to G23.2018. Prerequisite: biochemistry. Harley. 4 points.
The basic processes involved in DNA replication, damage formation, and processing, with an emphasis on eukaryotic cells. Topics include DNA structure and the chemistry of adduct formation, DNA polymerase structure and function, DNA replication mechanisms and fidelity, the enzymology of DNA repair, and mechanisms of mutagenesis.

G48.2031 Environmental Hygiene
Identical to G23.2031. Thurston. 4 points.
Comprehensive introduction to the properties, behavior, and measurement of suspended particles, including background on their underlying physical and chemical principles. Presents the properties of ambient atmospheric aerosols and their respiratory deposition.

G48.2033 Aerosol Science
Thurston. 4 points.

G48.2035 Environmental Hygiene Measurements
Identical to G23.2035. B. Cohen. 4 points.
Instrumentation, procedures, and strategies for quantitative evaluation and control of hazardous exposures, with emphasis on airborne particles, vapors, and gases and physical agents, including ionizing and nonionizing radiations, noise, and abnormal temperatures. Considers the performance of...
environmental control methods, including ventilation and local exhaust systems.

Environmental Hygiene Laboratory 1, 11 G48.2057, 2058 Prerequisites: G48.2035 and permission of the instructor. Laboratory and field trips. B. Cohen, Haskiemon. 4 points per term.

Covers the instrumental techniques and procedures for the subjects in G48.2035.

Environmental Epidemiology: Methods for Population Health Studies G48.2039 Shore. 4 points.

Principles and applications of epidemiology to environmental health problems. Topics include basic epidemiologic study designs and methods; evaluating epidemiologic and other human studies; risk assessment; epidemiologic studies of the effects of environmental and lifestyle exposures.

Molecular and Genetic Toxicology G48.2040 Identical to G23.2040. Prerequisite: biochemistry. Klein. 4 points.

Analyzes the modes by which organisms handle damage to DNA by physical and chemical agents, the mechanisms of converting damage to mutations, and the theoretical basis for carcinogenesis screening methods utilizing mutagenesis. Topics include systems for mutagenesis testing, mutational spectra, and inducible responses to DNA damage.

Epidemiologic Methods G48.2044 Prerequisite: G48.2039. Zeleniuch-Jacquotte. 4 points.

Principles introduced in G48.2039 are further developed. Methods to design, analyze, and interpret epidemiologic studies concerned with disease etiology are presented. The main focus is on cohort and case-control studies. Topics include bias, confounding, measurement error, and sample size determination.

Methods for Categorical Data Analysis in Health Sciences Research G48.2045 Prerequisite: G48.2039, G48.2030, or permission of the instructor. Kim. 4 points.

Focuses on statistical techniques for the analysis of categorical data, with specific applications to epidemiologic and clinical studies. Methods for the analysis of contingency tables; risk assessment in retrospective and prospective studies; and adjustment for confounding, matching, and effect modification are discussed. Analytic techniques include Mantel-Haenszel summary chi-square procedures, logistic regression, and log-linear models.

Radiological Health G48.2301 Identical to G23.2301. Harley. 4 points.

Introduction to the physical and biological processes of radioactivity and health effects from radiation exposure. Current principles and philosophies of radiation protection, with reference to the commercial and medical use of radionuclides and electrical sources of radiation.

Radiobiology G48.2302 Identical to G23.2302. Burns. 4 points.

The acute and chronic biological effects of ionizing radiation. Topics include chemical effects and linear energy transfer, target theory, chromosomal and genetic effects, acute cellular responses, physiological and hematological effects, carcinogenesis, treatment of radiation damage, and the biological basis for radiation safety practices.

Introduction to Biostatistics G48.2303 Identical to G23.2303. Kim, Xue. 4 points.

Introduction to probability and statistical methods utilized in the analysis and interpretation of experimental and epidemiological data. Statistical techniques associated with the normal, binomial, Poisson, t, F, and chi-squared distributions plus an introduction to nonparametric methods. Applications in biology, medicine, and the health sciences.

Advanced Topics in Biostatistics G48.2304 Prerequisites: G48.2303 or statistics or equivalent background in statistics, and permission of the instructor. Goldberg. 4 points.

Introduction to statistical methods used in medicine and biology. Topics are selected from the following: survival methods, logistic regression methods, design of experiments, longitudinal data methods, missing data methods, statistical genetics, analysis of gene chip data, and other topics depending on the interests of the participants. Case studies are used to illustrate the methods. Students are required to submit a project.

Molecular Toxicology of Metals and Trace Elements G48.2307 Costa. 4 points.

Metals represent serious and persistent environmental contaminants. This course describes the source of this contamination and examines the toxic effects of metals such as mercury, cadmium, arsenic, lead, vanadium, nickel, beryllium, cobalt, aluminum, chromate, selenium, and others. Each metal is considered with regard to its major toxic action. Mechanisms are emphasized.

Toxicology of the Nervous System G48.2308 Prerequisite: G48.2310 or permission of the instructor. Evans. 4 points.

Topics reflect current research on the nervous system’s response to toxic chemicals and drugs. Typical toxicants include metals, solvents, pesticides, and drugs of abuse. Nervous system functions are studied using behavioral, physiological, and biochemical responses. Students learn to critically evaluate research publications in this field.

Environmental Carcinogenesis G48.2309 Identical to G23.2309. Prerequisite: environmental factors that cause, exacerbate, or mitigate cancer.

Principles of Toxicology G48.2310 Identical to G23.2310. Prerequisite: biochemistry and cell biology, or permission of the instructor. Chen, Schlesinger. 4 points.

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

Systemic Toxicology G48.2311 Identical to G23.2311. Prerequisite: G48.2310, G23.2310, or permission of the instructor. Schlesinger, Zelikoff. 4 points.

Overview of the types of injury that may be produced in specific mammalian organs and organ systems by exposure to chemical toxicants. Consists of a series of weekly two-hour lectures.

Applied Toxicology G48.2312 Prerequisites: G48.2310 or G23.2310, and G48.2303 or G23.2303, or permission of the instructor. 4 points.

Overview of those factors that must be considered in order to properly interpret experimental studies in the environmental health sciences, especially toxicology. The concepts related to proper environmental sampling, experi-
ment variability, quality control and regulatory requirements are extensively discussed. The analysis of toxicological data, the proper use of statistics, and examples of the common misuses of statistical analysis are presented.

Environmental Immunotoxicology
G48.2315 Identical to G23.2315. M. Cohen, Zeldow. 4 points.
Overview of the components and functions of the immune system in order to set the stage for a discussion of chemically induced immunotoxicity. Environmental immunotoxicity provides students with the opportunity to investigate and discuss (in a systematic fashion) a relevant topic in the field of immunotoxicology.

Aquatic Toxicology
G48.2316 Identical to G23.2316. Wargus. 4 points.
Study of the physical, chemical, and biological interactions that determine transport and effects of pollutants in aquatic ecosystems. Principles of bioavailability and bioaccumulation of organic and inorganic chemical contaminants and mechanisms of toxic effects in marine, estuarine, and freshwater organisms.

Independent Study: Biomechanics
G48.2100 Prerequisite: G48.2101, G48.2111, G48.2121, and G48.2122, or permission of advisor. Staff. 3-6 points.
Intended to promote original research in the general fields of ergonomics and biomechanics. Study is carried out under the supervision of one or more faculty members. The work may encompass up to two semesters and earn up to 6 points (3 points per semester). At the end of each semester, the student is expected to present written and oral reports.

Biomechanics I
G48.2101 Prerequisite: calculus, physics, or permission of the instructor. Goldsheyder. 3 points.
Reviews basic concepts of mechanics and the mathematics necessary to explain and understand them. In-depth analyses of systems in equilibrium. Physical, biological, and pathological concepts of biomechanics applied to musculoskeletal system. Mechanical characteristics of musculoskeletal tissues (bone, ligament, cartilage, tendon, and muscle). Static analyses of forces involved in muscles and joint reaction forces in various parts of the body.

Biomechanics II
G48.2102 Prerequisite: G48.2101 or permission of the instructor. Goldsheyder. 3 points.
In-depth motion analysis. Review of calculus necessary to define the basic concepts of dynamic analyses. Techniques for kinetic and kinematic analyses of systems undergoing translational and rotational motions. Work, energy, impulse, and momentum methods of motion analysis. Applications of these techniques and methods to segmental motion analyses and sports mechanics.

Physical Biomechanics I
G48.2111 Prerequisite: calculus and basic anatomy, or permission of the instructor. Nordin. 3 points.
Reviews static and dynamic properties of gross anatomical structures and live body tissues. Uses the laws of physics and concepts of engineering to describe motion undergone by various body segments and the forces acting on these body parts during normal daily activities. Describes the interrelationship of forces and motion in normal musculoskeletal tissues.

Physical Biomechanics II
G48.2112 Prerequisite: G48.2111 or permission of the instructor. Nordin. 3 points.
Review of physical biomechanics with emphasis on the extremities, foot and hand. Study of functional anatomy, mechanisms, epidemiology. Pathomechanics of various spinal and upper- and lower-extremity. Occupationally related musculoskeletal disorders, sports and chronic work injuries. Biomechanical principles of the treatment of these disorders and related state-of-the-art biomechanical research topics are also covered.

Practicum in Ergonomics and Biomechanics
G48.2121 Prerequisite: G48.2101 and gross anatomy, or permission of instructor. Laboratory. Sheikhzadeh. 3 points.
First semester of intensive two-semester course in basic research design and biomechanics laboratory; various aspects of experimentation; emphasis on laboratory instruction supplemented by tutorials, seminars, and classroom discussions. Areas of concentration include research design and organization.

Practicum in Ergonomics and Biomechanics II
G48.2122 Prerequisite: G48.2121 or permission of the instructor. Laboratory. Weiser. 3 points.
Second semester of intensive two-semester course in basic research design and biomechanics laboratory; skills in various aspects of experimentation; emphasis on laboratory instruction supplemented by tutorials, seminars, and classroom discussions. Areas of concentration include research design and organization.

Biomechanics and Ergonomics in Design of the Workplace and Equipment
G48.2311 Prerequisites: G48.2101 and G48.2111, or permission of the instructor. Halfpenny. 3 points.
Biomechanics and ergonomics as they relate to the design of the workplace; the design of workplaces, equipment, and the environment with a view toward improving worker health and performance; emphasis on the design of the interface between the worker and tasks, objects, tools, and conditions in the work environment.

Departmental Seminar (Ergonomics and Biomechanics)
G48.2131 Identical to G23.2131. M. Halpern. 3 points.
Seminars by guest lecturers and enrolled students. Topics relate to ergonomics, biomechanics, or occupational health. Students select a topic and prepare a critical review including question(s) for future research in the form of a paper presented to the staff and students.

Master’s Thesis
G48.3001 Supervised by a faculty member. 1-6 points.

Doctorate Research
G48.3002 Supervised by a faculty member. 1-12 points.

Predoctoral Colloquium:
Environmental Health Seminars
G48.3003 Schlesinger. 2 points.
Attendance of students at weekly seminar series by guest lecturers and department faculty. Following each seminar, the students spend one hour with the speaker in a recitation-type classroom structure where a discussion related to the subject of the seminar is held.
The Center supports and promotes the study of contemporary Europe, both West and East, within the College and the Graduate School of Arts and Science and between the latter and the professional schools of the University. It complements existing European programs in both the humanities and the social sciences, such as the Institute of French Studies, the program in Italian studies coordinated by the Casa Italiana Zerilli-Marimò, and the Alexander S. Onassis Program in Hellenic Studies, by offering courses and lectures on other major Western European societies and cultures as well as on Central and Eastern Europe. It also offers courses, research opportunities, and noncurricular lectures and seminars on the European Community and on European issues that transcend national borders. Normally, the Center does not offer courses in subjects that are covered by other departments. The Center offers an undergraduate major and minor in European studies as well as a Master of Arts program.

The programs, activities, and funding opportunities offered by the Center and listed below are partly supported by funds from the U.S. Department of Education, which in 1991 designated the Center, along with European centers at Columbia University and New School University, as a National Resource Center for Western Europe, which administers the Foreign Language and Area Studies (FLAS) Fellowship Program. The three units operate together as the New York Consortium for European Studies in outreach efforts toward other schools and colleges in the region, research planning, and the sharing of visiting lecturers.

In 2001, the Center for European Studies, together with New School University and City University of New York, was redesignated one of 15 Centers of Excellence for the Study of the European Union in the United States.

The Center was also awarded two additional grants from the Fund for the Improvement of Postsecondary Education (FIPSE) to fund two projects that will provide graduate training to students interested in comparing the European Union and the United States as federal systems and to those interested in issues of transnationalism, international migration, race, ethnocentrism, and the state.

The Center represents the University in the Council for European Studies, a national association of European programs, and in expanding relations with similar programs in European universities.

Faculty

Helmut Dubiel, Max Weber Professor of German and European Studies. Ph.D. 1973, Bielefeld.

Jan Tomasz Gross, Professor, Politics; Associate Director, Center for European Studies. Ph.D. 1973, Yale; M.A. 1972, Oxford; B.A. 1969, Warsaw.

Martin A. Schain, Professor, Politics; Director, Center for European Studies. Ph.D. 1971, Cornell; B.A. 1961, New York.


Diverging patterns of U.S. and EU priorities for economic development and international trade.

Intellectual and cultural history.
Programs and Requirements

MASTER OF ARTS

The Master of Arts program in European studies is an interdisciplinary program in the social sciences and humanities designed to prepare students for professions requiring an advanced understanding of Europe. The program draws upon the established resources of existing country programs in French studies, Italian studies, and Hellenic studies, as well as the disciplinary programs, and also offers courses of its own. M.A. students choose one of three tracks for specialization: European politics and society or humanities, cultural trends in Western and/or East Central Europe, and European Union studies. Special programs of study are also possible.

Ten courses (40 points) as well as a thesis and an oral examination are required for the M.A. degree. Knowledge of a European language (other than English) at the advanced level is also required. Students can prove this advanced knowledge either by having completed during their undergraduate studies an advanced-level language course or by passing the GSAS language requirement examination prior to graduation. Knowledge of a second European language is also encouraged. An internship approved by the M.A. adviser is recommended.

Of the 10 courses, two (one in history, the other a seminar in European studies) are required, and two others must be chosen from the program’s core courses in either the social sciences or the humanities, depending on which of the two tracks the student chooses for specialization. Five additional courses are taken in the chosen track. An internship (4 points/one course), arranged and approved by the Center, is accepted as the final course. Students may take a research seminar in lieu of an internship, with the approval of the Center. The M.A. thesis, normally the revised version of a research paper completed in the field, is defended at an oral examination.

STUDY ABROAD

Candidates for the M.A. degree in European studies are encouraged to spend one semester abroad. The Center for European Studies at NYU, as part of the TIERES (Transnationalism, International migration, Race, Ethnocentrism and the State) consortium, representing eight U.S. and European universities, has received a three-year grant from the Fund for the Improvement of Postsecondary Education (FIPSE, U.S. Department of Education) for a program to promote collaborative teaching and research on issues related to TIERES. The consortium’s focus is on training students to understand the dynamics of state policies on refugees and immigrants, especially with regard to how these are evolving under the impact of increasing transnational integration and popular reactions against expanded immigration. These reactions have sometimes taken the form of extreme xenophobic or nativist social movements.

NYU students are able to take courses at the Europa-Universität Viadrina in Frankfurt (Oder), Germany; the Universiteit van Amsterdam; the Université de Lège; and the Institut d’Études Politiques de Paris (Sciences Po).

RESEARCH WORKSHOPS AND EVENTS

Research Workshops: These ongoing study groups are made up of faculty and graduate students, principally from New York University and New School University, and aim to help refine and design research projects, both individual and collective. Application for membership in any one academic year may be made to the workshop directors noted below.

Currently the organized workshops are as follows: European Culture and Arts (Dorothy Nelkin, Sociology; Vera Zolberg, New School); Political Transaction in East and Central Europe (Jan Gross, Politics; Andrew Arato, New School); European Security (David Denoon, Politics; John Mason, William Paterson College); Immigration and Cultural Diversity (Martin Schain, Politics; Aristide Zolberg, New School); Gender in Transition: Women in Europe (Mary Nolan, History; Lynn Haney, Sociology; Nanette Funk, Brooklyn College); Thinking About Politics (Dick Howard, SUNY Stony Brook); Marxist Theory Workshop (Bertell Ollman).

Humanities Council Faculty Colloquia: Two series of public lectures are organized by the Center in cooperation with the Humanities Council, primarily to bring specialists from Europe and from other American universities to the NYU community. The Colloquium on East European Politics and Society provides a forum for comparative discussion of the political, economic, and social transitions occurring in the region and the continuing evolution of governments there.

The Colloquium on Western European Politics and Society explores the historical and contemporary relationship between European politics and changes in European social and economic systems. Speakers from the United States and Europe focus on such problems as immigration, industrial conversion, class relations, the political construction of Europe, nationalism, and the relationship between politics and culture.

Conferences: From time to time, the Center organizes national or regional conferences on European subjects, open to faculty and graduate students. The 2000–2001 conferences included “The New Face of the European City: Immigration in an Urban Perspective,” hosted by the New York Consortium for European Studies with partial funding from the U.S. Department of Education.

Film Festival: Each year the Center for European Studies addresses timely and relevant European issues through its film series. After each film, a distinguished panel leads the audience in discussion. All events are free and open to the public.

The spring 2001 film series, “The View of Innocence: Europe and Its Children on Film,” will screen five films that aim to depict events in the history of 20th-century Europe as felt and understood by children and their families: Everybody’s Fine (Giuseppe Tornatore, 1990), Europa, Europa (Agnieszka Holland, 1990), The Dark Years (Arantxa Lazcano, 1992), Anna: From
Courses

Courses offered by the Center are open to students in all departments and professional schools. Undergraduate courses are open to graduate student auditors, and graduate courses are open to qualified college seniors. New program offerings are developed in response to major political, social, and economic issues as they arise and complement existing disciplinary courses on Europe. The following is a sampling of course offerings.

**Political Economy of Contemporary Europe**
G42.1100  Identical to G53.2516 and G31.1510. Goldstein. 4 points.
 Provides students with models, interpretations, and empirical evidence to analyze recent changes in the labor market and industrial relations system occurring during the European integration process.

**20th-Century France**
G42.1210  Identical to G46.1620 and G57.1210. Berenson. 4 points.
The transformation of French society since the turn of the century as a result of economic crisis and growth, political upheaval, and war. Topics include nationalism, socialism, labor conflict, student uprising, and regional and ethnic militancy.

**The Making of Europe**
G42.1600. Goldstein. 4 points.
This seminar contrasts rival theoretical explanations of EU unification and then weighs the empirical evidence that has been assembled, looking first at historical and macro-levels of explanation and then at the institutional and sector analyses of agent and structure explanations.

**Religion and Modern Europe**
G42.2201  Identical to G90.1682. Staff. 4 points.
A look at multiple aspects of the resurgence of religious identity in Europe. Analyzes this phenomenon both as a symptom of the major changes in the European social fabric during the last 20 years and as a new cultural and social dimension of European politics in the years to come.

**Immigrants in the New Europe**
G42.2220  Identical to G65.2220. Salz. 4 points.
Study of the construction of Europe as a transnational entity from an anthropological/sociological perspective.

**What Is Europe? A Cultural Approach**
1919-1997 G42.2301 Greenberg. 4 points.
Examines the nature of the European cultural vision as it manifests itself in the years between the First World War and the present.

**Europe in Conflict: Text vs. Film**
G42.2302 Greenberg. 4 points.
Examination of films that have contributed to the historiographical debates that define specific topics in modern European history.

**Problems and Prospects of European Integration**
G42.2500  Identical to G57.2500. J. Lee. 4 points.
Offers students in European studies, modern European history, politics, and international business a highly current analysis of developments and prospects in the European Union, including the monetary union, its international political implications, and the problems of regional and ethnic countercurrents.

**Europe Since 1989: From Revolution to Restoration**
G42.2530  Identical to G51.2530 and G53.2530. Staff. 4 points.
Strives for a better understanding of the changes going on in Europe since 1989. Analysis of what occurred in Germany and in the East Central European states, why it could happen, and what the middle- and long-term effects could be. Discussion of the terms “revolution” and “restoration” in the context of Europe at the end of the millennium and with regard to theories and concepts of so-called “transformation societies.”

**European-U.S. Relations**
G42.2535  Identical to G53.2581 and G57.1733. Staff. 4 points.
Case studies in American diplomacy and trans-Atlantic relations, politics, economics, defense, and arms control. Studies and argues positions in the major U.S.-European policy debates of 1945-1996 concerning both Eastern and Western Europe that still persist and confront U.S. policymakers.

**Germany 1945-1995: Political History, Society, and Culture**
G42.2540  Identical to G51.2540 and G53.2522. Staff. 4 points.
Focus is on the domestic quarrels over public matters in the two German states. Considers German history by looking at various public opinion arguments, parliamentary debates, and scientific controversies about the German past; the definition of insiders and outsiders; the affiliation with Western nations; the position toward the Eastern bloc; and the determination of specific “national interests” of the divided, semi-sovereign country. Questions main dividing lines within German society.
Focus is also to reconstruct the social and cultural history of Germany since 1945.

Health System Reform: The United States and Western Europe—Comparative Perspectives G42.2867 Identical to P11.2867. Offered at the Robert F. Wagner Graduate School of Public Service. Rodwin. 4 points.
The problems of cost, access, equity, and quality of health care in the industrialized world. Study of concrete proposals for health care reform in the United States, United Kingdom, the Netherlands, France, and Germany.

Theories of Nationalism in the New Europe G42.3500 Identical to G65.3500. Staff. 4 points.
Investigation of the historical, social, and ideological basis of both the idea of Europe and the present-day spread of nationalist feelings and movements.

Rather than treating such expressions of nationalism as irrational, the course tries to understand them as reasonable, and even rational, phenomena.

Seminar in Comparative Politics: Politics of Contemporary Spain G42.3501 Identical to G33.3501. Staff. 4 points.
Seminar from comparative and historical perspectives on the democratization, economic restructuring, and tensions between local autonomy and supranational integration in Spain and Spain’s shifting role in the international arena and particularly in the European Union.

The European Union: Past, Present, and Future G42.3502 Identical to G31.1509 and G53.3502. Lu. 4 points.
The development of the European Union; expansion from 6 to 15 member nations; industrial, agricultural, and social policies; economic and monetary union; and relations with the former East and Central European countries.

Sociology of Contemporary Ireland G42.9520 Identical to G93.9520. Lee, O’Dowd. 4 points.
Teleconference course that aims to provide a sociological survey of the main issues confronting contemporary Ireland, North and South. These include the transformation of the economy and culture of the Irish Republic and Northern Ireland since 1970 and the nature and the resolution of the 30-year conflict in Northern Ireland.

Systematic study of French politics, political institutions, and public policies under the Fifth Republic, focusing on the changing sources, the organization, and the institutional consequences of political conflict in France.
The Institute of Fine Arts is devoted to graduate teaching and research in the history of art and archaeology and in the conservation of works of art. The Institute offers the degrees of Master of Arts and Doctor of Philosophy, the Advanced Certificate in Conservation of Works of Art as part of the M.A. program, and the Certificate in Curatorial Studies issued jointly with the Metropolitan Museum of Art as part of the Ph.D. program. The courses of study prepare students to enter careers in university teaching, museum work, independent scholarship, art criticism, and art conservation.

The Institute strives to give its students, whatever their goals, not only a sound knowledge in the history of art but a foundation in scholarship and connoisseurship as a basis for independent critical judgment and research. To the student who goes beyond the master's degree to the doctorate, it provides a deeper understanding of a major area of the subject and develops a capacity for independent scholarship. Research is as important a part of the program as instruction.

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Norbert S. Baer, Hagop Kevorkian Professor of Conservation. Ph.D. 1969, New York; M.S. 1962, Wisconsin; B.S. 1959, Brooklyn College. Application of physicochemical methods to the study and preservation of cultural property; environmental policy and damage to materials; application of risk assessment and risk management to the preservation of cultural property.


Günter Kopcke, Avalon Foundation Professor of the Humanities. Ph.D. 1962, Ludwig Maximilians (Munich, Germany). Prehistoric to early classical Greece; circum-Mediterranean studies; Roman and early medieval civilization in Europe north of the Alps.

Robert Lubar, Associate Professor. Ph.D. 1988, M.A. 1981, New York; B.A. 1979, SUNY (Stony Brook). Twentieth-century European art (France and Spain); art since 1945 in Europe and America; critical theory.


Christopher Ratté, Associate Professor, Classics, Fine Arts. Codirector, Aphrodisias Excavations. Ph.D. 1989, M.A. 1984 (classical archaeology), California (Berkeley); B.A. 1981 (classical archaeology), Harvard. Greek and Roman art and architecture; archaeology of Anatolia.


**FACULTY EMERITI**

Evelyn B. Harrison, Edith Kitzmiller Professor Emerita of the History of Fine Arts; Adjunct Professor of Fine Arts.

Egbert Haverkamp-Begemann, John Langdon Loeb Professor Emeritus of the History of Art; Adjunct Professor of Fine Arts.

**ADJUNCT FACULTY**

George Bisacca, Conservator, Department of Paintings Conservation, Metropolitan Museum of Art; Adjunct Professor of Conservation.

Dietrich von Bothmer, Distinguished Research Curator, Department of Greek and Roman Art, Metropolitan Museum of Art; Adjunct Professor of Fine Arts.

Marian Burleigh-Motley, Director, Curatorial Studies Program, Education Division, Metropolitan Museum of Art; Adjunct Professor of Fine Arts.

Keith Christiansen, Jayne Wrightsman Curator, Department of European Paintings, Metropolitan Museum of Art, Adjunct Professor of Fine Arts.

James H. Frantz, Conservator in Charge, Department of Objects Conservation, Metropolitan Museum of Art; Adjunct Professor of Conservation.

Ellen Howe, Associate Conservator, Department of Objects Conservation, Metropolitan Museum of Art; Adjunct Associate Professor of Conservation.

Nabuko Kajitani, Conservator in Charge, Department of Textile Conservation, Metropolitan Museum of Art; Adjunct Professor of Conservation.

Marian A. Kaminitz, Conservator, National Museum of the American Indian, Smithsonian Institution; Adjunct Professor of Conservation.

Antoinette King, Adjunct Professor of Conservation.

Phyllis Williams Lehmann, William R. Kenan, Jr. Professor Emerita, Smith College; Adjunct Professor of Fine Arts; Advisory Director and Editor, Samothrace Excavations.

Judith Levinson, Conservator, Department of Anthropology, American Museum of Natural History, Adjunct Professor of Conservation.

Dorothy R. Mahon, Conservator, Department of Paintings Conservation, Metropolitan Museum of Art; Adjunct Professor of Conservation.

Walter C. McCrone, McCrone Research Institute; Visiting Lecturer on Microscopy.

Christopher W. McGlinchey, Assistant Research Chemist, Department of Paintings Conservation, Metropolitan Museum of Art; Adjunct Assistant Professor of Conservation.

Joan R. Mertens, Curator, Department of Greek and Roman Art, Metropolitan Museum of Art; Adjunct Professor of Fine Arts.

Ellen Pearlstein, Conservator of Objects, Brooklyn Museum; Adjunct Professor of Conservation.

Olga Raggio, Iris and B. Gerald Cantor Chair, Department of European Sculpture and Decorative Arts, Metropolitan Museum of Art; Adjunct Professor of Fine Arts.

Lucy Freeman Sandler, Helen Gould Sheppard Professor of Fine Arts, College of Arts and Science.

Shelley Sass, Architectural Conservator; Adjunct Associate Professor of Conservation; Program Coordinator, Conservation Center.

Alexander M. Shedrofsky, Professor of Chemistry, Long Island University (Brooklyn); Adjunct Professor of Conservation.

Roland R. R. Smith, Lincoln Professor of Classical Archaeology, Oxford University; Adjunct Professor of Fine Arts; Codirector, Aphrodisias Excavations.

Hubertus von Sonnenburg, Sherman Fairchild Chairman, Department of Paintings Conservation, Metropolitan Museum of Art; Adjunct Professor of Conservation.

Jack Soutanian, Jr., Conservator, Department of Objects Conservation, Metropolitan Museum of Art; Adjunct Professor of Conservation.

Richard E. Stone, Conservator, Department of Objects Conservation, Metropolitan Museum of Art; Adjunct Professor of Conservation.

Edward J. Sullivan, Professor of Fine Arts, College of Arts and Science.

J. Kirk T. Varnedoe, Director of the Department of Painting and Sculpture, Museum of Modern Art; Adjunct Professor of Fine Arts.

George Wheeler, Associate Chemist, Objects Conservation, Metropolitan Museum of Art; Adjunct Professor of Conservation.
Programs and Requirements

Admission: In addition to the requirements for admission to the Graduate School of Arts and Science (see the Admission to Degree Programs section of this bulletin), candidates for the Institute of Fine Arts must have a good background in the liberal arts, normally including at least four courses of undergraduate art history. The Graduate Record Examination is required of all applicants. The examination must be taken sufficiently in advance to ensure that the scores appear on the application when reviewed. (See Special Programs, below, for additional requirements for admission to the conservation program.) Applicants are required to make up deficiencies in their preliminary preparation.

As part of the admissions procedure, applicants with a master's degree are requested to provide a copy of their thesis or another research paper to be read by a faculty member in the appropriate field.

For further admissions information, consult the Academic Office, Institute of Fine Arts, 1 East 78th Street, New York, NY 10021-0178; (212) 992-5800; E-mail: ifa.program@nyu.edu. Also see the application at the back of this bulletin.

Registration: Fall, spring, and limited summer registration takes place by appointment made through the Academic Office. Students from other New York University programs must consult the Academic Office before registering for any course at the Institute. (See the calendar in the Announcement of Courses for details on the registration periods.)

Visiting Students: A matriculated student in another university's graduate art history program may register for courses at the Institute by applying for visiting student status through the Enrollment Services Office of the Graduate School of Arts and Science.

Advisement: Each student in the first semester is assigned a member of the faculty as the adviser with whom he or she plans a program and consults regularly.

Minimum Program: During the first two years of study, each student registers for a minimum of two courses each semester. Exceptions are made only for urgent reasons and must have the approval of the director of graduate studies. The conservation training program must be followed on a full-time basis only.

MASTER OF ARTS

Languages: A reading knowledge of both French and German must be demonstrated by passing written tests given by the department in the fall, winter, and spring. (See Academic Calendar for exact dates.) Students sign up for the examinations in the Academic Office at the Institute. One test must be taken at the start of the first semester of study at the Institute; a failure in it must be made up the following semester. The other examination must be taken no later than the beginning of the second year and a failure made up the following semester.

Application to the faculty is required in order to take either language examination for a third time.

Those students who fail the German examination are required to follow a plan of study approved by the faculty. A list of approved courses and tutors may be obtained from the Academic Office.

The Institute offers a course in German reading comprehension. The course, taught by Deutsches Haus staff, meets for two hours twice a week. There is a nominal charge. Students who wish to follow a plan of study not already approved by the faculty must submit the plan to the faculty in writing.

A student entering with an M.A. degree from another institution must satisfy the language requirements within the first year of study and prior to the Ph.D. candidacy interview. Students with a foreign baccalaureate may petition for the substitution of their native language for either French or German on the M.A. level only.

Before applying to matriculate for the Ph.D. program, international students must pass tests in both French and German.

Students in the East Asian art program may petition to substitute proficiency in Chinese or Japanese for one of the required languages.

First-Term Paper: During the first term, all students are required to submit a written paper, the topic chosen in consultation with an Institute faculty member. In the case of students holding an M.A. degree elsewhere, a thesis or paper written in conjunction with his or her work for the M.A. degree may be submitted as the first-term paper.

Timing: Completing the requirements for the M.A. degree should not exceed two years. Students in the conservation program normally complete the M.A. degree requirements in five semesters.

Academic Standards: Each student's record is subject to review after the completion of the first semester of study. A student must achieve a B+ or better average. Failure to do so results in automatic probationary status. A student on probation is expected to attain a B+ average within one semester.

Distribution of Course Points: A total of 36 points (nine courses) is required for the M.A. degree. Of these, 8 points must be in two classroom seminars in different major areas as defined below.

Of the 36 points taken in lecture courses, seminars, colloquia, and reading courses for independent study, at least one course must be taken in four of the six following major areas:

(1) East Asia, India, and Islam;
(2) ancient Near East, Egyptian, Greek, and Roman;
(3) Early Christian, Byzantine, and Western medieval art to 1400;
(4) Western art, 1400 to 1780;
(5) Western art, 1780 to the present;
(6) arts of Africa, Oceania, and the Americas.

In addition, one course must be taken in the conservation of works of art.

Students planning to specialize in East Asian art may, with the written approval of their advisers, take two of the distribution requirement courses listed under (1) above.

Two Qualifying Papers for the Master's Degree: One qualifying paper is required in each of two different major areas, as defined above.

Each paper is written under the direction of a different instructor. The papers must be in publishable form. Topics may be developed from seminar reports, from the first-term paper, in connection with a lecture course, or independently in consultation with a faculty member.

For students enrolled in the conservation training program, one qualifying term paper may be supervised by a member of the conservation faculty.

DOCTOR OF PHILOSOPHY

Qualifying as a Matriculant for the Ph.D. Degree: The applicant must have fulfilled all requirements for the M.A. degree in art history and be sponsored by a faculty member. A student entering the Institute with a master's degree must complete all M.A. degree requirements of the Institute of Fine Arts (or provide evidence of equivalent work) within one academic year.

During this probationary period, the student must also find a faculty sponsor. Students may be requested to show a reading knowledge of languages necessary for their special fields of study.
Students completing the master’s degree at the Institute may take up to 8 points of additional course work before acceptance into the Ph.D. program. These courses are taken entirely at the student’s risk and must be approved by the director of graduate studies and the student’s adviser.

Candidacy Interview and Faculty Review: Acceptance into the Ph.D. program is determined by (1) an interview with a three-member faculty committee at the time the student completes all Institute of Fine Arts requirements for the M.A. degree and (2) an all-faculty review of the student’s record and the results of the interview.

Timing: The interview must be held before the end of the first term after completing the requirements for the M.A. degree, except in the case of students holding an M.A. degree elsewhere, who must schedule the interview no later than the end of their second term of residence. Reviews by the full faculty are scheduled in September, January, and May of each year. (See the calendar in the Announcement of Courses for dates.)

Sponsorship: Application for the interview must be sponsored by a regular member of the Institute faculty. Adjunct professors may serve as cosponsors only if a regular faculty member has first agreed to serve as sponsor. Advisers from other institutions can serve as dissertation advisers only through prior arrangement between a regular faculty member and the student and with the permission of the director of graduate studies.

Character of the Interview: The interview is administered by a committee of the faculty and is oral. The student discusses his or her proposed program of study, i.e., choice of major and minor concentrations and possibly the subject or area he or she expects to treat in the dissertation. The committee, in reviewing the student’s record, assesses his or her basic knowledge of the history of art as well as intellectual qualifications and understanding of the areas in which the student plans to work. A major factor in determining the student’s eligibility for matriculation for the Ph.D. degree is the evaluation of the student’s proposed program in relation to the quality of his or her previous qualifying papers, seminar reports, and course work.

For those entering with an M.A. degree, admission to the Institute does not imply acceptance of all graduate courses taken prior to enrollment at the Institute. If transfer of such courses is desired, the candidate must petition the faculty for approval immediately following acceptance into the doctoral program.

Distribution of Course Points: A total of 72 points is required for the Ph.D. degree, including the 36 required for the M.A. degree. At least 24 points (or 16 beyond the M.A. degree) must be in classroom seminars, 8 of these outside the student’s major area of study. Of the total 72 points, 8 may be taken as the internship in curatorial studies.

With the prior written consent of the director of graduate studies and an instructor, one or more Special Problems courses may be taken individually with a faculty member in lieu of lecture courses or, in exceptional cases, of a seminar.

Students specializing in East Asian, ancient Near Eastern, Egyptian, and Islamic art may be allowed up to 16 points for undergraduate language study in their field; 8 of these may be taken for the M.A. degree.

Final Examination in Major and Minor Concentrations: Students matriculated for the Ph.D. degree are required to pass examinations in one major and two minor concentrations. A candidate may not take the final examination, or any part thereof, more than twice.

Timing: A student may take the examination in the major and related minor concentrations in the term in which the required classroom courses are completed, but no later than the following term.

Character of the Examinations: Two examinations, one written in the minor that is unrelated to the major; the other in the major and related minor (oral and written). Students may request exemption from examination in the unrelated minor if they have completed three courses (including a seminar) within the respective concentration with an average of B- or better.

Major and Minor Concentrations: Each field listed constitutes a minor concentration. Normally two contiguous fields constitute a major concentration. An additional concentration, the related minor, must be directly related to the major, while a second concentration, the unrelated minor, should be distinctly removed from the major. A related minor outside the history of art is encouraged, and, in the special areas of study of East Asian art and archaeology, classical art and archaeology, and Near Eastern art and archaeology, it is required. The minor fields from which a student selects the major and minor concentrations for examination are: (1) prehistoric and protohistoric art of the Old World; (2) African and Oceanic art; (3) pre-Columbian art; (4) early Chinese art through the Han Dynasty; (5) Chinese art from the Northern and Southern Dynasties to the Yuan Dynasty; (6) later Chinese art, Ming Dynasty to the present; (7) Chinese pictorial art; (8) Japanese art, ca. 600-1300; (9) Japanese art, ca. 1300 to the present; (10) Buddhist art; (11) Indian art (non-Muslim); (12) art of Southeast Asia; (13) Egyptian art; (14) ancient Near Eastern art; (15) Aegean art; (16) Greek art; (17) Roman art; (18) early Christian through Carolingian art; (19) Byzantine art; (20) Islamic art to the Mongol conquest, 690-1250; (21) Islamic art after the Mongol conquest, 1250-1800; (22) Romanesque art; (23) Gothic art; (24) Italian art from 1300 to 1500; (25) Italian art of the 16th century; (26) art outside Italy from 1400 to 1600; (27) art in Italy, France, and Spain from about 1580 to the end of the 17th century; (28) art of the Netherlands, Germany, and England from about 1580 to the end of the 17th century; (29) European (including English) and American art from 1660 to 1780; (30) European (including English) and American art from 1780 to the end of the 19th century; (31) art of the 20th century; (32) Latin American art; (33) conservation and technology, in relation to a field or fields designated above, upon petition to the faculty.

Dissertation Proposal: A dissertation proposal must be approved by the entire faculty, usually prior to the major oral examination. A Special Problems course may be taken with the adviser in preparation of the proposal. The proposal consists of a statement describing the project and current research (1,000 words maximum), a chapter outline (one page), and a short bibliography.

Dissertation: The dissertation is normally no longer than 250 pages of text. Permission to exceed this limit can be granted only through petition to the faculty. It is expected that the completed dissertation will be submitted within four years of the completion of the major oral examination. In addition to the copy of the dissertation required by the Graduate School of Arts and Science, candidates are required to file a second copy with the Institute of Fine Arts. Further information may be obtained from the Academic Office.
Final Oral Defense of the Dissertation: Each candidate in the Institute of Fine Arts submits to a final oral defense of the dissertation before a committee of five scholars, three of whom are members of the GSAS faculty. Scholars who are not members of the Institute may be invited to consider the dissertation and take part in the proceedings.

SPECIAL AREAS OF STUDY
Special areas of study follow the normal requirements for the Ph.D. degree in fine arts and should include the modifications outlined below. Students must consult their advisers before registering for any courses given outside the Institute. Students interested in any of the areas listed below should consult the appropriate adviser.

Classical Art and Archaeology:
Students wishing to earn the Ph.D. degree with a specialization in classical art and archaeology may do so either based on art historical and archaeological course work or by way of interdepartmental studies, i.e., with courses taken in classics, ancient history, and classical art and archaeology. A faculty committee decides on this course of study in accordance with the applicant’s educational background and special interests.

Combined Studies in Near Eastern Art and Archaeology: This area of study for students working toward the Ph.D. degree in fine arts includes the following combinations: Egyptian/ancient Near Eastern/Egyptian/Greek or Roman; ancient Near Eastern/early Islamic; Byzantine/Greek or Roman; Roman/Indian (Gandhara); Byzantine/early Islamic; early Christian/early Islamic.

The curriculum for each combined area of study includes at least 40 but not more than 68 points in the art and archaeology of the combined area of study; at least 16 but not more than 36 points in the languages and civilizations of the combined area of study; of these, up to 16 points may be allowed for undergraduate language study. Students should decide where their principal interest lies within the combined area of study and then study the appropriate language or languages. At least 16 but not more than 20 points may be in the history of postclassical Western art. The total of these courses is 72 points.

East and South Asian Art: Students working toward the Ph.D. degree in fine arts with a specialization in this area should take the following: 48 points in classroom art history courses; 20 points may be taken in Special Problems courses (8 points for the M.A. degree and 12 additional points for the Ph.D. degree); up to a total of 16 points may be taken in credit courses in language and culture (of which up to 12 points may be for undergraduate study in language).

CURATORIAL STUDIES PROGRAM
This program is open only to candidates for the Ph.D. degree in fine arts at the Institute. The program is offered jointly by the Institute of Fine Arts and the Metropolitan Museum of Art, under the supervision of the Joint Committee on Curatorial Studies, which is composed of faculty and curators and includes the directors of both institutions. It is coordinated by Marian Burleigh-Morley, director of the Curatorial Studies Program at the Metropolitan Museum of Art.

The purpose of the program is to prepare students for curatorial careers. Problems of museum education and general administration are not emphasized. The course of study normally requires three and one-half to four years, including the master's degree in art history. The Certificate in Curatorial Studies is awarded at the completion of all requirements.

Requirements are as follows:
1. Curatorial Studies I (G43.2037): This colloquium, focusing on the role and responsibilities of curators in art museums and emphasizing connoisseurship and research methodologies, is required for admission to the program; it is also open to students who do not intend to pursue the full Curatorial Studies Program. The course meets in the spring term in the galleries, store-rooms, and conservation laboratories of the Metropolitan Museum of Art and may be taken at any time before applying for the curatorial studies interview (see below).

2. Materials, Media, and Techniques: Technical Considerations for the Art Historian (G43.2539): A colloquium designed to acquaint art historians with the nature and use of materials in art and archaeology. Other courses in conservation open to art historians may be substituted with the approval of the program director.

3. M.A. degree in art history: All requirements for the Institute’s rigorous master's degree must be completed as the foundation of the program. See the Admission paragraph and Master of Arts section for a description of the admission and degree criteria.

4. Ph.D. candidacy interview: Whether or not the student intends to pursue the doctorate as well as the curatorial studies certificate, he or she must be accepted by the faculty as being capable of doing Ph.D. work through acceptance into the Ph.D. program. See the Doctor of Philosophy section for a description of the necessary qualifications and the candidacy review process.

5. Curatorial studies interview: Students interested in pursuing the curatorial studies certificate must be accepted into the program by the Joint Committee on Curatorial Studies. Interviews are scheduled at the beginning of each academic year. Students are asked to discuss their long-term career goals, areas of special interest, and their preparation to date, including academic work and a demonstrated interest in curatorial issues. Normally the interview is held after the requirements listed above have been met and before Curatorial Studies II is taken.

6. Curatorial Studies II (G43.2537): A colloquium, conducted by a full-time curator from the Metropolitan Museum of Art, with additional lectures by conservators and visiting outside specialists, as appropriate, introduces students to curatorial responsibilities through hands-on involvement with original works of art in the context of an actual exhibition or cataloging project at the museum. The topic and the supervising curator vary from year to year. The course meets in the fall, and admission is determined by interview.

7. Six courses beyond the nine required for the master's degree are chosen in relation to the student’s specialty and may include Curatorial Studies I and II.

8. Curatorial Studies III (G43.3037): Normally a nine-month internship, designed to provide maximum practical experience in each student’s area of specialization. Completion of Curatorial Studies I and II is a prerequisite, and usually the internship is elected after completion of all course work. Students should apply to the director of the program to make internship arrangements at least six months in advance of the desired starting date. The internship may be in a department at the Metropolitan Museum of Art or at another museum as appropriate to the student's interests. A substantive written project is required.
Recommendations: Students should seek out courses in art history that consider objects in the original and should take full advantage of the opportunity to study and work with Institute faculty who are active in museum projects. Relevant work experience is encouraged. Students are urged to avail themselves of appropriate courses in conservation beyond the required minimum.

Financial Assistance: For the internship, fellowships are available on a competitive basis up to the level of top dissertation grants. Other aid may be awarded on the same basis as for students in other programs at the same general point of progress in their studies. Applications should be made through regular Institute of Fine Arts channels.

Questions about the Curatorial Studies Program offerings should be directed to the program director, Marian Burleigh-Motley, (212) 570-3710.

CONSERVATION CENTER
The Institute’s Conservation Center at 14 East 78th Street is dedicated to the study of the technology and conservation of works of art and historic artifacts. The Center prepares students for careers in conservation through a four-year program that combines practical experience in conservation with art historical, archaeological, curatorial, and scientific studies of the materials and construction of works of art. Students participate in research projects, laboratory work, and seminars in special areas of conservation, such as climatology or the problems of ethnographic and archaeological artifacts, and gain intensive conservation experience through advanced fieldwork and an internship. Conservation students may elect to obtain additional conservation experience during summer archaeological excavations or other formal work projects.

The Center provides special courses for students pursuing studies in art history, archaeology, and curatorial studies, which are intended to acquaint them with the physical structure of works of art, the need for conservation, and the possibilities and limitations of conservation. These students participate in research projects, laboratory work, and courses dealing with materials, care, repair, and presentation of objects.

Admission: Candidates for admission to the conservation training program must first satisfy the requirements for admission to the Institute of Fine Arts as candidates for the M.A. degree in the history of art as described above. In addition, applicants must have a minimum of four semesters of science (two semesters must be in organic chemistry) at the college level with grades of B or better. Candidates must also present evidence of familiarity with a range of artists’ materials as demonstrated by a portfolio.

Candidates for the master’s degree in art history at the Institute may apply for transfer to the conservation training program after completing the requisite science and studio preparation.

The maximum number of students admitted per year is eight. One or two self-supported students from abroad may be accepted each year as special students or observers.

Course of Study: A total of 69 points is required for the combined M.A. degree in art history and Advanced Certificate in Conservation. Six art history courses (24 points) in three major areas must be taken, including at least two seminars that must be in two different areas. Fifteen conservation courses (45 points), a noncredit course in microscopy, and a noncredit internship must also be taken.

The student normally registers for two consecutive semesters for the internship, which may be taken in a conservation establishment, either in this country or abroad, selected to afford the best possible training in the student’s area of specialization. Arrangements are made in consultation with the chair of the Conservation Center.

All requirements for the M.A. degree offered by the Institute, including languages, first-term paper, timing, academic standards, and two qualifying papers, apply equally to students in the conservation training program.

The program may be followed only on a full-time basis and is normally completed in four years. The first two and one-half years typically are spent in residence at the Conservation Center. The program leads to the M.A. degree in the history of art after the first five semesters and to the Advanced Certificate in Conservation upon completion of the program. Those students holding an M.A. degree in the history of art accepted by the director of graduate studies may complete the program for the Advanced Certificate in Conservation in three years, including the internship.

Community Service: As part of a cooperative effort and learning experience, students in their first two years of residence at the Conservation Center are expected to assist faculty and administration in teaching and in maintaining the laboratories.

ARCHAEOLOGICAL EXCAVATIONS
At present the Institute conducts three excavations: at the Sanctuary of the Great Gods at Samothrace; in cooperation with the Faculty of Arts and Science, at Aphrodisias in Turkey; and, in cooperation with the University of Pennsylvania and Yale University, at Abydos in Middle Egypt. Advanced students are invited to participate in these excavations and may be supported financially by the Institute.

LIBRARIES AND VISUAL RESOURCES
The Institute of Fine Arts libraries are noncirculating libraries available to currently registered Institute students and to visitors upon application to the Institute librarian, The Stephen Chan Library contains the art historical and archaeological holdings; office hours are Monday and Friday, 9 a.m.-5 p.m., and Tuesday through Thursday, 9 a.m.-7 p.m., during the academic year. The Conservation Center Library is located at 14 East 78th Street; office hours are Monday through Friday, 9 a.m.-5 p.m., during the academic year. A limited number of carrels at the Metropolitan Museum of Art Library are available to advanced Institute students; arrangements are made through the Graduate Student Association.

The Institute Slide Collection is open to Institute students Monday through Friday, 9 a.m.-5 p.m., and one evening per week. The Photographic Archive is open by appointment and permission of the curator. The Metropolitan Museum Slide Library is also available to IFA students by special arrangement. Consult the Institute’s Curator of Visual Resources for details.

NONCREDIT SUMMER COURSES
The Institute offers a limited summer program, including special courses designed by the Conservation Center to introduce art history professionals to the nature and use of materials in art and archaeology. Further details and enrollment information can be obtained from the Conservation Center.
Lecture courses are open to graduate students from other programs at New York University. Each term, the Institute offers a variety of courses from the general topics listed below. For specific information on current courses, please consult the Institute's Announcement of Courses or call the Institute's Academic Office, (212) 992-5868.

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DEPARTMENT OF
French

CHAIR OF THE DEPARTMENT:
Professor Thomas Bishop

ASSOCIATE CHAIR OF THE
DEPARTMENT:
Professor Michel Beaujour

DIRECTOR OF GRADUATE
STUDIES:
Professor Charles Affron

PROGRAM DIRECTOR OF
NYU IN PARIS:
Clinical Associate Professor Henriette
Goldwyn

RESIDENT DIRECTOR OF
NYU IN PARIS:
Adjunct Professor Judith Miller

The Department of French at New
York University is one of the leading
French departments in the country. In addition to established
scholars and critics of renown, the faculty includes younger
members of solid achievement and growing reputation. This
outstanding group of teachers represents a broad spectrum of
specialization in all areas of French literature and civilization
and Francophone studies. Each
year the department offers
courses by eminent visiting pro-
fessors. These visiting professors
are one of the strengths of the
department's graduate programs.

With a varied range of degree
programs, the department attracts
full-time graduate students of
superior caliber from around the
world. Currently 70 students are
enrolled in the department,
including those studying at the
NYU center in Paris.

Faculty

Charles Affron, Professor. Ph.D. 1963,
Yale; B.A. 1957, Brandeis.
U.S. and European cinema; French
romanticism.

Michel Beaujour, Professor; Associate
Chair, Department of French; Associate
Director, Institute of French Studies. Agréé
de l'Université 1957, Licence ès Lettres
1934, Paris.
Renaissance; contemporary poetry; lit-
erary theory.

Claudie Bernard, Associate Professor.
Ph.D. 1983, Princeton; Doctorat de Troisième Cycle 1979, Paris; Agrégation de
Lettres Modernes 1977, Maîtrise de Lettres
Modernes 1976, Licence ès Lettres Modernes
1975, École Normale Supérieure (Stéves).
Nineteenth-century French literature;
19th-century novel; history and society.

Thomas Bishop, Florence Lazara Gould
Professor of French Literature; Professor,
French; Comparative Literature; Chair,
Department of French; Chair, Center for
French Civilization and Culture. Ph.D.
1957, California (Berkeley); M.A. 1951,
Maryland; B.A. 1950, New York.
Contemporary theatre and novel; avant-
garde movements; cultural history.

Kimberlee Campbell, Senior Language
Lecturer; Director, Language Programs.
Ph.D. 1984, New York; M.A. 1978,
Pittsburgh; B.A. 1976, Alma College.
Medieval literature; second-language
acquisition.

J. Michael Dash, Professor, French
1969, West Indies (Mona, Jamaica).
Francophone and Caribbean literature;
thought.

Anne Deneyes-Tunney, Associate
Professor. Doctor de l’Université 1989,
D.E.A. 1982, Paris; Agrégation de Lettres
Modernes 1981; Ancienne èleve de l’École
Normale Supérieure; Maîtrise de Lettres
Modernes 1980, Licence ès Lettres 1978,
Paris.
Eighteenth century; women’s studies.

Assia Djebar, Professor. Doctor de
l’Université 1999, Paul Valéry
(Montpellier III); Licence 1956, Paris-
Sorbonne.
Francophone literatures; literature and
civilization of the Maghreb; thought.

Serge Doubrovsky, Professor. Docteur ès
Lettres 1964, Agrégé de l’Université 1954,
Licence ès Lettres 1949, Paris; Ancien èleve
de l’École Normale Supérieure.
Seventeenth-century theatre; modern
criticism and novel; literary theory.

Ziad Magdy Elmarsafy, Associate
Professor. Ph.D. 1992, Emory; M.A.
Early modern literature.

Stéphane Gerson, Assistant Professor.
Ph.D. 1997, M.A. 1992, Chicago; B.A.
1988, Haverford.
French civilization; 19th-century
French history.

Henriette Goldwyn, Clinical Associate
Professor; New York Director, New York
University in France. Ph.D. 1985, M.A.
1979, New York; B.A. 1975, Hunter
College.
Seventeenth-century literature; history of
French language; women’s studies.

Denis Hollier, Professor. Doctorat de
Troisième Cycle 1973, C.A.P.E.S. 1970
(philosophy), Paris.
Nineteenth- and 20th-century litera-
ture; literature and history; thought.
Programs and Requirements

The Master of Arts degree in French literature (or its foreign equivalent) is a prerequisite to the degree of Doctor of Philosophy; however, students wishing to complete a doctorate are urged to apply directly to the Ph.D. program.

Admission: In addition to the requirements for admission to the Graduate School of Arts and Science (see the Admission to Degree Programs section of this bulletin), candidates for admission to the Department of French must have a good background in French literature and a fluent command of French. Submission of the Graduate Record Examination general test scores is also required of all applicants. Candidates are urged to submit a sample of their writing.

MASTER OF ARTS PROGRAM IN FRENCH LITERATURE

Degree Requirements: Satisfactory completion of graduate studies totaling at least 32 points (at least 24 in residence at New York University in New York or Paris) and a comprehensive examination.

Students in French are expected to acquire a solid background in critical practice and a broad knowledge of all periods of French literature by completing at least one course each in five of six areas (Middle Ages, Renaissance, and 17th, 18th, 19th, and 20th centuries) and one course in textual analysis.

A course of study leading to the M.A. degree in Romance languages and literatures is also available.

Foreign Language Requirement: The Graduate School of Arts and Science foreign language requirement is automatically fulfilled by passing any departmental course with a grade of B or better.

Examination: Following the completion of the required courses, a student must pass a comprehensive written examination based on the M.A. reading list in French. Examination dates are available from the departmental office.

MASTER OF ARTS PROGRAM IN FRENCH LANGUAGE AND CIVILIZATION

The graduate language and civilization program is particularly suited to present and prospective teachers of French at the secondary school or junior college level, but persons in such varied fields as international affairs, art history, and library science may find such a program appropriate to their career goals.

Students take courses in language skills and applied linguistics, French civilization and culture, and modern literature. Course work may be done during the academic year or entirely during summer sessions at NYU in Paris.

Degree Requirements: Satisfactory completion of 32 points with an average of B or better and a master’s essay related to one of the courses.

DOCTOR OF PHILOSOPHY

Degree Requirements: To qualify for the doctorate, a student must satisfactorily complete graduate studies totaling at least 72 points (at least 32 points in residence at New York University), pass an oral qualifying examination and a pre-dissertation examination, and then successfully defend a dissertation. The degree of Master of Arts is prerequisite to the Doctor of Philosophy. All doctoral candidates in French should complete at least one course (including M.A. work) each in six of seven areas of French and Francophone literature and one course in literary theory.

Minor Options: In consultation with the department, doctoral students may enroll in a limited number of courses appropriate to their career goals.

Students take courses in language skills and applied linguistics, French civilization and culture, and modern literature. Course work may be done during the academic year or entirely during summer sessions at NYU in Paris.

Degree Requirements: Satisfactory completion of 32 points with an average of B or better and a master’s essay related to one of the courses.

DOCTOR OF PHILOSOPHY

Degree Requirements: To qualify for the doctorate, a student must satisfactorily complete graduate studies totaling at least 72 points (at least 32 points in residence at New York University), pass an oral qualifying examination and a pre-dissertation examination, and then successfully defend a dissertation. The degree of Master of Arts is prerequisite to the Doctor of Philosophy. All doctoral candidates in French should complete at least one course (including M.A. work) each in six of seven areas of French and Francophone literature and one course in literary theory.

Minor Options: In consultation with the department, doctoral students may enroll in a limited number of courses appropriate to their career goals.
outside the department in areas related to their interests, or they may choose a minor option of three courses in one area: linguistics, a second Romance language, or comparative literature.

Certificate of French Studies: Students taking 16 points in summer courses or academic year core courses in the Institute of French Studies within, or in addition to, their course work for a degree in the department will be awarded a professional Certificate of Achievement in French Studies (see the Institute of French Studies section of this bulletin).

Joint Degrees: Two further courses of study leading to the Ph.D. are available. A program in Romance languages and literatures is offered involving two literatures from among French, Italian, and Spanish. Students may take the Ph.D. with a special focus in French literature in cooperation with the Institute of French Studies. This option is suited to candidates with a strong background in literature and in history or political science who intend to teach literature and civilization at the college level. Students must take 18 courses evenly divided between literature (19th and 20th centuries) and Institute for French Studies courses (see the Institute of French Studies section of this bulletin).

Foreign Language Requirement: Knowledge of a second foreign language is required by the French department for the doctorate and must be demonstrated before completion of 60 points by any of the methods described in the Degree Requirements section of this bulletin or by passing with a grade of B or better a graduate course taught in that language. A petition to approve a language other than German, Italian, Spanish, or Latin as the second foreign language is considered by a departmental committee on the basis of the need of that language for the student’s work.

Oral Qualifying Examination: A two-hour oral examination is taken on completion of the required course work. This examination is structured as a series of inquiries (major authors, genres, and special topics) selected by the candidate, in consultation with the faculty.

Predissertation Examination: As soon as possible, but no later than two semesters after the successful completion of the two-hour oral qualifying examination, the student must submit a dissertation prospectus on which he or she will be orally examined for one hour.

Admission to Candidacy: When the student has completed at least one year in residence and all course and language requirements, passed the oral qualifying examination, and passed the predissertation examination, the student is formally admitted to candidacy for the doctorate, and a dissertation committee is appointed.

Final Oral Defense: When the dissertation is completed and approved by the adviser and readers, an oral examination is held at which the candidate presents and defends research results to a faculty committee.

DEPARTMENTAL INFORMATION

Grades: Ph.D. students are expected to maintain at least a B+ average. M.A. students are expected to maintain at least a B average. A student whose grades fall below these averages is automatically placed on probation. A student normally remains on probation no longer than one semester. The department enforces the rules of the Graduate School of Arts and Science pertaining to grades of incomplete.

Miniseminars: Graduate students have the opportunity to participate in periodic miniseminars, in which students and faculty work together on an informal, noncredit basis with notable specialists. Miniseminars have been conducted by visitors including Fernando Arrabal, Hélène Cixous, Michel Deguy, Jacques Derrida, Dominique Desanti, Georges Duby, Marc Fumaroli, Philippe Lejeune, Emmanuel LeRoy-Ladurie, Edgar Morin, and Jacques Roubaud.

Graduate Placement: The department and New York University’s Office of Career Planning and Placement work closely with students in exploring career directions and in locating suitable positions. Graduates regularly have found teaching posts at fine colleges and universities as well as attractive jobs in the public and private sectors.

Among the colleges and universities in which our graduates have found positions in the last several years are Barnard College, Bucknell University, Sarah Lawrence College, Smith College, Towson University, University of California (Santa Barbara), University of Chicago, University of Iowa, University of Kansas, University of Texas (Austin), Wellesley College, Wesleyan University, and Williams College.

CENTER FOR FRENCH CIVILIZATION AND CULTURE

The Center for French Civilization and Culture, incorporating the Department of French, La Maison Française, NYU in Paris, and the Institute of French Studies, is the most comprehensive academic complex devoted to the culture of France, past and present. Its wide range of activities concerned with France places New York University in the forefront of American universities and enables the Center to play a preeminent role in the cultural exchange between France and the United States. It has been recognized as a “Center of Excellence” by the French government.

La Maison Française: The home of French cultural activities at Washington Square, La Maison Française offers many programs each week, including lectures by leading French writers, critics, artists, and political figures, as well as concerts, symposia, art shows, films, and a library. Students also have access to various French cultural institutions in the city and to productions by French theatre companies.

NYU in Paris: New York University offers two programs of graduate study at its Paris center. The choice of program depends on the individual student’s background, interests, and career goals.

The M.A. degree in French language and civilization may be completed in one year or several summer sessions. Students of literature may take their first year of the M.A./Ph.D. sequence of courses in Paris; students wishing to complete only an M.A. degree in literature may do so in one year. Courses are conducted both by New York University faculty and by distinguished visiting professors from the French university system. Students also enroll for one or two courses per semester within the Paris university system. Students admitted to the NYU in Paris program are ipso facto admitted to the Department of French program in New York and may continue or complete course work there.

The Institute of French Studies: The Institute offers graduate programs leading to the M.A. and Ph.D. degrees in French civilization and joint degrees with other departments and schools. Its broad range of graduate courses is designed to train students who seek a comprehensive, interdisciplinary approach to French society, politics, history, and culture. Students in the Department of French may take courses in the Institute and may qualify for a Certificate of Achievement in French
Courses

The courses listed below are those offered from fall 1999 to spring 2002. The 1000-level courses give students a general background, the 2000-level courses prepare advanced students for a specialization in the field of their choice, and the 3000-level courses are advanced seminars intended primarily for doctoral candidates. With few exceptions, courses in the Department of French are conducted in French.

**MIDDLE AGES**

*Introduction to Medieval French Literature* G45.1211 Regalado. 4 points.

The formal structures of the medieval lyric and narrative. The function of representations of beauty, of artistic creation, and of works of art within medieval texts. The aesthetic transformation of daily and court life through processional and festive representations.

*Medieval Theatre* G45.2221 Regalado. 4 points.

Survey of medieval drama. Addresses questions fundamental to all of medieval literature: the emergence of written texts from traditions of oral performance (leading to popular printed editions for readers by the end of the 15th century); the spiritual representations of human life and history in moralité and mystère; the symbolic political transformation of court and urban space by processional theatre; the elaboration of dramas around political and religious issues as well as around language play and character types.

*French Medieval Romance* G45.2252 Vitz. 4 points.

Course with three-fold purpose: First, studies in some detail a number of major works of medieval romance. Second, interested in the traditions of medieval romance, as they are carried on in lesser-known works and in the later medieval period. Third, takes up the cultural context in which these works were produced. Looks at some illuminated manuscripts and considers the impact of the French romance tradition on other European literatures (English, Italian, Spanish, German).

*Le Comique* G45.2290 Campbell. 4 points.

Study of the comic in a variety of medieval contexts. Analyzes the comic element in the texts in light of the contemporaneous social matrix, using a variety of critical approaches, from Bergson to Bakhtine.

*Liturgy in Medieval Culture and Literature* G45.2290 Vitz. 4 points.

The first part of the course consists of an introduction to the nature and basic history of the liturgy and examines briefly its importance to medieval culture. The second half of the course is devoted to the role, nature, and range of references to the liturgy in works of medieval literature.

**RENAISSANCE**

*Prose Writers of the 16th Century* G45.1351 Zenzula. 4 points.

After a brief examination of various prose genres of the late Middle Ages, the course focuses on the development of French prose from the introduction of printing (1470 in Paris) to the end of the reign of Henry IV (1610). Among the topics discussed are fictional narrative; prose tales; nouvelles; prose translations and adaptations; the realistic, satiric, comic, and sentimental novel; utopias; travelogues; memoirs.

*La Pléiade* G45.1342 Beaujour. 4 points.

Examination of the works and aesthetics of the Pléiade. Much time is devoted to close readings of texts and questions of poetics.

*Montaigne* G45.2372 Beaujour. 4 points.

Close reading of the *Essais*. Humanism and its treatment of classical literature. Rhetoric, self-portrayal, the relationships between the *Essais* and philosophy.

*Rabelais* G45.2374 Beaujour. 4 points.

How does one read the Rabelaisian corpus today? What are the limitations of this corpus, and what are those of the fictitious universe that it proposes? What is at stake in historical, philosophical, political, etc. readings of Rabelais? How many distinct, or even contradictory, meanings can a work provide? Must we decipher “Rabelais”? According to what procedures do we do so?

**BAROQUE AND PRECLASSICAL LITERATURE**

*Baroque and Preclassical Literature* G45.2390 Zenzula. 4 points.

Traces two concepts central to literary-historical notions of 16th-century art: preclassicism (which stems from the Renaissance readings of Aristotle and the systems of poetics, rhetoric, and logic) and the baroque (which transcends the rational in its figurations of mysticism, ecstasy, illusion, hallucination, dream, and nightmare). To what degree are these concepts applicable to the authors ranging from du Bellay to Corneille?

**17TH CENTURY**

*Pascal and the 17th Century* G45.2471 Elnursafsyy. 4 points.

Detailed reading of Pascal’s oeuvre with frequent reference to his intellectual predecessors, contemporaries, and inheritors. Pascal is treated primarily as a social and political philosopher, with a particular focus on the idea of love as an epistemological operator in those areas of inquiry.

*Molière et la Femme* G45.2472 Dubrovsky. 4 points.

Deals with some major works, which are inescapable: *Les Précieuses ridicules*, *L’Ecole des Femmes*, *Tartuffe*, *Dom Juan, le Misanthrope*, *L’Avare*, and *Le Malade imaginaire*. The particular emphasis is twofold. First, and foremost, a historical approach (general and literary historiography) to classical texts, which cannot be taken altogether out of context without being gravely misunderstood. Second, a contemporary reappraisal in terms of modern critical theory (psychoanalytic, structuralist, and other).

*Corneille* G45.2473 Dubrovsky. 4 points.

Corneille’s work from a double perspective. First, it seems imperative to...
replace it in its historical context (general history, history of literature, in particular of the theatre). This context is very important, as it grows more and more distant from our own time and culture, for French no less than for American students. On the other hand, just as any director must stage those plays from a contemporary viewpoint, the critic must also interpret them with today’s tools (philosophical, psychoanalytical, etc.) The student’s personal involvement (extensive reading) is essential. Works studied (which do not exclude other choices): La Place Royale, L’Illusion comique, Molière, La Cid, Horace, Cinna, Polyxène, Rodrigue, le Monteur, Sarénée, and Oisou.

Racine G45.2475 Elmarasy 4 points.
Course designed with a dual aim in mind. First, operates as a seminar on Racine’s theatre. Second, introduces the students to some of the trends prevalent in French literary criticism and literary theory over the past 30 years through their treatment of Racine. Concentrates on Racine’s tragedies. Critical texts cover a wide range of methodologies, including stylistics, psychoanalysis, social history and sociology, phenomenology, literary history, and structuralism.

18th-Century Theatre G45.1521 Denyes-Tunney 4 points.

The Age of Enlightenment G45.2561 Denyes-Tunney 4 points.
Do the Lumières constitute a dividing line between a “before” (classicism) and an “after” (romanticism, modernity)? The rewriting of history, the search for origins, and various metaphors of light are examined in the works of Montesquieu, Voltaire, Diderot, and Rousseau, and in the Encyclopédie.

Voltaire et Ses Siècles G45.2571 Roger 4 points.
This course aims to treat this body of work in its variety and to bring the author back to life in his complexity. Students study all of the Voltairean writing styles.

Diderot G45.2573 Denyes-Tunney 4 points.
Focuses on several of the major works of Diderot, in fields as different as the theatre, the novel, science, and philosophy. In each instance, the aim is to recreate the context in order to better read its modernity and, consequently, to better understand its past.

Manners and Morals in 18th-Century Literature G45.2590 Elmarasy 4 points.
This course is conceived as a diphtych: The first panel covers the moralist tradition of the 17th century through such authors as Molière, La Rochefoucauld, and La Bruyère, while the second panel explores the application of this corpus by such 18th-century novelists as Crébillon fils, Marivaux, and Laclos.

Romantic Genres G45.2690 Affron 4 points.
One way to identify romantic literature is through its infraciton of conventional generic distinctions. What is perhaps more interesting is how the notion of genre itself is redefined. This course examines primarily how the shifting generic boundaries and energies of a given text impinge on the reading of romantic literature, primarily in the works of Hugo, Musser, and Vigny.

20th CENTURY
Cinema Culture of France G45.1066 Affron 4 points.
Course designed to introduce the student to some of the major issues that define the cinema culture of France, from the beginning of talking films through the New Wave. Discusses, among others, general questions of narrative, spectatorship, auteurship, and cinema in the French critical canon. Introduces the critical and technical vocabularies necessary for cinematic analysis.

Popular Front G45.1067 Hollier 4 points.
Seminar exploring the Popular Front, within its international and national context, as a political program in connection to which, during the 1930s, practically all the actors of the French political and cultural stages defined their position.

Contemporary Theatre (Up to World War II) G45.1721 Bishop 4 points.
Development of French theatre from the last quarter of the 19th century through the first half of the 20th century. Antoine and naturalism. The anti-realist reaction. The avant-garde. Principal authors: Jarry, Apollinaire, Cocteau, Claudel, Giroudoux, Anouilh, Montderlet, Sartre.

Contemporary French Novel G45.1731 Nicole 4 points.
Fiction of the second half of the 20th century. The literature of commitment, reflections on the absurd, the “new novel,” and the role of the reader. Principal authors: Sartre, Camus, Beckett, Robbe-Grillet, Perel, Sarrate.

Beckett: The Poetics of Silence G45.2774 Bishop 4 points.
Beckett’s work as one of the quintessential contemporary expressions of the human condition and as a fundamental calling into question of language itself.
Camus G45.2778 Bishop. 4 points.
Using a thematic approach, the course not only contextualizes Camus, the “moralist” and existential thinker (though not philosopher), in his own time but also relates him to our own. The course also approaches his books, plays, short stories, and essays stylistically and structurally, as literary works and especially as fiction and drama that inscribes itself in the major trends of the 20th century. A reading of most of his major works follows the evolution in Camus’s political, social, and artistic concerns. Some books (i.e., L’Étranger, La Chute) are studied as highly original literary landmarks.

Autofiction G45.2790 Dubrovsky. 4 points.
Naturally, like all things that are labeled as “new,” this innovation has its illustrious predecessors. Autofiction did not wait until the end of the 1970s to appear. This course tries to grasp important milestones in autofiction since the beginning of the 20th century. As for its contemporary corpus, selected works are not exhaustive; they are chosen because they seem to be typical.

Surrealism, Ethnography, Autobiography, Poem: Michel Leiris G45.2790 Hollier. 4 points.
This seminar covers the ensemble of the work of Michel Leiris, a major figure of French literature of the 20th century who was associated with practically all of its important movements, from cubism to structuralism.

Autour de 1968: Literature, Philosophy, Society G45.2791 Beaujour. 4 points.
Exploration of this intellectual nexus, mainly through the close readings (in French) of major works published between 1965 and 1975.

FRANCOPHONE LITERATURE
Topics in Francophone Literature G45.1990
Topics may include the following:
Exoticism, Ethnography, Errancy: The Postcolonial Moment in Francophone Caribbean Literature Dash. 4 points.
This course looks at a unique series of encounters that took place in the Caribbean during and after World War II between French writers escaping war-torn Europe and writers in Martinique and Haiti. The experience of war and exile on the surrealists traveling in the Caribbean led them to look at France for the first time from the outside and to question the nature of the French colonial project as well as ideas of cultural difference. André Masson, Pierre Mabille, André Breton, and Michel Leiris left an indelible mark on the Francophone Caribbean. Notions of creole culture, le merveilleux, and anti-essentialist thought proposed by Jacques Stephen Alexis, René Depestre, Magloire St. Aude, Edouard Glissant, and arguably in the later Aimé Césaire can be traced back to this period and makes a radical break with the Sartrean poetics of authenticity that mark Parisian nègritude after the forties.
Neither Nomads nor Nationalists: Identity Redefined in Recent Francophone Writings Dash. 4 points.
This course examines recent Francophone writing, especially experimental prose fiction from the Francophone Caribbean. In many ways, this writing emerges in the wake of the postmodern insistence on the nontranscendental and the particular as well as on the absence of grand narratives for contemporary writing. However, these novels also represent a reaction against the ideological binarisms of the postmodern by exploring a pluralistic universalism and a transnational cosmopolitanism.

Topics in Francophone Civilization G45.1991
Topics may include the following:
Parole, Nation, Ecriture: The Novel in Francophone Africa and the Caribbean Dash. 4 points.
This course examines the relation between language, nation, and writing in Africa and the Caribbean in a number of texts representative of some of the most interesting responses to this issue in North Africa, West Africa, and the French Caribbean. The problematization of the major issues is first explored in theoretical texts from such writers as Edouard Glissant, Frantz Fanon, Albert Memmi, and Assia Djebar. Specific novels by Glissant, Chamoiseau, Kourouma, and Djebar are analyzed in terms of various ideological movements and the resulting configurations of language and nation in Africa and the Caribbean.

GENERAL LITERATURE, CRITICISM, AND LINGUISTICS
Advanced Workshop in Contemporary French G45.1004 Campbell. 4 points.
After a brief language history and a review of the phonetic system, students study morphology, syntax, and certain aspects of French stylistics, through theoretical readings, practical exercises, and compositions.

Workshop in Fiction G45.1013 Dubrovsky. 4 points.
This course, intended to develop students’ writing abilities in French fiction, is meant for advanced students who command near-native fluency in French. It resembles other advanced workshops in creative writing, such as that given in the Department of English (G41.1920). Discussion and analysis of student work in one or more fictional modes (short story or short novel) is the focus of this course. The approach is both theoretical and practical.

Textual Analysis G45.1101 Required for M.A. degree in French literature. Beaujour, Bernard, Regalado. 4 points.

Studies in Genres and Modes: Poetry G45.1122 Beaujour, Nicole. 4 points.
The technique of versification and its linguistic bases. The special prosodic and rhythmic characteristics of French verse. Fixed forms. The modernist challenge to poetic conventions and conceptions (free verse, the prose poem, new patterns of typographic disposition, punctuation, syntax). This course aims at enabling students to perform sophisticated readings and close analyses of the poetic text through systematic exposure to linguistic and literary concepts relevant to this practice.

Studies in Genres and Modes: Prose Fiction G45.1123 Deneny. 4 points.
Studies in Literary History G45.2860
Topics may include the following:

The Renaissance Zezula. 4 points.
While the traditional history of literature focuses primarily on describing, evaluating, and classifying literary phenomena in terms of their nature, significance, and order of appearance, historical poetics seeks to define the system in which these phenomena function and which, though coherent, is subject to historical and generic variabilities. As each of these approaches to literary history has its merits, the objective of this course is to examine literature of the French Renaissance from both perspectives—a panoramic view of French literature from the late Middle Ages through the early Baroque and an investigation of the correlation between literary discourse of the Renaissance era and literary discourse in general or, strictly speaking, between literature and literariness.

Le Mythe de l’Âge d’Or: 16ème-18ème Siècles Hersant. 4 points.
In analyzing certain precise texts (of Ronsard, Honoré d’Urfé, Rousseau, Louis Sébastien Mercier…), this course focuses on retracing the evolution of the theme of the Golden Age up until 1789, all the while dealing with a more theoretical perspective of an old question, which regained popularity through the works of Claude Bremond and Thomas Pavel: What is a literary theme?

Autobiography as Novel: The Birth of a Genre Doubrovsky. 4 points.
Autobiography, long neglected by critical studies, has become a major trend in contemporary French writing. Most critical theorists contrast, as antithetical “genres,” autobiography, which strives to retrieve the true story of a man’s life as narrated by himself, and fiction, which invents a fanciful tale of imaginary characters. Yet, throughout the 20th century, many books appeared that erased the frontier between the two “genres” and moved freely from one to the other. This course studies autobiography as novel in some representative and challenging works.

Studies in Literary Theory G45.2890
Topics may include the following:

Language and Image Ballyeur. 4 points.
If it were necessary to give an image, both historical and explicit, on what this course intends to treat, we would find it in a double “role of the dice”: that of Mallarmé opening in 1897 a “simultaneous vision of the Page” and that of Marcel Broodthaers revisiting in 1969 Mallarmé’s effort, through the meaning of a purely formal and musical analogy.

Théories du Destinataire de Diderot à Sartre et Au-delà Hollier. 4 points.
This seminar examines the legitimacy of the question posed by Sartre in Qu’est-ce que la littérature? For whom does one write? Students read the texts of Diderot and Sartre as well as those of a certain number of theoreticians (Blanchot, Umberto Eco, Derrida, Michael Fried, Genette, Todorov, Philippe Lejeune, and Rouset). This seminar explores a series of patterns that have structured French representations of Germany. Germany, an intense and long-lasting object of French ambivalence, worked for a long time as what can be regarded in many ways as France’s ingrown cultural other. The seminar, though focused on the interwar years (1920-1940), deals with earlier (romantic), as well as more recent (post-World War II), periods. The field of representations explored includes fictions, travel accounts, theatrical debates, historical research, as well as philosophical and political essays.

French Cultural History G45.1067 4 points.
This course investigates the emergence of a modern political culture that imprinted the nascent French nation-state after 1770. Our broad definition of political culture—as interplay of political claims, doctrine, practices, and institutions—helps us map France’s changing cultural and political configuration. We pay particular attention to the relationship between the state and civil society, gender and citizenship, literature and politics, and new forms of sociability. Topics may include theatre, salons, spectacles and carnivals, commemorations, the press, popular literature, and schoolbooks.

Approaches to French Culture: Problems and Methods G45.1070 Gerson. 4 points.
Analysis of approaches, methods, and presuppositions found in the articulation of notions about French culture and the French identity.
Established in 1978 through a grant from the National Endowment for the Humanities, the Institute of French Studies (IFS) is a multidisciplinary program devoted to the study of modern and contemporary France. The Institute's program focuses on French history, culture, society, and politics and emphasizes an interdisciplinary approach that draws on the strengths of the humanities and social sciences faculty at New York University.

The Institute offers a variety of programs that provide innovative, comprehensive training for those interested in an advanced knowledge of France. The M.A. program prepares students for careers in international business and banking, the media, government, and cultural organizations, or in teaching French civilization in secondary schools or two-year colleges.

Dual degree and joint M.A. programs prepare students for professional careers in business, law, and journalism. For example, the Institute's dual degree master's program with the Leonard N. Stern School of Business offers a liberal arts program of social and cultural studies to complement training for corporate management. The IFS also offers a dual degree program with the NYU School of Law and a joint degree program with the Department of Journalism and Mass Communication.

The master's program also serves as the first part of a course of study that leads to the Ph.D. The Institute's Ph.D. programs are designed to train graduates for careers in higher education. The Ph.D. program in French studies prepares students for an academic career devoted to research and teaching in the field of French civilization. Joint Ph.D. programs combine work in French studies with rigorous disciplinary training in history, social science, or French literature. Students who earn the joint Ph.D. enjoy the prospect of academic careers either in French departments or in anthropology, history, or political science departments.

Finally, the Institute offers a certificate in French civilization for individuals whose professional work, education, or interests move them to devote one or two terms of part- or full-time study to acquire a deeper knowledge of contemporary France.

In addition to its teaching programs, the Institute fosters research by faculty, postdoctoral fellows, doctoral students, research associates, and visiting scholars in a wide range of areas pertinent to modern and contemporary French society, culture, politics, and history. The Institute also sponsors the French Studies Colloquium—a public lecture series—and weekly luncheon seminars, all designed to advance scholarly research, promote and exchange ideas, and encourage interaction among students, scholars, and professional people in the New York region.

The Institute is home to the journal French Politics, Culture, and Society, published in collaboration with Harvard's Center for European Studies.
Faculty

Modern French social and cultural history; modern European history.

Herrick Chapman, Associate Professor, History, French Studies. Ph.D. 1983 (history), M.A. 1977 (history), California (Berkeley); M.P.A. 1972 (public and international affairs); B.A. 1971 (public and international affairs), Princeton.
Twentieth-century French history; European social and economic history; the comparative history of public policy.

French civilization; French cultural history.

Tony R. Judt, Erich Maria Remarque Professor of European Studies; Professor, History, French Studies; Director, Remarque Institute. Ph.D. 1972 (history); B.A. 1969 (history), Cambridge.
French history; modern European history; the history of ideas.

Susan Carol Rogers, Associate Professor, Anthropology, French Studies. Ph.D. 1979, M.A. 1973 (anthropology), Northwestern; M.S. 1983 (agricultural economics), Illinois (Urbana-Champaign); B.A. 1972 (anthropology), Brown.
Anthropology of contemporary Europe; agricultural development in Europe and the United States; tourism.

French social and cultural history, History of immigration and colonization.

Martin A. Schain, Professor, Politics; Director, Center for European Studies. Ph.D. 1971 (politics), Cornell; B.A. 1961 (politics), New York.
Politics and immigration in France, Europe, and the United States; politics of the extreme right in France; political parties in France.

Modern art and urban subjects; gender and sexuality.

MEMBERS OF THE INSTITUTE OF FRENCH STUDIES

Charles Affron, French; Michel Beaujour, French; Claudine Bernard, French; Thomas Bishop, French; Jerrold Beigel, History; Jindrich Zezula, French.

VISITING FACULTY, 1997-2002

Gérard Althabe, anthropology; Ecole des Hautes Études en Sciences Sociales (Paris).
Jean Baubérot, history; Ecole des Hautes Études en Sciences Sociales (Paris).
Michel Beaulieu, sociology; Ecole des Hautes Études en Sciences Sociales (Paris).
David Goldey, politics; Oxford University.

Eric Fassin, sociology; Ecole Normale Supérieure.

David Gold, political science; Brown University.

Nancy Green, history; Ecole des Hautes Études en Sciences Sociales (Paris).

Daniele Hervieu-Léger, sociology; Ecole des Hautes Études en Sciences Sociales (Paris).

Elkia M’Bokolo, history; Ecole des Hautes Études en Sciences Sociales (Paris).

Michel Ofererle, politics; Université de Paris I (Sorbonne).

Christophe Prochasson, history; Ecole des Hautes Études en Sciences Sociales.

Jean-Louis Quermonne, political science; Institut d’Etudes Politiques (Paris).

Jacques Revel, history; Ecole des Hautes Études en Sciences Sociales (Paris).

Pierre Rosanvallon, politics; Ecole des Hautes Études en Sciences Sociales (Paris).

Benjamin Stora, history; Université Paris VIII Saint-Denis (Paris).

Programs and Requirements

Admission: All applicants must hold a bachelor’s degree and have a working knowledge of French. Though students have an opportunity to improve their French, many courses are taught in French, and thus the ability to read French and understand the spoken language is a prerequisite. Entering students typically hold undergraduate degrees in French, history, or one of the social sciences and work toward either M.A. or Ph.D. degrees. M.A. candidates not initially accepted to a Ph.D. program may petition for admission to a doctoral program at the end of the first year of study. In the case of a joint doctorate with anthropology, French, history, or politics, a petition must be submitted to the relevant partner department as well. The number of students permitted to advance from an M.A. program to a Ph.D. program is very limited. M.A. programs are open to both full- and part-time students; Ph.D. programs only to those attending full-time. Submission of Graduate Record Examination general test scores is required. For an application or further information, contact the Institute of French Studies, New York University, 15 Washington Mews, New York, NY 10003-6694. For admission deadlines, see the Calendar section of this bulletin.

ADVISEMENT

The limited enrollment in Institute programs allows close supervision of student progress and careful advisement on the choice of courses and the training required for various career goals. Each M.A. student is advised by a member of the Institute faculty, while each doctoral candidate normally has two advisors: one from the Institute and one from the department most related to the student’s dissertation field (i.e., anthropology, French, history, politics).

THE MASTER’S PROGRAMS

Master of Arts Program in French Studies

The M.A. program is designed for students interested in careers in international business and banking, the media, government, and cultural organizations, or in teaching French civilization in secondary schools or two-year colleges. The M.A. program offered by the
Institute can also complement work done toward a graduate degree in French language and literature. Full-time students can complete the M.A. degree in one calendar year if they attend the Institute’s summer program in Paris. Those who do not participate in the summer program complete their M.A. requirements in three semesters of study at NYU. Part-time students normally take two years to meet the course requirements.

Course of Study: The program requires successful completion of eight courses (32 points) and a comprehensive examination. The latter covers three of the four basic fields in French studies: (1) French history since the Ancien Régime; (2) French society; and either (3) French politics and the economy since 1945 or (4) French culture in society. Of the eight courses, at least four must be chosen from Institute core courses.

Summer Study Abroad: The Institute offers one or two graduate courses in Paris during the NYU in Paris semester, which typically runs from late June through early August. The course(s) are offered at the NYU in Paris facilities and are taught by faculty appointed by the Institute. Students who take two courses in Paris can complete all course work for their M.A. degree in one year.

Dual and Joint Degree Programs
The dual and joint degree programs integrate the study of France with the training offered by the NYU School of Law, the Leonard N. Stern School of Business, and the Department of Journalism and Mass Communication. All of these programs enable students to complete the requirements of the dual and joint degrees in less time than if they were pursued independently. Candidates must submit two applications: one to the Institute and one to the respective school or department. Applicants must meet the admission requirements of both the Institute and the other department or school, and admission is subject to approval by both. The ability to read French and to understand the spoken language is a prerequisite.

Dual Degree Program with Business Administration: The dual degree master’s program in French studies and business administration offered in cooperation with NYU’s Leonard N. Stern School of Business is the first degree program in the United States to combine training for corporate management with an integrated course of social and cultural studies focused on a major European country. The dual degree M.A./M.B.A. program is intended for students seeking careers in business and finance that might require residence in and detailed knowledge of France.

Students in this program can complete the requirements in two and a half years of full-time study. One of the five semesters may be taken in Paris, attending courses at French business schools and other institutions. Students may attempt the program on a part-time basis but must meet the requirements for both degrees within six years of initial enrollment. For further details on the M.A./M.B.A. program, see the application at the back of this bulletin and also contact the Institute of French Studies. For a Stern School application and bulletin, contact the Office of Admissions, Leonard N. Stern School of Business, Graduate Division, New York University, 44 West Fourth Street, New York, NY 10012-1126, or call (212) 998-0600.

Dual Degree Program with Law: The dual degree M.A./J.D. program in French studies and law offered in cooperation with the New York University School of Law is of special interest to students who wish to continue an undergraduate interest in French society and culture while preparing for a professional career in law. The influence of French law in Europe, in the European Union, and in the developing world makes the dual degrees useful for students who wish to work for public or private clients with business in those areas. They are also useful for future scholars of comparative law, compara
tive jurisprudence, human rights, and legal philosophy.

Candidates for the program typically have a strong knowledge of French and a desire to use the language in their professional work. Students currently enrolled in the NYU School of Law may also apply. The program can be completed in three to four years. Normally, the first year of the program is spent at the law school; work toward the M.A. degree in French studies typically begins in the second year or during the summer between the first and second years. Further details on the M.A./J.D. program are available in the application at the back of this bulletin and also from the Institute. For a School of Law application and bulletin, contact the Admissions Office, New York University School of Law, 40 Washington Square South, New York, NY 10012-1099, or call (212) 998-6060.

Joint Degree Program with Journalism: The joint master’s degree in French studies and journalism offered in cooperation with the Department of Journalism and Mass Communication provides education and training at the master’s level for students seeking careers as professional newspaper, magazine, or broadcast journalists. Courses from both departments are combined to provide the student with specialized knowledge of French and journalistic writing and/or broadcasting skills. The degree may be completed in two years. It requires a comprehensive examination and final project, consisting of a feature article on a subject related to contemporary France or French-speaking countries. Further details on the joint M.A. program with journalism are available in the application at the back of this bulletin and also from the Institute.

THE DOCTORAL PROGRAMS
The Institute offers small, highly selective doctoral programs that prepare students for careers involving research and teaching on contemporary France. The programs offer two kinds of Ph.D. degrees: (1) the Ph.D. degree in French civilization, focusing on French society and culture rather than on literature and language; and (2) the joint Ph.D. degree in French studies and either anthropolo
gy, history, politics, or French literature.

Admission: Students applying for a joint Ph.D. with anthropology, French, history, and politics submit a single application, which must then be approved by both the IFS and the partner department. In most cases, both approvals will be granted at the time of acceptance to the IFS, but partner departments will sometimes defer approval until the second or third year of study. Students applying for the Ph.D. degree in French studies require acceptance only by the IFS.) Students initially admitted to an M.A. program who wish to continue on to a Ph.D. must formally apply for the Ph.D. program of their choice. Only a few such applications will be approved.

Course of Study: The Ph.D. programs all require successful completion of 72 points of course work, a written and oral qualifying examination, and a doctoral dissertation. All students must first complete the requirements for the master’s degree (see M.A. course
requirements described above). Remaining course work is chosen from Institute offerings and from courses offered by other departments (mainly anthropology, French, history, or politics) according to the kind of doctorate pursued, the area of specialization, and career interests of the student. Full-time students usually take three courses per term and finish their course requirements in three years.

Most doctoral students spend one or two semesters of their third year in Paris, where they take courses at the French institutions with which the Institute has formal exchange agreements: the Ecole des Hautes Etudes en Sciences Sociales, the Institut d’Etudes Politiques, and the Ecole Normale Superieure. Full New York University course credit is given for courses successfully completed in Paris. With their adviser’s permission, students may work at other Paris institutions, such as the University of Paris.

After returning to New York, Ph.D. candidates who have completed 72 points of course work design a dissertation research project and take the written and oral qualifying examination for the Ph.D. After successfully completing this examination and obtaining approval of a dissertation proposal, students generally spend a year in France (normally their fifth year of matriculation) conducting dissertation research. Sixth-year students typically have completed their research and spend the year writing their dissertation. Once the dissertation has been accepted, all Ph.D. candidates must defend their work in a final oral examination. The Ph.D. qualifying examination for each of the joint programs consists of sections on French studies, on the discipline in question, and on the integration of the two. Examiners include faculty from both the Institute and the relevant department. Similarly, the dissertation defense committee includes faculty from both units. For more details on the current regulations for these joint programs, contact the Institute of French Studies.

THE CERTIFICATE PROGRAM

The Institute offers a certificate program in French civilization designed for (1) students in other doctoral or professional programs having a research or career interest relating to France; (2) individuals teaching or planning to teach French in universities, colleges, or secondary schools who desire intensive training in French civilization to complement their education in language and literature; and (3) professionals working in business, cultural organizations, government, the media, and other areas requiring expert knowledge of contemporary French culture and society. The certificate is awarded on successful completion of four courses (16 points) with at least a B average. No other examination or written work is required.

SPECIAL RESOURCES

The Institute is located in a charming townhouse in historic Washington Mews, adjacent to La Maison Francaise, the University’s center for French cultural activities. The Mews house provides offices, library, seminar room, student lounge, and a spacious periodical reading room with current French daily newspapers, weekly magazines, and scholarly journals.

Every year, the Institute invites four distinguished French scholars to teach full semester courses, giving students an unparalleled opportunity to work with several of France’s top academic figures. In addition, the Institute sponsors the French Studies Colloquium, a biweekly public lecture series on contemporary France that features visiting French officials, noted professionals, and academic specialists. The Institute’s weekly luncheon seminars allow for regular and intensive exchange among students, faculty, and visitors from France, as do the additional lectures, conferences, films, and receptions the Institute sponsors. All these events help create a unique environment in which students can interact with many of France’s leading personalities from academia, journalism, business, and government. Through these programs, the Institute reaches beyond the University to encourage a rich exchange of ideas about France.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

The Institute offers major fellowships, including stipends of up to $13,000 and full tuition to outstanding full-time students in the master’s and doctoral programs. Smaller stipends and tuition remission are also available, as is other financial aid in the form of loans and graduate work-study assistantships from the Graduate School of Arts and Sciences (GSAS).

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the application at the back of this bulletin.
COURSES

CORE COURSES

France: The People and Their Land  
G46.1310  Identical to G45.1310. 4 points.
Introduction to the human geography of contemporary France. Topics include Paris and the regions; urbanization and rural life; industrial development and population movements; immigration; energy and environmental problems; and new forms of community.

Approaches to French Culture  
G46.1410  Identical to G45.1070. 4 points.
Approaches and methodologies used to analyze, research, and teach French civilization and cultural studies. Includes discussion of relevant disciplinary approaches as well as particular cultural "objects" analyzed from various perspectives.

French Cultural History Since 1870  
G46.1510  Identical to G45.1067-002 and G57.1212-002. 4 points.
Survey of some major forms of cultural expression since the late 19th century and a study of the meanings that culture has assumed in modern French life.

19th-Century France  
G46.1610  Identical to G57.1209. Berenson, Chapman, Gerson. 4 points.
Social and political history of France from the Enlightenment to the late 19th century. Topics include the French Revolution and its legacy; the Empire; the development of movements of the Right and Left; labor unrest; the commune; the Dreyfus Affair; and the enduring question of nationhood, citizenship, and the emergence of a French identity.

20th-Century France  
G46.1620  Identical to G57.1210. Berenson, Chapman, Judt. 4 points.
The transformation of French society since the turn of the century as a result of economic crisis and growth, political upheaval, and war. Topics include nationalism, socialism, labor conflict, student uprising, and regional and ethnic militancy.

French Politics, Culture, and Society  
G46.1710  Identical to G53.2524. 4 points.
Introduction to French political institutions from the Ancien Régime to the Fifth Republic. Longevity of centralization, myth of the public good, and the quest for accountable and stable government are among the subjects examined.

French Political and Social Thought:  
1750-1880  G46.1720  Identical to G53.2142. 4 points.
Study of political and social ideas and movements from before the Revolution to the Third Republic. Among topics studied are Montesquieu, Rousseau, revolutionary and counterrevolutionary thought, Constant, Tocqueville, Saint-Simon, and Comte.

Problems in Contemporary French Society  
G46.1810  Identical to G44.1328. Rogers. 4 points.
Introduction to the analysis of French society and postwar processes of social reproduction and transformation. Local-level ethnographies and national-scale studies are used to explore relationships between individual experience, local variation, and national trends.

French Society Since the Revolution  
G46.1820  4 points.
Explores processes of social change throughout the last two centuries, including the demographic revolution and class formation. Examines statistical trends, individual and collective actors, informal groups, and formal associations.

The French Economy: Structures and Policies  
G46.1910  Identical to B50.2319. Offered jointly with the Leonard N. Stern School of Business. Chapman. 4 points.
Comprehensive survey of the French economy, including both macro- and microeconomic analysis. Examines major historical patterns as well as current policy and debate. Includes consideration of the domestic economy and France's role in the European and international economies.

SPECIALIZED COURSES

The Cinema Culture of France:  
1929-1959  G46.1066  Affron. 4 points.

Religion in French Society  
G46.1430  Identical to G53.1824. 4 points.
Examines the place and role of religion in French politics and society and analyzes especially church-state relations (laïcité à la française) and how they evolve today in the face of new problems.

Topics in French Cultural History  
G46.1500  Identical to G45.1067 and G57.1212. 4 points.
Recent topics: colonization, immigration, and national identity; French representations of Germany; musical culture and society in France, 1830-1900.

The French Fifth Republic: Politics, Policies, and Institutions  
G46.1730  Identical to G53.2523. Schaum. 4 points.
Systematic study of French political behavior and its relationship to institutions and policies under the Fifth Republic. The focus is on the sources, the organization, and the institutional consequences of political conflict in France. Constitutional structures are explored as well as voting, political parties, pressure groups, and public policy.

France in World Politics Since 1940  
G46.1740  Identical to G53.2821. 4 points.
Examines the international position of France from World War II through the successive phases of global tension and détente. Focuses on French responses and initiatives with respect to national security, the Atlantic alliance, Western and Eastern Europe, and the Third World.

Literature and Cinema  
G46.1764  Identical to G45.1764. 4 points.
Compares literary materials with those of film. Topics include the impossibility of transposing novels into films, the modernity of cinematographic subjects, film and modern myths, and cinema as language.

Gender in French History  
G46.2210  4 points.
Explores the social, cultural, and political history of women from the eve of the Revolution to the present. A central issue for the course revolves around the struggle to reconcile citizenship and maternity. The course is organized both chronologically and thematically. A broad spectrum of sources is used, including memoirs, letters, and fiction as well as classical historical works.

Education in France: The School, the Nation, and French Identity  
G46.2313  Identical to G45.2061. 4 points.
Studies the French educational system
throughout the last two centuries, focusing on the functions assigned to schooling, the content of the curriculum, the role of church and state, the place of education in the social system, and its role in shaping national identity.

Visual Arts in French Society
G46.2339 Silver. 4 points.
Explores the relationship between society and art in France. Focus is on the beaux arts—painting, sculpture, and architecture—as well as photography and the decorative arts. The aim is to gain an understanding of artistic production within the context of historical and social change.

France and Francophone Africa
G46.2412 Identical to G53.2527. 4 points.
Examines the political, economic, cultural, and military policies of France in Francophone sub-Saharan Africa since independence and the political, economic, and social developments in each of the new nations.

France and the Maghreb
G46.2422 Identical to G53.2538. 4 points.
After a brief review of the history of North Africa, the course focuses on recent developments in each of the Maghreb countries and the role played by France in the area.

France and the Caribbean
G46.2423 4 points.
A systematic study of the social and cultural impact of French politics, political institutions, and public policies in former colonies of Guadeloupe, Martinique, and, to a lesser extent, Guiana. Explains how these territories, which have produced theorists of the colonial predicament such as Aimé Césaire, Frantz Fanon, and Edouard Glissant, are not only still attached to the mother country, but show little inclination for independence while claiming greater political control over their own local affairs.

France in Europe
G46.2424 Schain. 4 points.
Analyzes the evolution of European Union governance since the 1960s and the role of France in transforming the European governing system. A central issue is how and why French policy moved from Charles de Gaulle’s resistance to a closer union among European states to Francois Mitterand’s efforts to create an integrated system.

Studies in Contemporary French Thought: French Intellectuals and the American Challenge Since 1945
G46.2510 Identical to G45.2791. 4 points.
Contemporary debates on the Americanization of French culture are considered in the perspective of reactions to America since World War II. Both cultural and political interpretations are examined through the reading of major texts.

Cultural History of France
G46.2530 4 points.
Various topics in modern French cultural history.

Topics in 20th-Century French Political Thought
G46.2720 Identical to G53.2143 and G37.2233. Judt. 4 points.
Introduction to the intellectual history of contemporary France. Examines major ideological crises beginning with the Dreyfus Affair. Topics include pre-World War I neo-nationalism and neo-Catholicism; surrealism and politics; French fascism; Vichy, the Resistance, and Gaulicism; post-World War II socialism and communism; the crisis of May 1968; and the conservative revival of the 1980s.

The French State: Public Law, Administration, and Policy
G46.2730 Identical to G53.2511. 4 points.
The role of the central state in contemporary French society. Roman law origins of this role, legal and administrative structures of the state, the executive and policymaking, the career civil service, and the constitutional council as a limit on state power.

Topics in French Culture and Society
G46.2810 4 points.
Recent topics: family and gender; urban anthropology; excursions in interdisciplinarity.

French Law and Society
G46.2821 Identical to G53.2528. 4 points.
Broad view of the French legal system in relation to French society. Covers the history of French law, sources of the law, the constitutional and administrative systems, and criminal private law. Identifies and discusses research opportunities in the field.

Topics in the French Economy
G46.2910 Identical to B50.2329. 4 points.
Variable content course dealing with specific problems or specialized subjects.

Guided Reading
G46.2991, 2992
Prerequisite: permission of the instructor. 2 or 4 points.

French Social Theory and the Social Text
G46.3700 Identical to G14.1329. 4 points.
Examines ideas about the social construction of categories in classic social sciences texts (from Durkheim and Mauss to Lévi-Strauss and Bourdieu, and from Febvre to Foucault). At the crossroads of history, sociology, and anthropology, this seminar examines the definition of a French science de l’homme.

Research Seminar in French Studies
G46.3720 Identical to G53.3510. Chapman, Rogers. 4 points.
Interdisciplinary research seminar in contemporary French history, society, politics, and culture. Includes the design, execution, criticism, and presentation of research projects dealing with contemporary France since the Revolution.
The Department of Germanic Languages and Literatures offers programs leading to the Master of Arts and Doctor of Philosophy degrees in Germanic studies. Students gain a comprehensive understanding of the major areas in literature and cultural studies with a focus on the modern period, from the late 18th century onward.

The department’s distinguished faculty members represent major fields of German studies, regularly supplemented by eminent visiting professors both from the United States and from German-speaking countries. The program stresses multi- and interdisciplinary approaches in collaboration with other departments. Emphasis is placed on methodology and critical theory, and literature is studied within its cultural and philosophical contexts. Students have the opportunity for independent study with members of the department or those of related disciplines, as well as for study abroad.

**Faculty**


Nineteenth- and 20th-century poetry; literary theory; intersections of history and literature.

**Paul Fleming,** Assistant Professor. Ph.D. 2001 (German literature), Johns Hopkins; M.A. 1997 (German literature), Johns Hopkins; B.A. 1991 (comparative literature and religious studies), Brown.

Eighteenth- and early 19th-century aesthetic theory; classicism; romanticism; Jean Paul; Hölderlin.

**Eva Geulen,** Associate Professor. Ph.D. 1989 (German), Johns Hopkins.

German literature and critical theory from the 18th century to the present; philosophical aesthetics and literary theory; gender studies.

**Bernd R. Hüppauf,** Professor; Director, Deutsches Haus, Dr.Phil. 1970 (German), Tübingen.

German literary and cultural history of the 19th and 20th centuries; literature and philosophy; representation of war and violence.

**Carol Jacobs,** Professor. Ph.D. 1974 (comparative literature), Johns Hopkins; M.A. 1968 (French literature), B.A. 1964 (French literature), Cornell.

Literature, 18th-20th centuries; critical theory; classical thought.

**Avital Ronell,** Professor, Germanic Languages and Literatures, Comparative Literature; Chair, Department of Germanic Languages and Literatures. Ph.D. 1979 (Germanic languages and literature), Princeton; B.A. 1974 (German, philosophy, French), Middlebury College.

Literary and other discourses; feminism and philosophy.

**Michael Schultz,** Senior Language Lecturer; Director, Language Programs. Ph.D. 1991 (Germanic languages and literature), Pennsylvania; B.A. 1979 (German and English), Loyola College.

Foreign language methodology; teacher training; curriculum development.

**Friedrich Ulfers,** Associate Professor. Ph.D. 1968 (19th- and 20th-century German literature), M.A. 1961, New York; B.A. 1959, City College.

German romanticism; 20th-century novel; poststructuralist/deconstructionist theory.

**Adjunct Faculty**

**Robert Cohen,** Adjunct Professor. Ph.D. 1988 (German), M.A. 1986 (German), New York.

Antifascist literature; exile literature; Marxist literary theory.

**Visiting Faculty**

**Jacques Derrida,** Distinguished Guest Lecturer.

**Faculty Emeriti**

Program and Requirements

Admission: Candidates to the Department of Germanic Languages and Literatures must have earned a B.A. or an M.A. (or its foreign equivalent). In addition to the Graduate School of Arts and Science admission requirements, candidates must submit a recent sample of academic writing of approximately 15 pages. Scores from the Graduate Record Examination (GRE) general test or subject test in the humanities are accepted.

Advising: Students entering the program are assigned an academic adviser from the department's faculty for the first semester of study; students may select a different adviser at any time thereafter. Students are encouraged to meet with advisers on a regular basis; at least one meeting per semester is required.

Required Courses: Methods of Teaching and Research (G51.1100) and Introduction to Critical Theory (G51.1111) are required of all degree candidates in the department. Students are strongly encouraged to take these courses in their first year of study.

First-Year Review: The academic progress of each student is reviewed by department faculty after the second semester of study. Students who pass this review are permitted to continue course work toward the Ph.D. degree.

MASTER OF ARTS

Course Work: The M.A. program normally consists of 32 points (eight courses) of graduate work, with a minimum of 24 points in residence at New York University and a thesis.

DOCTOR OF PHILOSOPHY

Course Work: A total of 72 points of course work is required for the Ph.D. degree.

Transfer Credit: No more than 32 points of credit toward the Ph.D. course requirements may be transferred from another institution. Students who have studied at German universities should note that transfer credit can be awarded only for “Hauptseminare”.

Language Requirement: Students are required to demonstrate proficiency sufficient for research purposes in a language other than German or English. The choice of language is subject to approval by the student’s academic adviser. Students are expected to complete this requirement before taking the Ph.D. comprehensive examination. This requirement may be fulfilled by one of the following:

1. A passing grade on a translation exam administered by the Office of Student Services. (The test is given several times a year.)
2. Native proficiency demonstrated by a degree from a non-Anglophone foreign university.
3. A passing grade in a graduate-level literature course in any of the language departments at NYU.
4. A grade of B or better in an upper-level undergraduate literature course taken within two years of the student’s first registration at NYU.

Comprehensive Examination: A comprehensive examination must be taken within one semester after completion of the Ph.D. course requirement. Successful completion of the examination permits the student to proceed to the dissertation proposal. Students who do not pass may take the examination a second time. A second failure precludes further work in the Ph.D. program. A detailed examination of the procedures and requirements of the department can be found in the department’s Graduate Student Handbook.

Dissertation Proposal: The student should work in consultation with his or her dissertation adviser to produce a formal dissertation proposal within six months after completion of the Ph.D. comprehensive examination. All dissertation proposals require the approval of the department’s graduate faculty.

Dissertation Defense: The completed doctoral dissertation must be approved by the departmental committee and must then be defended by the candidate in an oral examination.

DEUTSCHES HAUS

This cultural center for the exchange of ideas between Germany and the United States and for information on German-speaking countries is situated opposite the department at 42 Washington Mews. It provides noncredit language courses; films; lectures by writers, critics, artists, and political figures; concerts; and exhibits. Its program is linked to the department's areas of research, which are reflected in international conferences and seminars. Language courses include elementary to advanced German, German for reading and research, private tutorials, and German for special purposes. With the exception of language courses, all cultural events sponsored by Deutsches Haus are free.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

The Otto and Ilse Mainzer Fellowship was established in 2000 with the generous support of Ilse Mainzer in honor of the life and work of Otto Mainzer. It is open to graduate students in the department with focus areas including psychology, sexuality, gender studies, love, and friendship. A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the application at the back of this bulletin.

Courses

Aspects of German Culture I, II, III
G51.1001, 1002, 1003 4 points per term.
Discusses the development of German society, state, and culture, including politics, art, music, and literature, for an understanding of modern German history.

Methods of Teaching G51.1100
Schultz, 4 points.
Focuses on the principles and practices of teaching German as a foreign language. Readings, video class demonstrations, and discussions, with an individually tailored “praktikum” for each participant. Develops techniques for working with aural, oral, reading, and writing skills.

Theories of Literary Interpretation
G51.1111 4 points.
Introduction to debates concerning definitions of literary texts and the methodologies of interpretation: deconstruction, hermeneutical, structuralist, and dialectical theories of textuality and reading.
Problems of Contemporary Critical Theory G51.1112 Geulen. 4 points.
“Critical theory” has grown to encompass a number of different conceptualizations of the relationship between critical analysis and sociocultural phenomena. Based on this wider sense of the term, the mode in which the various texts are engaged and contextualized seeks to dispel the notion that critical theory supplies a set of tools, methods, or viewpoints. Readings include Marx, Heidegger, Lukács, Adorno, Krakauer, Althusser, Barthes, Gramsci, Foucault, Derrida, Haraway, and Spivak.

Depropriation: Theories of Subjectivity G51.1114 Rosell. 4 points.
Exploration of works in which an originary deconstruction of the subject is asserted. Some of the recurrent themes and topics under analysis include loss of the proper, the alien body, the politics of contamination, the figure of the writing couple, the logic of parasitism, internal alterity, and the question of thinking.

Early German Cinema G51.1301 4 points.
Analysis and discussion of early German films with a special emphasis on documentaries.

New German Cinema G51.1303 4 points.
Examination of new German cinema since the 1970s.

Innocence in Literature G51.1400 Baer. 4 points.
Investigates the notion of innocence in literature.

Aesthetics and Anthropology of the Goethe Era G51.1409 Hüppauf. 4 points.
Focuses on the second half of the 18th century as the foundational epoch for the science of man and serves as an introduction to the intersection of anthropological and aesthetics of the body.

Goethe G51.1410 4 points.
Introduction to major works of Goethe, including Die Leiden des jungen Werthers, Faust, Wilhelm Meister, and selections of poetry.

Goethe’s Faust G51.1411 Ulfers. 4 points.
Focusing on Goethe’s transformations of the Faust myth, the following are examined: the historical sources of Faust, the work from the viewpoints of classicism and romanticism, the figure of Gretchen, and Faustian striving as a value of Western culture.

German Romanticism G51.1420 Ulfers. 4 points.
Examines the romantic movement as a way of living and writing. Attention is given to the development of a “new” mythology connecting poetry and myth, to romantic irony as a specific aesthetic process, and to the discovery of the unconscious and the irrational.

Franz Kafka G51.1512 Ulfers. 4 points.
Kafka’s work in the light of his preoccupation with language, particularly with the way this preoccupation affected his writing. The point of departure is the problematization of the referential function of language. An examination of Kafka’s diaries and letters follows.

Bertolt Brecht G51.1513 4 points.
Analyzes and evaluates representative forms of writing by Bertolt Brecht and discusses the aesthetic and intellectual concepts and achievements of the writer spanning the era from the Weimar Republic to the postwar years 1945 to 1956.

Modern German Drama G51.1520 4 points.
Modern German plays after 1945 to the present. Major theoretical essays on the function of the theatre as a public institution and the problem of how to represent the world on the stage are discussed in conjunction with the plays.

German Poetry G51.1550 4 points.
Provides some of the tools to approach lyrical texts, based on the premise that there is a distinct “lyrical language” with its own rules, grammar, and syntax. Readings include Klopstock, Goethe, Schiller, Heine, Hölderlin, Mörike, Eichendorff, George, Trakl, Rilke, Brecht, Sachs, Bachmann, and Celan.

Representations of Fascism G51.1570 4 points.
Demonstrates ways fascism as an imaginary phenomenon has impacted on our systems of historical and aesthetic representation. The unrepresentability of the horrors of the Holocaust are juxtaposed with fascism in popular culture and film. Readings include Benjamin, Adorno, Lyotard, Lacoue-Labarthe, and Lefort.

Theory Clashes: Modernism-Avant-Garde-Traditionalism G51.1600 Cohen. 4 points.
The overall focus is on the conceptualizations of realism produced by the “expressionism debate” of the late 1930s and its two main protagonists, Lukács and Brecht. Concludes with investigations of Adorno’s postwar attacks on both Lukács and Brecht and of GDR scholar Werner Mittenzwey’s attempt at reviving the progressive concepts of the Brecht camp.

Visual Culture G51.1650 4 points.
Focuses on the role of visibility in modernist thought, with an emphasis on the German tradition. Examines how epistemological models are oriented to a subject defined as a viewer and producer of images. Readings in critical theory, art history, and theories of film and photography.

Heinrich von Kleist G51.1695 4 points.
Kleist’s major works are discussed, concentrating on Prinz von Homburg, Der zerbrochene Krug, and several of his novellas and essays.

Interpretation, Authority, Time G51.1700 Jacobs. 4 points.
Explores readings of 20th-century theorists who have altered how we think of interpretation. Readings include Barthe, de Man, Benjamin.

The Very Idea of a University G51.1800 Geulen. 4 points.
Analyzes philosophical treatises on the purpose and functioning of the research university against the backdrop of contemporary debates on the role of the humanities, canon formation, on-line learning, etc. Authors include Kant, Schleiermacher, Fichte, Humboldt, Nietzsche, Weber, and Benjamin.

Images of War and Violence in the Age of Modernity G51.1824 Hüppauf. 4 points.
The contribution that representations of modern warfare have made and continue to make to individual and collective images of violence are explored in relation to perceptions of the city and technology, artistic practices, the questioning (and sometimes inverting) of gender roles, memory, and national and individual identity.

The End of Art: Studies in a Figure of Modern Thought G51.1825 Geulen. 4 points.
Against the backdrop of the contemporary resurgence of a gesture related to
the end—the end of modernity, of history, of ideology, of nature, etc.—this course explores the topos of the end of art from a systematic and historical point of view. Readings include Hegel, Nietzsche, Heidegger, Benjamin, Adorno, and Blanchot.

Friedrich Nietzsche G51.1842 Ulfers. 4 points. Examination of Nietzsche's terms “Appollonian” and “Dionysian” in The Birth of Tragedy that serves as the basis for an investigation of his aesthetic theory, epistemology, and ethics. Uses other writings as background and source. Traces Nietzsche's impact on 20th-century literature.

Gottfried Benn G51.1861 4 points. Interpretation of works from one of the greatest European lyricists of the 20th century. Focus is on his fictional prose; selections of his poetry; and his politics, including his early relationship to fascism.

Psychoanalysis and Philosophy G51.1865 Ronell. 4 points. Explores the fundamental structures of psychoanalysis with a view to its philosophical implications. Readings range from scrupulous analyses of Freud, Lacan, Klein, Derrida, Lacoue-Labarthe, and Nancy to “Heideggerian psychoanalysis” or cryptonymy (Abraham and Torok).

Robert Musil G51.1868 Hüpflauf. 4 points. Introduction to a major author of early 20th-century German literature. Selected essays and fictional texts are studied as examples of modernism in German prose literature: Der Mann ohne Eigenschaften, Drei Frauen, Nachlass zu Lebzeiten.

Expressionism G51.1894 4 points. Explores German contributions to literature and the other arts in a European context during the first half of the 20th century. Literary texts, painting, and films are considered in their relation to European movements.

Skepticism and Modern Literature G51.1900 Hüpflauf. 4 points. Explores skepticism’s two basic questions: whether true knowledge can be found and a life in pursuit of moral good is possible. Examines the skeptical tradition through the end of the 19th century.

Literature of the Weimar Period G51.1919 Cohen. 4 points. Topics include Weimar modernity, Weimar theatre, women, Jewish aspects and anti-Semitism, the rise of fascism, and the postexpressionist aesthetics of New Sachlichkeit (New Sobriety) in novels, drama, poetry, and journalism, with an interdisciplinary interest in the other arts. Works by Roth, brothers Mann, Brecht, Seghers, Horváth, Fleisser, Tucholsky, Polgar, and Kisch.

Culture and Critique—The School of Frankfurt's Theories on Modernity and Culture in Context G51.1920 Hüpflauf. 4 points. Seminar attempting both a reconstruction of philosophical preconditions and the methodological framework of the Frankfurt School and a critical assessment of its theories of aesthetics and the modern condition. Works by Adorno, Horkheimer, Marcuse, Benjamin, and Freud are examined.

Nazi Period and Holocaust in Postwar Literature G51.1934 Cohen. 4 points. Focuses on the constructions and reconstructions of the Holocaust in the literature of the postwar period 1945 to 1989. Investigates texts by those most directly affected by the Nazi period: the contemporaries and descendants of the perpetrators as well as of the victims, resisters, and witnesses; Adorno, Arendt, and Anders.

Max Frisch/Peter Weiss G51.1946, 1947 May be taken separately for 2 points each. Cohen. 4 points. Focuses on Frisch's lifelong interest in the relationship between the private and the public sphere and between intimate self-exploration and public/political discourse; the seminar on Weiss investigates the career of a lifelong outsider, from the near autistic beginnings of his early, hermetic texts, through his evolution into a major public figure and radical leftist.

The Poetics of Witnessing G51.1992 Baur. 4 points. Seminar examining the structure, significance, and possibility of personal, collective, and historical forms of witnessing and testimony in the 19th and 20th centuries. Particular emphasis is on lyric poetry and the relation between private and public traumatic experiences.

Realism: Problems in 19th-Century Prose G51.1994 Geulen. 4 points. Systematic introduction to problems of representation in 19th-century prose. Authors include Tieck, Hebbel, Keller, Stifter, and others.

Derrida's Greatest Hits: The Appropriation of German Texts G51.2002 Ronell. 4 points. Students read a selection of Derrida's most influential works not so much as independent inventions of poststructuralism but as texts occurring within a highly determined conceptual lineage, requiring students to read ways in which poststructuralist texts both figure and transfigure the very tradition into which these texts locate themselves as participants and inheritors.

Modern Scandinavian G51.2124 Arranged on demand. 2 or 4 points. Modern Scandinavian G51.2702 Ulfers. 4 points. Explores the relation of Nietzsche's thought to feminism. The point of departure is Nietzsche's figure of “truth as woman”—a “truth” that, unlike Plato's, is not “one” but “excess.”

Criticism, Critique, and Crisis: Walter Benjamin G51.2900 Geulen. 4 points. To this day, Walter Benjamin figures as one of the most important intellectual figures of this century. The purpose of this course is to provide a more comprehensive and contextualized introduction to his oeuvre, from the earliest engagement with German youth-culture to the latest work, the gigantic project of writing the history of the Parisian arcades.

Research G51.3000 Open to advanced students with permission of the chair. 2-6 points.
Chair of the Department:  
Professor Lawrence H. Schiffman

Director of Graduate Studies:  
Professor David Engel

The Skirball Department of Hebrew and Judaic Studies offers programs leading to the doctoral degree. Doctoral students earn a master's degree in the course of their studies. Students may also complete a specific series of courses in Hebrew and Judaic studies and museum studies, qualifying for a master's degree. A dual degree program to be operated, pending administrative approval, in conjunction with the Robert F. Wagner Graduate School of Public Service provides opportunities for students to earn an M.P.A. and a master's degree in Hebrew and Judaic studies. A joint program in Hebrew and Judaic studies and history enables outstanding students to pursue a doctoral degree in the two departments simultaneously.

The department's primary purpose is to train scholars in the areas of Jewish literature, religion, history, and thought who have mastered both a body of knowledge relating specifically to Jewish studies and the canons and practices of a general academic discipline. Courses are offered in biblical studies; post-biblical and Talmudic literature; medieval and modern Hebrew literature; history of the Jews in the ancient, medieval, and modern periods; Jewish philosophy, religious expression, and mysticism; and related fields. Many courses involve the reading of Hebrew texts, and some are conducted in Hebrew. Students are also required to take courses in at least one general disciplinary department. Students structure individual programs according to their areas of interest.

The department sponsors lectures and colloquia on current research in Jewish civilization, often in collaboration with the Departments of History, English, and Middle Eastern Studies; the Programs in Religious Studies and in Near Eastern Studies; and the Center for Ancient Studies. Course offerings are frequently augmented by outstanding visiting scholars from Israel.

The department benefits from the extensive Hebraica and Judaica holdings of the New York University libraries and from cooperative arrangements with Hebrew Union College-Jewish Institute of Religion. In addition, the city of New York is an ideal setting for Judaic studies, with a range of academic and cultural resources. The new Center for Jewish History, housing the libraries and archives of the YIVO Institute for Jewish Research, the Leo Baeck Institute, and the American Jewish Historical Society, will be located in close proximity to the NYU campus.

Faculty


Medieval Jewish history; medieval polemics.

Hasia R. Diner, Paul S. and Sylvia Steinberg Professor of American Jewish History; Professor, Hebrew and Judaic Studies, History. Ph.D. 1975 (history), Illinois; M.A.T. 1970 (history), Chicago; B.A. 1968 (history), Wisconsin.

American Jewish history; American immigration history; women's history.

David Engel, Maurice R. Greenberg Professor of Holocaust Studies; Professor, History. Ph.D. 1979 (history), B.A. 1972 (history), California (Los Angeles).

History of the Jews in Eastern Europe; Holocaust; Zionism and Israel.

Yael S. Feldman, Abraham I. Katsh Professor of Hebrew Culture and Education. Ph.D. 1981, M.Phil. 1980 (Hebrew literature, Russian fiction, and literary theory), Columbia; M.A. 1976 (medieval Hebrew literature), Hebrew College; B.A. 1967 (Hebrew and English literature), Tel Aviv.

Modern Hebrew literature; literary theory; gender and cultural studies.
In Museum Studies

**IN MUSEUM STUDIES**

Programs and Requirements

**MASTER OF ARTS**
The M.A. degree in Hebrew and Judaic studies is awarded to students who have completed at least 32 points of graduate course work (a minimum of 24 points in residence at New York University, including the required G78.1005), demonstrated proficiency in Hebrew and at least one Western language, passed a written comprehensive examination, completed a research paper in a departmental seminar, and obtained certification from two members of the department that the paper demonstrates research competence appropriate to the M.A. level. The M.A. degree is generally awarded in the ordinary course of doctoral study, although it may also be awarded as a terminal degree.

**MASTER OF ARTS PROGRAM IN HEBREW AND JUDAIC STUDIES WITH A CONCENTRATION IN MUSEUM STUDIES**
The Skirball Department of Hebrew and Judaic Studies has a cooperative arrangement with the Program in Museum Studies that allows students to pursue the M.A. degree in Hebrew and Judaic studies while completing a specific series of courses in museum studies. A candidate for this degree must complete 38 points, of which 24 are taken in Hebrew and Judaic studies, a full summer internship in a museum or cultural institution, and all examination requirements for the M.A. degree in Hebrew and Judaic studies. This specific area of study is intended primarily for those who are or will be working as museum professionals in collections relating to Jewish history and civilization. Students interested in this program should consult the director of graduate studies of the Skirball Department of Hebrew and Judaic Studies or the Program in Museum Studies.

**DUAL DEGREE PROGRAM IN PUBLIC ADMINISTRATION AND JUDAIC STUDIES**
The dual degree Program in Public Administration and Judaic Studies, sponsored jointly by the Robert F. Wagner Graduate School of Public Service and the Skirball Department of Hebrew and Judaic Studies, leads to the M.P.A. degree and the M.A. degree in Hebrew and Judaic studies. It is intended to train students for careers in Jewish communal service. Interested students should consult the program coordinator in the Skirball Department of Hebrew and Judaic Studies.

**DOCTOR OF PHILOSOPHY**
The Ph.D. is a research degree. Its completion signifies that the recipient is able to conduct original research and has made a serious contribution to knowledge of the field. Students must train in a major and a minor field and must acquire both the Judaic and general background and methodology necessary for their research.

Applicants must have completed a B.A. or M.A. degree in Hebrew, Judaic studies, or a related disciplinary field, such as history, philosophy, religion, or literature. Admission to the program is highly competitive. Candidates are admitted on the basis of their undergraduate and graduate records, as revealed in grade point average and academic letters of recommendation. All applicants must take the Graduate Record Examination (GRE). It is expected that admitted students will be proficient in Hebrew at the time of matriculation. Students applying to the program are encouraged to contact the director of graduate studies before filing their applications.

To qualify for the doctorate, a student must satisfactorily complete graduate studies totaling 72 points (a minimum of 32 points in residence at New York University, including the required G78.1005), pass written qualifying examinations in major and minor fields and an oral examination in the major field, and present an acceptable dissertation. Students must demonstrate proficiency in the Hebrew language in its various phases as well as in another

Ancient Israelite religion and culture; the Hebrew Bible; Hebrew grammar; the Dead Sea Scrolls; the Ugaritic texts.

Elliott R. Wolfson, Judge Abraham Lieberman Professor of Hebrew and Judaic Studies; Director, Program in Religious Studies. Ph.D. 1986 (Jewish mysticism and philosophy). M.A. 1983 (Jewish mysticism and philosophy), Brandeis; B.A. and M.A. 1979 (philosophy), Queens College. Jewish mysticism and philosophy; gender construction and the history of religion; symbolism and myth.

**AFFILIATED FACULTY IN OTHER DEPARTMENTS**

Barbara Kirshenblatt-Gimblett, Performance Studies; Francis E. Peters, Middle Eastern Studies.

**FACULTY EMERITUS**

Baruch A. Levine.
Courses

Two-Part Courses: A hyphen indicates a full-year course with credit granted only for completing both terms. A comma indicates credit is granted for completing one term.

REQUIRED COURSES FOR INCOMING GRADUATE STUDENTS

Problems and Methods in Hebrew and Judaic Studies G78.1005 Engel, Schiffman. 3 points.
Introduces incoming graduate students to the field of Hebrew and Judaic studies, in its disciplinary, chronological, and geographic diversity. Contemporary issues and innovative approaches in the various areas of Judaic studies are explored.

Academic Hebrew G78.1318, 1319 Required of all students who do not pass the departmental Hebrew reading comprehension examination upon matriculation. Kamelbar. 3 points.
Intensive study of the language of Hebrew academic discourse. Students study primary source material in their area of specialization and secondary critical material.

BIBLICAL AND ANCIENT NEAR EASTERN STUDIES

Introduction to Ancient Studies G78.1040 Identical to G14.1041, G27.1040, G43.2168, and G77.1040. Schiffman, staff. 4 points.
Introduction to the methods and approaches that can be used to uncover the ancient past and to the categories of evidence available. Develops a sense of how to apply various methods to the study of a given corpus of data. Deals with the means of transmission of ancient evidence to modern scholarship and culture.

Historical Grammar of Classical Hebrew G78.1060 Smith. 3 points.
Traces the major features of phonology and morphology from the Canaanite language (ca. 1200) to the various stages of biblical Hebrew and then to Hebrew and Mishnah. Includes readings from different states of biblical and inscriptive Hebrew from the Iron, Persian, and Hellenistic periods, as well as Hebrew texts of the Dead Sea Scrolls and later Jewish literature.

Akkadian I, II G78.1101, 1102 Identical to G77.1361, 1362. Fleming, Wallenfels. 3 points per term.
Introduction to cuneiform script and to the Akkadian language, with emphasis on grammatical structure.

Akkadain III, IV G78.1103, 1104 Identical to G77.1363, 1364. Prerequisite: G78.1102 or the equivalent. Fleming, Wallenfels. 3 points per term.
Reading of Akkadian literature.

Ancient Egyptian I, II G78.1111, 1112 Identical to G77.1359, 1360. 3 points per term.
Introduction to hieroglyphics; readings in ancient Egyptian texts.

Ugaritic I, II G78.1115, 1116 Identical to G77.1378, 1379. Fleming, Smith. 3 points per term.
Introduction to the Ugaritic language and texts, providing important background for further study in the Semitic languages.

Aramaic I: Biblical Aramaic G78.1117 Identical to G77.1378. Prerequisite: one year of classical Hebrew or the equivalent. Smith. 3 points.
Introduction to the various phases of Aramaic. Readings are selected from early and imperial documents, including Elephantine and inscriptions.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the application at the back of this bulletin.

Graduate students are encouraged to apply for outside sources of funding, such as the Foreign Language and Area Studies (FLAS) Fellowship and the Interuniversity Fellowship for Study in Israel, which allows students to spend one year studying at Israeli universities.
and culture in antiquity, the Middle Ages, and the early modern period. Emphasizes the technical aspects of genizah research. Students select research projects in their own specific fields of interest and pursue them through the semester, culminating in a public presentation and a written paper.

Archaeology of Israel G78.2105
Identical to G77.1601. Fleming, Bloch-Smith. 3 points.
Study of the archaeology of the land of Israel in antiquity. Emphasis is on discoveries that illuminate the background of the Bible.

Northwest Semitic Inscriptions
G78.2107 Identical to G77.1381. Prerequisite: one year of classical Hebrew or the equivalent. Fleming. 3 points.
Reading and analysis of Canaanite, Phoenician, Hebrew, and Aramaic inscriptions, with emphasis on philological problems and the importance of these texts for the history of the ancient Near East.

Bible and Literary Criticism
G78.2115 Identical to G65.2112, G50.2931, and G41.1115. Feldman. 3 points.
Selected problems in current literary criticism are examined and applied to biblical narrative. Various “modernist” approaches to Scripture are emphasized: structuralism and poststructuralism; feminism and psychoanalysis; translation theory; phenomenology of reading; and historical poetics.

Seminar: History of the Ancient Near East
G78.2601 Identical to G77.1600. Fleming, Smith. 3 points.
History of Egypt, Canaan, and Mesopotamia, and the relevance of this history to the emergence of ancient Israel.

Topics in Ancient Near Eastern Literature
G78.3305 Fleming, Smith. 3 points.
Study of a selected literary category that is found in both the Bible and other ancient Near Eastern writings, with attention to distinctive character and interconnections.

Topics in Bible
G78.3311 Fleming, Smith. 3 points.
Study of a selected biblical book, with careful attention to literary and historical problems.

SECOND TEMPLE AND RABBINIC LITERATURE AND HISTORY

Apocryphal Literature
G78.2210 Identical to G77.3319. Schiffman. 3 points.
Selected Hebrew and Aramaic texts from the Apocrypha. Emphasis is on the biblical background and the place of this literature in the early history of Judaism.

Seminar: Dead Sea Scrolls
G78.2230 Identical to G77.1313. Schiffman. 3 points.
Selected texts are read and analyzed in order to reconstruct the Judaism of the Qumran sect and other groups of Second Temple period Jews. Students are trained in the use of Qumran manuscript sources and paleography.

Seminar: Geonic Literature
G78.2570 Rubenstein, Schiffman. 3 points.
Survey of critical methodologies, including form criticism, source criticism, and literary criticism, with special attention to manuscript and textual variants.

Readings in Babylonian Talmud
G78.2571 Identical to G77.3314. Rubenstein, Schiffman. 3 points.
Study of a selected chapter of the Babylonian Talmud, paying attention to textual, linguistic, and historical matters. Emphasis is on the reconstruction of the history of the traditions preserved in the Talmud.

Biblical Interpretation in Late Antiquity
G78.1235 Schiffman. 3 points.
Traces the interpretation of a central biblical text or theme in the literature of ancient Jewish exegesis. Commentaries are placed in the context of the history of Jewish biblical interpretation.

Seminar in Tannaitic Midrash
G78.2379 Identical to G77.3312. Rubenstein, Schiffman. 3 points.
Examination of selected texts from Midrashic literature. Texts are placed in the context of rabbinic literature and the history of Jewish biblical interpretation.

Seminar in Amoraic Midrash
G78.2380 Rubenstein, Schiffman. 3 points.
Focuses on the midrashim Genesis Rabbah, the classical exegetical midrash, and Leviticus Rabbah, the classical midrash homiletical. Close textual study is combined with theoretical issues such as: defining midrash, intertextuality, form-criticism, hermeneutics, the documentary approach, and the social context of midrash.

History of Judaism in Late Antiquity
G78.2623 Identical to G77.1692 and G90.1800. Rubenstein. 3 points.
Study of the history of Jewish thought, literature, law, and ritual in the formative years in which the classical tradition was coming to fruition in Talmudic literature. This course emphasizes the development of the major ideas and institutions of Judaism in the Second Temple and Rabbinic periods and the factors, both internal and external, that contributed to it.

MEDIEVAL JEWISH HISTORY

Colloquium in Jewish History
G78.2447 Chazan, staff. 3 points.
Examination of scholarly literature on a selected problem in Jewish history, including (but not limited to) histories and theories of anti-Semitism, the Jewish family, Jewish migrations, and the history of Jewish women.

Medieval Hebrew Historical Texts
G78.2450 Chazan. 3 points.
Reading and analysis of medieval Hebrew narrative accounts of historical events.

Medieval Hebrew Polemical Texts
G78.2451 Chazan. 3 points.
Reading and analysis of medieval Hebrew texts that defined Jewish policy and practices and the beliefs and practices of opponent faiths.

History of Medieval Ashkenazic Jewry
G78.2642 Chazan. 3 points.
Focuses on the Jewry of medieval northern Europe from the 10th through the 15th centuries.

History of Medieval Sephardic Jewry
G78.2643 Identical to G57.2643. Chazan. 3 points.
Focuses on the history of the Jews on the Iberian peninsula from antiquity through the expulsions of the 1490s.
MEDIEVAL JEWISH THOUGHT
AND LITERATURE

Early Jewish Mystical Literature
G78.2402 Schiffman, Walfson. 3 points.
Readings in Hekhalot and Merkavah
texts, emphasizing historical links with
Second Temple and rabbinic traditions,
as well as the role of this literature in
the medieval Jewish mystical tradition.

Medieval Hebrew Poetry—The
Classics G78.2440 Feldman. 3 points.
Works of the four luminaries of
the classical golden age in Spain—Shmuel
HaNagid, Shlomo Ibn Gabirol, Yehuda
Halevi, and Moshe Ibn Ezra—are studied
against the background of their sociohistorical
context and poetics of
Arabic literature of the time. Some
selections of the rhymed prose
(Makamot) by Alharizi are also read for
instruction and pleasure.

Medieval Biblical Commentaries
G78.2412 Chazan. 3 points.
Traces the interpretation of a central
biblical text or theme in the literature of
medieval Jewish exegesis.
Commentaries are placed in the context
of medieval Jewish thought and the
history of Jewish biblical interpretation.

Maimonides’ The Guide of the
Perplexed and Related Literature I
G78.2441 Irvy. 3 points.
Intensive study of the sources of
Maimonides’ thought in both the
Jewish and non-Jewish worlds.
Analysis of part I of The Guide from
this perspective.

Maimonides’ The Guide of the
Perplexed and Related Literature II
G78.2442 Irvy. 3 points.
Study of parts II and III of The Guide as
well as related Maimonidean writings
dealing with metaphysical and political
 teachings.

Late Medieval Jewish Philosophy
G78.2445 Irvy. 3 points.
Responses to Maimonides and new
themes in Jewish thought as developed
by Gersonides, Crescas, Narboni, and
Abravanel.

Sefer Yetzirah and Its Philosophical
and Mystical Commentaries
G78.2454 Walfson. 3 points.
Analysis of the ancient Jewish cosmo-
 logical text Sefer Yetzirah and its impact
 on medieval Jewish philosophical and
 mystical literature. Discussion focuses
 on the interrelationship of philosophy
 and mysticism as intellectual trends in
 medieval Jewish culture.

Medieval Hebrew Mystical
Literature G78.2467 Identical to
G90.2467. Walfson. 3 points.
Examination of the esoteric theosophy
and mystical practices of the
Rhinelander Jewish Pietists of the 12th
and 13th centuries, with particular
attention to the place of the Pietists
in the history of ancient and medieval
Jewish mysticism.

Contemplative Union and Ecstasy in
Medieval Jewish Mysticism
G78.2468 Walfson. 3 points.
Exploration of two typologies of
contemplative union and ecstasy in
medieval Jewish mysticism: the
Neoplatonic typology evident in the
theosophical kabbalah of Isaac the Blind
and his Geronesian disciples, Ezra, Aziel,
and Jacob ben Sheshet, and the
Aristotelian typology of the ecstatic
kabbalah of Abraham Abulafia and
other members of his school, Shem Tov
ibn Gaon, Isaac ben Samuel of Acre, and
the anonymous author of Sh’arei Zedeq.

Readings in Zohar G78.2469 Walfson.
3 points.
Intensive study of selections from the
classic text of medieval Spanish kabbal-
ah, the Zohar. Attention to hermeneuti-
cal and exegetical methods employed
by the author of the Zohar.

The Mystical Heresy of Sabbatai
Sevi and the Sabbatean Movement
G78.2470 Walfson. 3 points.
Focuses on the mystical heresy sur-
rounding Sabbatai Sevi in the seven-
teenth century, which Gershon
Scholem referred to as the “largest and
most momentous messianic movement
in Jewish history subsequent to the
destruction of the Temple and the Bar
Kokhba Revolt.”

Readings in Lurianic Kabbalah
G78.2472 Walfson. 3 points.
Study of the main texts of Lurianic
kabbalah through a close reading of
the works of R. Isaac Luria and his
two disciples, R. Hayyim Vital and R.
Israel Saruq.

Topics in Medieval Philosophy
G78.3460 Irvy. 3 points.
Analysis of major texts and issues in
medieval Jewish philosophy. Topic
changes annually.

MODERN JEWISH THOUGHT

Modern Jewish Thought G78.1601
Irvy. 3 points.
Philosophical themes in the writings of
Mendelssohn, Cohen, Rosenzweig,
Buber, Soloveitchik, Fackenheim, and
Levinas.

Mystical Elements of 20th-Century
Jewish Philosophy G78.1810
Walfson. 3 points.
Examination of kabbalistic and/or
Hasidic elements reflected in the
thought of modern Jewish existential-
ists and postmodern philosophers.
Thinkers discussed include Franz
Rosenzweig, Martin Buber, Abraham
Joshua Heschel, Joseph Soloveitchik,
Jacques Derrida, and Emmanuel
Levinas.

MODERN JEWISH HISTORY

History of Contemporary Israel
G78.1693 Identical to G77.1525,
G63.1681, and G77.1693. Hertzberg.
4 points.
The history of Russo-Polish Jewry
from earliest times to the present, with
a focus on modern conditions and
problems.

Jewish Historiography: The Modern
Period G78.2682 Engel. 4 points.
Examination of major figures, works,
and trends in the academic study of
modern Jewish history in the 19th and
20th centuries.

History of American Judaism
G78.2685 Dimner. 3 points.
Focuses on the modern American
Jewish community; the historic
processes that shaped its character,
demographic trends, social patterns,
religious and educational institutions,
decision making for communal action,
and the nature of Jewish identity.

Colloquium in American Jewish
History G78.2686 Dimner. 3 points.
Focuses on the social history of the
Jewish people in America, broadly
exploring the impact of immigration
and the particular cultural and econom-
ic conditions of America in the 19th
and 20th centuries.
Major Issues and Problems in Modern Jewish History G78.2690
Identical to G65.1521. Diner, Engel. 4 points.
Explores a general topic in modern Jewish history on a comparative basis across a broad range of geographical contexts.

Texts in Modern Jewish Intellectual History G78.2787 Engel. 3 points.
Close reading of primary texts in Hebrew related to central debates in modern Jewish intellectual life, including those over religious reform, the nature of Jewish identity, Haskalah, nationalism, and the role of general humanistic ideas in modern Jewish thought.

Jewish Folklore and Ethnology G78.2835 Identical to H42.2814. Kirshenblatt-Gimblett. 4 points.
Discussion of key works in the history of Jewish folklore and ethnography dealing with Christian Hebraists and Jewish ceremonial; Wissenschaft des Judentums in areas of Statistik, Altertumskunde, Sittengeschichte, and Volksliteratur; ethnographic expeditions among the Jews of Eastern Europe; Jewish Volkskunde as a discipline; anthropological studies of Jews from Efron’s work on gesture to recent studies of contemporary Jewish life in the United States, Europe, and Israel.

Seminar in the History of the Yishuv and Israel G78.3522 Engel. 4 points.
In-depth study of a specific problem related to the development of the Jewish settlement in Palestine from the 1880s to the present. Problems may include illegal Jewish immigration to Palestine, the origin and reception of the partition plan, the Zionist movement and the Arabs, political change in the State of Israel, and Israeli foreign policy.

Topics in Holocaust Studies G78.3530 Engel. 4 points.
In-depth study of a specific problem related to the history of the Jews under Nazi impact, with emphasis on training in research methods. Topics may include examination of the history of a specific Jewish community under Nazi rule, the evolution of Nazi Jewish policy, the Jewish councils, armed resistance, relations between Jews and non-Jews under Nazi occupation, the Allied governments and the Holocaust, and free-world Jewry and the Holocaust.

Topics in East European Jewish History G78.3535 Engel. 4 points.
Exploration of a selected problem in the history of the Jews in Eastern Europe, emphasizing primarily, but not necessarily limited to, Russia and Poland.

MODERN HEBREW LITERATURE

Hebrew Literary Texts: Modern Responsa Literature G78.1314 Taught in Hebrew. Schiffman. 3 points.
Study of important texts from modern rabbinic responsa, emphasizing their response to the challenge of modernity as well as the internal development of Jewish law.

Hebrew Literary Texts: Poets, Critics, and Revolutionaries G78.1317 Feldman. 3 points.
Study of 20th-century Hebrew poetry as a sociocultural phenomenon. Focus is on the interaction among generational rifts, attempts at modernization, foreign models, and gender differences.

Topics in Literary Theory: Gender, Otherness, and Difference G78.2453 Identical to G29.2453, G41.2958, and G65.2453. Feldman. 4 points.
Examines the cross-Atlantic dialogue on gender from the perspective of one of the major ‘casualties’ of postmodernism—the binarism of self and other. The resulting reconceptualization of ‘otherness’ as ‘difference’ is traced in major feminist signposts, from Woolf and Beauvoir to Irigaray and Kristeva, Rich and Showalter, Chodorow, Moi, and Gayatri Spivak (selections subject to change).

Readings in Contemporary Hebrew Literature: The Holocaust G78.2517 Feldman. 3 points.
Thematic approach to the formal, psychological, and ideological aspects of the construction of the Holocaust in Israeli drama, fiction, and poetry, with attention to “second generation” literature.

Gender and Culture in Fictional Autobiography: Israeli, European, and American G78.2540 Identical to G29.1591, G41.2911, and G65.1522. Taught in English. Feldman. 3 points.
Probes the claims of culturalist and essentialist definitions of “gender” and “the subject”; demonstrates the tension between history and textuality; and questions traditional dichotomies such as self and society, the private and the collective, the autonomous and the relational.

Israeli Women Writers: Feminism and Its Discontents G78.2545 Feldman. 3 points.
The recent tradition of Israeli women writers is studied in light of the problematic reception of feminist ideas by Israeli culture. Emphasis is on the divergence between fiction and poetry and its relation to gender differences.

Directed Study in Jewish Thought G78.2902, 3792 1-4 points per term.
Advanced seminar on specialized topics that change annually (e.g., major authors; critical and theoretical surveys).

Directed Study in Hebrew Literature G78.3506 Feldman. 3 points.
Advanced seminar on specialized topics that change annually (e.g., major poets; critical and theoretical issues).

RESEARCH

Master’s Thesis Research G78.2901, 2902 1-4 points per term.

Directed Study in Jewish History G78.3791, 3792 1-4 points per term.

Directed Study in Hebrew Literature G78.3793, 3794 1-4 points per term.

Directed Study in Hebrew Manuscripts G78.3795, 3796 1-4 points per term.

Directed Study in Jewish Thought G78.3797, 3798 1-4 points per term.

Directed Study in Semitic Languages G78.3799, 3800 1-4 points per term.

Dissertation Research G78.3801-3802 1-4 points per term.
The Alexander S. Onassis Program in Hellenic Studies provides instruction in the language, literature, history, and politics of classical, Byzantine, and modern Greece. Students may pursue graduate study in Hellenic studies in conjunction with the Departments of Classics, Comparative Literature, History, and Politics.

**Faculty**


Byzantine history; apocalyptic and apocryphal literature; Jewish, Christian, Muslim interrelations.

Vangelis Calotychos, Assistant Professor, Comparative Literature (Hellenic Studies). Ph.D. 1993 (Comparative Literature), Harvard; M.A. (English) 1987, Ohio State; B.A. 1985 (French and Modern Greek Literature), Birmingham.

Modern Greek literature and culture; nationalism, identity, and representation; postromantic poetry; critical theory; cartography.

Katherine E. Fleming, Assistant Professor, History (Hellenic Studies). Ph.D. 1995 (History), California (Berkeley); M.A. 1989 (Religion), Chicago; B.A. 1988 (Religion), Barnard College.

Modern Greek history; Balkans; late Ottoman history; nationalism; religion.

Phillip T. Mitsis, Alexander S. Onassis Professor of Hellenic Culture and Civilization; Chair, Department of Classics; Director, Alexander S. Onassis Program in Hellenic Studies. Ph.D. 1982 (Classics and Philosophy), Cornell; B.A. 1974 (Classics and Philosophy), Williams College.

Ancient philosophy.

Gregory M. Sifakis, Alexander S. Onassis Professor of Ancient Greek Literature and Modern Greek Culture; Professor, Classics. Ph.D. 1965 (Greek drama), London; B.A. 1959 (Classics and Modern Greek Literature), Athens (Greece).

Ancient drama; Aristotle; ancient, medieval, and modern Greek traditional narrative poetry.

Liana Theodoratou, Senior Language Lecturer; Director, Cultural Program; Director, NYU in Athens. Ph.D. 1992 (Classics and Modern Greek Literature), M.A. 1985 (Classics and Modern Greek Literature), Pittsburgh; B.A. 1982 (Classics), Athens (Greece).

Greek and Latin lyric poetry; Greek drama; modern Greek poetry.

**Financial Aid**

In addition to the various forms of financial aid offered by the Graduate School of Arts and Science and outside agencies, the Alexander S. Onassis Program in Hellenic Studies offers fellowships and graduate assistance to qualified students in the relevant areas of specialization. For more information, contact the director of graduate studies at the Onassis Program.

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the application at the back of this bulletin.

**Courses**

**MODERN GREEK HISTORY**

Modern Greek History G57.1124
4 points.

Examines how the major developments in modern European history from the Enlightenment and state formation to the post-1945 era were manifested in "peripheral" and "small" European nation-states by using Greece as a case study.

Topics in Balkan History G57.1506
4 points.

Primarily concerned with the emergence and persistence of nationalism in the Balkans, the course explores the commonalities and differences between Balkan and European nationalist theory and practice.
European Travelers to Greece, 18th-19th Centuries G57.1507 4 points.
The changing image of Greece and the Greeks in the Balkans and the Near East in European travel literature between the 1700s and the early 1900s.

Mediterranean Europe in the 20th Century G57.2503 4 points.
Presents an understanding of ways individual countries of Mediterranean Europe experienced similar patterns of political and social change and the extent a common and distinct overall pattern of historical evolution in Mediterranean Europe emerged in the 20th century.

MODERN GREEK LANGUAGE AND LITERATURE
Modern Greek Poetry of the 20th Century G27.1142 'Taught in modern Greek. 4 points.
Introduction to representative modern Greek poets of this century, including Cavafy, Sikelianos, Karyotakis, Seferis, Ritsos, Elytis, Galanaki, Laina, and Dimoula, through close readings of selected works. Considers the relation of the works to their historical, cultural, and comparative context.

Studies in 20th-Century Modern Greek Literature G27.1143 Variable content course. 4 points.
Topics of 20th-century poetry and prose of a specialized nature in comparative perspective; individual authors; and specialized topics on individual authors and movements.

A reconsideration of conventional assessments of the early modern prose canon, notions of rural or urban realism, the viability of ethnography as a category, and the developmentalist presuppositions of theories of prose of the period, etc. Examines how prose works set about defining spaces—national, gendered, social—for the mapping of consciousness in the new state.

Topics in Literature and Contemporary Culture: Modern Greek Poetry/Poiesis G29.3925 4 points.
Selective examination of nation, representation, language, and gender in the development of poetry and the configuration of collective identity in Greece and its diaspora from the beginnings of the nation-state to the present.

MODERN GREEK CULTURE
Poetics of Oral Composition G27.1144 4 points.
Analysis and classification of the concepts of “formula” and “formulaic” and other tools of improvisation used in folk songs, which are by definition oral poetry, with emphasis on Homer's epics.

POLITICAL SCIENCE
Topics in Modern Greek Politics G53.2530 4 points.
Focuses on political institutions and the political process in Greece. Particular attention is given to the state, political parties, and interest groups. The approach is historical and analytical.

BYZANTINE HISTORY
History of Byzantium I, 284-867 G57.1503 4 points.
Historical development of East Rome, from the foundation of Constantinople to the rise of the Macedonian Dynasty. The construction of a Christian empire, the dialogue of pagan and Christian cultural forms, the challenge of Islam, the growth of a multicultural empire.

History of Byzantium II, 867-1453 G57.1504 4 points.
Byzantium from the Macedonian Dynasty to the fall of Constantinople. The growth of a landed aristocracy, humanism, relations with the Slavs and Western Europe, Seljuq Anatolia, and the persistence of Hellenic cultural and administrative forms.

Seminar: Topics in Byzantine History G57.3025 4 points.
Close reading of primary and secondary source material concerning selected topics in the history of Byzantium.

Seminar: Readings in Medieval Greek Sources G57.3116 Prerequisites: two or more years of college-level Greek and permission of the instructor. 4 points.
Analysis of medieval Greek primary source material, with special attention to building philological and paleographic skills. Sources to be examined vary each year.
The faculty is large, diverse, and distinguished. Their interests cover the spectrum of historical research, and no methodological or historiographical approach is favored or excluded in the work of the department. Though the graduate programs are built around colloquia and seminars within the department, they often include faculty from other departments as well as many distinguished international visiting scholars.

Students are encouraged to think comparatively—across time as well as space—and to define comparative concentrations. This emphasis is furthered by a growing number of associated faculty members—historians, anthropologists, political theorists, and others—from the Department of Comparative Literature, the Alexander S. Onassis Program in Hellenic Studies, the Center for Latin American and Caribbean Studies, the Program in Africana Studies, the Center for European Studies, the Institute of French Studies, the Department of Middle Eastern Studies, the Program in East Asian Studies, the Skirball Department of Hebrew and Judaic Studies, and the Program in American Studies.

Graduates of the Department of History teach at respected colleges and universities, including Harvard University, Amherst College, Boston College, Columbia University, Dartmouth College, Rutgers University, Lafayette College, Southern Methodist University, University of Madrid, State University of New York, Connecticut College, Hofstra University, University of Vermont, Wesleyan University, University of Pennsylvania, University of California (Irvine), University of Texas (San Antonio), Lehigh University, Skidmore College, and University of Michigan. Others have careers in historical organizations, archival management, historical editing and publishing, and university and foundation administration.

Medieval cultural and intellectual history; the Crusades and the Crusader kingdom in the east; the classical tradition and its transmission through the Middle Ages.

Hasia R. Diner, Paul S. and Sylvia Steinberg Professor of American Jewish History; Professor, Hebrew and Judaic Studies, History. Ph.D. 1975 (history), Illinois; M.A.T. 1970 (history), Chicago; B.A. 1968 (history), Wisconsin.

American Jewish history; immigration-ethnic history; women’s history.

Lisa Duggan, Associate Professor; History (American Studies). Ph.D. 1992 (modern American history), Pennsylvania; M.A. 1979 (women’s history), Sarah Lawrence College; B.A. 1976 (sociol and political theory and women’s studies), Virginia.

Modern U.S. cultural, social, and political history; history of gender and sexuality; lesbian and gay studies.


Political and intellectual history; early modern Europe; early modern Spain; early modern Atlantic world.

Ada Ferrer, Associate Professor. Ph.D. 1995 (Latin American history), Michigan; M.A. 1988 (Latin American history), Texas (Austin); B.A. 1984 (English), Vassar College.

Latin America and Caribbean; Cuba; nationalism and independence.

Katherine E. Fleming, Assistant Professor, History (Hellenic Studies). Ph.D. 1995 (history), California (Berkeley); M.A. 1988 (religion), Chicago; B.A. 1987 (religion), Barnard College.

Modern Greek history; Balkans; late Ottoman history; nationalism; religion.


African diaspora; Islam in West Africa.

Linda Gordon, Professor. Ph.D. 1970 (history), M.A. 1963 (history and Russian studies), Yale; B.A. 1961 (history), Swarthmore College.

Twentieth-century U.S. social, political, and social policy history; women and gender; family; U.S. Southwest.


Modern South Asian history; historical political economy; nationalism; history of globalization; social theory.

Greg Grandin, Assistant Professor. Ph.D. 1999 (history), M.A. 1995 (history), Yale; B.A. 1992 (history), Brooklyn College.

Central America and Latin America; the cold war; nationalism.

Harry Harootunian, Professor; Director, Program in East Asian Studies. Ph.D. 1938 (history), M.A. 1953 (Far Eastern studies), Michigan; B.A. 1951, Wayne State.

Early modern and modern Japanese history; historical theory.

Martha Hodes, Associate Professor. Ph.D. 1991 (history), M.A. 1987 (history), Princeton; M.A. 1984 (religion), Harvard; B.A. 1980 (religion and political theory), Baudouin College.

Nineteenth-century United States; history of sexuality; social history.

Ronnie Po-Chia Hsia, Professor. Ph.D. 1982 (history), M.Phil. 1980, M.A. 1979 (history), Yale; M.A. 1978 (history), Harvard; B.A. 1977 (history), Swarthmore College.

Early modern Europe and world history.


Democratization in Africa; origins of segregation in South Africa.

Penelope Johnson, Professor. Ph.D. 1979 (medieval history), M.Phil. 1976 (medieval history), B.A. 1973 (history), Yale.

Women’s history; medieval history; monastic history.


Southern history; African American history; slavery.

Tony R. Judt, Erich Maria Remarque Professor of European Studies; Professor, History; Director, Remarque Institute. Ph.D. 1973 (history), M.A. 1973, B.A. 1969 (history), Cambridge.

Modern European history; French history and the history of ideas.


Modern Chinese history; theories of nationalism; nationalism in Asia; gender and radicalism.


U.S. and African American history; African diaspora; urban studies.

Yanni Kotsonis, Associate Professor. Ph.D. 1994 (history), Columbia; M.A. 1986 (Russian history), London; B.A. 1985 (history), Concordia (Montréal).

Twentieth-century Russia.


African American; U.S. South and borderlands; U.S. women.


Early modern Atlantic world; colonization; Native American history.

Darlene Levy, Associate Professor. Ph.D. 1968 (history), Harvard; B.A. 1960 (history), Barnard College.

Intellectual/cultural history; early modern Europe; Enlightenment.

Paul Mattingly, Professor; Director and Cofounder, Program in Public History. Ph.D. 1968 (history), M.A. 1964 (history), Wisconsin; B.A. 1962 (history), Georgetown.

Suburbanization and urbanization; community formation; education.

Mary Nolan, Professor; Chair, Department of History. Ph.D. 1975 (history), M.A. 1969 (history), Columbia; B.A. 1966 (history), Smith College.

Modern German history; European women’s history; post-World War II order.

L. Jay Oliva, Professor; President, New York University. Ph.D. 1960, M.A. 1957, Syracuse; B.A. 1953, Manhattan College.

Eighteenth-century Russia; Russian diplomatic history; 18th-century Europe.

Jeffrey Thomas Sammons, Professor. Ph.D. 1982 (history), North Carolina (Chapel Hill); M.A. 1974 (history), Tufts; B.A. 1971 (history), Rutgers. U.S. social and cultural history, with emphasis on intersection of race and sport.

Robert J. Scally, Professor; Director, Glucksman Ireland House. Ph.D. 1966 (European history), M.A. 1963 (European history), Princeton; B.A. 1961, Queens College. Modern European history; English social history; Irish history.

Frederick C. Schult, Associate Professor, Ph.D. 1962, M.A. 1951, B.A. 1950, New York. American Indian policy (19th century); frontier in America (19th century); Old South (industrialization).


Stewart A. Stehlin, Professor, Ph.D. 1965 (history), M.A. 1959 (history), Yale; B.A. 1958 (history), Rutgers. Modern German history; modern European diplomatic history; development of modern state.

Jack Kuo Wei Tchen, Associate Professor, Gallatin School of Individualized Study and Faculty of Arts and Science Department of History; Director, Asian/Pacific/American Studies Program. Ph.D. 1992, M.A. 1987, New York; B.A. 1973, Wisconsin (Madison). Interethnic and interracial relations of Asians and Americans.

Sinclair Thomson, Assistant Professor, Ph.D. 1996 (Latin American history), M.A. 1987 (Latin American history), Wisconsin (Madison); B.A. 1982-1983 (religious studies), California (Berkeley); Certificate 1980-1991 (French language and history), Sorbonne (Paris). Colonial Latin America; Andean region; peasant and Indian politics.

Joanna Waley-Cohen, Associate Professor; Ph.D. 1987 (Chinese history), M.Phil. 1984, Yale; M.A. 1977, B.A. 1974, Cambridge. Early modern Chinese history; China and the West; Chinese imperial culture.

Daniel Walkowitz, Professor; Director, Metropolitan Studies Program, Ph.D. 1972 (history), B.A. 1964 (English), Rochester. Social history; public history; labor history.

Peter Wosh, Director, Program in Archival Management and Historical Editing. Ph.D. 1988 (American History), M.A. 1979 (history, with Certificate in Archival Management and Historical Editing), New York; B.A. 1976 (history), Rutgers. Archival management; American Christianity; local and community history; institutions and organizations.


Marilyn B. Young, Professor. Ph.D. 1963 (history), M.A. 1958 (history), Harvard; B.A. 1957 (history), Vassar College. U.S. foreign relations; U.S.-East Asian relations; Third World women and gender.

ASSOCIATED AND AFFILIATED FACULTY IN OTHER DEPARTMENTS

Ruth Ben-Ghiat, Italian Studies; Kamau Brathwaite, Comparative Literature; Robert Chazan, Hebrew and Judaic Studies; Stephen F. Cohen, Russian and Slavic Studies; David Engel, Hebrew and Judaic Studies; Khaled Fahmy, Middle Eastern Studies; Jan Tomasz Gross, Politics; Bernard Haykel, Middle Eastern Studies; Adnan Husain, Middle Eastern Studies; Zachary Lockman, Middle Eastern Studies; Robert D. McChesney, Middle Eastern Studies; Michael Peachin, Classics; Francis E. Peters, Middle Eastern Studies; Ariel Salzmann, Middle Eastern Studies; Richard Sennett, Sociology.

FACULTY EMERITI


Programs and Requirements

Admission: The Department of History accepts applicants for fall admission only. Applicants must show a minimum undergraduate grade point average of 3.3 to be considered, and Graduate Record Examination (GRE) scores are required. A complete application includes a sample of academic writing, a personal statement, and three letters of recommendation. To be considered for admission to one of the department’s specialized programs, write or call the director of that program when applying for admission to the Department of History. Consult the application at the back of this bulletin for application deadline information.

MASTER OF ARTS

The program for the master’s degree in history offers students graduate work that serves a variety of needs and purposes. It can be an end in itself for students whose personal and/or professional goal is an M.A. degree. It can be combined with a certificate in the archives or public history, or world history program. It can be used to earn a specialized degree in women’s history or world history. Last, the M.A. can be a preparatory graduate degree en route to the doctorate.

Thus, many NYU students enroll in the M.A. program because they need background for their interests and careers, for example, as secondary school teachers, writers, or filmmakers or in public service. A significant proportion of these students begin master’s work after being out of academia for some time, and many elect to study part time while maintaining a full work schedule. The department particularly encourages nontraditional students who are studying part time to attend graduate stu-
dent events when possible, get to know their colleagues, and take time to work with their advisers and with the faculty and to recognize their own valuable and respected presence in the department.

The Master of Arts degree requires the completion of 32 points, of which at least 24 must be within the history department. No more than 8 points may be transferred from other graduate schools. A request for transfer credits must be made within the first year of enrollment. There is no area specialization requirement at the master's level, but students must take at least one seminar in which a substantial research paper is completed. The student must achieve a grade of B or better in the seminar.

There is no general language requirement. However, a student specializing in Middle Eastern history for an M.A. degree must demonstrate proficiency in Arabic, Persian, or Turkish by passing, with a grade of B or better, at least two courses at the advanced level or beyond in one of those languages.

Students who expect to apply for admission to the Ph.D. program should consult with their advisers during their M.A. studies regarding the application process, financial aid, and general course and major field selection.

**DOCTOR OF PHILOSOPHY**

The program for the Ph.D. degree provides a framework within which students can acquire the following training and experience: (1) broad exposure to a general area of interest and to its current literature and controversies; (2) more intense training in the special field in which the student intends to conduct research and do his or her primary teaching; (3) a sound but more limited introduction to a second field; (4) training in research procedures and methods; (5) an appropriate linguistic competence; and (6) the completion of a dissertation judged to be a significant piece of historical research and writing.

To achieve these aims, the program is made up of the following components. (For a more complete discussion, see the *Handbook for Graduate Students*, available in the Department of History.)

**Ph.D. Fields:**

1. Medieval Europe (fall of Rome to 1453)
2. Early modern Europe (1400 to 1789)
3. Modern Europe (1750 to present)
4. United States (contact to present)
5. Latin America and the Caribbean
6. Modern Middle East
7. East Asia
8. Early modern Middle East (c. 1200-1800)
9. Islamic History (600-1200)
10. African diaspora
11. Atlantic world
12. Africa

**Course of Study:** Ph.D. students must complete 18 courses (72 points), which is the equivalent of six full-time semesters. All students must take the one-semester course Approaches to Historical Research and Writing in their first year and a dissertation writing seminar in their third year. There is no limit on the number of courses taken within the consortium member universities; nonetheless, each student should consult with his or her adviser on the appropriateness of the courses and their relationship to the student’s course of study. Such courses cannot be taken in a student's first year of graduate work without special permission. Doctoral students can transfer no more than 40 points from outside this department. The request for transfer of credits must be made within one year of enrollment.

**Language Requirement:** This requirement should be satisfied within the first year of graduate study and must be satisfied by the completion of 48 points. The minimal departmental requirement is one modern foreign language; additional languages may be required by the student’s advisory committee. Students who choose the Middle East as their major field must fulfill the language requirements specified for the joint Ph.D. program in history and Middle Eastern studies; for details, see the *Department of Middle Eastern Studies* section in this bulletin. Other areas requiring a foreign language for research may set particular additional requirements. Students should consult their advisers about what rules apply in their case.

Students must demonstrate proficiency in one of the following languages: Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Portuguese, Russian, or Spanish. Consent of the director of graduate studies must be obtained to substitute a language not on this list. Students may satisfy proficiency in one of the following ways: (1) by passing the examination in the language given by the Graduate School of Arts and Science; (2) by passing the department’s examination, given each term, based on the translation and explication of scholarly texts (dictionaries and word processors are permitted); or (3) by having earned a grade of B+ or better in an intermediate or advanced language course in a college or university no more than two years prior to enrollment. Exceptions may be made for languages required for primary research, by which a student’s adviser may specify the department’s examination, or some other procedure, as necessary to demonstrate sufficient competence. The language examination is offered by the department in the fall and spring and by the Graduate School three times a year.

**Qualifying Examination:** Students must pass a written qualifying examination in a broad area of interest (U.S. history, medieval Europe, early modern Europe, modern Europe, Latin America, Middle East, Atlantic world, African diaspora, Africa, or East Asia). The students' second field will also be examined. Full-time students entering with a bachelor's degree take this examination at the end of the second year of study; other students take the examination within one semester after the completion of 12 courses (48 points). Those entering with M.A. degrees from outside the history department are normally expected to take the qualifying examination directly after they have completed six courses, of which one must be a "literature of the field" course. Students who have done graduate work elsewhere must, before sitting for the exam, complete all work for the number of courses the director of graduate studies has determined to be appropriate in each case. A student who does not pass the examination has the right to retake it once.

The qualifying examination is not a comprehensive examination. It is intended to test how well each student understands and can explain historical arguments and issues and bring to bear pertinent information and knowledge in discussing them, not how much he or she knows.

**Prospectus Defense and Major Field Examination:** Each student must pass a 90-minute oral examination in his or her major field after the language and course requirements have been completed. Full-time students normally take this examination at the end of the third year of study. Those entering with a master's degree should take the examination at the end of the second year.
For other students, the precise time is arranged with the director of graduate studies, but it must be as soon after the completion of course work as is practicable.

The student must submit a dissertation prospectus prior to the examination. The discussion of this proposal will be a major component of the examination. The committee for the examination consists of three faculty members, of whom one is the student’s major adviser, and the other two are normally readers of the dissertation. Where appropriate, one member of the committee may be from outside the department. No student may sit for the major field examination without the previous completion of the language proficiency specified for that field. (As with the qualifying examination, students who fail the major field examination may sit for it one more time, in the following fall term.)

**Dissertation:** Each student must write a dissertation under the supervision of a member of the department (joint advisers are permitted). The dissertation committee, including the adviser, has five members, of which a minimum of three must be GSAS full-time faculty.

**Planning a Program:** Ph.D. students should arrange their schedules so that they can complete the required “literature of the field” courses and at least one seminar by the end of the first year. Although the qualifying examination is likely to be a major concern of doctoral students in the first two years, students should also ensure that they begin serious work in the major field during these years, for the sake of their overall professional development and because a student’s progress toward these goals is taken into account during the general evaluation the department undertakes for each student following the qualifying examination.

The third year should be devoted primarily to the student’s major field, including the planning of the dissertation project. It may also, if necessary, be used for completing the second field.

**Choosing a Major Field:** Each doctoral student must designate a major field, within which the subject of his or her dissertation falls and presumably the field in which the student expects to be principally involved as a writer and teacher. Major fields should be broad enough so that they can prepare students to teach an upper-level undergraduate course or a graduate colloquium, but narrow enough so that students can develop professional competence in a body of literature and each student’s own primary research can contribute to the preparation. Major fields may be defined in chronological and geographical terms, or they may be partly topical. In each case a student’s major field should be worked out in discussion with his or her adviser and with one additional faculty member who has agreed to participate in examining it. Each field must be approved by the director of graduate studies.

Here are some examples of major fields: colonial and Revolutionary America; the Civil War and Reconstruction; the United States from World War I to the end of the 20th century; industry and labor in America, 1890 to the present; the American South from colonial times to 1865; women in the United States since 1890; the 19th-century American intellectual; Europe from the central Middle Ages; nationalism in the 19th-century Spanish Caribbean; the medieval monarchy in France and England; the church and religious life in 17th-century England; Renaissance Italian cities and their cultures; belief and politics in the Reformation; France in the Old Regime; France, 1770-1914; Germany, 1813-1945; politics and diplomacy in 19th-century Europe; thought and culture in France and Germany between the wars; Russia from Alexander II to Gorbachev; China from imperialism to revolution; Japan since the Meiji restoration; Brazil in the 20th century.

**Setting Up a Second Field:** Each doctoral student must choose, by the end of the third semester, a second field and a second field adviser. The second field adviser has responsibility for ensuring that the student presents a coherent second field program and for examining the student in the qualifying exam. Normally the program consists of three courses. The second field is tested on the qualifying exam.

A second field may have the same dimensions as the major field, or it may be more purely topical, where such a field seems the best way to foster a student’s development. In every case, however, the second field may not be contained within the student’s major field, but must introduce some significant new area or dimension. Second fields may also be arranged in some fields in which no major fields are available and may be comparative. Archival management and historical editing also qualify as second fields, without respect to the major field. Women’s history and public history, if comparative, also qualify as second fields without respect to the major field.

**Transnational Fields:** Historians are increasingly moving away from approaches that focus exclusively on the internal development of one national tradition and toward treatments that recognize the interconnectedness of the early modern and modern worlds and the great themes—the movement of peoples both free and unfree, economic interdependence, religious transformations, intellectual currents, and mixing of plants, animals, and microbes—that cut across boundaries and forced new forms of consciousness. In response to this trend, New York University’s Department of History has instituted two new doctoral fields: African diaspora and Atlantic world. Students who elect either of these transnational fields are encouraged to develop, in consultation with their major adviser, a focus within the broad field and to combine courses to allow them to pursue the particular themes they have identified. This focus complements the student’s field in a national or regional history. As they develop dissertation topics, they take a methods course that emphasizes transnational themes and comparative history. Students who choose African diaspora or Atlantic world as one field take their second field in a traditional national program. Half of their general examinations focus on the transnational field, and the other half focus on the traditional field (American, African, Latin American, European, etc.) most closely corresponding to the student’s period of focus.

African diaspora or Atlantic world may also be selected as a second field.

**African Diaspora:** The African diaspora field focuses on the dispersal and activities of people of African descent, their role in the transformation and creation of new cultures, institutions, ideas outside of Africa, and the problems of creating transnational communities in a modern world in which nation, race, ethnicity, gender, and class have been the cornerstones of identity formation. Extending from the 15th century to the present and incorporating Africa, South America, the Caribbean, North America, and Europe, the African diaspora field is primarily a study of connections. Students examine, among other things, the historical construction of diasporan identities; the role of black migrant/colonial intellectuals to thinking the modern West; and the continual reinvention of Africa and the diaspora through culture, political movements, migrations, transforma-
Courses are of several kinds:

1. Colloquia, dealing with specific periods or problems, based on common reading and discussion (in some cases supplemented by occasional lectures), and in which students normally write interpretive papers, book critiques and review essays, and/or bibliographical surveys.

2. Seminars, in which, after an initial period of common readings, students work primarily on a research project. (In certain cases students may also write research papers in courses that are technically "colloquia."

3. "Literature of the field" courses, designed to provide entry to a broad area of history, through reading and discussion of a number of major issues, problems, and controversies that represent traditional and contemporary approaches to the area as a whole. These courses introduce students to the kinds of materials and issues that are tested on the qualifying examination and provide a framework for preparing to take the qualifying exam. In some cases, however, students aiming only at the M.A. degree may be admitted to these courses with the instructor's permission.

4. Methodology courses, intended to introduce students to a wide spectrum of issues, theories, and research strategies. Ph.D. students are required to take a methodology course in their first year.

5. Independent study courses, devoted to reading, research, or some combination, and set up between a student (or a small group of students) and a particular faculty member.

6. Dissertation prospectus seminars. Ph.D. students are required to take a dissertation prospectus seminar in their third year.

Doctoral students may, with the approval of their advisers, enroll in up to four courses in other departments. The limit is two for M.A. students. Doctoral students may also, with similar approval, prepare their second fields outside the history department. Courses are also available at nearby universities—Columbia, New School, CUNY, and Fordham—through the Inter-University Doctoral Consortium. Interested students should consult the literature available in the department. The following is a selected list of course offerings.

**METHODS, TRANSNATIONAL, COMPARATIVE**

**Industrialization and the Working Class in Comparative Perspective Since 1870** G57.1022 Nolan, Walkowitz. 4 points.

Study of the transition from a maturing to a late society in Europe and the United States. Examines economic pressures, technological developments, entrepreneurial policies, ethnic and national subcultures, and emergence of urban and state institutions as they relate to the social history of the working class, the labor movement, and class consciousness.

There is some financial aid available for M.A. students in the archives program, but not for other M.A. students.

Graduate students studying Arabic, Persian, or Turkish may be eligible for NYU fellowships. For details, contact the Hagop Kevorkian Center for Near Eastern Studies, Faculty of Arts and Science, New York University, 50 Washington Square South, New York, NY 10012-1073. Graduate students are encouraged to seek external sources of funding, whenever and wherever possible. The director of graduate studies makes available to graduate students an up-to-date list of grants and fellowships. Smaller grants for special purposes are also available.

Europe’s Relationship with Africa Since Classical Antiquity G57.1040 Hull. 4 points.

History of Europe's relations with Africa south of the Sahara. Early Greek and Roman contacts and the role black Africans played in Mediterranean civilizations. Impact of Africa on Europe in the Middle Ages, Elizabethan attitudes toward African civilizations, the Age of European Discovery, early settlement, colonial relationships, and new colonial interaction.

Environmental History G57.1050 Identical to G65.1022. 4 points.

Analyzes monographs in the field, drawn from all geographical areas, dealing with major theoretical issues.

History of Sexuality G57.1057 Hodes. 4 points.

Historical constructions of sexuality in the United States from the colonial era through the 20th century.

Global Encounters: 1300-1800 G57.1730 Ferns, Waley-Cohen. 4 points.

The general aim of this course is to study global interactions between various societies from 1300 to 1800, a period during which peoples from all continents encountered one another in conditions of both cooperation and conflict. Topics include comparative notions of empire and colonial practices; the ideas and beliefs each society held about themselves and others and the things and conventions that gave them such identities: language, color, ethnicity, kinship, religion, and so on.
Throughout the course, students also study the structure of each society’s thought; the categories of analysis used in encounters with other societies; and how interactions and the language used to characterize others changed over time. Other topics: trade between various societies; the creation of colonial societies; slavery: evolution, concepts, and its influence in the creation of racial theories; diaspora in history and its influence in the various societies affected by migratory movements.

Transnational Construction of Race G57.2008 Hodes. 4 points.

Women and Social Change G57.2290 Young. 4 points.
Examines the role of women in revolution in Russia, China, Vietnam, and Cuba, with emphasis on theoretical perspectives on women developed by each movement and the relationship between theory and practice.

Gender and Politics in the Age of the Democratic Revolution G57.2605 Levy. 4 points.
Examines the “age of the democratic revolution,” with a focus on the comparative history of women and gender in several European and American cultures.

The Making of the African Diaspora G57.2622 Gomez, Kelley. 4 points.

Colloquium: Modern City Culture G57.2754 Bender. 4 points.
Studies the culture of New York City in comparative perspective, particularly emphasizing the relation of political and economic modernization to the culture of modernity and artistic movements of modernism.

Theories of Nationalism G57.3500 Staff. 4 points.

Approaches to Historical Research and Writing G57.3603 Staff. 4 points.

Race and Place: Local, Regional, National, and Transnational Explorations G57.2014 Hudes. 4 points.
Explores historical constructions of race and the meaning and significance of race, with an emphasis on (though not limited to) the Americas. Seeks to place these explorations in the context of various geographical levels, from local and regional to national and transnational, with attention to the crossing of all such borders. Devotes equal attention to historical methodology, including searching for sources and evaluating evidence; the formulation and presentation of arguments; the craft of writing; and the voice of the scholar.

Early Modern European Imperialism: Discourses, Institutions, Experiences G57.2186 Forum. 4 points.
This one-semester seminar on early modern European imperialism is designed to give students interested in the history of early modern Europe, the Atlantic world, the history of Africa, and colonial Latin America a general understanding of the early modern ideologies and institutions that enabled Europe to colonize parts of Africa and the Americas. Throughout the semester, students examine several important topics: medieval precedents of early modern imperialism; theories of empire and monarchy; ideologies of conquest and colonization; models of conquest and colonial exploitation; and the relevance of race and slavery in understanding European influence in Africa and the Americas.

MEDIEVAL EUROPE (FROM THE FALL OF ROME THROUGH THE 15TH CENTURY)

Seminars: The Classical Tradition in the Middle Ages G57.1109 Claster. 4 points.
Studies the role of the classical heritage of Greco-Roman antiquity in the formation of the culture of the Latin West. Focuses on the conflicts—real or imagined—between Christianity and classical culture and the ways in which classical learning was preserved, transmitted, and assimilated. Covers the Roman response to Hellenism through the medieval period and the 13th century.

The Transition from Classical Antiquity to the Middle Ages G57.1111 Claster. 4 points.
Focuses on the main themes in classical antiquity, particularly Roman history, and the emergence of early Western medieval culture. Themes include the decline and transformation of the Western empire; the rise of Christianity; and the influx of Germanic peoples and how they all interacted with one another to build a new European civilization. Emphasis is on the reading of primary source material and discussion of the problems and theories involved in understanding the evolution of a new civilization.

The Crucible of Europe: The Late Fifth Century to 1050 G57.1112 Claster, P. Johnson. 4 points.
During this period, Europe takes on form and coherence. Under the Carolingians, Ottomans, Normans, and the church, Europe builds on the foundations of the Romans. Topics include Europe’s relations with the Byzantine and Islamic East.

The Harvest of the Middle Ages: 1250-1450 G57.1114 Claster, P. Johnson. 4 points.
Europe from the apex of the medieval world to economic and social contraction. The dissolution of the medieval outlook is replaced with a new humanism that presaged something altogether different by the mid-15th century. Covers changes as well as continuity as Europe entered the early modern period.

Medieval France G57.1117 P. Johnson. 4 points.
France governed by the Capetian and Valois kings served as a seedbed for a brilliant medieval society. Agrarian and social-economic backgrounds, intellectual life, political strategies, crusades, literature, Gothic art, and personalities of that period.

Marginal People in the Middle Ages G57.1121 P. Johnson. 4 points.
Investigation of disenfranchised groups in medieval Europe: women, slaves, lepers, the poor, the insane, Muslims, Jews, and heretics. Why and how they were marginalized.

Central Middle Ages G57.1122 Claster, P. Johnson. 4 points.
Study of a period of cultural, artistic, and intellectual brilliance; growing intolerance; corporatism in government; and Christian imperialism.

History of Byzantium I, 284-867 G57.1503 Baum. 4 points.
Examines the principal historical development of Byzantium from the reign of Diocletian to the rise of the Macedonian Dynasty.

History of Byzantium II, 867-1453 G57.1504 Baum. 4 points.
Analyzes Byzantium from the Macedonian Dynasty to the fall of Constantinople in 1453 to the Ottoman Turks.

New Works in Medieval Studies G57.2100 P. Johnson. 4 points.
Women and Gender in the Middle Ages G57.2109 P. Johnson. 4 points.
Examine women’s experience in and contributions to medieval Europe and developments in gender formulations during the Middle Ages.

Literature of the Field: Early Middle Ages G57.2112 P. Johnson. 4 points.
Research methods, interpretation, and the actual writing of medieval history have changed. This course explores changes in the approach to the study of medieval European history as they apply to social, cultural, and religious history.

Literature of the Field: Later Middle Ages G57. 2113 Claster, P. Johnson. 4 points.
Interpretation of medieval history in the 20th century. Historiography and sociology of knowledge.

Colloquium: Christian Monasticism—East and West G57.2114 Baun, P. Johnson. 4 points.
History of Christian monasticism from its roots in the Egyptian desert, through its flowering in the central Middle Ages, to its partial destruction in the Reformation.

Italy in the Ages of Dante and Petrarch G57.2120 4 points.
History of northern Italy, the old Regnum Italiae, from the late 12th century to around 1400. Particular attention is paid to the 13th and early 14th centuries, the era of Dante and Petrarch; the economy; politics and civic culture; society, especially the social response to the new spirituality; and the economic, political, and social changes following the Black Death.

The Crusades: A Reevaluation G57.2219 Claster, P. Johnson. 4 points.
Studies the history of the Crusades and the Crusader kingdoms in the context of both the Latin West and the eastern Mediterranean world. Explores major themes and issues raised by the crusading movements against a background that provides an understanding of the era and an understanding of theories proposed by modern historians to interpret the Crusades. Emphasis is on primary sources—Latin, Arabic, Jewish, and Byzantine—in translation.

Seminar: Topics in Byzantine and Ottoman History G57.3025 Baun, Salzmann. 4 points.

Seminar in Medieval History G57.3115 Claster, P. Johnson. 4 points.

Readings in Medieval Greek Sources G57.3116 Baun. 4 points.

Seminar: Medieval Church G57.3119 P. Johnson. 4 points.
Readings and discussion of the culture and institutions of the Latin Church from the 6th to the 14th centuries. Introduction to important literature and problems that prepare the student for advanced-level research in medieval ecclesiastical history.

Seminar: Church and Society in Premodern Europe G57.3120 P. Johnson. 4 points.
Research seminar on issues of the church and society in medieval and early modern Europe.

EARLY MODERN EUROPE (1400–1789)

Literature of the Field: Early Modern Europe I G57.1150 Required of Ph.D. candidates making this their major field. Feros, Hsia. 4 points.
Surveys major literature and historiographical issues in the early modern field.

Literature of the Field: Early Modern Europe II G57.1151 Feros, Hsia, Levy. 4 points.
Introduction to the field of early modern Europe through a critical reading of important works by modern historians in this field. Focuses on political, cultural, and intellectual history.

France: The Old Regime, 1562-1715 G57.1163 Levy. 4 points.
Themes include demographic, economic, social, political, and cultural structures of the old order; the civil wars of the 16th century; political culture of royal absolutism; intellectual currents and oppositional politics; popular culture; historiographic debates; the Enlightenment and the development of political oppositions; and the origins of the French Revolution.

Colloquium: Italy During the Renaissance G57.2157 4 points.
Intensive reading of themes from 14th-, 15th-, and 16th-century Italy, including the nature of the city-state and of Italian urban society, urban culture and humanism, the origins and nature of the Renaissance as seen in its historians, and the effects of the foreign invasions on Italian life and culture. A series of bibliographical papers are required.

Colloquium: The European Enlightenment G57.2160 Levy. 4 points.
Surveys the material, cultural, and intellectual origins of the European Enlightenment; Enlightenment thought as oppositional politics; with attention to religious, economic, social, and political writings; the culture of the scientific revolution; feminine and feminist cultures; political journalism and polemic; the literary underground; and popular culture and its politicization.

Seminar: Topics in Early Modern Europe: European Society and Religion G57.2162 Fero, Hsia. 4 points.

State and Society in Early Modern Europe G57.2164 Fero, Hsia. 4 points.
Provides a solid knowledge of the political, social, and cultural history of early modern Spain.

History of Women in Early Modern Europe, 1500-1800 G57.2176 Levy. 4 points.
Themes include women’s legal status, family and work, intellectual and cultural life, religious practices, political roles, and gendered cultural values.

Gender and Politics in the Age of Democratic Revolution G57.2605 Levy. 4 points.
See description under Comparative History.

MODERN EUROPE (1750-PRESENT)

Culture and Society in the 19th Century G57.1000 Seigel. 4 points.

Modern Greek History G57.1124 Fleming. 4 points.
Examines how the major developments in modern European history from the Enlightenment and state formation to the post-1945 era were manifested in “peripheral” and “small” European nation-states by using Greece as a case study.

European Fascism in Comparative Perspective G57.1196 Nolan. 4 points.

Literature of the Field: Modern Europe Through the 19th Century G57.1201 Required of Ph.D. candidates making this their major field. Staff. 4 points.
Survey of the major literature and historiographical issues in the modern European field.

Literature of the Field: Modern Europe from 1900 to 1945 G57.1202 Staff. 4 points.

19th-Century France G57.1209 Identical to G46.1610. Judt. 4 points.
The impact of revolutions and economic changes on 19th-century French society.

20th-Century France G57.1210 Staff. 4 points.

Society, Culture, and Politics in Contemporary Italy G57.1222 Ben-Ghiat. 4 points.

Diplomatic History of Europe in the 19th Century G57.1251 Stehlin. 4 points.
Major diplomatic events from 1789 to 1900, such as the French and Napoleonic Wars, European Restoration, national unification, imperialism, and the Bismarckian settlement. Discussion of their relation to political, economic, and social events.

Diplomatic History of Europe in the 20th Century G57.1252 Stehlin. 4 points.
Major diplomatic events from 1900 to 1939, such as the various crises in the century's first decade, the origins and results of World War I, the search for security in the 1920s, Nazi and Fascist policy, and the coming of a second world war. Discusses their relation to political, economic, and social events.

Women in European Society and Politics G57.1253 Nolan. 4 points.
Explores main themes of and principal approaches to European women's history from the late 18th century through World War II. Readings focus on Britain, France, Germany, and Russia.

Politics and Society in Germany, 1870-1945 G57.1274 Nolan. 4 points.
Explores recent research and controversies in modern German social history. Emphasis is on the nature and contradictions of Germany's industrial capitalist system, the history of the German working class and its political and cultural organizations, and the history of women.

Czarist Russia, the Muscovite Period to the Revolution G57.1301 Kotsonis. 4 points.
The long-term geographical, social, and cultural foundations of Russian history.

Emergence of the command society and the impact of modernization from the reign of Peter the Great to the Russian Revolution.

Revolutionary and Soviet Russia G57.1302 Kotsonis. 4 points.
Peasant, religious, and Praetorian rebellion in old Russia; the Populist and Marxist revolutionary movements; the urban and peasant revolutions in 1905 and 1917 to 1920; and the Stalinist industrial, urban, and bureaucratic revolution.

Political History of Russia, 1796-1856 G57.1325 Kotsonis. 4 points.
Introduction to the fundamentals of Russian history seen through the prism of the early 19th century and the study of war, diplomacy, state administration, agrarian reform, the nationalities question, the problems of industrialization, and intellectual and revolutionary movements.

The Decline and Fall of the Russian Empire, 1856-1917 G57.1326 4 points.
Modernization and its breakdown during the reigns of the last three czars. Agrarian and administrative reform, industrialization, urbanization and the urban crisis, the emergence of a revolutionary elite, and the revolutions of 1905 and February 1917.

History of England Since 1688 G57.1408 Scally. 4 points.
Classic and current scholarship in English social and cultural history, law and society in the 18th century, family history, demography, industrialization and the city, Victorian women's history, and imperialism. Students present interpretive papers on themes developed with the instructor.

Britain in the 20th Century, 1914 to the Present G57.1409 Scally. 4 points.
Introduction to the developing social structure and culture of England during and since the first Industrial Revolution. Topics in English social history include family history, mobility, work discipline, illegitimacy, and alcoholism, which are subjects of recent research.

History of Modern Ireland, 1690-1921 G57.1416 Open to undergraduates with permission of instructor Scally. 4 points.
History of Modern Ireland, 1922-1998 G57.1417 Staff. 4 points.

Irish and European Migration to America G57.1419 Staff. 4 points.

Topics in Balkan History G57.1506 Fleming. 4 points.
Emergence and persistence of nationalism in the Balkans. Commonalities and differences between Balkan and European nationalist theory and practice.

Topics in East European Jewry G57.1526 Engel. 4 points.

Topics in West European Jewish History G57.1527 Engel. 4 points.

Topics in Women and Gender in French History G57.1764 Staff. 4 points.

The French Economy Past and Present G57.1910 Chapman. 4 points.

Italian Fascism G57.1982 Ben-Ghiat. 4 points.

Seminar: Development of the European State in the 19th Century G57.2131 Stehlin. 4 points.
Political, economic, and social developments in Europe from 1815 to 1914. How did Europe become a functional entity and meet its problems in terms of political institutions, governmental structures, and social movements that culminated in a changed relationship between individuals and the state? What forces shaped European society and prepared it for the 20th century? Conservatism, liberalism, and socialism and their effect on and interrelationship with political and social developments.

Modern French History G57.2163 Prerequisite: fluent reading knowledge of French. Judt. 4 points.
Covers French political, cultural, and social history from the mid-19th century to the 1960s. Students read major historical monographs and articles and present their plans for doctoral-level research on French history.

Colloquium: The French Revolution G57.2178 Levy. 4 points.
Study of the economy, society, ideology, and political culture in France during the revolutionary decade, with attention to historiographic debates concerning the intellectual and cultural origins of the Revolution; the first new regime, 1789-1791; revolutionary radicalization; the political culture of the Terror; gender and revolutionary politics; expansion and conquest; and the Revolution’s impact on the formation of modern political culture.
French History

G57.2257 Nolan. 4 points.

Discusses the character and composition of the working class, forms of working-class protest, and the theory and practice of working-class movements.

Politics and Ideas in Europe Since 1939 G57.2260 Jud. 4 points.

Discusses aspects of European political, cultural, and intellectual history, from the Second World War to the present. Covers material from East and West Europe that is mostly primary in nature—novels, essays, contemporary political writings, etc. Emphasis is on the interrelation of cultural, political, and philosophical ideas and affairs in modern Europe.

Colloquium: Methods and Problems in European Intellectual History G57.2266 Seigel. 4 points.

Introduces modern European intellectual history, through the study of four to six major thinkers and the diverse and conflicting methods employed to interpret them. Those studied are chosen from a list that includes Kant, Rousseau, Hegel, Marx, Mill, Baudelaire, Durkheim, Bergson, Weber, Nietzsche, and Freud.

Economy, Society, and Politics in German History G57.2251 Nolan. 4 points.

Recent research and the controversies in modern German history, with a focus on the period from 1914 to 1945.

Seminar: Origins of World War I G57.2257 Stehlin. 4 points.

Explores the causes and responsibility for the war. Topics include the diplomatic crises before 1914, the internal situation of Austria, the assassination, and interpretations of the causes of war.

Colloquium: Origins of World War II G57.2258 Stehlin. 4 points.

Explores the instability of the European state system of the post-1918 era and the contributions of each state to the outbreak of war. Topics include the Versailles Treaty, reparations, Nazi and Fascist diplomacy, Western and Russian diplomacy, and the immediate cause of the war.

Colloquium: Aesthetics and Politics in Europe, 1890-1939 G57.3270 Seigel. 4 points.

Study of selected artistic and literary movements whose practices located them at the intersection of aesthetic innovation and political challenge. Each year two topics are chosen from the following: (1) aestheticism and futurism in Italy; (2) surrealism in France; (3) art and politics in Weimar Germany.

Bourgeois Life and Culture in 19th-Century Europe G57.3290 Seigel. 4 points.

LATIN AMERICA AND THE CARIBBEAN

Literature of the Field: Colonial Latin America G57.1801 Thomson. 4 points.

Examines how Spanish- and Portuguese-American empires were created, how their societies and cultures were shaped, and how their institutions and their economies were modified by internal changes. Considers the 18th-century reforms of the colonial system and the growing pressure for independence.

Literature of the Field: Modern Latin America, 1824-Present G57.1802 Ferrer, Grandin. 4 points.

Introduction to historiography of postindependence Latin America. Focuses on topics such as the integration of Latin America into the world capitalist trade and investment system, evolution of rural and urban labor systems and movements, liberalism, nationalism, U.S.-Latin American relations, and revolutionary movements.

History of Latin American Women G57.1810 4 points.

The Human Condition in Latin America, 1945-Present G57.1818 Identical to G65.1051. 4 points.

Introduction to Latin America through the study of contemporary history: population growth, urbanization, social transformations, economic development, political crises, relations with the developed and Third World nations. Attempts to make meaningful the recent past and present of our neighbors, to show how it engages with our own, and to evoke a sympathetic understanding of their aspirations.
Colloquium: Topics in Latin American and Caribbean History G57.2800 Ferrer, Grandin, Thomson. 4 points.

Methodological and analytic approaches to variable topics. Recent colloquia included Historical Perspectives on Race and Ethnicity in Latin America and Independence and Nationalism in the 19th Century. May also focus on the history of a particular country or subregion, such as modern Brazil, Central America, or the Caribbean.

Slavery, Colonialism, and Revolution in the Caribbean G57.1809 Ferrer. 4 points.

Introduction to the major themes and debates of colonial Caribbean history. Begins with the reading of general works on the Caribbean: selections from major texts and classic essays by historians, anthropologists, and literary critics arguing the case for the study of the Caribbean as a unit of analysis. From there, goes on to consider the central themes of the region and the period: slavery, capitalism, and emancipation; colonialism, revolution, and imperialism; nationalism and race. Themes are studied from a variety of approaches and perspectives, from very local microhistorical studies to comparative ones to more sweeping global treatments. Throughout, an attempt is made to bridge the vertical lines that often separate the study of the different linguistic and imperial Caribbeans.

Research Seminar: Latin America and the Caribbean G57.2801 Ferrer, Grandin, Thomson. 4 points.

Methodology research seminar in which students learn the basic techniques of isolating and conceptualizing a topic, develop their research skills in handling primary and secondary sources available in the New York area, and complete a coherent, pertinent research paper of about 25 pages, with appropriate documentation and bibliography.

AFRICA

Europe’s Relationship with Africa Since Classical Antiquity G57.1040 4 points.

See description under Methods, Transnational, Comparative.

History of Jews and Judaism in Africa G57.1556 Hull. 4 points.

Imperialism, Colonialism, and Decolonization in Africa Since 1875 G57.1558 Hull. 4 points.

Analysis of the theory and practice of imperialism as it applied to Africa south of the Sahara; the theory and practice of colonial administration in British, French, and Belgian Africa; and the nature of the relationships between the independent African nations and their former colonial masters. The Fabric of West African Civilization G57.1559 Staff. 4 points.

History of Apartheid in South Africa Since 1652 G57.1577 Hull. 4 points.

Study of racial and ethnic conflict and cooperation in southern Africa since the late 18th century. Emphasis is on South Africa, Mozambique, and Zimbabwe.

Islam in West Africa G57.2007 Gomes. 4 points.

Colloquium: African Slavery and the Atlantic Slave Trade G57.2555 Hull. 4 points.

Examines the institution of servitude and slavery in tropical Africa since classical antiquity. Studies master-servant relationships in selected precolonial African societies and the Atlantic slave trade and its impact on African political, social, and economic organization.

African Civilization: Perceptions and Realities G57.2556 Staff. 4 points.

ASIA

Literature and Politics in Modern China G57.1195 Young. 4 points.

Explores the ways in which literature was intimately shaped by its social and political context and the extent to which literature itself became part of the material forces working to change that context.

Topics: East Asian History G57.1731 4 points

China and the West G57.1916 Waley-Cohen. 4 points.

Modern Chinese Intellectual History G57.1919 Karl. 4 points.

Historical Epics of China and Japan G57.1994 Roberts. 4 points.

Japanese Imperialism G57.1995 L. Young. 4 points.

Literature of the Field: Problems in Japanese History II G57.2001 L. Young. 4 points.

Modern Japanese Culture G57.2005 Harootunian. 4 points.

Women and Social Change G57.2290 Young. 4 points.

See description under Methods, Transnational, Comparative.

Culture of Imperialism G57.2557 Young. 4 points.

Exploration of the unequal exchange between colonizer and the colonized in the 19th and 20th centuries. The perspective is comparative, the method interdisciplinary.

Thought and Law in Imperial China G57.2558 Waley-Cohen. 4 points.

Examines the nature and role of Chinese legal culture from 221 B.C. to A.D. 1911. Topics include Confucian and popular religious influences; criminal, contractual, and family law; and the impact of Chinese law in Vietnam, Korea, and Japan.

Mapping South Asia: Culture, Politics, and History G57.2915 Staff. 4 points.

Studies in Culture and Politics in Modern Japan G57.2917 Staff. 4 points.

MIDDLE EAST

History of the Ottoman Empire G57.1125 Salzmann. 4 points.

The Near East Under the Greeks and Romans G57.1501 Identical to G77.1621. Peters. 4 points.

History of the Middle East, 600-1200 G57.1502 Identical to G77.1640. Hutter. 4 points.

Egypt in Modern Times G57.1511 Identical to G77.1664. Lockman. 4 points.

Topics in Ottoman History G57.1513 Identical to G77.1651. Salzmann. 4 points.
Revolutions in the Islamic Middle East G57.1517 Identical to G77.1616 and G93.1616. Staff. 4 points.

Topics in Medieval Islamic History G57.1521 Hussain. 4 points.

Islam in the Modern World G57.1522 Identical to G77.1803. Staff. 4 points.

Seminar on the Modern History of the Middle East I: The Great Powers and the Middle East G57.1533 4 points.

Seminar on the Modern History of the Middle East II: Leaders and Revolutions G57.1534 4 points.

Modern Iran (1800 to the Present) G57.1541 Identical to G77.1661. Chaloukian. 4 points.

Islamic Middle East, 1200-1800 G57.1641 Staff. 4 points.

History of the Middle East: 1750-Present G57.1642 Staff. 4 points.

Literature of the Field: Modern Middle Eastern History G57.1643 Staff. 4 points.

Late Ottoman Empire G57.1652 Salzmann. 4 points.

Seminar in Modern Middle Eastern History I G57.1653 Staff. 4 points.

Seminar in Modern Middle Eastern History II G57.1654 Staff. 4 points.

Problems and Methods in Middle Eastern Studies G57.2513 Identical to G77.1687. Staff. 4 points.

Introduction to Islamic Studies G57.3502 Identical to G77.1700. Peters. 4 points.

UNITED STATES (CONTACT TO PRESENT)

Lower East Side American Jewish Memory G57.1271 Diner. 4 points.

History of American Judaism G57.1280 Diner. 4 points.

Jewish Women in America: Historical Problems G57.1281 Diner. 4 points.

Women and Social Movements: New York in the 1930s G57.1284 Diner. 4 points.

This course is part of a national project to create a Web site documenting the history of women and social movements in the United States. The project is coordinated by Professors Thomas Dublin and Katherine Sklar at Binghamton University and involves scholars and students from around the country. Each team creates its own Web site, all of which will be linked together.

Literature of the Field: America to 1865 G57.1600 Required of Ph.D. candidates making this their major field. Staff. 4 points.

Surveys major literature and historiographical issues in the American field from European contact to 1865.

The American Colonies to 1763 G57.1601 Kappeman. 4 points.

Examines the origins of English colonization, labor and immigration patterns, religion, the economics of empire, social relationships, and politics from the perspective of continuity and change.

The American Revolution and Constitution G57.1603 4 points.

Studies the tension between England and the American colonies in a political and social context. Other topics include revolutionary ideology, constitutional conflict, the War of Independence, the framing of new state government, and the debate over the federal Constitution.

Politics, Ideas, and Culture in America, 1750-1930 G57.1604 Bender. 4 points.

Studies selected practical and prescriptive versions of American culture and politics, articulated by writers, intellectuals, and political leaders from 1750 to 1930.

The United States, 1789-1824: Problems of the New Nation G57.1605 4 points.

Studies political behavior and party formations in the emergent American nation, with emphasis on the relationship of economic policy and foreign affairs to political process.

The Civil War and Reconstruction, 1850-1877 G57.1607 Open to undergraduates. 4 points.

Studies the social, political, and cultural history of the United States from 1850 to the end of Reconstruction. Focus is on the 1861-1865 crisis of the Union, its antecedents, and its consequences.

Literature of the Field: America Since 1865 G57.1610 Required of all Ph.D. candidates making this their major field. Staff. 4 points.

Surveys the major literature and historiographical issues in the American field from the Civil War to the present.

The United States in the 20th Century to 1945 G57.1612 Staff. 4 points.

Studies political, economic, and foreign relations issues during the period from the Spanish-American War to 1945. Discusses major figures and developments historiographically to emphasize the historical literature, interpretations, and continuing dialogue.

Intellectual History of the United States, 1830 to 1890 G57.1701 4 points.

Surveys major currents of American thought from the end of the 19th century, focusing on American romanticism and scientific naturalism, utilizing materials from imaginative literature, philosophy, the fine arts, political and social thought, religion, and science.

Intellectual History of the United States Since 1890 G57.1702 4 points.

Surveys major currents of American thought from the end of the 19th century, focusing on American relativism, utilizing materials from imaginative literature, philosophy, the fine arts, political science, and technology.

U.S.-East Asian Relations G57.1737 Young. 4 points.

From the open door as the McKinley administration understood it to the open door as Deng Xiaoping defined it. Examines the American imagination of Asia, the reality of U.S. policy toward specific Asian countries, and the corresponding imagination and reality of Asian nations toward the United States.

Local and Community History in America G57.1752 Staff. 4 points.

See description under Public History.

History and Public Policy G57.1753 4 points.

See description under Public History.

Media and History G57.1755 4 points.

See description under Public History.

Historical Thinking: Women and Gender in the United States G57.1761 Gordon. 4 points.
Topics in American Women’s History G57.1762 4 points.

Women and Work G57.1769 4 points.
Introduction to the major scholarship on women and work in U.S. women’s history, with focus on the 19th and 20th centuries.

American Social History in the 19th Century G57.1771 Hodes. 4 points.
Causes and consequences of the Civil War, including the transition to capitalism and the transformation of work in the North; southern slavery; religion and reform; class, politics, and Jacksonian democracy; African American freedom; labor and politics in the Reconstruction South and in the industrializing North; and capitalist expansion at the end of the century.

American Social History Since 1870 G57.1772 Kelley, Walkowitz. 4 points.
Modernization of American society in the past 100 years, focusing on the growth of industrial and urban society. Attention to trends in social mobility and stratification; the impact of modernization on class structure, immigration, blacks, women, and the modern family.

Common People in Early America G57.1773 4 points.
The “less articulate,” from the Revolution to the Civil War. Urban, ethnic, and religious tensions and their contributions to a sense of rising class distinction in early American history.

History of American Higher Education G57.1778 Identical to E55.2067. Mattingly. 4 points.
Topics in the history of American colleges and universities since 1750. Analysis of educational policies and functions, with attention to the limitations of educational responsibility, the transformation of institutional structures, changing modes for gaining and imparting knowledge, and the social prerogatives and initiatives assigned to an educated class.

Afro-American History G57.1782 Kelley, Sammons. 4 points.
Broad exposure to African American history. Begins with a historiographical introduction, describing the growth and development of the field, and moves to a major theme and period treatment ranging from ancient Africa to the civil rights movement. Provides an understanding of the field and a foundation for specialized course work and research.

Women in 20th-Century America G57.1789 4 points.
Surveys women in modern America, with emphasis on work, politics, feminism, and changing social roles.

Indians in Early America G57.1891 Staff. 4 points.

Master’s Seminar: Historical Research Methods G57.2022 Wash. 4 points.
Introduction to the theoretical and methodological components involved in the research process. Considers historiographical issues; develops an understanding of the archival and library environments, focusing on searching strategies and the use of automated techniques; and emphasizes framing research questions. Students complete a research paper with appropriate documentation and bibliography in their area of interest.

Colloquium: American Cultural History G57.2024 Bender. 4 points.
Examines modes of cultural history, particularly newer ones. Explores recent theoretical and historiographical discussions of cultural history.

Seminars:

19th-Century Intellectual and Cultural History G57.2025 Bender. 4 points.

Colloquium: Christianity and Culture in America—From Finney to Falwell (1820-1990) G57.2026 Wash. 4 points.
Examines the nature of American Christianity from the revivals of the early 19th century through the revival of the religious right in the 1990s. Explores themes in American religious development, including the changing nature of Roman Catholic, mainline Protestant, evangelical, fundamentalist, and Pentecostal movements; the relation between gender and religion, the development of African American religious traditions, and the relationship of Christianity to larger social, religious, and economic structures in American society. Students examine and interpret a wide range of primary sources and significant texts in American religious and cultural history.

Between History and Literature: Rethinking African American Autobiography G57.2027 Sammons. 4 points.

Gender/Cultural History in America G57.2030 Duggan. 4 points.

M.A. Seminar: Oral History, Afro-American G57.2256 Sammons. 4 points.

Immigration, Ethnicity, and Gender Relations G57.2293 Diner. 4 points.

Right-Wing Politics in U.S. History G57.2506 Duggan. 4 points.

Transition from Slavery to Freedom in the United States G57.2553 Krauthamer. 4 points.

Colloquium: Topics in Colonial American History G57.2603 May be repeated for credit with permission of the instructor. 4 points.
Reading and discussion examining one aspect of colonial society in depth.

Colloquium: Radicalism and Reform in the United States G57.2608 4 points.
Examines the origins, motives, and achievements of dissenting movements in America, from 17th-century English backgrounds to the present. Emphasizes individuals and groups interested in changing the existing system toward greater equality for the individual. Topics: nonconformist dissent of the Puritan revolution, reform and radicalism of the American Revolution, Jeffersonian and Jacksonian democracy, amebellum perfectionism, populism, socialism, progressivism, communism, the New Deal, and the 1960s New Left.

Colloquium: The Progressive Era G57.2609 Mattingly. 4 points.
Emphasizes reading and discussion of selected specialized accounts of the Progressive Era and the variety of reformers and reform.

Research Seminar: U.S. History G57.2612, 2613 4 points per term.
Methodology research seminar in which students learn the basic techniques of isolating and conceptualizing a topic, develop their research skills in handling primary and secondary sources, and complete a coherent, pertinent research paper of about 25 pages, with appropriate documentation and bibliography. The instructor sets the limits of the area in which students choose topics, e.g., U.S. foreign policy since 1900 or the American Revolution.
American Legal History G57.2615
Team taught by members of the history department and the law school faculties. 4 points.
Explores the broad social and legal issues that shaped the American past and focuses on the human forces operative in American law.

Colloquium: Topics in American Social History G57.2621  May be repeated for credit with permission of the instructor. Kelley, Mattingly, Walkowitz. 4 points.
Explores recent literature on American social history, with attention to the new interpretations of women and labor, education and religion, town and urban development, business structures, and social class formation.

Sports in American Society G57.2624  Sammons. 4 points.

Colloquium: Topics in U.S. History, 1789-1850 G57.2655  4 points.
American political behavior in the eras of the first and second party system. Introduces biographical analysis and behavioral and quantitative analysis to penetrate the myths of the Age of Jackson and its antecedents.

Politics and Culture of the Great Depression G57.2696  4 points.
Introduction to the major political, economic, and cultural trends of the 1930s, with attention to institutional change and the human impact of the depression.

Colloquium: The New Deal G57.2697  4 points.
Deals with President Franklin Roosevelt's political leadership, the Great Depression, and the New Deal through reading and discussion of important monographic studies.

Colloquium: Topics in 19th-Century American Intellectual History G57.2707  4 points.
Readings in American romanticism and American scientific naturalism.

Colloquium: Topics in 20th-Century American Intellectual History G57.2709  4 points.
Works on the major currents of American thought in the 20th century.

Topics in 20th-Century American Cultural History G57.2710  4 points.

Urban Blacks in 20th-Century America G57.2714  Kelley, Sammons. 4 points.
Examines the maturation of a postslavery, rural economy and the rise of associated, racially proscriptive legislation; black responses and adjustments; the motivations for and expectations of migration; and the cultures and communities black people created and physically abandoned. Analyzes the political, social, and cultural life of urban African Americans in its many forms from the high to the low, assessing the flow of influence. Provides an overview and synthesis of the many local studies in hopes of identifying commonalities and distinctions across communities.

Colloquium: America in the 1960s G57.2715  4 points.
Readings and discussion on the 1960s. Seeks an understanding of the politics, culture, ideology, economy, and movements for change of the decade; the Vietnam War and the antiwar effort.

Colloquium: Women’s Political Culture G57.2750  4 points.
Examines the varieties of women’s participation in public life from 1820 to the present, with an emphasis on how gender consciousness has shaped its forms and content over time.

Cold War, 1945-1989 G57.2771  Young. 4 points.

Seminar: U.S. History in the 20th Century G57.2776  Staff. 4 points.

Colloquium: The United States Since 1945 G57.2778  4 points.
Origins of the cold war; domestic, social, economic, and political development. Special topics include the Fair Deal, the War on Poverty, and major social upheavals of the 1960s.

Colloquium: The Cold War, 1945-1989 G57.2779  Young. 4 points.
Examination of the cold war from World War II to the fall of the Soviet empire in 1989.

Topics in American Foreign Policy: Vietnam G57.2780  M. Young. 4 points.

Social Movements in the United States, 1890-Present G57.3608  Gordon. 4 points.
Topics in Intellectual and Cultural History G57.3611  Bender. 4 points.

Seminar in American Intellectual History G57.3705  Open to students at both the master’s and doctoral levels. 4 points.
Research seminar focusing on topics in American intellectual history. Students prepare substantial research essays using primary source materials. Discussions of historiography, methodology, and bibliography. Class criticism of the students’ work.

RESEARCH AND READING
Reading in History G57.3011, 3012  1-4 points per term.
Research in History G57.3021, 3022  Open to students engaged in dissertation research by special permission of a departmental advisor. 1-4 points per term.

Specialized Programs and Courses

HISTORY OF WOMEN AND GENDER
The Department of History offers a specialization or a second field in the history of women and gender. The program explores the changing role of women in history and the social construction of gender both historically and theoretically.

A planning committee of faculty and graduate students initiates program-sponsored workshops, conferences, and faculty and graduate student lecture series and coordinates the scheduling of courses in the area.

For the M.A. field in the history of women and gender, students are required to take a methodological introduction to women's history, a colloquium in feminist theory, a course in a related discipline, and two topical courses in the field, of which one must be a seminar in which a research paper is produced. The remaining three courses should satisfy Department of History requirements. For the second field in comparative women's history at the doctoral level, students are expected to take three courses in areas other than the major field. The history of women and gender can satisfy the departmental requirement for the doctoral second field if courses are comparative or in a field outside the major or in some combination thereof.
For more information, consult the director of the program in the history of women and gender.

Marginalized People in the Middle Ages G57.1121 P. Johnson. 4 points. See description under Medieval Europe.

Women in European Society and Politics G57.1253 Nolan. 4 points. See description under Modern Europe (1750-Present).

Introduction to Methodology in the History of Women and Gender G57.1763 4 points.

Explores various aspects of methodology in women's history, drawing mainly on American and European sources. Topics include politics and culture, work and family, socialism, and sexualities.

Topics in American Women's History G57.1762 4 points.

Women and Work G57.1769 4 points. See description under United States (Contact to Present).

Women in 20th-Century America G57.1789 4 points. See description under United States (Contact to Present).

History of Latin American Women G57.1810 4 points.

Women and Gender in the Middle Ages G57.2109 4 points. See description under Medieval Europe.

History of Women in Early Modern Europe, 1500-1800 G57.2176 Levy. 4 points. See description under Early Modern Europe.

Women and Social Change G57.2290 4 points. See description under Comparative History.

Colloquium: Feminist Theory G57.2291 P. Johnson, Levy, Young. 4 points. Examines a range of feminist theoretical writing, places it historically, and relates it to other political, cultural, and scholarly feminist practices.

Religion, Family, and Gender in Early America, 1607-1840 G57.2604 4 points. See description under United States (Contact to Present).

Gender and Politics in the Age of Democratic Revolution G57.2605 Levy. 4 points. See description under Comparative History.

Colloquium: Women's Political Culture G57.2750 4 points. See description under United States (Contact to Present).

PUBLIC HISTORY

The program in public history provides Master of Arts and Doctor of Philosophy candidates with the opportunity to prepare for careers as historians in public and private institutions outside academia, where historical perspectives address areas as diverse as public policy, museum programs, and historical dramatizations for media. The program offers students three areas of historical work: media history, local and community history, and history and public policy.

All entering students enroll in a sequential two-semester seminar in public history that introduces students to literature and problems in the various public history arenas. Students complete a major research essay and then translate that research into a public history format for a public audience.

The concentration in public history is open to all qualified M.A. and Ph.D. students. It consists of the introductory sequence; a course in one of the three tracks; a methodological course in either oral history or quantitative methods (G57.2012 or G57.2019), and four electives in the department, of which one should be a research seminar.

Public history can satisfy the departmental requirement for a secondary field. For Americanists, the courses must be comparative or in another field or in some combination thereof.

M.A. students may elect instead to complete a 44-point program leading to a New York State Board of Regents Certificate in Public History. In addition to requiring all the courses in the concentration, the certificate program requires students to take the two remaining introductory track courses and Literature of the Field: America to 1865 (G57.1600). Finally, all public history students should complement class work with internships in various participating agencies in the New York metropolitan area.

Enrollment is limited, and admission must be approved by the director of the program. Inquiries should be addressed to Professor Paul Mattingly, Director, Program in Public History, Department of History, New York University, 19 University Place, New York, NY 10003-4556.

Introduction to Public History G57.1750-1751 Required core course in the public history program. Bernstein, Mattingly. 4 points per term.

Addresses the expanding literature on the theory of public history, the shifting parameters of the field, and the emerging techniques and methodologies. Concentrates on a project in New York City.

Local and Community History in America G57.1752 W. Johnson, Mattingly, Walkowitz. 4 points.

Focuses on the local and community history track of the public history program, giving special emphasis to the new urban history. Introduces the methodology and sources of community study.

History and Public Policy G57.1753 Mattingly. 4 points.

Focuses on the policy track of the public history program and explores the process by which social insights and criticism become formalized into social policy in America. Issues related to health, education, crime and poverty, urban life, and public and cultural organizations receive particular emphasis.

Media and History G57.1755 Abrash, Walkowitz. 4 points.

Focuses on the media track of the public history program and reviews efforts at historical dramatization and documentary for radio, television, film, and print media. Students conceptualize historical research for media formats.

The Culture of Consumption, Material Life, and the Built Environment in America G57.1756 Staff. 4 points.

Oral History: Theory and Practice G57.2012 Bernstein. 4 points.

Fieldwork with emphasis in archival research and interviewing. Students complete common research project and train in collaborative techniques of research and historical interpretation.

ARCHIVAL MANAGEMENT AND HISTORICAL EDITING

The program in archival management and historical editing offers students the opportunity to combine either a Master of Arts or a Ph.D. degree in his-
tory with an Advanced Certificate in Archival Management and Historical Editing. The certificate program is also open to students with M.A. and Ph.D. degrees in other appropriate social science- or humanities-based disciplines. Ph.D. candidates in history may also elect to use the archives program as a second field, and Ph.D. students wishing to complete the entire program may apply 12 of the 20 required points toward their Ph.D. requirements.

Since 1977, this program has trained graduate history students for careers as archivists, historical editors, administrators, and manuscript curators. The program provides students with a solid foundation in the theory, methodology, and practice of archives. It also emphasizes the broad humanistic training in history necessary for archivists to develop a vision for their work. Course work in complementary disciplines and new technologies is stressed, ensuring that program graduates remain current with professional trends and developments.

New York City offers a unique setting and laboratory for students exploring history and archives, and the program takes full advantage of the city’s repositories in providing internships and practicum experiences for its students. Program graduates work as archivists in a wide variety of academic, nonprofit, corporate, and governmental venues.

The program’s unique historical editing component also trains historians for alternative careers in preserving and disseminating historical documents in book, microform, CD-ROM, and electronic formats.

All entering students enroll in a sequential, two-semester colloquium (G57.1010 and G57.2010) that offers a broad overview of the field and combines classroom instruction with hands-on experience in an archival setting. Over the course of two semesters, students complete a major research paper on an appropriate archival topic and arrange and describe two archival collections in conjunction with their practicum. Students are also required to take a course in historical editing, which focuses on the location, arrangement, and publication of documents. As part of this course, students undertake research to identify and annotate their documentary collection.

M.A. students enroll in a 44-point program of study, leading to the Master of Arts degree in history and to the certificate. Requirements for the M.A. degree and the advanced certificate are 24 points in history (which must include an M.A. seminar) and 20 points in archives. Students are required to complete 12 points in the three core courses G57.1010, G57.1012, and G57.2010. Students successfully completing the program must have 16 points with a grade of B or better. Students with more than 4 points below B are not eligible for the certificate and may not register for additional courses.

Students holding an appropriate master’s degree in a social science or humanities discipline may be accepted into the program on a nondegree, certificate-only basis. Such students are permitted to register for 20 points in archives to complete the requirements. Ph.D. students in history wishing to use archives as a second field are required to complete the three core courses G57.1010, G57.1012, and G57.2010.

Through a consortium arrangement with Long Island University’s Palmer School of Library and Information Science, students are also able to enroll in more library-oriented courses offered at Bobst Library and to apply these credits toward their certificate. Students should check with the director for a complete list of Palmer School offerings.

Enrollment is limited, and admission must be approved by the director of the program. For additional information, write to Dr. Peter J. Wosh, Director, Archives Program, Department of History, Faculty of Arts and Science, New York University, 19 University Place, New York, NY 10003-4556.

**Archives and Historical Societies: Principles and Practicum I**
G57.3010 Required core course in archives program. 4 points.
Introduction to the theory and practice of managing public, private, and institutional archives in the United States. Includes a historical overview of record keeping and archives; an introduction to bibliographic resources, appraisal, arrangement and description, reference, collection strategies; and the development of the U.S. MARC:amc format. Students complete a supervised 45-hour practicum project in a professional archive.

**Seminar in Historical Editing**
G57.1012 Required course in archives program. 4 points.
Introduction to the theories, practices, and problems in editing and publishing historical documents. Students develop their own edited collections by drawing on a selection of Margaret Sanger papers, with prefatory material, transcriptions, annotations, and calendar.

**Local and Community History**
G57.1752 4 points.
See description under Public History.

**Archives and Historical Societies: Principles and Practicum II**
G57.2010 Prerequisite: G57.1010. Required core course in archives program. 4 points.

Second half of the introductory, year-long overview. Topics include conservation techniques and preservation management, electronic records, developing museum exhibits and outreach programs, records management, non-textual material, professionalization and the role of the archivist as a public historian, legal and ethical issues, and managerial concerns. Students complete a supervised 70-hour practicum project in a professional archive.

**Oral History: Theory and Practice**
G57.2012 4 points.
See description under Public History.

**Introduction to Preservation and Reformatting**
G57.2013 De Stefano. 4 points.
Introduction to preservation in archives, including an examination of the composition of paper, inks, non-print materials, and the causes of damage and deterioration. Examines current preservation methods in archives and other repositories, such as conservation treatments, preservation microfilming, digitization and other types of reformatting, holdings maintenance programs and rehousing techniques, environmental control and disaster planning, and salvage methods.

**Administrative History and Records Management**
G57.2016 4 points.
Traces the rise of modern bureaucratic organizations and their relationship to the documentary records that they create. Focuses on the administrative evolution of authority and policy implementation. Case studies apply the principles of modern information scheduling to the administration of corporate records and their relationship to archival materials.

**Automated Archival Description**
G57.2017 4 points.
Examines automated techniques for managing and providing access to archival records and historical manuscripts. Introduces basic word-processing, database, and spreadsheet concepts.
Includes an introduction to the MARC format as well as an introduction to EAP, SGML, HTML, and XML.

The Historian and the Visual Record: Exploring Alternative Sources G57.2021 4 points.
Analyzes visual media, including photographs, posters, magazine illustrations, advertisements, motion pictures, and video. Attention to media as a source for examining political, social, cultural, intellectual, and economic history. Includes a curatorial component exploring how archivists manage records.

Topics in Archives and Editing G57.2023 2 points.
In-depth study of emerging issues for archivists and editors. Topics vary each semester, and recent courses have focused on the following: the U.S. MARC format for describing archival material, fund raising and grants management, archives in the business and nonprofit worlds, electronic records, and developing historical exhibits.

Research in Archival Management and Historical Editing G57.3013, 3014 Wash, staff. 1-4 points per term.

Readings in Archival Management and Historical Editing G57.3023, 3024 Wash, staff. 1-4 points per term.

JOINT AND DUAL DEGREE PROGRAMS
Joint degree programs at the doctoral level are available with the Institute of French Studies, the Skirball Department of Hebrew and Judaic Studies, and the Department of Middle Eastern Studies. A dual degree M.A./J.D. program is available with the School of Law, although students admitted into this program are expected to earn the doctorate in history. Admission to these joint and dual degree programs must be granted by both departments or institutes or programs or schools upon entry or at the point of screening. Students in these programs normally are expected to complete the “literature of the field” courses and take the history department’s qualifying examination and a major field examination that may bridge the two disciplines. Joint and dual degree candidates are exempt from the departmental requirement for a second field.

SPECIAL PROJECTS
The Margaret Sanger Papers Project collects, assembles, and publishes records documenting the life and career of the founder of the American birth control movement. Located in the department since 1987, the Sanger Papers Project microfilmed the Smith College Collections Series, consisting of almost 45,000 documents; in 1995 an additional 9,000 documents gathered in an international search were microfilmed as the Collected Documents Series. Both microfilmed series are being published by University Publications of America, along with a reel guide and index. The project is preparing an electronic edition of the microfilmed documents for distribution on CD-ROM or via the Internet. The project will then work on a four-volume book edition of selected Sanger letters. The project employs graduate assistants and other students. Documents from the Sanger Papers collection are available for student and faculty research and serve as practical examples for the course on historical editing.
For additional information, contact Dr. Esther Katz, codirector/editor of the Margaret Sanger Papers.

The Papers of Jacob Leisler Project is collecting, transcribing, and translating the entire extant public and private correspondence of early New York governor Jacob Leisler (1640-1691) for publication in microfilm and annotated book editions. Considered by some colonial historians as the “Father of American Democracy” and best known for the 1689 New York uprising that bears his name, Leisler played a prominent role in the economic and social development of colonial New York and early America. Housed in the department since 1988, the Leisler Papers collection contains over 3,000 documents in Dutch, French, German, and English that provide a wealth of information on the Atlantic world in the early modern era. The project employs graduate and other students to assist in making the collection available to scholars and the public.

For additional information, please contact Dr. David William Voorhees, director of the Papers of Jacob Leisler Project.
The Draper Program offers an innovative and rigorous interdisciplinary curriculum in the humanities and social sciences. The program is founded on the belief that these fields are most fruitfully explored in a cross-disciplinary perspective, allowing for scholarship in historical, cultural, artistic, political, and literary fields, among others.

Students choose from a broad array of academic options, all integrated in a flexible and individualized program of study. The program is structured around six areas of inquiry:

- Art Worlds
- The City
- Gender Politics
- Global Histories
- Literary Cultures
- Science Studies

These areas give students the opportunity to create original links between disciplines in ways that best suit their intellectual goals. At the same time, the program teaches the foundations that have shaped the history of contemporary theory and scholarship, thus providing students with thorough familiarity in essential background conversations and scholarly debate.

New York University awards Draper students the Master of Arts degree on completion of 32 points (eight courses) and a supervised master’s thesis. A minimum of four courses must be taken within the Draper Program; the remaining courses may be taken in other departments and programs of the Graduate School of Arts and Science. Students receive extensive faculty advisement throughout, including advisement in course selection, thesis research and writing, and charting long-term academic and/or professional goals.

Both full-time and part-time students are accepted into the program. Courses are taught primarily in the evenings. Average time to complete the degree is three years (the maximum is five); full-time students can finish the program in three semesters.

Students in the Draper Program interact with a talented and diverse student body, work with outstanding members of the University’s faculty, and enjoy the pulse and vibrance of New York City. They also have complete access to University facilities and resources, including libraries, galleries, transportation resources, housing help, and athletic facilities.

**Faculty**

Master teachers head each area of inquiry. Senior members of the Faculty of Arts and Science with strong commitments to interdisciplinary scholarship, master teachers play an important role in shaping the Draper Program. In addition to teaching courses and advising students, master teachers provide curricular guidance and information about the Graduate School’s other resources.

A Draper faculty member is also chosen for each area of inquiry. Draper faculty are top-ranked scholars, selected from national searches, who are in residence at the Draper Program for three years. They teach, advise students, supervise research, and keep the program at the vanguard of current scholarship.

Outstanding faculty from many departments and programs in the Graduate School of Arts and Science participate in the Draper Program. Professors from Africana studies, American studies, anthropology, biology, cinema studies, comparative literature, computer science, English, Hebrew and Judaic studies, history, journalism and mass communication, performance studies, philosophy, physics, politics, and sociology regularly teach in the program, but in any given semester any discipline in the Graduate School may be represented by the Draper Program faculty. Additionally, the program invites top visiting scholars to teach courses in particular areas of expertise.

**Robert Dimit,** Associate Director, John W. Draper Interdisciplinary Master’s Program in Humanities and Social Thought. Ph.D. 2000 (comparative literature), M.A. 1992 (comparative literature), New York; B.A. 1972 (music), Macalester College.

Early modern British and continental literature and culture; English
Restoration and French neoclassical theatre; history of affectivity; classical rhetoric; literature and music.

Florence Dore, Assistant Professor, Gender Politics; John W. Draper Faculty Fellow. Ph.D. 1999 (English), California (Berkeley); B.A. 1987 (English), Wesleyan.

U.S. modernism; gender representation; feminist theory; law and culture; psychoanalysis.

Stefan Helmreich, Assistant Professor, Science Studies; John W. Draper Faculty Fellow; Ph.D. 1995 (anthropology), M.A. 1992 (anthropology), Stanford; B.A. 1989 (anthropology), California (Los Angeles). Anthropology of science; digital culture; biotechnology; kinship, gender, race.

Riaz Khan, Assistant Professor, Global Histories; John W. Draper Faculty Fellow. Ph.D. 2001 (political science), Chicago; M.A. 1988 (economics), American; M.A. 1984 (political science), B.S. 1981 (economics), Northeastern.

Migration; empire; decolonization; national, postnational, and multicultural citizenship.

Robin Nagle, Director, John W. Draper Interdisciplinary Master’s Program in Humanities and Social Thought. Ph.D. 1994 (anthropology), M.Phil. 1991 (anthropology), M.A. 1989 (anthropology), Columbia; B.A. 1987 (anthropology), New York.

Consumption; garbage; material culture; religion; Latin America.

Shireen Patell, Assistant Professor, Literary Cultures; John W. Draper Faculty Fellow. Ph.D. 2004 (comparative literature), M.A. 1991 (comparative literature), California (Berkeley); B.A. 1987, Princeton.

Ethics, alterity, and difference; identity; race; poststructuralism; postcoloniality.

Jessica Sewell, Assistant Professor, The City; John W. Draper Faculty Fellow. Ph.D. 2000 (architecture), California (Berkeley); M.A. 1991 (architecture and design criticism), New School; B.A. 1988, Harvard.

Urban studies; history of architecture; material culture; feminist theory and gender studies.

Britta Wheeler, Assistant Professor, Art Worlds; John W. Draper Faculty Fellow. Ph.D. 1999 (sociology), M.A. 1993 (sociology), California (Santa Barbara); B.A. 1990 (sociology), Minnesota; B.S. 1984, Nebraska.

Sociology of culture/culture studies, art, deviance, mental illness; feminist studies; social psychology.

MASTER TEACHERS


Television history; media and cultural studies; Marxist theory.

The City: Dalton Conley, Associate Professor, Sociology; Director, Center for Advanced Social Science Research. Ph.D. 1996 (philosophy in sociology), M.A. 1994 (philosophy in sociology), M.P.A. 1992 (public policy and administration), Columbia; B.A. 1990 (humanities), California (Berkeley).

Stratification/mobility; race; urban sociology; social policy; health and society.


African diasporic performance; Brazilian popular culture; dance ethnography.

Global Histories: Mary Nolan, Professor, History; Director, Women’s Studies Program. Ph.D. 1975 (history), M.A. 1969 (history), Columbia; B.A. 1966 (history), Smith College.

Modern German history; European women’s history; post-World War II order.

Literary Cultures: Avital Ronell, Professor, Germanic Languages and Literatures, Comparative Literature; Chair, Department of Germanic Languages and Literatures. Ph.D. 1979 (Germanic languages and literature), Princeton; B.A. 1974 (German, philosophy, French), Middlebury College.

Feminist philosophy; French and German literature; theory.

Science Studies: Dorothy Nelkin, Professor, Sociology; University Professor. B.A. 1954, Cornell.

Science; technology and society; science and culture; science and law.

ADVISORY BOARD

Thomas Bender, History; Carolyn Dinshaw, Center for the Study of Gender and Sexuality; Barbara Kirshenblatt-Gimblett, Performance Studies; Mary Poovey, Institute for the History of the Production of Knowledge; Bambi B. Schieffelin, Anthropology; Marilyn Young, History.

Programs and Requirements

Admission: Admission to the Draper Program is open to persons who hold a bachelor’s degree in any major or professional field from an accredited college or university. No specific undergraduate courses are required as prerequisites. A minimum cumulative grade point average of 3.0 in undergraduate courses is required. The Graduate Record Examination (GRE) is recommended but not required. For international students, the Test of English as a Foreign Language (TOEFL) is mandatory, with a minimum score of 650 (or 280 on the computerized version).

Applicants with less than a 3.0 undergraduate average but who hold a graduate or professional degree or who have demonstrated success in business or in professional or community work may be admitted on a conditional or nondegree basis. Such students may petition for matriculant status after the completion of a maximum of 12 points with a grade of B or better for each course.

Course grades of B- are considered satisfactory. Students who receive a grade below B go on probation; two course grades below B are grounds for dismissal.

2. Maintain a 3.0 grade point average. Course grades of B- are considered unsatisfactory. Students who receive a grade below B go on probation; two course grades below B are grounds for dismissal.

3. Complete satisfactorily the final master’s thesis in consultation with a faculty sponsor and approved by the program.

MAJOR OF ARTS

Degree Requirements: To qualify for the Master of Arts degree, students must fulfill the following within a five-year period after first matriculation:

1. Complete a minimum of 32 points of course work with at least 24 in residence at New York University and 16 in residence in the program.

2. Maintain a 3.0 grade point average. Course grades of B- are considered unsatisfactory. Students who receive a grade below B go on probation; two course grades below B are grounds for dismissal.

3. Complete satisfactorily the final master’s thesis in consultation with a faculty sponsor and approved by the program.
MUSEUM STUDIES

The Program in Museum Studies offers a certificate that Draper students may earn in conjunction with the M.A. degree in the Draper Program. For more information about the Program in Museum Studies, see the description in this bulletin or call (212) 998-8080.

Graduate Enrollment Services, (212) 998-8050, also has information about both programs.

Courses

Students should check a current class schedule each semester to see which courses are offered. Many meet in the evenings. All count as 4 points. The list below is representative, not exhaustive.

ART WORLDS

Introduction to Art Worlds I
G65.1106
The first of a two-part series designed to explore debates about the production, consumption, and interpretation of the arts. Various creative initiatives across time and media are explored to reveal the underlying assumptions surrounding the highly contested category of "art."

Introduction to Art Worlds II
G65.1116
Examines current debates about politics of representation and interpretation of the arts in a postmodern, postcolonial era. Considers different media in diverse cultural contexts, as well as the institutions and frameworks that support interpretations of the visual arts. Emphasizes "new art history."

The Popular and the Unpopular: Cultural Theory and Practice Across and Between High, Low, Mass, and Deviant
G65.2022
Culture is the location for arguments over social mores and political struggles. Culture both reflects and helps to reproduce individual behaviors and institutionalized norms. In this course we read, discuss, and write about the historical production of the cultural realm as a class system. We study the role and definition of the audience, the artist, and the institutions that produce culture as we know it. We seek initially to complicate the distinctions between high and low, mass and elite, and trace the particular meaning of these divisions.

Possession and Performance: Penetrable Selves
G65.2666
"Spirit possession" provides one model for reconsidering the delineations of individual identity. This course considers the relationship between spirit possession as registered in diverse cultural contexts and the political demarcation of the individual and community. We examine ethnographies, film, and psychological analyses of the significance of possession and try to tie this discussion to current debates surrounding the construction of national, racial, and sexual identity.

THE CITY

Introduction to the City I
G65.1108
Frames varying theoretical paradigms that consider urban spaces, politics, and histories. Locates definitions of urbanness within an array of historical and contemporary representations, including anthropology, sociology, and literature.

G65.1675
Visiting ethnographic sites in Berlin, London, and New York, this course follows and captures movements of people, goods, and culture in and out of contemporary urban space, from scenes of art and intellect, to housing planning, policing, and youth subcultures.

Garbage in Gotham: The Anthropology of Trash
G65.1813
Traces changing definitions of value and worthlessness through Enlightenment, modern, and postmodern theory. Considers these through the perspective of trash, which is read as a reflection of contemporary social mores, time/space compression, and fragmentations of cultural identity, among other themes. Uses New York City as a case study.

Introduction to the City II
G65.2108
Considers the role of cities in shaping culture across history. Focuses on the controversies about and within cities, the catalysts of those controversies, and the ultimate role that cities play in definitions of human culture and even humanness itself.

GENDER POLITICS

Introduction to Gender Politics I
G65.1205
Investigates the creation of gender categories, using test cases to reveal how scientific, religious, and economic practices and discourse influence notions of masculinity and femininity. Readings include Freud, Foucault, Sedgwick, Poovey, McClintock, and creative writers such as Toni Morrison and Maxine Hong Kingston.

Introduction to Gender Politics II
G65.1215
Places the student of gender theory on a variety of "frontlines." Designed to explore major debates about gender and sexuality in the field of literary and cultural studies.

Crime and Punishment: Gender and Imprisonment
G65.1405
Examines the construction of criminality in the legal and juridical arenas and the demarcation of gender codes; media representation of (hetero- and homosexual) male and female prisoners; punitive and rehabilitative practices and prisoner culture in men's and women's prisons; and prisoner expression through visual art and memoirs and other writings.

Seminar: Pornography
G65.2125
Discusses pornography from a variety of perspectives. Discusses international commerce, porn cultures and imperialism, sex workers and the law, censorship and "art," antiporn feminism and its critics, "erotica," disembodied pornography, and the geography of the Red Light.

Advertising and Gender
G65.2405
Studies the impact of advertising on constructions of masculinity and femininity. Readings include advertisers' memoirs, consumer psychologies and how-to manuals, the ads themselves, and both scholarly sources and fiction about commodity culture and gender identities.

GLOBAL HISTORIES

Introduction to Global Histories I
G65.1107
Explores transnational viewpoints and local history, cultural study, and world politics. Blends established themes with contemporary questions and explores broad topics such as postcolonialism, nationalism, and state forma-
tion. Emphasizes various methodological choices available to the historian.

History of the News G65.1120 Identical to G54.0018.
Broadly examines the cultural foundations of modern journalism; explores assumptions built into the communication called “news.” Particular attention paid to ways in which the medium affects content and perspective.

Consumption G65.1815
Explores consumption as an organizing theme to frame assertions about culture, politics, selfhood, economics, psychology, time/space, history, and the future through assumptions and approaches of social science, especially anthropology.

African Slavery and the Atlantic Slave Trade G65.2051 Identical to G57.2553.
Examines the institution of servitude and slavery in tropical Africa since classical antiquity. Includes study of master-servant relationships, the Atlantic slave trade, and its impact on the political, social, and economic organization of Africa.

Introduction to Global Histories II G65.2107
Questions assumptions about voice, representation, and “truth” when considering depictions of events and actors in historical narrative. Explores complexities of historic style and controversies surrounding techniques of historical writing versus orality.

Urban Blacks in 20th-Century America G65.2714 Identical to G57.2714.
Considers black Americans within the transformation of wealth, power, and population in the United States during the 20th century. Provides background and historical context on blacks prior to the 20th century but concentrates on developments after the turn of the century.

LITERARY CULTURES

Introduction to Literary Cultures I—Contemporary Critical Theory G65.1301
Interrogates the relationships among literature, philosophy, and cultural analysis to give students a critical vocabulary for future interdisciplinary studies. Readings include Adorno, Benjamin, Heidegger, de Saussure, Lacan, Lévi-Strauss, Fanon, Jameson, Bhabha, and Butler.

Introduction to Literary Cultures II G65.1321
Questions definitions of artistic and cultural value, ideology, institutionalism and interdisciplinarity through literary, artistic, scientific, and critical texts. Focuses on the relationship between “high” and “low” culture. Authors include Acker, Beckett, Bhabha, Conrad, DeLillo, Eisenstein, Eliot, Foucault, and Lyotard.

Figuring the Holocaust in Literature and Film G65.1560
Centers around the historiographic, literary, and visual representations of the Holocaust and the post-World War II period (in Germany) preceding it. Focuses on issues of representation in a historical era characterized by the institutionalization of mass murder in a technologically advanced society and on the vicissitudes of language under fascism.

Law and Mass Communication G65.2070 Identical to G54.0011.
Acquaints students with basic protections and restrictions of the law as applied to the institutional press. Discusses First Amendment principles and issues of libel, privacy, copyright, obscenity, fair trial, free press, reporter's privilege, and rules of broadcast.

Social Formalism: The Novel and Subjectivity G65.2610
Examines what makes the novel formally, generically distinctive. Studying both novels and novel theorists from the Anglo-American tradition, the course examines two claims about the novel in particular: first, the idea that the novel embodies the social world, and second, that the novel produces an illusion of coherent subjectivity.

SCIENCE STUDIES

Race, Science, Technology G65.1066
The category of “race” has often been used historically to naturalize social inequality by assigning people to hierarchically ordered groupings based on assumed biological (and hereditary) difference. Scientific discourse has been a key resource in this practice. But it has also been a crucial tool for dismantling race.

Introduction to Science Studies I G65.1109
Focuses on canonical works in science studies; examines the foundations of these approaches and looks at case studies. Ties together scientific and social reproduction, exploring how scientific knowledge is calibrated to and productive of social orders.

Introduction to Science Studies II: Anthropology/Cultural Studies of Science and Technology G65.1110
Focuses on recent biological and information sciences and technologies, formations arguably at the center of current debates about how new social orders and inequalities might be reproduced, enabled, or changed by new reproductive technologies, genetic engineering, cloning, Internet communities, etc.

Philosophy of Science G65.1303
Considers representative accounts of science by philosophers. Includes Bacon, Vico, Descartes, Galileo, Locke, Newton, Hume, Kant, Mill, Schelling, and Dilthey. Concludes with comparison of recent philosophies of science represented by Hempel and Kuhn.

Science and Culture: Who Controls the Body? G65.2103
Examines controversies over the ownership and control of the body that have resulted from advances in genetics, biotechnology, and reproductive technology.
The Department of Italian Studies at New York University is recognized as one of the finest Italian programs in the country. It offers programs leading to the Master of Arts degree in Italian literature, the Master of Arts degree in Italian studies, and the Ph.D. degree in Italian studies. Courses are taught by an outstanding faculty with specialization in key areas of Italian literature and cultural history. At least two new positions are expected to be filled before the beginning of the 2001-2002 academic year. Specific strengths of the faculty lie in the fields of medieval and Renaissance studies; 20th-century literature, film, and culture; postmodern Italy; the application of new technologies to the humanities; and cultural theory. In addition to courses taught by faculty members, the program offers courses taught by eminent visiting professors from Italy and the United States. The newly established Tiro a Segno Foundation Fellowship in Italian American Culture allows the department to appoint prominent visiting professors to teach courses concerning the experience and contribution of Italian immigrants and Italian Americans to American culture and society.

The Italian program attracts full-time graduate students of superior quality from all parts of the world. In addition to training capable and creative scholars, one of the program's objectives is to promote the effective teaching of Italian at all levels. To this end, students teach several Italian language and literature courses, normally during the second and third years. The Italian program also welcomes qualified part-time students who wish to obtain a Master's degree. An interdisciplinary approach is recommended: students are encouraged to enroll in additional courses outside of the department, e.g., courses in history, cinema, comparative literature, and the fine arts.

NYU offers graduate students in Italian a number of unique resources. Students may take courses, pursue dissertation research, and do independent work at the magnificent Villa La Pietra, NYU's center for study abroad in Florence, and at the University of Florence. An exchange agreement with the University of Rome provides one student per year the opportunity to spend the academic year in Rome. Graduate students may also take advantage of the resources of Casa Italiana, one of the most active Italian cultural centers in New York. Casa Italiana hosts colloquia, lectures, film series, concerts, and art exhibits throughout the year. In addition, the Department of Italian Studies and Casa Italiana organize the Zerilli-Marimò Prize for Italian Fiction, awarded every year to the author of a new Italian novel, and host the winner and other authors.
Programs and Requirements

Admission: In addition to the requirements for admission to the Graduate School of Arts and Science, candidates for admission to the Department of Italian Studies must submit a sample of their writing.

MASTER OF ARTS PROGRAM IN ITALIAN LITERATURE

The M.A. program in Italian literature consists of 32 points (at least 24 in residence at New York University) and a Master's thesis. The thesis must be undertaken with the guidance of an adviser and with the prior approval of the director of graduate studies. Students are expected to acquire a solid background in critical practice and a broad knowledge of all periods of Italian culture.

MASTER OF ARTS PROGRAM IN ITALIAN STUDIES

The M.A. program in Italian studies was created to meet the demands of students interested in learning about Italian culture and society as it applies to their primary field of work or study. The candidate is expected to select at least four courses from the offerings of the Department of Italian Studies. Most courses taken outside the department must be related to Italian culture. The program consists of 32 points (at least 24 in residence at New York University) and a Master's thesis. The thesis must be undertaken with the guidance of an adviser and with the prior approval of the director of graduate studies.

DOCTOR OF PHILOSOPHY

Degree Requirements: To qualify for the doctorate, a student must satisfactorily complete graduate studies totaling at least 72 points (at least 32 points in residence at New York University), pass a qualifying examination, and present an acceptable dissertation. Requirements include the course work taken either at New York University or elsewhere as part of the Master of Arts degree, which is prerequisite to the Doctor of Philosophy degree. Completion of all requirements is expected within seven years and preferably within five for students entering with a B.A. degree or within three to four years for students entering with an M.A. degree.

Foreign Language Requirements: Students are required to demonstrate proficiency sufficient for research purposes in a language other than English or Italian. The choice of language is subject to approval by the student's academic adviser or the director of graduate studies and depends on the student's interests and area of specialization. Students specializing in the medieval and Renaissance periods are usually advised to demonstrate proficiency in Latin. Students specializing in the modern period are usually advised to choose from among French, German, or Spanish. Other languages must be approved by a departmental committee.

Proficiency in Latin may be demonstrated in one of the following ways: (1) passing a regularly scheduled test prepared by the Department of Classics at the level of intermediate Latin or (2) showing an official college transcript with at least one course in Latin literature with texts read in Latin. Proficiency in French, German, or Spanish may be demonstrated by any of the methods described in the Degree Requirements section of this bulletin or by passing with a grade of B or better a graduate course taught in that language.

It is recommended that every student plan to spend at least one semester in Italy for research and/or course work.

Course of Study and Qualifying Examinations: All candidates for the doctorate are expected to demonstrate comprehensive knowledge of Italian culture and history as well as mastery of methodological, critical, and theoretical concerns. A course in literary theory, such as Contemporary Critical Theories (G29.1560) or Literary Theory (G29.3610), offered by the Department of Comparative Literature is required. On completion of all courses, students are required to take a Ph.D. qualifying examination. This examination may be repeated once after a period of no less than three months.

Admission to Candidacy: When the student has completed at least one year in residence and all course and language requirements, passed the required examinations, proposed an acceptable subject for the dissertation, and been recommended by the department, the student is formally admitted to candidacy for the doctorate, and an adviser committee is appointed.

Dissertation Defense: When the dissertation is completed and approved by the adviser and at least two readers, an oral examination is scheduled at which the candidate presents and defends research results to a faculty committee of five.

CONSORTIUM

The Inter-University Doctoral Consortium (IUDC) allows students to take graduate courses at Columbia University, City University of New York, Fordham University, and New School University. The consortium helps to expand the intellectual possibilities of doctoral study by affording students—in particular those from smaller departments—the opportunity to take courses that are not offered at their home institution.

NYU-UNIVERSITY OF ROME AGREEMENT

An exchange agreement with the University of Rome gives graduate students in Italian the opportunity to spend a semester or an academic year in Italy doing research and/or course work.
Courses

Courses may be given either in Italian or in English.

**GENERAL**

**Studies in Italian Culture** G59.1981
Variable content course. 4 points.
Recent topics: intellectuals and politics (Erspamer); cultures of tradition and modernity (Lumley).

**Topics in Italian Literature** G59.2192 Variable content course. 4 points.
Studies a theme or problematic that traverses the traditional division of Italian literature by centuries. Recent topic: traveling fictions.

**Topics in Italian American Culture** G59.2195 Variable content course. Taught every other year by the Tiro a Segno Visiting Professor of Italian American Culture. 4 points.
The content of the courses range from sociology of immigration to anthropological and sociological perspectives on ethnicity, to Italian American fiction, to the contribution of Italian Americans to the visual and performing arts.

**Memory, Autobiography, and the Self** G59.2185 Erspamer. 4 points.
Delving into the history, theory, and practice of autobiography from Petrarch and Cellini to Casanova and Alerano, the course addresses such issues as the making of the self and of the national identity.

**Who’s Afraid of Plato’s Cave?** G59.2188 To be given pending faculty approval. Cavara. 4 points.
Presents different reconfigurations of the myth of the cave in philosophical and literary texts. The scope is not only to reconstruct history and the fortune of this famous Platonic figure, but also to verify how its various rewritings conserve and reinforce the opposite structures of the myth (light/shadow, body/soul, truth/error).

**Screen Memories: Novel into Film** G59.1881 Ben-Ghiat. 4 points.
Examines the transformation of literary narrative into cinematic discourse. Films by Visconti, Bertolucci, Pasolini, De Sica, and Scala; literary texts by D’Annunzio, Lampedusa, Verga, Moravia, Boccaccio, Bassani, Tarchetti, and others.

**Literary Theory** G59.3080 Variable content course. Formerly Methods of Literary Research. 4 points.

**DEPARTMENTAL INFORMATION**

**Financial Aid:** For information about financial aid, see the Finishing Graduate Education section of the application at the back of this bulletin.

**Casa Italiana Zerilli-Marimò:** This National Historic Landmark, once the home of General Winfield Scott, was purchased by New York University thanks to a gift from Baroness Mariuccia Zerilli-Marimò in memory of her late husband, Guido, industrialist and diplomat. It was inaugurated in 1990 and is the seat of the Department of Italian Studies. Equipped with a research library and a 100-seat theatre, the Casa is an active cultural center, offering a wide variety of events, from academic lectures to art exhibits to social gatherings. Noted guests have included Gianni Amelio, Joseph Brodsky, Gianni Celati, Francesca Duranti, Vittorio Gassman, René Girard, Shirley Hazzard, Dante Isella, Dacia Maraini, Marco Risi, Giorgio Strehler, Gay Talese, and Giuseppe Tornatore.

**TEXTUAL CRITICISM AND EXEGESIS**

**G59.2081** Textual Criticism and Exegesis
Jointly taught via teleconference with the University of Rome. Erspamer. 4 points.
Introduction to the history and methods of textual criticism and interpretation.

**Guided Individual Reading** G59.2891 4 points.

**MIDDLE AGES**

The “Scuola Siciliana”: Poetry and Multiculturalism in the 13th Century G59.2315 To be given pending faculty approval. Ardizzone. 4 points.
Reading of Giacomo da Lentini, Guido delle Colonne, and other poets of the so-called Sicilian School, with a focus on Greek-Arabic learning and its presence at Frederick II’s court. Emphasis is on intellectual and cultural debate at court and on medieval theories of the soul, the brain, and the internal senses (imagination, memory).

**Guido Cavalcanti: The Other Middle Ages** G59.2318 Ardizzone. 4 points.
Explores a range of medieval interdisciplinary topics that are not grounded in theology and rereads Cavalcanti’s poetry as emblematic of the “other Middle Ages” and its scientific-philosophical
Context. Focus is on the intellectual debate in Europe and, in particular, in Bologna; poetry, rhetoric, and medieval natural philosophy; optics; medicine; ethics and logic.

Divina Commedia I, II G59.2511, 2312 Fraccheri, Ardizzone. 4 points per term.

Dante and Medieval Thought G59.2514 To be given pending faculty approval. Ardizzone. 4 points.

Dante’s minor works and, in particular, Vita Nova, Convivio, and De vulgari eloquentia, read in light of the philosophical-theological debate of the time. Focus is on intellectual history, medieval theory of knowledge, intelligence, and speculation from the Pseudo-Dionysius to Albert the Great, St. Thomas Aquinas, and St. Bonaventure.

Monasticism: Asceticism and Writing G59.2524 To be given pending faculty approval. Ardizzone. 4 points.

Inquiry into Western monasticism and into the practices of asceticism. From the Fathers of the Desert to the life in the convents. Readings from St. Francis and Italian religious literature of the 13th and 14th centuries. Mysticism and the mystic experience of women such as Umiliana de’ Cerchi, Angela da Foligno, and Margherita da Cortona.

Petarch G 39.2321 Ardizzone. 4 points.

Boccaccio G59.2331 Ardizzone. 4 points.

Critical reading of the Decameron, with references to Boccaccio’s minor works and his narrative poetry. Boccaccio’s cultural background as well as the new society and the new model of culture he activated are emphasized.

Studies in Medieval Culture G59.2589 Variable content course. 4 points.

Recent topics: bodies, passion, and knowledge (Ardizzone).

RENAISSANCE AND EARLY MODERN

Eugenio Garin Seminar in Italian Humanism and the Renaissance G59.2441 To be given pending faculty approval. Taught in cooperation with the Florence-based Instituto Nazionale di studi sul Rinascimento. Erspamer. 4 points.

Explores the works and ideas of philosophers and thinkers such as Marsilio Ficino, Giordano Bruno, Galileo, and Vico.

Machiavelli G59.2511 Fraccheri, Ardizzone. 4 points.

Reading of the Prince, parts of the Discorsi, and the Mandragola, with particular attention to the author’s place in the history of political speculation.

Tasso and the Invention of Modernity G59.2571 Erspamer. 4 points.

Reading of Gerusalemme Liberata as a text connecting the Renaissance and modernity, with discussion of the historical, ethical, and cultural background of the Counter-Reformation.

Studies in Renaissance Literature G59.2589 Variable content course. 4 points.

Recent topic: literature and power (Erspamer).

Vico G59.2731 4 points.

Vico as a landmark in the formation of modern literary and aesthetic theory, between ancient rhetoric, classical poetics, and the romantic orientations.

Studies in Early Modern Literature G59.2689 Variable content course. 4 points.

Recent topic: the baroque mind (Erspamer); literature and the visual arts (Nigro).

19TH AND 20TH CENTURIES

Leopardi G59.2821 4 points.

Reading of the Canti and their relationship to contemporary romanticism as theory and practice.

Manzoni G59.2841 4 points.

The Promessi Sposi as the major Italian novel and its place in the author’s career, the romantic movement, and the later development of Italian literature.

Studies in 19th-Century Literature G59.2889 Variable content course. 4 points.

Recent topics: D’Annunzio and fetishism.

Decadent Italy, 1860-1930 G59.2982 Erspamer. 4 points.

Readings in turn-of-the-century Italian fiction and non-fictional prose, with emphasis on the theory of fictional genres and recurrent themes in the modern novel; Verga, Svevo, D’Annunzio, Pirandello, and Tozzi.

Pirandello and Contemporary Italian Theatre (Up to World War II) G59.2981 Erspamer. 4 points.

Pirandello’s plays and essays as a key to understanding the avant-garde and the crisis of modernity. Futurist and ‘grotesque’ drama. Theories of contemporary theatre.

Futurism G59.2991 Ben-Ghiat. 4 points.

Examines the poetics and politics of the futurist movement, with special attention to the works of F. T. Marinetti and the movement’s female writers.

20th-Century Italian Poetry G59.2984 Ardizzone. 4 points.

Reading and analysis of major poetic texts of the century until contemporary poetry. Principal authors: D’Annunzio, Pascoli, Montale, Saba, Sereni, Zanzotto. Focus is on movements such as symbolism, decadentism, ermetism, as well as the discourse of the avant-garde. Society, intellectual debate, literary magazines, and relation between poetry and the visual arts.


Interdisciplinary study of the politics, culture, and social policies of the Italian dictatorship from the 1922 March on Rome through World War II. Secondary source readings are supplemented with films and texts from the period (speeches, novels, the fascist press). Topics covered include the relationship of fascism and modernity, resistance and collusion, racism and colonialism, fascist masculinity and femininity, and the project of refashioning Italians.

Italy During World War II: Resistance, Collaboration, and the Problem of Memory G59.2882 To be given pending faculty approval. Ben-Ghiat. 4 points.

Looks at Italy from 1940 to 1945, with a focus on cultural, political, and psychological responses to the dramatic events that marked the country during World War II. Films, novels, and reportage by authors such as Vittorini, Malaparte, Calvino, and Rossellini are featured.

Italian Colonialism G59.2972 To be given pending faculty approval. Ben-Ghiat. 4 points.

Explores Italian colonialism from the late 19th century through decolonization. Through readings of colonial travel literature, novels, films, diaries,
memoirs, and other texts, we address the meaning of colonialism within Italian history and culture, the specificities of the Italian colonial case within broader trends of European imperialism, and the legacies of colonialism in contemporary Italy.

Neorealism G59.2986 To be given pending faculty approval. Ben-Ghiat. 4 points.
Examines the neorealist movement in literature and cinema that swept Italian culture after World War II. Emphasis is on the varieties of neorealist styles, the movement’s role in projects for the revival of Italian national culture, and its relation to other cultural forms and traditions in Italy and abroad.

Feminism and Fiction in Italy G59.2992 Cavarero. 4 points.
Survey of some of the most important contemporary feminist thinkers (de Beauvoir, Kristeva, Cixous, Irigaray, and Cavarero). Their theories are applied to the analysis of literary texts by women writers such as Elsa Morante and Dacia Maraini in order to verify the potential of feminism as a frame of reference for literary interpretation.

The Postmodern Canon G59.2983 Erspamer. 4 points.
Italian fiction from the seventies to the present. From Calvino, Volponi, and Pasolini, to Tondelli and Tabucchi.

Italian Feminism and Theories of Sexual Difference G59.2993 To be given pending faculty approval. Cavarero. 4 points.

Studies in 20th-Century Literature G59.2989 Variable content course. 4 points.
Recent topic: Calvino and postmodernism.

Up to Speed: New Italian Fiction and Film G59.2999 Erspamer. 4 points.
The transformation of Italian society, culture, and identity through the narratives of the best young novelists and directors of today.
At New York University, we believe that journalism has a serious public mission and can make a difference. We want to educate those who agree.

Opportunities abound in the media world, but the opportunity to do compelling work that informs, engages—and matters—is what drives our faculty, motivates our students, and informs our entire approach.

Great journalism has always come from the great cities of the globe, and there is no better place to learn the craft than the city of New York—where power and wealth concentrate, news and culture originate, and daily events fascinate.

Centrally located in Manhattan’s Greenwich Village, the department immerses students in the richness and vitality of the city, while attracting to campus many of the leaders and thinkers in the journalism profession. New York City is our laboratory—and our inspiration. The very first lesson we offer students is: 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 on-line 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. The adjunct faculty features working professionals from all the major news media, who share their wealth of experience and a commitment to craft.

Major areas of study are in newspaper, magazine, and broadcast journalism, along with a growing list of courses in journalism for the digital age. Each area pairs accomplished faculty who have worked in the field with students who seek practical instruction and intellectual depth. Most classes are kept small (12 to 18 students) to allow for on-one instruction. In addition to the general M.A. program, the department offers specialized curricula based on subject matter: a concentration in cultural reporting and criticism; a program in business and economic reporting; and a program in science and environmental reporting. Students may also enroll in one of the department’s four joint programs: journalism and Latin American and Caribbean studies; journalism and Near Eastern studies; journalism and French studies; or biomedical journalism.

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 on-line projects geared to this end.
Housed within the arts and sciences core of a leading university, the department sees journalism as an essential strand in the liberal arts tradition and a critical factor in public culture. But we also recognize that news these days is a business. When our skilled graduates enter that business, they are prepared to improve and enliven it.

Department facilities include state-of-the-art computer equipment; classrooms fashioned to generate an authentic newsroom atmosphere; the Center for Online Research, which offers NEXIS/LEXIS and DIALOG capabilities; and a fully equipped broadcast facility with a TV studio and linear and nonlinear editing and digital and beta field equipment. The department is also home to the Center for War, Peace, and the News Media, which works to improve foreign news coverage in the U.S. media and conducts media assistance programs throughout the world.

**Faculty**


*David J. Dent,* Associate Professor. M.S. 1982 (journalism), Columbia; B.A. 1981 (political science), Morehouse College. African American culture; education; race and the media; television reporting.

*Todd Gitlin,* Professor; Culture and Communication. Journalism, Sociology. Ph.D. 1977 (sociology), California (Berkeley); M.A. 1966 (political), Michigan; B.A. 1963 (mathematics), Harvard. Mass media; popular culture; sociology of culture.

*Merrill Goozner,* Associate Professor. M.S. 1982 (journalism), Columbia; B.A. 1975 (history), Cincinnati. Business and economic topics, including economic policy, regulation, the pharmaceutical industry, and media coverage of business and economics.

*Brooke Kroeger,* Associate Professor. M.S. 1972 (journalism), Columbia; B.S. 1971 (journalism, political science), Boston. Women in journalism; foreign reporting.

*Susie Linfield,* Assistant Professor. M.A. 1981 (journalism), New York; B.A. 1976 (American history), Oberlin College. Film, dance, book, and art criticism; history of criticism; cultural politics.


*Robert Karl Manoff,* Research Professor; Director, Center for War, Peace, and the News Media. M.C.P. 1973 (urban studies), Massachusetts Institute of Technology; B.A. 1968 (art history, history, and philosophy), Haverford College. Mass media, the press, international relations, and substrate conflicts; social role of the media; discourse analysis.

*Pamela Newkirk,* Associate Professor. B.A. 1983 (journalism), New York. Art, culture, media history, and media bias.

*Michael Norman,* Associate Professor. B.A. 1971 (English), Rutgers. Narrative in nonfiction and the fictive conventions possible in a work of reportage; the meaning of life-theme, ethos, literary practice.

*Richard Petrow,* Professor. M.A. 1971 (history), New York; B.A. 1950 (journalism and psychology), Syracuse. General reporting, TV documentaries; sociology of journalism.

*Marcia Rock,* Associate Professor; Director, Broadcast Journalism. Ph.D. 1981 (communications), New York; M.S. 1976 (film and television), Brooklyn College; B.A. 1971 (English), Wisconsin. Women in the media; Ireland and Northern Ireland; new technologies.

*Jay Rosen,* Associate Professor; Chair, Department of Journalism and Mass Communication; Director, Project on Public Life and the Press. Ph.D. 1986, M.A. 1981 (media studies), New York; B.A. 1979 (humanities), SUNY (Buffalo). Journalism, democracy, and citizenship; public journalism; press ethics.

*William Serrin,* Associate Professor. B.A. 1961 (English), Central Michigan. Labor reporting; labor history; urban reporting; American history.

*Stephen D. Solomon,* Associate Professor; Director, Business and Economic Reporting. J.D. 1975, Georgetown; B.A. 1971 (journalism), Pennsylvania State. First Amendment law; business affairs and public policy.

*Mitchell Stephens,* Professor. M.J. 1973 (journalism), California (Los Angeles); B.A. 1971 (English), Haverford College. History and future of media and news; coverage of ideas.

*Carol R. Sternhall,* Associate Professor; Associate Chair, Department of Journalism and Mass Communication; Director, Graduate Studies, M.A. 1976 (modern thought and literature), Stanford; B.A. 1971 (history and literature), Harvard. Feminism; motherhood; cultural politics; literary criticism; women and media.

*Jane Stone,* Associate Professor. B.A. 1981 (journalism), SUNY (Binghamton). Investigative reporting; public policy journalism; legal journalism; television reporting.

*Ellen Walterscheid,* Director, Internships and Placement. B.S. 1984 (journalism); B.A. 1985 (French), Kansas. Science and culture, the arts.
Programs and Requirements

MAJOR OF ARTS
The Department of Journalism and Mass Communication offers numerous choices for specialization, either by medium of communication or by subject matter:

Newspaper
Students learn to cover fast-breaking news stories as well as to write feature stories. They use New York City as their beat, often reporting alongside journalists working for the city’s dailies. Nine courses (36 points) are required. Contact the department at (212) 998-7993 or graduate.journalism@nyu.edu.

Magazine
Students specializing in magazine journalism learn to write and edit a variety of magazine pieces, experimenting with voice, style, and audience. Students also learn about the magazine industry and, in their final semester, design and produce their own publication. Nine courses (36 points) are required. Contact the department at (212) 998-7993 or graduate.journalism@nyu.edu.

Broadcasting
Students learn to use camera and editing equipment and to produce their own news stories and short documentaries for broadcast. The department has a professional production facility and set. Nine courses (36 points) are required. Contact Associate Professor Marcia Rock at (212) 998-7985 or marcia.rock@nyu.edu.

Cultural Reporting and Criticism
Students are equipped with a broad background in cultural issues as well as the repertorial and analytical skills needed to write on the arts, popular culture, the media, social issues, and social groups and milieus. Nine courses (36 points) are required. Contact the cultural reporting and criticism office at (212) 998-3786 or cultural.program@nyu.edu.

Business and Economic Reporting
The program educates students who aspire to cover major stories in business, finance, and economics. Students take specialized business writing courses as well as courses at NYU’s Leonard N. Stern School of Business. The program requires three semesters of study plus part of one summer; students must complete 13 courses (46 points). Students receive an M.A. degree in journalism and a certificate in business and economic reporting. Full-time and part-time study is available. Contact Professor Stephen Solomon at (212) 998-7995 or business.journalism@nyu.edu.

Science and Environmental Reporting
The program prepares students to cover stories in science, medicine, and the environment for careers in the news media, industry, government, and public interest groups. The program requires three semesters of study plus part of one summer; students must complete 11 courses (44 points). Students receive an M.A. degree in journalism and a certificate in science and environmental reporting. Contact Professor William Burrows at (212) 998-7970 or william.burrows@nyu.edu.

JOIN MASTER’S PROGRAMS
The Department of Journalism and Mass Communication also offers four joint master’s programs (applicants to joint programs must be accepted by both departments).

Journalism and Latin American and Caribbean Studies
The joint M.A. program in journalism and Latin American and Caribbean studies prepares students for careers as professional journalists with a particular expertise on Latin America and the Caribbean. The program is administered jointly by the Department of Journalism and Mass Communication and the Center for Latin American and Caribbean Studies.

Journalism and Near Eastern Studies
The joint M.A. program in journalism and Near Eastern studies is designed to prepare students for careers as professional journalists with a particular expertise on the Near East. The program is administered jointly by the Department of Journalism and Mass Communication and the Hagop Kevorkian Center for Near Eastern Studies.

Journalism and French Studies
The joint M.A. program in journalism and French studies provides advanced education and training for students wishing to combine specialized knowledge of France with journalistic writing and/or broadcasting skills. It is designed to prepare students for careers as professional journalists with a particular expertise on France and the French-speaking regions of the world. The program is administered jointly by the Department of Journalism and Mass Communication and the French Institute of French Studies.

Biomedical Journalism
The joint M.S. program in biology and journalism prepares students with advanced training in biology for professional positions in the communications field. The program is designed for students holding a bachelor’s degree with a major in biological sciences or its equivalent and who have little or no previous training in journalism. Experienced professional writers lacking the requisite biology background are considered for admission, but, if accepted, they will be required to take supplemental courses to make up this deficiency. The program is administered jointly by the Department of Journalism and Mass Communication and the Department of Biology.

ADMISSION
The Department of Journalism and Mass Communication considers applicants holding a bachelor’s degree in any field. A journalism background is not required. Along with the completed application, the applicant must provide two copies of official transcripts from his/her undergraduate university, three letters of recommendation, and three writing samples. These samples should be indicative of the applicant’s best overall work and need not have been published. A statement of purpose, which should adhere to the guidelines listed in the journalism supplement.
attached to the general application, is also required.

To be considered for the graduate program, an applicant must have an undergraduate grade point average (GPA) of at least 3.0 and a verbal score of at least 600 on the general test of the Graduate Record Exam (GRE). No specific subject test is necessary. International applicants must also take the Test of English as a Foreign Language (TOEFL), including the Test of Written English (TWE), unless they completed their undergraduate education in the United States. A minimum TOEFL score of 250 on the computer test or 600 on the paper test is required, along with a minimum score of 5.0 on the TWE. (For the cultural reporting and criticism concentration, a score of 6.0 is required.) International applicants must have a fluent command of written English.

The GREs and TOEFL are given periodically throughout the year. Specific test dates can be obtained by calling the Educational Testing Service, (609) 921-9000, or by visiting their Web site at www.ets.org/commpub.html.

Applications are accepted for fall admission only. Applications to the general program in newspaper, magazine, and broadcast journalism—along with all applications for financial aid—must be received by January 4. Applications to the concentration in cultural reporting and criticism must be received by March 15. Applications to the programs in business and economic reporting and in science and environmental reporting must be received by May 1. In all cases, applications submitted after the due date are considered on a rolling admission basis if seats remain.

DEGREE REQUIREMENTS

Students take 36 to 48 points for the Master of Arts degree, depending on the program in which they are enrolled (see Master of Arts section above). Up to 8 points of electives may be taken, including classes outside the department. Internships, Directed Reading, and Independent Study are considered electives. Internships cannot be taken for credit until at least 20 points have been completed. The department believes the program is best completed through three semesters of full-time study, although part-time students are accepted. It is not always possible, however, to offer part-time students a complete selection of courses each semester. Some, but not all, classes are available at night.

Students are expected to maintain a GPA of 3.0 throughout their graduate career. Students whose GPA falls below 3.0 are placed on academic probation. Students on probation may be asked to leave the program if they receive additional grades below B.

Newspaper

Required courses: Writing, Research, and Reporting Workshop I and II; The Journalistic Tradition; Editing Workshop; and Feature Article Writing.

One seminar: Press Ethics; The Law and Mass Communication; History of the News; Perspectives on Race and Class; or similar seminar.

One advanced skills course: Cultural Reporting; International Reporting; On-Line Reporting; Investigative Reporting; or similar course.

Two electives.

A typical (full-time) program is shown below.

Semester 1: Writing, Research, and Reporting Workshop I; The Journalistic Tradition; and another seminar or elective (not a skills class) 12 points

Semester 2: Writing, Research, and Reporting Workshop II; Feature Writing Workshop; and remaining seminar or elective 12 points

Semester 3: Two skills courses and an internship 12 points

Magazine

Required courses: Writing, Research, and Reporting Workshop I and II; The Journalistic Tradition; Feature Writing Workshop; Magazine Writing Workshop; and Magazine Editing and Production.

One seminar: Press Ethics; The Law and Mass Communication; History of the News; Perspectives on Race and Class; or similar seminar.

Two electives.

A typical (full-time) program is shown below.

Semester 1: Writing, Research, and Reporting Workshop I; The Journalistic Tradition; and another seminar or elective (not a skills class) 12 points

Semester 2: Writing, Research, and Reporting Workshop II; Feature Writing Workshop; and remaining seminar or elective 12 points

Broadcasting

Required courses: Writing, Research, and Reporting Workshop I and II; The Journalistic Tradition; Broadcast Writing; Television Reporting I; Television Reporting II, and Advanced TV Reporting.

One seminar: Press Ethics; The Law and Mass Communication; History of the News; Perspectives on Race and Class; or similar seminar.

One elective.

A typical (full-time) program is shown below.

Semester 1: Writing, Research, and Reporting Workshop I; Broadcast Writing; Television Reporting I 12 points

Semester 2: Writing, Research, and Reporting Workshop II; Television Reporting II; and The Journalistic Tradition or seminar 12 points

Semester 3: Advanced TV Reporting; seminar or The Journalistic Tradition; and internship or elective 12 points

Cultural Reporting and Criticism

Required courses: Writing, Research, and Reporting Workshop I (Cultural Reporting) and II; The Journalistic Tradition; The Cultural Conversation; Critical Survey; and Topics in Cultural Journalism. Note: One of the following courses may be substituted for Writing, Research, and Reporting I: Reporting on Social Worlds, Specialized Reporting: The Arts, Specialized Reporting: Social Commentary, Specialized Reporting: The Journalism of Ideas, Television Reporting; On-line Reporting; Workshop.

One seminar: Press Ethics; The Law and Mass Communication; History of the News; Current Problems in Mass Communication: Perspectives on Race and Class; Literary Journalism; Issues in On-Line Journalism; or similar seminar.

Two electives.

A typical (full-time) program is shown below.

Semester 1: Writing, Research, and Reporting Workshop I; Critical Survey; and The Cultural Conversation 12 points
Courses

Not all courses are offered every semester. All courses carry 4 points per term.

The Law and Mass Communication G54.1011
Discusses exceptions to the First Amendment language that “Congress shall make no law . . . abridging the freedom of speech or of the press.” Subjects covered include prior restraint of the press, libel, invasion of privacy, obscenity, shield laws and protection of sources, free press and fair trial, and broadcast regulations by the FCC.

Press Ethics G54.1012
Explores the ethical questions facing working journalists. Focuses on specific cases, both real and hypothetical. Through readings, papers, and class discussion, students analyze the ethical problems raised by these cases and develop their own systems for making ethical decisions.

Women, Men, and Media G54.1014
Collaborative seminar examining the complex relationship (or different, contradictory relationships) between those humans we call “women” and “men” and those forms of discourse we call “media.”

Minority Perspectives/Minority Presence and the Media G54.1015
With the Kerner Commission Report as a backdrop, this class examines the portrayals and perspectives of “minorities” in today’s media, looking at issues of representation, access, and power.

History of the News G54.1018
How have people traditionally understood “news”? What assumptions are built into this form of communication? How do changes in the medium through which news is exchanged from speech to writing, to print, to broadcasting affect its content and perspective? These questions are approached through anthropological research, classical literature, and historical texts, as well as through the formal history of journalism. Students are encouraged to draw conclusions about the nature and logic of news that can be applied to modern news systems.

Current Problems in Mass Communication G54.1019
Topical issues in journalism. Subjects vary: Media Criticism, Perspectives on Race and Class, Global Journalism, and others.
Writing, Research, and Reporting

Workshop I, II G54.1021, 1022
Workshop I is taken the first semester; Workshop II, the second semester.

Provides a foundation in the principles and practices of basic news reporting. Includes lectures on reporting principles and techniques, study of specialized areas of reporting, and completion of increasingly challenging in-class assignments. Students use New York City as a laboratory to gather and report actual news events outside the classroom. A special section of Workshop I is offered for students in the cultural reporting and criticism concentration. A special section of Workshop II is offered for students in the Business and Economic Reporting Program.

The Journalistic Tradition G54.1023
Students read from the works of some of the best English and American journalists, including Benjamin Franklin, Thomas Paine, Margaret Fuller, Charles Dickens, Stephen Crane, H. L. Mencken, Ernest Hemingway, Edward R. Murrow, Lillian Ross, James Baldwin, and Tom Wolfe. Special attention is paid to tone, voice, and imagery and to theories of reporting.

Issues in On-Line Journalism G54.1025
Does having an opinion and a Web site make you a journalist? This seminar course explores legal, ethical, and economic issues related to the emergence of Web-based journalism. Students are expected to learn enough HTML to produce hyperlinked writing assignments.

Literary Journalism G54.1050
A course for ambitious writers who want to learn to read the way professional writers read, explicating the structure and language of well-crafted narratives and learning how to apply those lessons and techniques to their own work. Close readers and careful thinkers are wanted.

Topics in Financial Accounting, Financial Markets, and Corporate Finance G54.1060 Prerequisite: enrollment in the Business and Economic Reporting Program or special permission.
Provides a foundation for students who intend to become journalists covering business and financial issues. Students study accounting language and concepts and learn how to read and analyze the financial statements issued by corporations. They learn how to use these financial statements to detect problems and assess the financial health of an enterprise. The course also covers the financial markets and the financing tools available to corporations in need of capital.

Broadcast Writing Workshop G54.1070
Instruction in writing and producing the news for broadcast and writing on deadline. The class writes and produces a television newscast.

Editing Workshop G54.1123 Prerequisite: G54.1021.
Provides a foundation in copyediting with an emphasis on print media. Students learn to edit for accuracy of factual material, grammar, consistency of style, and conciseness; to combine, condense, and change the emphasis of stories; and to write headlines.

Feature Writing Workshop G54.1125 Prerequisite: G54.1021.
Designed to acquaint the student with the skills for writing sidebars, profiles, and other types of "soft" news. Students learn to recognize good feature ideas, interview in order to develop features, write feature leads, and organize feature stories.

Urban Reporting G54.1152 Prerequisite: G54.1021.
With New York City as a backdrop, students taking this course familiarize themselves with the range of issues affecting urban America, including race relations, housing, education, mass transportation, and the availability of city services. The workings of City Hall and municipal politics are also explored. Students interview government officials, cover press conferences, and report on citywide elections.

Social Impact: Reporting How Corporations Affect Their Communities G54.1161 Prerequisite: enrollment in the Business and Economic Reporting Program or special permission.
Using a case study approach, students explore the significant impact that corporations have on community life. Analysis includes both the costs (e.g., pollution, job dislocations, unsafe products) and the benefits (e.g., wealth creation, innovation, employment) of corporate activities. Writing assignments help students master the difficult task of covering such issues, which often become the focus of deep conflict among interest groups. The goal is to provide insight and perspective to students who will become journalists covering similar issues.

Radio Reporting G54.1170 Prerequisite: G54.1070.
Students learn to cover different types of news events and issues for radio newscasts. They write and record reports, interview newsmakers on tape, file reports from the field, select and edit taped actualities, and write copy to use with the tape in newscasts. Sufficient instruction in audio production and announcing is included to enable students to produce their own reports.

Television Reporting I G54.1171 Prerequisite: G54.1070.
This beginning course introduces students to field reporting. Students learn how to develop story ideas, write to picture, structure a story, interview people, and gather the audio and visual elements essential to television reporting. As the course develops, detailed script analysis is combined with in-depth discussions of the completed pieces. A six-hour lab for the fieldwork complements the four-hour lecture. Students shoot and edit their work in teams of two to three students. We mainly use small DV cameras and linear editing systems as well as a few nonlinear editing systems. Completed pieces are aired on NYU Tonight, our live weekly newscast.

Television Reporting II G54.1172 Prerequisite: G54.1171.
This intermediate second-semester course is run like a local news operation. The students work individually as reporters some weeks and as crew other weeks. They cover beats and do short investigative and enterprise stories as well as cover breaking news and NYU-related stories that air weekly on NYU Tonight. A three-hour editorial meeting provides the time to pitch and plan stories as well as critique finished pieces. Shooting and editing are done as needed with an open schedule. Students have full access to the DV equipment and editing systems throughout the week. Students edit their in-depth pieces on the Final Cut Pro nonlinear editing system.

Advanced TV Reporting G54.1175 Prerequisites: G54.1070 and G54.1172.
Students produce in-depth news magazine pieces that strengthen their reporting and stylistic skills. The class works as a production team and holds editorial meetings every week. Students have the freedom to produce their stories according to their own schedules outside of class. Students have access to digital and beta cameras and edit on nonlinear systems.
Science Writing G54.1180
Prerequisite: enrollment in the Science and Environmental Reporting Program or special permission.
Covers methods of popularizing scientific, technical, and medical information for the mass media with emphasis on producing work that meets the standards of professional publication or broadcast.

The Cultural Conversation G54.1181
Prerequisite: enrollment in the cultural reporting and criticism concentration or special permission.
Acquaints students with a broad view of culture and of cultural journalism as an ongoing public conversation, while providing an introduction to the basic concepts and practice of cultural criticism. Emphasizes the connections between aesthetic and social issues.

Specialized Reporting G54.1182
Prerequisite: G54.1021.
A variety of specialized reporting classes are offered on a rotating basis. Following is a partial list: Investigative Reporting, Sports Reporting, Reporting the Arts, Reporting the Workplace, National Reporting, Photojournalism, Writing Social Commentary, and the Journalism of Ideas.

International Reporting G54.1183
Prerequisite: G54.1021.
In the cosmopolitan environment of New York, students develop sources, interview experts, and produce stories on international topics. Course also uses New York’s ethnic neighborhoods and wide diversity to teach the fundamentals of international reporting, as students delve into the often hidden worlds various ethnic groups bring into their communities in New York.

Critical Survey G54.1184
Prerequisite: enrollment in the cultural reporting and criticism concentration or special permission.
Teaches students how to write arts criticism that combines clear, vivid prose and a distinctive individual voice with close analysis of specific works in such media as music, literature, art, movies, dance, and theatre. Surveys late 19th- and 20th-century history of criticism.

Reporting on Social Worlds G54.1186
Focuses on developing the in-depth reporting skills needed to depict social and cultural milieus with accuracy and power. Students examine the problems and challenges of reporting on social worlds created by identities, places, occupations, institutions, and interests.

Medical Writing G54.1187
Prerequisite: enrollment in the Science and Environmental Reporting Program or special permission.
Provides a solid basis for understanding many of the elements involved in covering medicine, including the biology of cancer, environment-related illness, epidemiology, and the precepts of sound medical research and peer review. Students are required to write several stories from press releases, conferences, and developed interviews.

Environmental Reporting G54.1188
Prerequisite: enrollment in the Science and Environmental Reporting Program or special permission.
Designed to train students to write balanced, informative articles about environmental issues and alert them to the special problems reporters face covering a beat that is often highly charged and highly politicized. For this reason, the investigative aspects of environmental reporting are emphasized.

The On-Line Magazine and Beyond G54.1191
Prerequisite: G54.1021.
A skills course in which students learn about emerging principles of Web-based journalism—and the collaborative editorial dynamic of an on-line publication—by producing individual and group projects for the departmental Web site. Students are expected to demonstrate mastery of basic Web production tools as well as an understanding of the changing nature of news in an on-line world.

On-Line Reporting Workshop G54.1192
Prerequisite: G54.1021.
Students explore new forms of journalistic storytelling by reporting, writing, and producing their own stories for on-line publication. Emphasis is on individual experimentation with new forms of nonfiction hypertext narrative as well as on mastery of Web production tools.

Magazine Editing and Production G54.1230
Pre- or corequisite: G54.1231.
Covers all editorial and production aspects of publishing a magazine: generating ideas and planning content; working with writers, photographers, art directors, and editors; selecting art; copyediting and proofreading; writing captions and headlines; and doing layout. Noneditorial problems—printing, advertising, promotion, and circulation—are also discussed. Emphasis is on practical assignments and the final project, an issue of Manhattan South.

Magazine Writing Workshop G54.1231
Prerequisite: G54.1125.
Teaches the practical skills required of a nonfiction magazine writer, as well as how to focus an article for a particular market. Emphasis is on producing pieces that both inform and entertain through the careful use of language and the cultivation of an effective, powerful style. Each student writes a magazine-length article of publishable quality.

Topics in Cultural Journalism G54.1281
Prerequisite: enrollment in the cultural reporting and criticism concentration or special permission, and G54.1181, G4.1184.
Focuses on a broad cultural theme, allowing students to pursue a variety of interests. Students read and discuss relevant works of cultural journalism, explore an aspect of the topic in depth, and produce a substantial writing project.

Fieldwork in Journalism G54.1290
Prerequisite: permission of the department.
Students who have completed more than half the required courses may receive permission to intern with area publications or broadcast stations. Their work is evaluated by executives and editors of the cooperating news organizations.

Directed Reading G54.1299
A student works with one professor on a substantial project combining readings with in-depth writing.

Prerequisite: enrollment in the Science and Environmental Reporting Program or special permission.
This two-semester course, team-taught by scientists and a science writer, examines several key scientific, technological, and environmental problem areas from the different perspectives of the scientist and the journalist. Topics may vary yearly but typically include nutrition, recombinant DNA, global warming, energy systems and sources, space flight, biology of cancer, AIDS, and toxic wastes and their disposal. Students prepare background material and write a news story about each topic at the end of its segment.
The Center for Latin American and Caribbean Studies (CLACS) integrates the resources of New York University for the study of inter-American affairs. With scholarly interests ranging from national identity in the Anglo-Caribbean to the demographic history of Andean countries, CLACS faculty provide diverse and stimulating insights into the societies and cultures of Latin America and the Caribbean. The Center for Latin American and Caribbean Studies provides individual attention to students' progress. Some graduates of the Center proceed to scholarly careers through allied doctoral programs, while others enter a wide array of hemispherically related jobs in research, government, public affairs, private business, and nonprofit institutions.

**Faculty**

George Yudice, Professor, Spanish and Portuguese Languages and Literatures (American Studies); Director, Center for Latin American and Caribbean Studies. Ph.D. 1977 (Romance languages), Princeton; M.A. 1971 (Spanish and Portuguese), Illinois; B.A. 1970 (Spanish and chemistry), Hunter College. Transnational politics and culture; globalization; civil society.

**AFFILIATED FACULTY IN OTHER DEPARTMENTS**

Tom Abercrombie, Anthropology; Gerard L. Aching, Spanish and Portuguese Languages and Literatures; Helene M. Anderson, Spanish and Portuguese Languages and Literatures; Gage Averill, Music; Miriam de Mello Ayres, Spanish and Portuguese Languages and Literatures; Renée Blake, Linguistics; Kamau Brathwaite, Comparative Literature; Barbara Browning, Performance Studies; Alejandro Cáriñena, Gallatin School of Individualized Study; Jorge Castañeda, Politics; Youssef Cohen, Politics; Juan E. Corradi, Sociology; J. Michael Dash, French; Arlene Dávila, American Studies; Ana M. Dopico, Spanish and Portuguese Languages and Literatures; Raquel Fernández, Economics; Antonio Ferro, History; Ada Ferrer, History; Shepard Forman, Center on International Cooperation; Jeffrey R. Goodwin, Sociology; Guillermina Jasso, Sociology; Kenneth L. Krabbenhoft, Spanish and Portuguese Languages and Literatures; Christopher Mitchell, Politics; Sylvia Molloy, Spanish and Portuguese Languages and Literatures; Comparative Literature; Robin Nagle, Draper Program; Judith K. Némethy, Spanish and Portuguese Languages and Literatures; Sonia M. Ospina, Robert F. Wagner Graduate School of Public Service; Marta C. Peixoto, Spanish and Portuguese Languages and Literatures; Adam Przeworski, Politics; Silvia N. Rosman, Spanish and Portuguese Languages and Literatures; Kathleen A. Ross, Spanish and Portuguese Languages and Literatures; Emmanuelle Saada, French Studies; John V. Singler, Linguistics; Robert P. Stearns, Cinema Studies; Eduardo Subirats, Spanish and Portuguese Languages and Literatures; Edward J. Sullivan, Fine Arts; Diana Taylor, Performance Studies; Sinclair Thomson, History; Erna von der Walde, Spanish and Portuguese Languages and Literatures; Elisabeth J. Wood, Politics.

**AFFILIATED ADJUNCT FACULTY**


U.S. media coverage of Latin America, with special interest in contemporary Mexican politics.


The Center for Latin American and Caribbean Studies is an important force in identifying professors and students with shared interests in Latin America and the Caribbean, opening channels of communication, and encouraging the sharing of ideas and observations across disciplinary boundaries.

The Center sponsors research conferences, lectures, roundtables, and film series related to Latin America and the Caribbean, and North America’s interrelationships and shared interests with both. In its curriculum and activities the Center stresses the study of contemporary inter-American relations—the emerging social, cultural, economic, and political links between and among the Americas. Rather than a window through which North America observes Latin America and the Caribbean, the Center is a bridge between them.

The Center has also formed a consortium with the Columbia University Institute for Latin American Studies, and this joint program has been designated by the U.S. Department of Education as a national resource center in international studies, under the department’s highly competitive Title VI program. Cross-listed courses are also offered at Columbia University, as detailed below.

Admission: Students should have earned a Bachelor of Arts degree in the social sciences or the humanities from an accredited college or university, and graduated with at least a B (3.0) cumulative average. Students should also have a working knowledge of Spanish or Portuguese. (In some cases, provisional acceptance is given pending the student’s achievement of this needed language competence, but no credit is given for language study.) Students must submit scores for the Graduate Record Examination. International students must also take the Test of English as a Foreign Language (TOEFL).

MASTER OF ARTS

Degree Requirements: Eight courses (32 points) are required for this degree. The student must maintain a GPA of 3.0 or better. The student elects a minimum of two core, integrating courses from the three offered by the Center. Four courses (16 points) are taken in the department within which the student chooses to concentrate (anthropology, cinema studies, economics, history, politics, sociology, or Spanish and Portuguese languages and literatures of the region). Students may also include courses in the Leonard N. Stern School of Business. (Students must register for Stern courses in the CLACS office.) The remaining two courses (8 points) are distributive or elective, taken outside of the area of special interest. These may include courses in other departments of the Graduate School of Arts and Science (GSAS) that are related to Latin American and Caribbean studies and that the CLACS director approves, and, on occasion, graduate courses offered by other schools (such as the Steinhardt School of Education’s Foreign Languages Education Division) that pertain directly to the student’s educational and career goals, and that, at the time, are unavailable through GSAS (also subject to the director’s approval). Another requirement for the Master of Arts degree is the completion of a major project; an expanded and revised research paper in the student’s area of special interest or an integrating course may satisfy this requirement. Students must complete the degree within five years.

The joint M.A. program in journalism and Latin American and Caribbean studies prepares students for careers as professional newspaper, magazine, or broadcast journalists with a special background in Latin America and the Caribbean. This 46-point program consists of a specialized selection of courses in journalism totaling 22 points (including the 2-point Directed Reading course to fulfill the major project requirement), a sequence of courses in Latin American and Caribbean studies totaling 24 points, and a major project. Students must be formally admitted by both the Department of Journalism and Mass Communication and the Center for Latin American and Caribbean Studies. For more information, contact the director of the Center for Latin American and Caribbean Studies.

The dual degree M.A./J.D. program in law and Latin American and Caribbean studies provides training in foreign cultures to prepare law students for international careers and for dealing with Latin American and Caribbean businesses and clients in the United States. In-depth knowledge of Latin American and Caribbean history, politics, society, and political economy adds a valuable intellectual dimension to the training of law students who plan to practice international private and public law or corporate law for foreign clients. The M.A./J.D. program requires a total of 94 points for the two degrees and can be completed in three to four years. Candidates for the dual degrees submit separate applications to the Graduate School of Arts and Science and the School of Law. Detailed information regarding residency requirements and credit distribution can be obtained by contacting the director of the Center for Latin American and Caribbean Studies.

The M.A. degree in Latin American and Caribbean studies with a concentration in museum studies is awarded after satisfactory completion of 36 points (20 in CLACS and 16 in museum studies), a major project, and a full summer internship in a museum or cultural institution. This concentration is aimed primarily at those who are or will be museum professionals in Latin America and the Caribbean or are specializing in collections from these areas in U.S. museums. The program provides professional skills and internship opportunities in museum studies, as well as substantive academic knowledge of Latin America and the Caribbean. Interested students should consult the director of the Center for Latin American and Caribbean Studies at (212) 998-8700.

The dual degree M.A. in Latin American and Caribbean studies is awarded with the certificate in museum studies after satisfactory completion of 48 points (32 in CLACS and 24 in museum studies), a major project, and a full summer internship in a museum or cultural institution. Students may use 8 points from museum studies to count toward the required 32 points in CLACS. Interested students should consult the director of the Center for Latin American and Caribbean Studies at (212) 998-8900 or the Program in Museum Studies at (212) 998-8080.

Additional opportunities are available for CLACS students through cross-registration in courses offered at Columbia University. Registration in these courses requires the director’s permission; their enrollments are limited, and students may take no more than three courses at Columbia during their M.A. work at CLACS.

Language competency in either Spanish or Portuguese must be proven through either option (1) or (3) as defined in the Degree Requirements section of this bulletin.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the application at the back of this bulletin.
Courses

Students should check a current class schedule each semester to see which courses are being offered. Many courses are offered in the evening. All courses carry 4 points per term unless otherwise noted. Shown below is a representative sample, not a complete list, of courses.

Two-Part Courses: A hyphen indicates a full-year course with credit granted only for completing both terms. A comma indicates credit is granted for completing one term.

INTEGRATING COURSES

Master’s candidates must include at least two of these courses in their studies. Courses are open to graduate students from other departments with the permission of those departments and to qualified undergraduate students.

Contemporary Latin America: Social and Economic Change G10.1000

Analyzes Latin American and Caribbean issues through modern social sciences: basic elements of economic reasoning applied to current regional problems; major analytic concepts such as corporatism, dependency, and the structures of authoritarian rule. Social theory is tested against regional events.

Contemporary Latin America: The Arts and Civilization G10.1002

Examines Latin America’s cultural traditions and their relationship to current artistic and intellectual trends; a variety of artistic forms and media may be analyzed, from poetry to theatre to the graphic and plastic arts. Examines relationships between cultural and artistic developments and social, political, and economic conditions and issues.

Contemporary Inter-American Relations G10.1004

Studies ways in which North American society interacts with and influences the nations of the Caribbean and Latin America, including the pattern of economic relations, inter-American cultural trends, and the process of mass migration from the Caribbean to the United States. Examines countervailing Latin American strategies to influence U.S. decisions.

AMERICAN STUDIES

Genealogy of Latino Literature and Culture G13.2303

Latin American Intellectuals in Transition to Democracy G13.2304

Inter-American Studies G13.2308

Advanced Seminar in Cultural Policy G13.2325

ANTHROPOLOGY

Civilization in the New World G14.1200

World Cultures: Central and South America G14.1314

World Cultures: The Caribbean G14.1319

Ancient Societies II: Cities and States G14.2212

Social Change and Changing History G14.2319

Cultural and Social Change G14.2340

Seminar: Modernization and Social and Cultural Change G14.3213

Nationalism and Culture in Latin America and Elsewhere G14.3591

Transnational Processes G14.3393

BUSINESS

The following courses are offered at the Leonard N. Stern School of Business.

Microeconomics B07.2303 3 points.

Macroeconomics B07.2304 3 points.

World Debt and Emerging Markets B50.2132 1.5 points.

CINEMA STUDIES

The following courses are offered at Tisch School of the Arts.

Third World Cinema H72.1107

Brazilian Cinema I, II H72.2117, 2118 4 points per term.

Multiculturalism and the Media H72.3030

COMPARATIVE LITERATURE

Culture and Society: Psychology, Culture, and Fantasy G29.1811

Topics in Caribbean Literature I, II G29.2650, 2651 4 points per term.

Haiti in Caribbean Context G29.2652

Fiction of the Americas G29.2780

Postmodernism in Latin America G29.2790

Society and the Literary Imagination G29.3135

Seminar on Postsymbolist Poetry G29.3885 2-4 points.

ECONOMICS

Microeconomic Theory G31.1003

Macroeconomic Theory G31.1005 3 points.

International Trade G21.1505

International Finance G21.1506

Theory of Economic Development I, II G31.1601, 1602 Pre- or corequisite: G31.1003, G31.1023, or permission of the instructor.

Latin American Economics G31.1605 3 points.

The Political Economy of North-South Relations G31.2610 Identical to G53.2770.

FINE ARTS

Modernism in Latin America G43.2034

Visual Culture in the 20th-Century Caribbean G43.2344

Diego Rivera: New Research and Interpretation G43.3452

HISTORY

Colonial Latin America G57.1801

Latin America, 1824-1930 G57.1807

Latin America, 1930 to the Present G57.1808

U.S. Policy in the Caribbean: 1898 to the Present G57.1812

State and Society in Early Modern Europe: Imperialism, Discourses, and Institutions G57.2164

Colloquium: Topics in Latin American and Caribbean History G57.2800 May be repeated with permission of the instructor.

Research Seminar: Latin America and the Caribbean G57.2801
**JOURNALISM**
- The United States, Latin America, and the Media G54.0001
- Press Ethics G54.0012
- Covering Latino and Caribbean Stories in the United States G54.1019
- Writing and Reporting Workshop G54.1021
- Broadcast Writing Workshop G54.1070
- Editing Workshop G54.1123
- Feature Writing Workshop G54.1125
- Diplomatic Reporting G54.1183

**LINGUISTICS**
- Pidgin and Creole Languages G61.2510
- African and Caribbean Creoles G61.2520

**MUSEUM STUDIES**
- Museum Studies I: Perspectives on Museums (Museology) G49.1500
- Museum Studies II: Applications in Museums (Museography) G49.1501
- Museum Documentation G49.2220
- Exhibition Planning and Design G49.3332
- Internship (Field Research) G49.3990

**MUSIC**
- Caribbean Music G71.2157

**PERFORMANCE STUDIES**
- Performing Brazil H42.2320
- Negotiating Latin American Performance H42.2381
- Politics and Performance: Performing Colonialism H42.2406
- Latin American Performance: Contemporary Political Performance H42.2407
- Latin American Theatre H42.2822

**POLITICS**
- Comparative Politics G53.1500
- International Politics: Concepts and Theories G53.1700
- Politics of Caribbean Nations G53.2532
- Topics in Latin American and Caribbean Politics G53.2620
- Latin American Government and Politics G53.2621
- Politics of Mexico in Transition G53.2622
- Economic Reform and Political Change in Latin America G53.2623
- Politics of the Southern Cone G53.2630
- Contemporary Inter-American Relations G53.2765
- The Political Economy of North-South Relations G53.2770 *Identical to G31.2770.*

**PORTUGUESE**
- Brazilian Literature: Realismo to the Present G87.1812
- The Brazilian Novel G87.1831
- Brazilian Modernismo G87.2773
- Guimarães Rosa G87.2775
- Contemporary Brazilian Literature G87.2810
- The Development of Brazilian Poetry G87.2841, 2842 *4 points per term.*
- Literacy History and Criticism in Brazil G87.2852
- Autobiography in Brazil G87.2967

**SPANISH**
- Spanish American Romanticism G95.1613
- Literature of the Mexican Revolution G95.1732
- Contemporary Spanish American Poetry G95.1748
- Literature and Revolution in Latin America G95.1861
- The Contemporary Spanish American Novel G95.1933
- Baroque and Neo-Baroque Literature G95.2211
- Modernismo G95.2673
- From Modernismo to Vanguardia: Aesthetics and Ideology G95.2677
- Literature of the Caribbean G95.2724
- Latin American Theatre G95.2822
- Current Trends in Spanish American and Brazilian Narrative G95.2936
- New Voices in Mexican Narrative G95.2943
- Special Topics in Spanish American Literature G95.2967, 2968, 2977 *4 points per term.*

**SOCIOLOGY**
- Introduction to Sociological Analysis G93.2101
- Sociological Theory: Marx to the Present G93.2111
- Contemporary Sociological Theory G93.2115
- Comparative Modern Societies G93.2153
Faculty

Christine B. Harrington, Associate Professor, Politics; Director, Institute for Law and Society. Ph.D. 1982 (political science, law minor), M.A. 1976 (political science), Wisconsin; B.A. (magna cum laude) 1974 (political science, history minor), New Mexico. Symbolic politics and institutionalization of reforms; politics, culture, and law; legal ideology and politics of consensual decision-making practices; dispute processing, litigation; lawyers and the legal profession; relationship between law and state formation in American political development.

STEERING COMMITTEE

Paulette M. Caldwell, Professor, Law. J.D. 1969, B.S. 1966, Howard. Real estate transactions; employment discrimination; lawyering; property; race and legal scholarship.

Oscar G. Chase, Professor, Law; Vice Dean, New York University School of Law. J.D. 1963, Yale; B.A. 1960, New York. Civil litigation in social and cultural context; comparative civil procedure.

Paul G. Chevigny, Professor, Law. LL.B. 1960, Harvard; B.A. 1957, Yale. Relations between the citizen and the state; criminal and civil rights litigation; police abuse in Third World cities.


Fred R. Myers, Professor, Anthropology; Chair, Department of Anthropology. Ph.D. 1976, M.A. 1972, Bryn Mawr College; B.A. 1970, Amherst College. Social anthropology; hunters and gatherers; kinship and social organization; symbolic systems; dispute processes; art and material culture; Fourth World peoples; Australia.

Tom R. Tyler, Professor, Psychology. Ph.D. 1978, M.A. 1974, California (Los Angeles); B.A. 1973, Columbia. Organizational/social psychology; social justice; the psychology of authority; legal psychology; survey research/field research.

AFFILIATED FACULTY

Anthony G. Amsterdam, Judge Edward Weinfeld Professor of Law; Director, Lawyering Program (Law). LL.B. 1960, Pennsylvania; B.A. 1937, Haverford College. Honorary degree: LL.D., John Jay College of Criminal Justice. Clinical legal education; evidence; criminal law and procedure; law and psychiatry; lawyering theory.


Derrick A. Bell, Visiting Professor, Law. LL.B. 1957, Pittsburgh; B.A. 1952, Duquesne. Civil liberties; racism and American law.

Jean-Pierre Benoît, Professor, Economics; Affiliated Professor, Law. Ph.D. 1980, Stanford; B.A. 1978, Yale. Economic theory; game theory; industrial organization; law and economics.


Peggy Cooper Davis, John S. R. Shad Professor of Lawyering and Ethics. J.D. 1968, Harvard; B.A. 1964, Western College for Women. Influence of antislavery ideology on
American constitutional theory; use of multiple intelligences and reasoning styles in the work of lawyering; effects of culture and discourse styles on legal processes and on the development of law.


Rochelle C. Dreyfuss, Professor, Law. J.D. 1981, Columbia; M.S. 1970, California (Berkeley); B.A. 1968, Wellesley College. Intellectual property; law and science; civil procedure.

Linda Gordon, Professor, History. Ph.D. 1970 (history), M.A. 1963 (history and Russian studies), Yale; B.A. 1961 (history), Swarthmore College. Twentieth-century U.S. social, political, and social policy history; women and gender; family; U.S. Southwest.

David F. Greenberg, Professor, Sociology. Ph.D. 1969, M.S. 1965, B.S. 1962, Chicago. Deviance; sociology of law; criminology; quantitative methods; sociology of sex; sociology of science.


James B. Jacobs, Professor, Law; Director, Center for Research in Crime and Justice (Law). Ph.D. 1975, J.D. 1973, Chicago; B.A. 1969, Johns Hopkins. Criminal law; criminal procedure; sociology of law; state and local government; administration of the criminal justice system.

Sylvia A. Law, Elizabeth K. Dollard Professor of Law, Medicine, and Psychiatry; Codirector, Arthur Garfield Hays Civil Liberties Memorial Program (Law). J.D. 1968, New York; B.A. 1964, Antioch College. Civil rights issues; social policies; women’s and minorities’ rights; culture and law; health law.

Margaret McLagan, Assistant Professor, Anthropology. Ph.D. 1996 (cultural anthropology), M.A. 1989 (cultural anthropology), New York; B.A. 1985 (English), Yale. Global social movements; media; human rights; expressive culture; Tibetan/Tibetan diaspora; the United States.

Linda G. Mills, Associate Professor, Social Work. Ph.D. 1994 (health policy), Brandeis; M.S.W. 1986 (community organizing), San Francisco State; J.D. 1983 (law), California (Hastings); B.A. 1979 (history and social thought), California (Irvine). Bias in the legal system; intimate violence; psychodynamics of the legal system.

Dorthy Nelkin, Professor, Sociology; University Professor; Affiliated Professor, Law: B.A. 1954, Cornell. History and sociology of science; public policy; law and science; culture; science and media; science and technology.


Diane L. Zimmerman, Professor, Law. J.D. 1976, Columbia; B.A. 1963, Beaver College. First Amendment issues; civil liberties; women’s rights.

The Institute offers a dual degree Ph.D./J.D. program in law and society that is designed to study law in light of changing cultural, economic, and political forces. In addition, the Institute supports conferences, research projects, and a scholars-in-residence program.

The graduate program in law and society locates disciplinary studies of law, such as law and politics, legal anthropology, economic analysis of law, sociology of law, criminology, and legal history in a coherent academic program at the graduate level. The program facilitates the educational goals of students who plan careers in a number of academic disciplines including social science fields, law at the undergraduate level as well as in professional law school, policy analysis, and applied research on law-related issues.

Essentially, three student groups are served by the program: (1) Ph.D. students seeking a multidisciplinary approach to the study of law; (2) J.D. students who want to expand their theoretical and empirical knowledge of
sociolegal research by obtaining an M.A. degree in law and society; and (3) students who would like to combine J.D. and Ph.D. studies.

Courses offered in the law and society program combine theoretical and empirical approaches to studying law in its social contexts. These can be grouped under the following three headings:

I. Sociolegal Theory
Students may take courses covering basic sociolegal theory, including feminist and critical race approaches, and legal history.

For example, The Sociology of Law and The Politics of the Legal Order provide students with a foundation in social theory and institutional structures that shape law’s place in society.

The Sociolegal Seminar focuses on analytical, doctrinal, institutional, and philosophical perspectives and approaches to the study of law and society.

In State, Law, and Politics in Society, students study the social science literature and the doctrinal theories on state power to question whether and how law is “autonomous” from the political powers of the state.

Introduction to Legal Philosophy studies the concept of law viewed through the work of philosophers in the 20th century and discusses the relationships among law, coercion, morality, politics, and the nature of legal reasoning.

Law and Economics examines basic economic concepts and demonstrates their application to legal problems.

Culture and Disputing uses readings from sociology and legal anthropology to explore the embedding of disputes and dispute processing in distinct forms of social life.

Gender Politics and Law focuses on debates within legal discourses on gender and how these debates produce a context for the development, administration, and interpretation of gendered policies.

II. Social and Legal Policy
Students may also take courses focusing on social and legal policy areas, such as criminal law, family law, science and technology, and health care.

Law and Social Policy critically examines the relationship between law and social policy through a series of case studies, including landmark Supreme Court cases, state court decisions, determinations by regulatory agencies, and policy formation by Congress.

Criminology gives students a background in the historical development of criminology, criminal behavior systems, etiology of crime and delinquency, and efforts at crime control.

Corruption and Corruption Control examines the pervasive problem of official corruption and the various bodies of law and legal institutions that exist to prevent, detect, and punish corruption.

Deviance and Social Control provides a framework for analyzing classical and contemporary texts representing different theoretical and research traditions dealing with the designation of some types of behavior and conditions as deviant, and the policies used to control them.

The Lawyering Theory Colloquium and Expert Evidence are two of several courses taught in conjunction with professors in the Clinical Law Program at the School of Law.

Law and Science focuses on legal issues that emerge as science increasingly illuminates the mechanisms for sustaining and reproducing life.

Policing in Democratic Societies focuses on the origins, sociology, and politics of democratic policing, as well as the mechanisms of its organization and function.

American Health Law considers how the law influences the availability, quality, and cost of medical care.

III. Comparative and Global Perspectives
A number of course offerings study law and legal practices from comparative and global perspectives.

Law and Society in Japan looks at the interaction of the legal system and legal institutions with Japanese society, politics, and economics.

Comparative Law and Social Change is a seminar on theoretical and comparative frameworks for analyzing and interpreting the interrelationships between law and society in contemporary Eastern Europe.

Race and the Law: U.S. and South Africa is a comparative analysis of the legal process in South Africa and the United States where race is involved.

The course also addresses the similarities and differences in the education laws of both countries.

Admission: Admission to the graduate law and society program is based on academic records and letters of recommendation. The Graduate Record Examination (GRE) is required of all students. While the basis of the program is multidisciplinary, its aim is to be transdisciplinary, and therefore it tends to admit exceptional students who are attuned to transcending conventional disciplinary boundaries in the study of law and social relations.

DOCTOR OF PHILOSOPHY

Degree Requirements: To qualify for the doctorate, a student must satisfactorily complete graduate studies totaling at least 72 graduate credits, with a minimum of 32 credits at the doctoral level in residence at New York University; pass comprehensive qualifying examinations; and present an acceptable dissertation. Most graduate courses carry 4 credits. Students who have completed relevant graduate courses elsewhere may request that such courses be credited toward the degree requirements, but only after completing three courses at New York University and on approval by the director of graduate studies.

Course of Study: Each student is assigned an adviser on entering the program. Students enrolled in the Ph.D. program in law and society may take up to 12 credits in the School of Law after consultation with their adviser and with the permission of the instructor. Students work with a committee of advisers to establish their course of study, but all students should do some course work for general background preparation in the law and society program fields, which include sociolegal theory; social and legal policy; and comparative and global perspectives.

All students are required to take the two-semester Sociolegal Studies I and II, designed to provide students with a foundation in social theories, concepts, approaches, and methodologies. Law and Society Program (LSP) students are required to take one semester of a graduate-level Methods Survey course and one semester of an Advanced Methodology course selected from the LSP methods lists. Students are further urged to study Quantitative Methodology so as to acquire basic competency and literacy with terminology, applications, etc.

Language Requirement: Proficiency in at least one language other than English is required of all doctoral candidates. Foreign language proficiency examinations are at once an examination of both the foreign language and English. Currently, a student may choose to demonstrate proficiency in ancient Greek, French, German, Hebrew, Italian, Japanese, Latin, Chinese, Portuguese, Russian, or Spanish. Students who use a foreign language other than the above as an integral part of their dissertation...
research may petition for a substitution. Language proficiency may be demonstrated by any of the following: (1) passing the foreign language proficiency examination given by the Graduate School of Arts and Science (GSAS); (2) passing the departmental examination, if one is regularly scheduled by the department in which the student is registered; or (3) completing, or having completed, more than two years before matriculation, with a grade of B or better, a full or final intermediate-level college course in the language. Students who have met the language requirement in another graduate school not more than two years before matriculation in GSAS may request that such credentials be accepted, with the approval of the dean.

Qualifying Examinations: As part of the requirements for the doctoral program, students must pass the LSP Comprehensive Qualifying Examinations in three fields: (1) the law and society field; (2) an area field; and (3) a discipline subfield. Prior to taking the examinations, students must select an adviser, in consultation with the director of graduate studies (DGS), and submit the Law and Society Program Adviser form. The comprehensive examinations are given twice a year. Written or 24-hour take-home examinations are given one week prior to the start of the Law School’s fall and spring semesters, and oral examinations take place within the first month of each semester. Students who fail an examination may petition the DGS to take it again. Students are not permitted to retake an examination more than once.

1. Law and Society Field Examination
This examination tests students’ comprehensive knowledge of theoretical and empirical approaches in the LSP subfields: (1) sociological theory; (2) social and legal policy; and (3) comparative and global perspectives. The examination covers material and supplementary reading lists from the required LSP courses (The Sociological Seminar and Law and Social Policy) and other material, as specified by the adviser and the Law and Society Examination committee. Students must submit the Law and Society Field Examination form to the DGS for approval one month prior to the examination. Students may choose to take a four-hour written examination or a 24-hour take-home examination. Each academic year, the director of the Institute for Law and Society appoints a law and society examination committee, in consultation with the associate director. Two members of this committee, along with the student’s adviser, write and evaluate the examination.

2. Area Field Examination
In consultation with the adviser, students identify an area of study about which they will develop comprehensive knowledge that is related to one or more frameworks or background themes important to their research interests. The adviser, in consultation with the student, identifies two members of the NYU faculty, in addition to the adviser, to sit on the area examination committee. The student must receive approval of the area field from the adviser and the DGS by submitting the Approval of Area Field form.

Students submit a concept paper (15-20 pages plus a bibliography), which articulates the main theoretical concepts, methods, debates, and future trajectory of the area. They then take a two-hour oral examination.

3. Discipline Subfield Examination
In consultation with the adviser, students identify a discipline other than law and society (e.g., political science, sociology, anthropology, psychology, economics, history, or law) and select one subfield within that discipline in which to take a comprehensive examination. Approval by the LSP-DGS is required; the Discipline Subfield Examination form must be submitted one month prior to the examination. The adviser, in consultation with the LSP-DGS, makes appropriate accommodations so that the comprehensive examination procedures of the discipline selected are followed and the format, timing, and evaluation of the examination are congruent with the rules, policies, and procedures of the discipline.

Students complete their doctoral comprehensive examinations no later than the end of the third year of graduate work.

Dissertation: When the student has prepared an acceptable dissertation prospectus (20-30 pages plus a bibliography), describing his or her project, and it has been recommended by the student’s three-member dissertation committee, he or she submits to the DGS a copy of the dissertation proposal, an abstract (one to two pages), and the Dissertation Committee form. The dissertation abstract is distributed to all members of the NYU faculty, in addition to the student, the adviser, and the dissertation committee. A two-hour oral dissertation defense is then scheduled, to include the dissertation committee, two additional faculty (selected by the adviser and the student), and the student. The dissertation should be completed and the degree awarded no later than the end of the eighth year of graduate work.

DUAL JURIS DOCTOR AND DOCTOR OF PHILOSOPHY

Admission: Students with a special interest in law may wish to pursue the dual degree program leading to the J.D. and Ph.D. degrees. Students who wish to enroll in the dual degree program must apply separately to the School of Law and to the Graduate School of Arts and Science (GSAS). Students may apply to both schools simultaneously or to one school while in the first year of study at the other. There are no specific admission standards or applications for dual degree applicants at either school. Once admitted to both schools, the student qualifies for the dual degree program.

Degree Requirements: The School of Law requires the completion of 82 credits in six semesters of full-time study for the J.D. degree. Full-time study is defined as 12 or more credit hours per semester, primarily in courses commencing prior to 6 p.m. One semester of full-time graduate study, or up to 12 credits, from the Graduate School of Arts and Science is counted toward the J.D. degree. Thus, at least one of the student’s semesters in GSAS must be full-time and consist of a majority of credits in daytime courses. For a complete description of courses required for the J.D. degree, consult the School of Law Bulletin. As stated above, the Ph.D. degree requires 72 credits of graduate study, of which 12 credits are accepted from the School of Law. The two degrees therefore require a total of 130 credits (70 at the School of Law and 60 at the Graduate School of Arts and Science). Because some of the credits earned in each program are counted toward the other degree, it is possible to complete the course requirements for both degrees in five years of full-time study.

Course of Study: Normally, students pursuing the dual degree program spend their first year completing most
of the first-year curriculum at the School of Law and the two sociological seminars at GSAS. Thereafter, the course of study is constructed in consultation with the student's adviser. All other course requirements for the Ph.D. degree are the same as those indicated above for the J.D. degree. Consult the School of Law Bulletin for more details.

Language Requirement: Proficiency in at least one language other than English is required of all doctoral candidates in the J.D./Ph.D. program. See Language Requirement under Doctor of Philosophy.

Qualifying Examinations: Students enrolled in the J.D./Ph.D. dual degree program take their comprehensive examinations no later than the end of the fifth year of enrollment in the program. See Qualifying Examinations under Doctor of Philosophy.

Dissertation: The dissertation should be completed and the degree awarded no later than the end of the ninth year of work for those also enrolled in the dual degree program. See Dissertation under Doctor of Philosophy.

Courses

The G62 course numbers are for use only by LSP students. Other students should register under the primary course number.

The semester at the School of Law starts and ends approximately one week earlier than that of the Graduate School of Arts and Science. Contact the Institute for Law and Society for specific dates.

I. SOCIOLEGAL THEORY

Sociological Studies I: The Sociological Seminar
G62.1001/G53.2358/L06.3570 (Law and Society) Chevigny, Harrington.
This seminar (1) surveys approaches for understanding the relationship between social and legal thought and (2) examines their methodologies. Readings examine the extent to which social science and law have common theoretical and methodological foundations. Focus is on analytical, doctrinal, institutional, and philosophical perspectives and approaches to the study of law and society. The interface between legal and social, cultural, economic, and political phenomena is studied through critical debates as well as from a historical and comparative perspective.

DUAL JURIS DOCTOR AND MASTER OF ARTS

Admission: Students who wish to enroll in the J.D./M.A. dual degree program must apply separately to the School of Law and to the Graduate School of Arts and Science. Students may apply to both schools simultaneously or to the Graduate School of Arts and Science when in the first or second year of study at the School of Law. There are no specific admission standards or applications for dual degree applicants at either school. Once admitted to both schools, the student qualifies for the dual degree program.

Qualifying Examinations: Students enrolled in the J.D./Ph.D. dual degree program take their comprehensive exams no later than the end of the fifth year of enrollment in the program. See Qualifying Examinations under Doctor of Philosophy.

Dissertation: The dissertation should be completed and the degree awarded no later than the end of the ninth year of work for those also enrolled in the dual degree program. See Dissertation under Doctor of Philosophy.

Sociological Studies II: Law and Social Policy
G62.1002/G53.2360/G93.3462/L06.3580 (Law and Society) Staff.
Critical examination of the relationship between law and social policy through a series of case studies, including landmark Supreme Court cases, state court decisions, determinations by regulatory agencies, and policy formation by Congress. The substantive issues explored (such as toxic contamination, tobacco, school desegregation, HIV, affordable housing, and assisted suicide) contribute to an understanding of the process through which various institutions make policy, the capacities of these institutions to confront complex policy issues, and the extent to which different institutions are more or less successful in defining and achieving policy goals. For comparative understanding, students explore the relationship between courts, administrative agencies, and legislatures in several settings outside the United States.

Introduction to Legal Philosophy
G62.1003/L06.3005 (Law) Murphy.
Survey of 20th-century contributions to legal philosophy. In addition to the central debate between H. L. A. Hart and Ronald Dworkin over the concept of law, students discuss natural law theory, legal realism, critical legal studies, feminist jurisprudence, critical race theory, and some aspects of postmodern legal theory. The course begins with an introduction to the methods of moral and political theory. There is a take-home examination, with a paper option for half the credit for this course.

Law and Modern Society
G62.1004/L06.3560 (Law) Garland.
This seminar explores the changing forms and functions of law in modern society and the sociological theories that seek to interpret these developments. The concept of modernity forms the background for the first half of the course, in which the work of Durkheim, Marx, and Weber is reviewed in some detail. Thereafter the class addresses a body of work by writers such as Foucault, Selznick, and Teubner, that argues that the character of modern law—and modern society—is changing in ways that require us to revise our understanding of the relationship of “law” to “society.” Themes include the decline of the rule of law; the emergence of responsive or reflexive law; law in the welfare state; laws, norms and discipline; the relation between law and other systems of regu-
the idea of postmodernity as it applies to the legal sphere. The course does not presuppose any prior knowledge of social theory.

**Classic Sociological Theory**
G93.2111 (Sociology) Garland.
Examines major figures of modern sociology, including Marx, Durkheim, Weber, Simmel, Mead, Freud, and Parsons. Focuses on the conditions and assumptions of social theory, the process of concept formation and theory-building, general methodological issues, and the present relevance of the authors examined. An effort is made to speculate on the nature of the growth of knowledge in sociology.

**Advanced Theory Seminar: Foucault**
G62.1010/G93.3112 (Sociology) Garland.
This seminar is concerned with developing an in-depth understanding of the work of Michel Foucault and its implications for social and historical research. The class studies several of his substantive historical studies (Discipline and Punish, Madness and Civilization, The Birth of the Clinic, and The History of Sexuality) and explores key concepts in Foucault’s work, such as archaeology and genealogy, power/knowledge, governmentality, and subjectification. Critical responses to Foucault’s work are discussed, as are attempts by other authors to put Foucaultian concepts to their own use.

**The Sociology of Punishment**
G62.1020/G93.2508 (Sociology) Garland.
This seminar discusses the literature of the sociology of punishment and the various theoretical traditions through which the institutions of penalty have been understood. It is particularly concerned with developing a sociological account of contemporary patterns of penal practice in the United States and elsewhere.

**Seminar in Sociology of Law: Gender Politics and Law**
G62.1021/G93.3334 (Sociology) Dixon.
More than statutes, rules and court cases, law constitutes a discursive field where structured inequalities and shared cultural understandings are defined, reinforced, and transformed. This course focuses on the development and changes in U.S. legal discourses and how these debates produce the context for the development, administration, and interpretation of gender relations. Students explore the historical development of the liberal legal system in the United States as it relates to gender as well as critiques of liberal legalism from the standpoint of legal realism, critical legal theory, and literary criticism. In addition, students examine legal debates in various substantive areas, such as constitutional law, abortion, reproduction, homosexuality, domestic and sexual violence, employment discrimination, divorce, and custody.

**Race and Legal Scholarship**
G62.1022/L06.3545 (Law) Caldwell.
This seminar considers how concepts of prejudice and theoretical work on the operation of racial ideology affect developments in the law concerning the protection against racial discrimination afforded by specific constitutional and statutory laws as well as interpretations of the impact of race generally in other substantive legal areas. Recent developments in the study of race in the social sciences are considered. Students examine contemporary problems in race relations in light of the theoretical foundations of classical legal scholarship, law and economics, critical legal scholarship, and the emerging critical scholarship on race—much, but not all, of which is written by legal scholars of color.

**Race, Values, and the American Legal Process**
G62.1023/L06.3512 (Law) Higgenbotham Jr.
This seminar examines the use of the law to both perpetuate and eradicate racial injustice in the United States from the inception and rise of slavery during the colonial period through the U.S. Supreme Court decision in Brown v. Board of Education in 1954. The major institutions studied are the courts and the legislatures (predominantly at the colony or state level). The course explores both criminal and civil law and focuses particularly on their role in the preclusion or allowance of traditional family relations, education options, due process in the courts, and other “rights” for blacks.

**Law and Economics**
G62.1024/L06.3020 (Law) Kornhauser.
The first part of this course is a survey of intermediate microeconomic theory, with an emphasis on welfare economics. It provides a framework for the second part of the course, which is an economic analysis of tort and property rules and consideration of similar problems in law and economics.

**Voting, Game Theory, and the Law**
G62.1025/L06.3035 (Law) Benbachi.
This course first addresses the properties of various voting methods and procedures. The class considers desirable properties that a voting method might possess and determines which methods, if any, have these properties. The ideas developed are used to analyze practical problems, such as voting in union elections and the provision of minority representation within the context of the Voting Rights Act. Next, the class considers the concept of power and examines the distribution of power among voters in different states and within voting bodies, such as the United Nations Security Council and congressional committees. Finally, the course develops concepts related to strategic thinking used in game theory and applies these concepts to voting situations and legal problems.

**Seminar in Labor Law Theory**
G62.1026/L07.3560 (Law) Estrich.
Theoretical perspectives in the study of labor and employment law. Topics include the theory of the Wagner Act, reformist perspectives, economic critiques of regulation of labor markets, the critical legal studies movement, challenge, and comparisons with labor and employment law systems of other countries. The seminar requires a substantial research paper.

**Gender Issues in Law and Culture**
G62.1028/L06.3567 (Law) Bruner, Gilligan, Richards.
This seminar explores, from both a historical and contemporary perspective, the role of various interpretive perspectives on gender in law and culture as tools for the understanding, diagnosis, and remedy of racism and sexism as interlinked evils that afflict both men and women, heterosexuals and homosexuals. Its central topic is the terms of the struggle to introduce unconventional, gender-subversive voices and topics into public discourse, criticizing cultural racism, sexism, and homophobia.

**Justice and Authority in Groups**
G62.1029/G89.5404 (Psychology) Tyler.
Introduction to psychological research on social justice. Three areas of justice are considered: distributive justice, procedural justice, and retributive justice. Distributive justice is concerned about the impact of people’s assessments of the fairness of the distribution of resources or opportunities within groups, organi-
zations, or societies. Procedural justice examines the importance of judgments about the fairness of decision-making procedures. Retributive justice explores people's views about fair ways to punish those who break social rules. Emphasis is on reading and discussing recent theoretical and empirical writings on these topics.

**State and Political Development**

**Politics of the Legal Order**
G62.1101/G53.2355 (Politics) Harrington.

The role of law in politics. Overview of approaches that shape the theoretical and empirical contours of the public law field and contribute to multidisciplinary law and social science studies. Examines institutional, judicial behavior, legal impact, dispute processing, ideological, and neoinstitutional approaches. Studies multidisciplinary political movements and debates, such as liberal legalism, legal realism, legal pluralism, law and society, law and economics, feminist jurisprudence, critical legal race theory, and interpretive sociological theory. Focus is on legal and political development, legal institutions, judicial politics, litigation, and legal-political mobilization. The object is to investigate both the politics of law and the law of politics.

**State, Law, and Politics in Society**
G62.1102/L06.3505/G53.2356 (Law) Chevigny, Harrington.

Examines the relationship between law and the state by asking whether and how law is autonomous from the political powers of the state. Studies the institutional powers of the legal profession and the judiciary, doctrinal, and legal rights. Examines sociol egal theories of interpretation. Investigates the ideology of law in legal formalism, both contemporary and in the past, law and society, and critical legal studies.

**Law and Society**
G62.1103/G93.2434 (Sociology) Heydebrand.

Designed to provide a broad theoretical framework for analyzing and interpreting the interrelationships between law, politics, and society. Begins with a consideration of the intellectual and methodological differences between law and social science; then examines the interface between law and social science from two perspectives. First, the relationship between law and society is traced from the point of view of the influence of norms and customs, social structure, and class and power on the development, form procedure, and substance of law. Second, the impact of law on society is examined in the areas of rights and social movements, race discrimination, gender discrimination, and crime and justice. Critical race theory and critical gender theory receive special attention here. A section on law, courts, and the administration of justice examines the institutional structure and transformation of the American legal and judicial system, and a final section on the legal profession, legal education, and critical legal theory deals with the contradictory role of lawyers as agents of the status quo and of social change.

**Large-Scale Organizations**
G62.1104/G93.2352 (Sociology) Heydebrand.

Introduction to the rapidly changing field of large-scale organizations. Begins by locating the field at the intersection of various social science disciplines as well as business management, public administration, the anarchist theory of organization, Marxism, and critical theory. Major organizational theories and approaches discussed include Weber, scientific management, human relations, decision theory and systems models, contingency theory, resource-dependence and strategic choice, institutionalism, population ecology, and the phenomenology of organizations. After considering various methods of organizational analysis, the course focuses on a number of organizational environments, with particular emphasis on the political economy, the policy networks of the state, and the transformation of the judiciary and the courts. Finally, certain dimensions of internal structure and change are discussed, particularly organizational control structures from markets and hierarchies to technocratic corporatism and democratic participation.

**State and Local Government**
G62.1105/L01.3016 (Law) Jacobs, Viteritti.

Explores the power that state and local governments have to regulate, provide public services, redistribute wealth, spend, finance private projects, tax, and borrow, and ways in which law tries to keep that power accountable. Some of the doctrinal issues considered include conflicts between state and local authority, controls imposed as conditions on federal or state grants, limits on borrowing and deficit spending, direct democracy, nondiscriminatory access to services, and local government liability for damages for violations of civil rights and antitrust law.

**Land Use, Housing, and Community Development in New York City**
G62.1106/L10.3506 (Law) Schill, Upham.

Overview of the theory and practice of urban development in low- and moderate-income neighborhoods. Focus is on three specific subject areas: land use, housing, and community development. Begins with background readings on the growth of cities and urban economies, the interaction of demographics and markets, and the legal framework of local government in general. Then looks in detail at a series of case studies selected to illustrate the fundamental legal, political, and economic issues in land use and housing. The primary goal for the seminar is the familiarization of the students with the legal and political frameworks within which development takes place in low- and moderate-income neighborhoods in New York City. A second goal is the explication in several concrete settings of the relationship between legal doctrine—the presentations of “legal frameworks” that begin the seminar and each case study—and what actually results from the interaction of legal, political, and economic forces. A third goal is the training of students in empirical fieldwork and sociological methodology. Fieldwork reports provide an opportunity for students to integrate empirical investigation with theory building.

**Constitutional Practices**

**The American Constitution**
G53.2350 (Politics) Randall.

Analysis of the political, social, economic, cultural, and legal circumstances surrounding the great conflicts in American constitutional development. Particular attention is given to how those conditions and events affected and were affected by the Constitution and its interpretation, in historical context and in American political thinking. The American judicial tradition and its contents are explored through the work of individual justices of the Supreme Court.

**The Supreme Court and the Constitution**
G53.2359 (Politics) Randall.

Examines the third branch of government as chief interpreter of the Constitution and reviewer of the work of government. The structure, procedures, personnel, and informal organization of the Court are considered along with the appointment process. Some
attention is given to the impact of the Court's decisions and to public opinion about the Court. Emphasis is on the Court's political role in a democratic polity.

Current Constitutional Issues
G62.1201/L01.3536.01 (Law) Bell.
Students learn best by doing, that is, by active participation in the subject matter. Using simulation models, students perform the functions of both justices of the U.S. Supreme Court and attorneys handling litigation before that Court. By simulating the Court's perspective, on the litigation in which it grants or denies remedies, students better understand the often opaque reasoning the Court provides in adopting or rejecting principles, doctrines, and standards. This structure enables participants to gain a good understanding of how factors, neither stated nor even recognized, can influence the judicial process.

American Legal History
G62.1202/L06.3010 (Law) Reid.
Beginning with the colonial period and emphasizing the 19th century, this course covers the formative era of American law in early Massachusetts Bay; the constitutional controversy leading to the American Revolution; the growth of law in the early republic; the law of the clan and of the blood feud among the Cherokees; the American law of slavery; and the fugitive slave controversy.

Readings in American Legal History
G62.1203/L06.2521 (Law) Prerequisite: U.S. Constitutional Law or permission of instructor. Reid.
Readings in the history of American law, with emphasis on studies casting light on the nature of law and its relationship to society. Assigned books and articles are reported on, reports are distributed, and class hours are devoted largely to discussion. Students are asked to submit two-page evaluations of works read. Readings include such publications as William Cronon, Change in the Land: Indians, Colonists and the Ecology of New England; Morton J. Horowitz, The Transformation of American Law, 1780-1860; Robert A. Ferguson, Law and Letters in American Culture; and Suzanne Lebsock, The Free Women of Petersburg: Status and Cultures in a Southern Town, 1784-1860.

Free Speech, Censorship, and Culture
G62.1204/L01.3502 (Law) Adler.
Examines the law of free speech and censorship from an interdisciplinary perspective. Explores the following questions: What are the roots of the impulse to censor? What cultural assumptions are embedded in First Amendment law and theory? How does censorship law reflect or reinforce cultural anxieties about certain subjects, such as gender and class, and about certain forms of expression, such as technology and art? In what ways does censorship law shape literature, art, and popular culture? Readings include First Amendment case law and theory as well as selections from other disciplines.

Culture and Language Discourse
G62.1301/L06.3500 (Law) Chase, Chevigny.
Study of various types of dispute resolution found in societies ranging from primitive to technocratic as well as variations in disputing models within a given society. In order to give theoretical grounding to the foregoing, selections from texts on anthropology, law, and society and from the work of legal comparativists are assigned. The goal is to obtain a deeper understanding of the cultural relativism of legal institutions.

Language and Problem Solving: The Legal Process and Narrated Self
G14.1702 (Anthropology) Schieffelin.
Analysis of language as a particular type of problem-solving activity. Views language as a significant form of social action and, as such, as a resource for participants and researchers. Grounding themselves in comparative materials, theories, and methodologies drawn from the literature on comparative studies of dispute resolution, symbolic interaction, political economy of language, narrative, and the "narrated self," students explore how two speech genres—disputing and narrating—come together in the context of small claims court, an important legal institution in contemporary American society. The course introduces students to research in the ethnography of speaking, pragmatics, conversation analysis, narrative analysis, and interpretive sociolinguistics.

Language Ideologies, Social Change, and Language Use
Language choice is one of the principal arenas of struggle in achieving individual and group status in multicultural societies. This course explores various approaches to analyzing language ideologies and their relation to language choice and use in multicultural societies undergoing social change. Through examining language practices and language-related institutions, students ask how authority, identity, and power are contested, reformulated, and changed, and how (or whether) linguistic diversity is valued. Through a series of ethnographically oriented case studies, students evaluate different theoretical frameworks for looking at the social and symbolic relationships between ethnic and national languages and their speakers. Students also explore various types of multilingualism, both written and spoken, and the speech practices that accompany such complex sociocultural contexts.

Empirical Theory and Methods
Research Methods and Statistics I: Introduction to Methods of Sociological Research
G62.1404/G93.2331 (Sociology) Guthrie.
First course in a sequence of three that is required of all Ph.D. students in sociology. The sequence serves as an introduction to quantitative research in sociology, integrating the study of research methods and statistics. This course introduces basic methodological issues and basic statistics.

Research Methods and Statistics II: Introduction to Statistics
G93.2332 (Sociology) Prerequisite: grade of B or better in Research Methods and Statistics I G93.2331 or permission of the instructor. Guthrie.
Second course in a sequence of three that is required of all Ph.D. students in sociology. Covers such multivariate statistical methods as multiple regression and path analysis, dummy variables, interaction terms, path analysis, the elaboration model for the analysis of contingency tables, factor analysis, complex sample designs, and scale construction. Emphasis is on social science applications. An accompanying lab offers instruction in the use of SPSS for Windows to carry out statistical analyses on social science data sets.

Qualitative Methods
G93.2303 (Sociology) First priority is given to sociology graduate students. Prerequisite: an introductory methods course. Gerson, Horowitz.
Two-semester course that involves students in constructing, implementing,
and completing a fieldwork project using interviews and/or participant observation. Class participation is an integral aspect of the course. Covers both epistemological and “how to” issues and debates, and includes ongoing discussions of issues raised by student projects. Students should have a general idea for a project that focuses on issues of class, race, and/or gender stratification.

Interpretation, the Human Sciences, and the Law: The Lawyering Theory Colloquium G62.1401/L06.3555 (Law) Amsterdam, Bruner, Davis, Moravcsik.

Looks at legal thinking and institutions through the lenses of epistemological and humanistic disciplines, such as psychology, ethnology, linguistics, and literary criticism. Each year these approaches are explored in relation to a set of legal issues that includes questions of constitutional interpretation. (Recent topics included the U.S. Supreme Court’s treatment of issues of African slavery in the 19th century and racial equality in the 20th century; murder and the death penalty as crime and punishment, propitiation and atonement, and images of terror and authority; a combination of these two themes—racial discrimination in capital sentencing.) Students work in teams of three to five to prepare presentations to the group at each week’s colloquium session. Students also work individually or in pairs on a research project, which may produce either (1) a paper that satisfies part A of the writing requirement and is completed within the semester or (2) a detailed thesis, proposal, and bibliography for such a paper, to be written as directed research for an additional 2 credits in a later semester.


Uses seminar and simulation formats to explore issues concerning the use of expert opinion. Focuses on two equally important processes: (1) the process by which expert advice and testimony are used for the purpose of establishing facts at issue between parties at trial and (2) the process by which expert advice, testimony, and publications are used to inform judicial interpretation of a law. Students explore legal constraints and policy considerations surrounding these processes. Simulations involve experts in psychiatry, psychology, and social work and concern questions of criminal procedure and child custody adjudication. The lessons of the course, however, cut across expert disciplines and substantive areas of the law.

Law and Social Science G62.1403/L06.3008 (Law) Tyler.

Introduction to the interface between law and the social sciences. Explores the use of social science research findings in a variety of areas of the law. These include jury decision making; the use of profiles in identifying suspects; evidence such as lie detectors, eyewitnesses, and repressed memories; trademark confusion; psychological assumptions underlying Constitutional law; citizen dissatisfaction with the law and legal authorities; and a variety of other topics.

II. SOCIAL AND LEGAL POLICY

Law and Social Policy G62.2001/L06.3544 (Law) Nelkin.

This seminar examines the intersection of law and science, drawing from policy disputes over human genetics, biotechnology, and AIDS. In each of these areas, courts and administrative agencies have generated and mediated conflicts between scientific and social values. The course addresses issues of privacy, property, and informed consent that arise in disputes over genetic testing and biotechnology. It then addresses the role of science in shaping AIDS policies. This course is offered for part A writing credit.


Considers how the law influences the availability, quality, and cost of medical care, and demands a sophisticated understanding of many bodies of law, including the Constitution; state and federal administrative law; the regulation of insurance; the Byzantine statutes defining benefit and regulatory programs; tort principles of duty, consent, confidentiality, and malpractice; corporate law (profit and not-for-profit); labor law; tax law; and more. However, the focus is not primarily legal. Rather, the effort is to grapple with defining life experiences and to explore the political, philosophical, and personal values that shape these experiences. Statutes, regulations, and judicial decisions are primary source materials, but these are placed in an empirical policy context.


This seminar examines controversies over the ownership and control of the body that have resulted from advances in genetics, biotechnology, and reproductive technology. Embryos, blood, human tissue, and DNA have become valuable resources—raw materials for the development of biotechnology products and sources of predictive information for social institutions. Readings and seminar discussions use recent disputes to examine the relationship of science to law, commerce, and social policy, and to explore the influence of the applications of biotechnology and genetics on questions of privacy, identity, and rights.


This seminar explores the empirical assumptions that underlie leading theoretical justifications for various aspects of land use and environmental law, survey and critique existing empirical evidence bearing upon those assumptions, and formulate research plans for further tests of the assumptions. Particular attention is given to the empirical bases for various theories regarding when compensation should be paid for environ- mental and land use restrictions imposed upon property. The course does not assume statistical or econometric knowledge, nor are students asked to conduct statistical tests. Instead, the emphasis is on learning to identify often hidden empirical assumptions, gaining rudimentary understanding of empirical methodolo- gies, and developing an ability to formulate research questions for persons (such as expert witnesses) who do have the econometric skills necessary to actually execute the studies. Students prepare short critiques of existing empirical studies and present a proposal for an empirical study. Students who wish to use the seminar for a part A paper may use the proposal as the springboard for a longer analysis. The seminar lays the groundwork for developing a clinic in which students provide empirical analyses necessary for informed land use and environmental policy discussions. Although a background in land use or environmental law is not an absolute prerequisite, some familiarity with at least one of those areas is desirable.

Allocating Authority for Biomedical Decisions G62.2005/L08.3528 (Law) Dubler.

The law’s response to new biomedical technologies and the role of law in exercising control over these developments. Topics covered include genetic engineering; reproductive technologies;
prenatal diagnosis and treatment and genetic counseling; abortion and advances in neonatology; life-sustaining technologies at the beginning and end of life and for those with poor quality of life; organ transplantation; artificial organs; testing and screening for health threats; and allocating health care resources and rationing.

**Women and Law**
G62.2006/L08.3508 (Law) Ellis, Goldsheid.
Taught by feminist practitioners, this course seeks to integrate feminist theory with the practice of women's rights law by examining a wide range of contemporary women's rights legal issues. Beginning with the development of constitutional protection for gender discrimination, the course examines topics such as reproductive rights, educational equity, violence against women, employment, and gender bias in the courts, with attention to how women's rights concerns intersect with issues of race, class, and sexual orientation. The course discusses how litigation, public policy, and legislative strategies have and can be used to achieve feminist visions of equality.

**Sexuality and the Law**
G62.2007/L08.3509 (Law) Ehlebrick.
Begins with the development of constitutional, medical, and theoretical constructions of sexuality. The question of how state regulations and legal analysis promote or reflect certain views of sexuality, gender, and sexual orientation is central to discussion and study. The later part of the course applies this background to three specific institutional contexts in which the social rules of sexuality and gender are challenged and charged through the legal process: the military, marriage and the family, and the workplace.

**Rights of the Mentally Disabled**
G62.2008/L08.3535 (Law) Ley.
Study of the delicate balance between government benevolence and individual autonomy. The seminar considers the rights of persons with mental disabilities in institutional and community settings and explores issues involving psychiatric expertise, involuntary commitment, the right to treatment, the right to refuse treatment, discrimination, the rights of newborns with mental disabilities (the “Baby Doe” cases) and medical decision making for incompetent persons (Cruzan, et. al.). Students examine the development of case law and statutes and the social policies underlying them, analyze briefs and transcripts from selected cases, and attend a commitment hearing.

**Government Benefits Programs**
Examines the principal policy choices faced in government benefit programs for the poor, including the definition of the category of recipients; the design of income and resource requirements; work requirements; procedures to determine eligibility; federal/state divisions of responsibility; and the functions of judicial review. Focuses on Aid to Families with Dependent Children, Social Security, and the Supplemental Security Income program.

**Crime**
Deviance and Social Control
G62.2020/G93.2160 (Sociology) Greenberg.
Broad, introductory course in the sociology of deviance and social control. Students read and analyze classical and contemporary texts representing different theoretical and research traditions, dealing with the designation of some types of behavior as deviant; ideologies and methods of social control; the etiology of deviance; deviant subcultures; and the politics of deviance. An attempt is made to examine a wide range of normative violations, such as crime, mental illness, witchcraft, scientific deviance, alcohol and drug use, and various types of sexual deviance.

Criminology
Critical evaluation of the historical development of the study of crime. Readings offer a variety of theoretical and methodological approaches to the analysis of various areas of crime (violent, property, victimless, white collar). The class provides a forum for critically discussing the variety of theoretical frameworks, issues, research methodologies, and findings used to explain the formation, violation, and administration of criminal law. Assigned readings include Criminological Theories by Ronald Akers, *The Real War on Crime* by Steven Donziger, and numerous journal articles.

Criminal Sanctions
This seminar examines current issues in the sentencing and sanctioning of offenders. Using historical, sociological, and philosophical approaches, it aims to develop a critical understanding of contemporary policies and practices of punishment. Readings deal with policies such as incapacitation, just deserts, expressive justice, and retribution and look at the decision making and practices of the institutions that implement them. The aim is to ground normative analysis (as developed by the philosophical literature) in a more empirical knowledge of how penal institutions actually work. Students may choose to be examined by means of a term paper that will satisfy the part A writing requirement.

**Policing in Democratic Societies**
G62.2023/L04.3533 (Law) Fijnaut, Skolnick.
What are the origins of democratic policing? How are police organized, and how do they function? Why do law enforcement officials act the way they do, in patrolling, searching, seizing, interrogating? What are the occasions, explanations, and remedies for police brutality, corruption, and perjury? What kinds of rules, organizations, and institutions are appropriate and effective for maintaining police accountability in a democratic society? Although students discuss some constitutional cases, this is not a systematic seminar in the doctrine of police practices. Rather, the focus is on the history, sociology, and politics of the police. Police accountability through politics and law is a major concern.

**Regulation of Vice**
G62.2024/L04.3539 (Law) Skolnick.
What is vice and how does it differ from crime? If we criminalize it, can we regulate it? And if we criminalize it, how shall we regulate it? This seminar discusses a range of “vices” and regulatory strategies that might be applied. Because students need to know much about the nature of the “vice” in order to sensibly discuss policy options, there is considerable reading, some of it required, others recommended.

**Gun Control**
G62.2025/L04.3525 (Law) Jacobs, Noble.
This seminar examines the problem that firearms and other weapons pose for contemporary society and the constitutional, statutory, administrative, and court-made laws relating to the regulation of firearms and other weaponry. Topics include firearms and crime; firearms and self-defense; the Second Amendment as a limitation on congressional regulation; federalism and
the federal role in regulating of firearms; the role of the Bureau of Alcohol, Tobacco, and Firearms; the conflict between state and local government in regulating firearms; criminal law issues (including aggravated offenses, prophylactic offenses, and presumptions); sentencing law issues (bootstrapping and other enhancements for crimes committed with firearms); the prohibition and regulation of subcategories of firearms (e.g., “Saturday night specials” and “assault rifles”); products liability and gun control; controls on ammunition; controls on less lethal weaponry (knives, mace, and brass knuckles); and controls on more lethal weaponry (explosives and military weapons). Students are required to write a paper either for the part A or part B writing requirement and present their work in class.

**Corruption and Corruption Control**


This seminar examines the pervasive problem of official corruption and the various bodies of law and legal institutions that exist to prevent, detect, and punish corruption. Topics include bribery and antitrust statutes; the federal role in investigating and prosecuting state and local corruption under the Hobbes Act and mail statutes; accounting controls; and civil service inspectors general; auditing and1769; and controls on more lethal weaponry (explosives and military weapons). Students are required to write a paper either for the part A or part B writing requirement and present their work in class.

**Corruption and Corruption Control**


This seminar examines the pervasive problem of official corruption and the various bodies of law and legal institutions that exist to prevent, detect, and punish corruption. Topics include bribery and antitrust statutes; the federal role in investigating and prosecuting state and local corruption under the Hobbes Act and mail statutes; accounting controls; and civil service inspectors general; auditing and accounting controls; and civil service and administrative enforcement strategies and sanctions. The seminar fulfills the part A writing requirement.

**Race, Poverty, and Criminal Justice**

G62.2027/L04.3512 (Law) Stevenson.

Examines the influence of race and victim-offender economic status in the administration of criminal justice. Conscious and unconscious racism as well as overt and more complicated mechanisms for creating bias against the poor are explored. Students study racial disparities in charging, discretionary judgments in the prosecution of criminal cases, sentencing, and the formulation of crime policy in the United States, and discuss issues of race and class in criminal case court decisions. Students assess the effectiveness of antidiscrimination law in the crime and punishment area and review data and empirical studies on a variety of issues that impact the poor and people of color in the criminal justice system. Particular attention is paid to the role of legislators, prosecutors, state and federal judges, defense attorneys, and juries, and litigation and other reform strategies aimed at bias against racial minorities and the poor are discussed.

**III. COMPARATIVE AND GLOBAL PERSPECTIVES**

**Comparative Law and Social Change**

G62.3001/G93.5334 (Sociology) Heydebrand.

This seminar explores the historical and structural interrelationships between law, politics, and economy in the United States and Europe in the 20th century. Starting with the theories of Marx and Weber and the historical work of Horwitz, Hurel, Merryman, and Tigar and Levy, the focus is on the analysis of 20th-century developments such as legal realism, the legal process approach, feminist jurisprudence, critical legal studies, and the economic analysis of law. Parallel jurisprudential movements are analyzed for Europe (e.g., the work of the early critical legal theorists Fraenkel, Kirchheimer, and Neumann and the theories of Luhmann, Teubner, and Habermas). Concludes with an inquiry into the underpinnings of state socialist, fascist, and postsocialist legal systems.

**Topics in Advanced Property**

G62.3002/L10.3537 (Law) DeVita, Upham.

This seminar addresses a range of issues in contemporary property law from the perspectives of American, European, and Japanese law. Topics include theories of property, security of title, land-use controls, the intergenerational transfer of wealth, intellectual property, and the role of property rights in economic development. Students may write their part A paper for this seminar.

**Race and the Law: U.S. and South Africa**

G62.3003/L06.3542 (Law) Higgenbotham Jr.

Comparative analysis of the legal process in South Africa and the United States. Focus is primarily on (1) the political leadership and in-court advocacy by lawyers and (2) the similarities and differences in the education laws and cases in South Africa and in the United States.

**Law and Society in Japan**

G62.3004/L05.3006 (Law) Upham.

Looks at the interaction of the legal system and legal institutions with Japanese society, politics, and economics. The goal is to use Japan as a case study of the role that law can play in contemporary advanced democracies and thereby test current social theory of law and society against a non-Western experience. Looks closely at several different areas of law in Japan, including environmental protection, patients’ rights, freedom of religion, civil rights issues in employment discrimination and affirmative action, criminal procedure and police practices, HIV/AIDS, and family law. Readings consist of translated cases, statutes, and other types of legal documents, and secondary materials. Evaluation is based primarily on a take-home examination/essay, although in particular circumstances permission is granted to students who wish to write research papers. No particular background is required or recommended, and students with no previous interest or experience in Japan are welcome.

**Law and Society in China**

G62.3005/L05.3009 (Law) Sogin.

Deals with the development of the indigenous Chinese legal tradition, within the context of the Confucian, legalist, and Taoist philosophy; the reform of law in modern China; and the emerging legal framework for foreign investment in China. The Confucian legal tradition is the core of the legal cultures of East Asia including Japan, Korea, and much of Southeast Asia. The first part of the course serves as an introduction to that tradition. Contemporary China has seen an effort to create a new legal system within the context of transforming a Communist command economy into a market system. The second part of the course looks at the role of law in this process from the perspective of domestic actors as well as foreign investors.

**Islamic Law and Society**

G62.3006/G77.1852/L05.3560 (Middle Eastern Studies) Haykel.

The aim of this seminar is to expose graduate students to a variety of writings in and on Islamic law. The first readings consist of introductory surveys. These are followed by recent studies on the theoretical foundations of Islamic law (usul al-fiqh). Students then sample some substantive legal material as it is presented in the classical legal manuals. The aim here is to give a sense of the way in which Islamic law was traditionally presented and how these manuals were then used by scholars. This is followed by an examination of the methods and forms of transmission of Islamic legal knowledge and
Constitutionalism is not unique to the practice of constitutionalism in the light of contemporary problems. This seminar addresses the theory and practice of constitutionalism in the light of contemporary problems. Constitutionalism is not unique to the West or the North though made to appear so by dominate discourse. Students explore many genres of constitutionalism (liberal, socialist, postcolonial, postsocialist, postliberal, and postmodern). The political achievement of modernity embodied in American constitutionalism, in all its complexity and contradiction, is addressed in a comparative setting. Many a paradox characterizes contemporary constitutionalism. Some celebrate the triumph of forms of liberal democracy; others pronounce the death of constitutionalism. Even as new nations valorize freedom of speech and expression, postmodernist scholarship urges us (in complex ways) to dilute, if not abandon altogether, the hagiography of the First Amendment. In the midst of explosive judicial activism, especially in the South, the well-worn discourse on the legitimacy of judicial review acquires new edges. And in this Age of Human Rights, some constitutions continue to pose obstacles to national implementation. How do, if at all, perspectives from comparative constitutionalism foster a more adequate understanding?

**International Law: History, Theory, and Policy**

G62.3009/L05.3050 (Law) *Kennedy.*

Considers the theoretical, doctrinal, and policy arguments that have been used in addressing international legal issues in this century. Also considers basic doctrines of public international law, as well as relations among the professional disciplines of comparative law, and international relations. Examines both the history of international legal argument and innovative contemporary scholarship, while looking at a selection of current international regulatory issues. There is no prerequisite. Both students with and without prior international law study or experience are welcome.

**Comparative Public Interest Lawyering**

G62.3010/L06.3575 (Law) *Miyazawa.* 1 credit.

Research seminar designed to provide students with an opportunity to engage in a comparative study on public interest lawyering, which is broadly conceived here, ranging from pro bono, legal aid, and public defenders, to cause lawyering, political lawyering, and rebellious lawyering. Classroom sessions are used to review major theoretical and empirical works on the subject. Students present a research plan at the final session. A research paper is due on the last day of the examination period.

**Reading and Research**

G62.3304

Independent study.

**Sociolegal Colloquia Courses and Series**

**Colloquium in Legal, Political and Social Philosophy**

L06.3517 (Law) *Dworkin, Habermas, Nagel.*

**Colloquium on Constitutional Theory**

L06.3501 (Law) *Eisgruber, Sager.*

**Colloquium on Innovation Policy**

L12.3534 (Law) *Dreyfuss, Zimmerman.*

**Colloquium on Law, Economics, and Politics I and II**

L06.3531 and L06.3513 (Law) *Full year. Ferejohn, Kornhauser.*

**Law and Society Faculty Colloquium**

Sponsored by the Institute for Law and Society.

**Legal History Colloquium**

L06.4515 (Law) *Full year. Nelson.*
The subject matter of linguistics is language. At the same time that linguists work to determine the unique qualities of individual languages, they are constantly searching for linguistic universals, for properties whose explanatory power reaches across languages. The members of the faculty of the Department of Linguistics have research interests in syntax, semantics, urban sociolinguistics, phonology, phonetics, computational linguistics, and historical linguistics.

The department has strong ties to the Departments of Anthropology, Computer Science, Philosophy, and Psychology, and in recent years members of the department have co-taught courses with members of the Departments of Anthropology and Psychology. The bonds to these disciplines reflect the department’s commitment to a broad-based and comprehensive approach to the study of language.

The department’s M.A./Ph.D. program prepares students for research in linguistics and for careers in academe and industry.

**Faculty**

Mark R. Baltin, Professor. Ph.D. 1978 (linguistics), Massachusetts Institute of Technology; M.A. 1975 (linguistics), Pennsylvania; B.A. 1971 (linguistics), McGill.

Syntax; semantics; lexical representation.


Urban sociolinguistics; African American Vernacular English; language and culture in the Caribbean.

John R. Costello, Professor. Ph.D. 1968 (Germanic linguistics), M.A. 1966 (Germanic linguistics), New York; B.A. 1964 (German literature), Wagner College.

Historical linguistics; diachronic syntax; first and second language acquisition.

Ray C. Dougherty, Associate Professor. Ph.D. 1968 (linguistics), Massachusetts Institute of Technology; M.S. 1964 (engineering science), B.A. 1962 (engineering science), Dartmouth College.

Computational and mathematical models of language; generative syntax and morphology; language acquisition.

Adamantios I. Gafos, Assistant Professor. Ph.D. 1996, M.A. 1994 (cognitive science), Johns Hopkins; M.S. 1992 (computer science), Purdue; B.A. 1990 (computer science), Patras (Greece).

Phonology; phonetics; morphology.


Linguistic variation and language change; sociolinguistics; phonology; Romance linguistics.

Richard S. Kayne, Professor. Docteur ès Lettres 1976 (linguistics), Paris VIII; Ph.D. 1969 (linguistics), Massachusetts Institute of Technology; B.A. 1964 (mathematics), Columbia.

Honorary degree: Doctorate honoris causa 1995, Leiden (The Netherlands).

Syntactic theory; comparative syntax; Romance languages.


Syntax; structure of French; foundations of linguistics.


Sociolinguistics; pidgins and creoles; language contact; phonology.

Anna Szabolcsi, Professor; Chair, Department of Linguistics. Ph.D. 1987 (linguistics), Hungarian Academy of Sciences; M.A. 1978 (linguistics), B.A. 1976 (English and linguistics), Eötvös Loránd (Budapest).

Formal semantics; Hungarian syntax; syntax/semantics interface.

**AFFILIATED FACULTY IN OTHER DEPARTMENTS**

Doris R. Aaronson, Psychology; Milan Fryscák, Russian and Slavic Studies; Ralph Grishman, Computer Science; Gary F. Marcus, Psychology; Robert D. McChesney, Middle Eastern Studies; Brian McElree, Psychology; Haruko Momma, English; Naomi Sager, Computer Science; Bambi B. Schieffelin, Anthropology; Stephen Schiffer, Philosophy.
Programs and Requirements

Admission: The applicant should have a demonstrated strength in one of the areas the research in the department focuses on and, ideally, a solid background in core areas of linguistics. Entering students should have a reasonable command of at least one foreign language, and the Graduate Record Examination is required of all applicants.

The department has two different degree programs, and applicants should specify the degree program for which they are applying. The department's principal degree program is the M.A./Ph.D. program, for students interested in a career in research. Most students admitted to the department enroll in this program.

Exceptionally, students may enroll in a terminal M.A. program. A student who is permitted to enroll in the terminal M.A. program and who subsequently wishes to enter the M.A./Ph.D. program must apply to the department for admission to the latter. Acceptance is not automatic.

MASTER OF ARTS

A student enrolled in the terminal M.A. program must select a track in accordance with the student’s interests. Upon selecting a track, the student then selects an adviser who specializes in that area.

Degree Requirements:

1. Satisfactory completion of graduate studies totaling at least 32 points of approved courses (at least 24 in residence at New York University). Course work in a field other than linguistics must be approved in advance by the student’s adviser.

The M.A. program is organized by track. Each track has its own course requirements that add up to 28 of the 32 points required for the M.A. The courses that the student takes for the remaining 4 points are determined by the student in consultation with the student’s adviser. The tracks are listed below.

- Phonology: G61.1010, G61.1110, G61.1210, G61.1220, G61.1310, G61.2110, a third course in phonology, and one of the following: G61.1410 or G61.1510.
- A second course in historical linguistics.

2. Reasonable proficiency in a language of clear relevance to the student’s research, subject to approval by the director of graduate studies. Proficiency can be demonstrated either by earning a grade of B or better in at least the fourth term of a college language course completed not more than two years before the student’s admission to the Graduate School of Arts and Science, or by passing the appropriate Graduate School of Arts and Science language examination. When proficiency has been demonstrated in some other way, e.g., when a student has received an undergraduate degree from a foreign university where the language in question was the medium of instruction for the student’s course of study, the director of graduate studies may forward to GSAS a request for a waiver of the language examination.

3. Passing a written examination that should be taken during the term in which course work is completed (and must be taken for the first time no later than the term following the one in which course work is completed). Students may take the examination a second time if necessary.

MASTER OF ARTS/DOCTOR OF PHILOSOPHY

M.A. Degree Requirements:

1. Satisfactory completion of graduate studies totaling at least 32 points of approved courses (at least 24 in residence at New York University), including G61.1010, G61.1110, G61.1210, G61.1310, G61.1510, G61.2310, and one of the following: G61.1410, G61.1410, G61.1510, or G61.1830. While only one of the last four courses is required for the M.A., all four of them are required for the Ph.D.

2. Reasonable proficiency in a language of clear relevance to the student’s research, subject to approval by the director of graduate studies. Proficiency can be demonstrated either by earning a grade of B or better in at least the fourth term of a college language course completed not more than two years before the student’s admission to the Graduate School of Arts and Science, or by passing the appropriate Graduate School of Arts and Science language examination. When proficiency has been demonstrated in some other way, e.g., when a student has received an undergraduate degree from a foreign university where the language in question was the medium of instruction for the student’s course of study, the director of graduate studies may forward to GSAS a request for a waiver of the language examination.

3. An article-quality paper in which the student demonstrates the ability to carry out original research. In preparing the paper, the student works with a three-person qualifying-paper committee. To put together this committee,

ADJUNCT FACULTY


Sociolinguistics; gender and language.


FACULTY EMERITA

Noriko Umeda.
the student should meet with the potential committee chair and obtain that faculty member's agreement to serve as chair. Together the student and the chair explore potential topics for the qualifying paper, and together they select the two other members of the committee. It is the three members of the committee who determine whether or not the student's paper meets the department's standard. The paper must be submitted for the first time no later than the announced deadline in the first semester after the student has completed 32 points. (For part-time students, the paper must be submitted in the first semester after the student has completed 32 points or in the first semester of the student's fourth year, whichever comes earlier.) If the student's paper is not accepted at the time of its first submission, the student is allowed a second submission in the following semester. For the student to be admitted into the Ph.D. program, the student's paper must be found acceptable no later than its second submission.

Ph.D. Degree Requirements:
1. A Master of Arts degree in linguistics or equivalent preparation. Students entering the department after taking graduate work elsewhere are advised by the director of graduate studies concerning equivalence. A student wishing to enroll at the Ph.D. level yet not holding a master's degree in linguistics from the department is required to submit an article-quality paper in which the student demonstrates the ability to carry out original research no later than the third semester after enrolling in the department (see item 3, immediately above). A student may submit the paper to the committee twice. Any courses taken prior to the paper's acceptance may later be counted toward the doctorate.

2. Completion of 40 points of approved course work beyond the master's degree, including G61.1340, G61.1410, G61.1510, and G61.1830, if the student did not take them at the M.A. level. Students must offer a total of 72 points of course work including work required for the master's degree or its equivalent; of this total at least 32 points must be taken in residence at New York University. Students entering the department after taking graduate work elsewhere are advised by the director of graduate studies concerning the transferability of credits for particular courses; requests for transfers of credits for particular courses must be made within the student's first year in the department.

3. If they have not already done so, either in another department or at another university, students must meet the foreign language requirement for the M.A. degree. In addition, they must demonstrate reasonable proficiency in a second language of clear relevance to the student’s research, subject to approval by the director of graduate studies. Proficiency can be demonstrated either by earning a grade of B or better in at least the fourth term of a college language course completed not more than two years before the student’s admission to the Graduate School of Arts and Science, or by passing the appropriate Graduate School of Arts and Science language examination. When proficiency has been demonstrated in some other way, e.g., when a student has received an undergraduate degree from a foreign university where the language in question was the medium of instruction for the student’s course of study, the director of graduate studies may forward to GSAS a request for a waiver of the language examination.

4. The student must produce a second article-quality paper in an area of linguistics distinct from that in which the first article-quality paper was submitted. In preparing the second article-quality paper, the student follows the same procedure as for the first. The paper must be submitted no later than the announced deadline in the first semester following the acceptance of the first article-quality paper. If the student’s paper is not accepted at the time of its first submission, the student is allowed a second submission in the following semester. For the student to be allowed to remain in the Ph.D. program, the student’s paper must be found acceptable no later than its second submission.

5. A dissertation is required, proposals for which are to be submitted to the chair shortly after the student has completed course work and the second of the article-quality papers.

6. The dissertation is defended during a final oral examination.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS
A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the application at the back of this bulletin.

Courses

Specific information as to which courses are offered each term and when they meet is published each term in the University’s class schedule. Not all of the courses listed below are offered each year.

Foundations of Formal Linguistics
G61.1010 Daugherty. 2 points.

Phonetics
G61.1110 Staff. 2 points.

Phonology I G61.1210 Pre- or corequisite: G61.1110 or permission of the instructor. Gafos. 4 points.

Phonology II G61.1220 Prerequisite: G61.1210 or permission of the instructor. Gafos. 4 points.

Syntax G61.1310 Baltin. 4 points.

Evaluation of Linguistic Theories
G61.1320 Daugherty. 4 points.

Semantics I G61.1340 Szabolcsi. 4 points.

Historical Linguistics G61.1410 Castello. 4 points.

Sociolinguistics G61.1510 Blake, Gay, Singler. 4 points.

African American English G61.1520 Blake. 4 points.

Philosophical Foundations of Language Study G61.1710 Daugherty. 4 points.

Introduction to Programming for Linguists G61.1830 Daugherty. 4 points.

Acoustic Phonetics G61.2110 Honorf. 4 points.

Experimental Techniques in Speech and Phonetics Research G61.2120 Prerequisites: G61.1210 and G61.2110, or permission of the instructor. 4 points.

Field Methods: Phonology G61.2220 Prerequisite: G61.1220 or permission of the instructor. Singler. 4 points.

Syntactic Theory and Analysis G61.2310 Prerequisite: G61.1310 or permission of the instructor. Baltin. 4 points.
Lexical Representation G61.2340 Baltin. 4 points.
Deals with the characterization of the optimal format for the description of people's knowledge about individual morphemes, with emphasis on syntactic properties of morphemes.

The Interface of Language and Cognition G61.2350 Prerequisite: V61.0013, G61.1310, or permission of the instructor. Baltin. 4 points.

Grammatical Relations in Syntax G61.2360 Prerequisite: G61.1310 or permission of the instructor. Postal. 4 points.

Semantics II G61.2370 Prerequisite: G61.1340 or permission of the instructor. Szabolcsi. 4 points.

Indo-European Grammar and Phonology G61.2410 Costello. 4 points.

Languages in Contact G61.2450 4 points.

Indo-European Syntax G61.2460 Costello. 4 points.

Pidgin and Creole Languages G61.2510 Singler. 4 points.

African Languages and Caribbean Creoles G61.2520 Singler. 4 points.

Linguistic Variation G61.2530 Guy, Singler. 4 points.

Sociolinguistic Field Methods G61.2540 Blake. 4 points.

Language, Gender, and Social Identities G61.2550 Prerequisite G61.1310 or permission of the instructor. Freed. 4 points.

First Language Acquisition G61.2610 Prerequisite: G61.2310 or permission of the instructor. 4 points.

Computer Modeling of Language Acquisition G61.2810 Dougherty. 4 points.

Problems in the Structure of a Selected Foreign Language G61.2950 With permission, may be repeated for credit. 4 points.

Computational Morphology G61.2950 Dougherty. 4 points.

Seminar in Phonetics G61.3110 Prerequisite: G61.1210 and G61.2110, or permission of the instructor. With permission, may be repeated for credit. 4 points.

Seminar in Phonology G61.3210 Prerequisite: G61.1220 or permission of the instructor. With permission, may be repeated for credit. Gafos. 4 points.

Seminar in Syntax G61.3320 Prerequisite: G61.2310 or permission of the instructor. With permission, may be repeated for credit. Baltin, Kayne, Postal. 4 points.

Topics in Syntactic Theory G61.3330 Prerequisite: G61.2310 or permission of the instructor. With permission, may be repeated for credit. Kayne, Postal. 4 points.

Seminar in Semantics G61.3340 Prerequisite: G61.2370 or permission of the instructor. With permission, may be repeated for credit. Szabolcsi. 4 points.

Seminar in Historical Linguistics G61.3410 Prerequisite: G61.1410 or permission of the instructor. With permission, may be repeated for credit. Costello. 4 points.

Seminar in Linguistic Reconstruction G61.3420 Prerequisite: G61.1410 or permission of the instructor. With permission, may be repeated for credit. Costello. 4 points.

Seminar in Sociolinguistics G61.3510 Prerequisite: G61.1510 or permission of the instructor. With permission, may be repeated for credit. Blake, Guy, Singler. 4 points.

Seminar on the Language-Cognition Interface G61.3610 With permission, may be repeated for credit. Baltin. 4 points.

Seminar on Computational Models of Language G61.3820 Prerequisite: G61.1830 or permission of the instructor. With permission, may be repeated for credit. Dougherty. 4 points.

VARIABLE CONTENT COURSES
Directed Reading in Linguistics G61.3910 Prerequisite: permission of the director of graduate studies. May be repeated for credit. 1-6 points.

Ph.D. Dissertation Research G61.3930 Prerequisite: permission of the director of graduate studies. May be repeated for credit. 1-6 points.

CROSS-LISTED COURSES
These courses may be counted toward degree requirements as set forth above.

Anthropology
Linguistic Anthropology G14.1040 4 points.

English
Development of the English Language G41.2044 4 points.

Philosophy
Philosophy of Language I G83.2296 4 points.

Psychology
Language Acquisition G89.2214 3 points.

Sociology
Seminar in Verbal Learning and Verbal Behavior G89.3250 3 points.
The Department of Mathematics of the Courant Institute of Mathematical Sciences offers several degree programs. The Ph.D. programs offer research opportunities and instruction at the highest level in a range of core, multidisciplinary, and computational mathematics. In addition to the Ph.D. programs in mathematics, the department cooperates in a new Ph.D. program in atmosphere ocean science and mathematics. The master’s programs provide professional training in financial modeling and computation, mathematical and computational techniques of scientific computing, and statistics and operations research, as well as in traditional core areas of mathematics.

The philosophy of the Courant Institute, developed over several decades, has been to maintain a balance and interaction between pure and applied mathematics. The Institute has long been a leader in mathematical analysis, applied mathematics, and scientific computing. In core mathematics, strengths include partial differential equations, stochastic processes, differential geometry and topology, and dynamical systems. In multidisciplinary mathematics, the Institute’s program encompasses research activities not found in most mathematics departments: wave propagation, computational fluid dynamics (including aerodynamics, magnetofluid dynamics, and biofluid dynamics), atmosphere ocean science, mathematical biology, financial modeling, and materials science. Much of the research is federally funded and involves postdoctoral scientists. There is an active program of research seminars, and participation by students is strongly encouraged.

New York University is a member of the Inter-University Doctoral Consortium (see page 311 of this bulletin), whose members include the CUNY Graduate Center and Columbia, Fordham, and New School Universities. With permission, doctoral students may cross-register for courses in these institutions and thus have access to a very broad range of mathematics and related fields.

The Department of Mathematics is housed in Warren Weaver Hall, which contains a mathematical sciences library of 64,000 volumes, over 275 journals, extensive back files, and a growing array of electronic resources such as Web of Science (ISI) and MathSciNet. Over 1,300 electronic scientific journal titles in various disciplines are available at the University. Workstations and X-terminals are available in public locations and in every graduate student office. The Applied Mathematics Laboratory comprises an experimental facility in fluid mechanics and other applied areas, coupled with a visualization and simulation facility. The Center for Atmosphere Ocean Studies is the locus for multidisciplinary studies and research in critical environmental problems, such as global warming, ozone depletion, monsoon and El Niño cycles, and pollution of air and water; it organizes a weekly colloquium and brings together interested faculty and students from different departments.
Faculty


Marsha Berger, Professor. Computer Science, Mathematics; Deputy Director, Courant Institute of Mathematical Sciences. Ph.D. 1982 (computer science), M.S. 1978 (computer science), Stanford; B.S. 1974 (mathematics), SUNY (Binghamton). Computational fluid dynamics; adaptive methods; parallel scientific computing.

Simeon M. Berman, Professor. Ph.D. 1961 (mathematical statistics), M.A. 1958 (mathematical statistics), Columbia; B.A. 1956 (economics), City College. Stochastic processes; probability theory; applications.


W. Stephen Childress, Professor. Ph.D. 1961 (aeronautics and mathematics), California Institute of Technology; M.S.E. 1958 (aeronautical engineering), B.S.E. 1956 (aeronautical engineering), Princeton. Fluid dynamics; magnetohydrodynamics; biological fluid mechanics.


Percy A. Deift, Professor. Ph.D. 1976 (mathematical physics), Princeton; M.S. 1971 (physics), Rhodes (South Africa); M.S. 1970 (chemical engineering), B.S. 1967 (chemical engineering), Natal (Durban, South Africa). Spectral theory; inverse spectral theory; integrable systems.


Leslie Greengard, Professor. M.D./Ph.D. 1987 (computer science), Yale; B.A. 1979 (mathematics), Wesleyan. Applied and computational mathematics; partial differential equations; computational chemistry; mathematical biology.


Melvin Hausner, Professor. Ph.D. 1951 (mathematics), Princeton; B.S. 1948 (mathematics), Brooklyn College. Combinatorics; geometry; nonstandard analysis.


Richard Kleeman, Associate Professor, Mathematics (Atmosphere Ocean Science). Ph.D. 1986 (mathematical physics), Adelaide (Australia); B.S. 1980 (theoretical physics), Australian National. Climate dynamics; El Niño; predictability of weather and climate dynamical systems.


Fang-Hua Lin, Professor. Ph.D. 1985 (mathematics), Minnesota; B.S. 1981 (mathematics), Zhejiang (China). Partial differential equations; geometric measure theory.

Andrew J. Majda, Samuel F. B. Morse Professor of Arts and Science; Professor, Mathematics. Ph.D. 1973 (mathematics), M.S. 1971 (mathematics), Stanford; B.S. 1970 (mathematics), Purdue. Modern applied mathematics; atmosphere ocean science; partial differential equations.
Nonlinear partial differential equations.

Probability; partial differential equations; complex function theory.

David W. McLaughlin, Professor; Director, Courant Institute of Mathematical Sciences. Ph.D. 1971 (theoretical physics), M.S. 1969 (physics), Indiana; B.S. 1966 (mathematics and physics), Creighton.  
Applied mathematics; nonlinear wave equations; neural science.

Probability theory; statistical physics; stochastic models.

Chemical physics; mathematical biology.

Charles S. Peskin, Professor; Mathematics, Neural Science. Ph.D. 1972 (physiology), Yeshiva; B.A 1968 (engineering and applied physics), Harvard.  
Applications of mathematics and computing to problems arising in medicine and biology; fluid dynamics of the heart; molecular machinery within biological cells; mathematical/computational neuroscience.

Richard M. Pollack, Professor. Ph.D. 1962 (number theory), New York; B.A. 1956 (philosophy and mathematics), Brooklyn College.  
Algorithms in real algebraic geometry; discrete geometry; computational geometry.

Computational neuroscience; nonlinear dynamics of neurons and neural circuits; sensory processing.

Peter Sarnak, Professor. Ph.D. 1980 (mathematics), Stanford; B.S. 1974 (mathematics and applied mathematics), Witswatersrand (South Africa).  
Analysis; number theory, especially L-functions and related automorphic form theory.

Jacob T. Schwartz, Professor; Computer Science, Mathematics. Ph.D. 1951, M.A. 1949 (mathematics), Yale; B.S. 1949, City College.  
Multimedia computing; bioinformatics.

Sylvia Serfaty, Assistant Professor. Ph.D. 1999 (mathematics), Paris XI (Orsay); M.S. 1995 (mathematics), Ecole Normale Supérieure (Paris).  
Partial differential equations; nonlinear analysis applied to physics.

Partial differential equations; analysis.

Applied mathematics and modeling; visual neuroscience; fluid dynamics; computational physics and neuroscience.

Joel H. Spencer, Professor; Mathematics, Computer Science; Chair, Department of Mathematics. Ph.D. 1970 (mathematics), Harvard; B.S. 1965 (mathematics), Massachusetts Institute of Technology.  
Discrete mathematics; theoretical computer science.

Dynamics of the atmosphere and ocean; energy transfer in systems with many degrees of freedom.

Daniel Tranchina, Associate Professor; Biology, Mathematics, Neural Science. Ph.D. 1981 (neurobiology), Rockefeller; B.A. 1975 (neurobiology), SUNY (Binghamton).  
Mathematical modeling in neuroscience.

Stochastic partial differential equations; statistical mechanics; turbulence theory.

Probability theory; stochastic processes; partial differential equations.

Plasma physics; fluid dynamics; differential equations.

Olof B. Widlund, Professor, Computer Science, Mathematics. Habilitation 1966 (mathematics), Uppsala (Sweden); Ph.D. 1964, M.S. 1960 (mathematics), Royal Institute of Technology (Stockholm).  
Numerical analysis; partial differential equations; parallel computing.

Horng-Tzer Yau, Professor. Ph.D. 1987 (mathematical physics), Princeton; B.Sc. 1981 (mathematics), National Taiwan.  
Probability theory; statistical mechanics; quantum mechanics.

Lai-Sang Young, Professor. Ph.D. 1978 (mathematics), M.S. 1976 (mathematics), California (Berkeley); B.A. 1973 (mathematics), Wisconsin (Madison).  
Dynamical systems and ergodic theory.

AFFILIATED FACULTY IN OTHER DEPARTMENTS

Bhubaneswar Mishra, Computer Science; Michael L. Overton, Computer Science; Tamar Schlick, Chemistry; Robert Shapley, Neural Science; Eero P. Simoncelli, Neural Science; Alan Sokal, Physics; George Zaslavsky, Physics.

FACULTY EMERITI

Programs and Requirements

Admission: The graduate programs are open to students with strong mathematical interests who have sufficient mathematical background. For the Ph.D. program, this generally entails an undergraduate degree in mathematics or a related branch of science or engineering. For the master's programs, relevant job experience may be a partial substitute. More detailed information on admission may be obtained from the department. See also the requirements for admission to the Graduate School of Arts and Science in the Degree Requirements section of this bulletin.

Students applying to the Ph.D. program may be admitted to the master's program in mathematics at the discretion of the department. A student enrolled in the master's program in mathematics who earns a grade of A in the departmental written comprehensive examination may be admitted to the Ph.D. program at the discretion of the department. Students should be able to complete the program requirements for the master's programs listed below in three semesters of full-time study.

MASTER OF SCIENCE

There are specific curricular course requirements for all M.S. programs listed below. These may be found in the Department of Mathematics Guide to Admission and Graduate Studies, available in the office of the department or at www.math.nyu.edu/degree/guide.

Mathematics: To fulfill the requirements for the master's degree in mathematics, a student must either complete 36 points and pass the departmental written comprehensive examination at the master's level or complete 32 points and submit an acceptable master's thesis approved by the department. In either case, at least 12 points must be taken from the core courses offered by the department. The master's thesis topic may be in pure mathematics, or it may be related to the student's professional goals, such as financial modeling and computation. Part-time students may be able to find a thesis topic related to their current employment.

Mathematics in Finance (Neil A. Chriss, Director): This is a professional master's program that prepares students for a career in quantitative finance. Course work covers mathematical background, financial theory and models, computational techniques, and practicalities of financial markets and instruments. Instructors include Courant Institute faculty and New York City finance professionals. There is a strong career placement component. Students must complete 36 points, including a master's project.

Scientific Computing (Michael J. Shelley, Director): This program is offered jointly by the Departments of Mathematics and Computer Science of the Courant Institute. It offers focused training in mathematical and computational techniques as well as appropriate parts of computer science that enable the student to make full use of modern computational hardware and software. To fulfill the requirements for the master's degree in scientific computing, a student must complete 36 points including a computational master's project, which must demonstrate mastery of computational methods as well as use of modern data analysis and graphical methods.

Mathematics and Statistics/Operations Research (Eliezer Hameiri, Director): This program is offered jointly by the Department of Mathematics of the Courant Institute and the Leonard N. Stern School of Business at New York University. It provides students with training relevant to financial analysis, market research, production management, econometrics, etc. To fulfill the requirements for the master's degree in mathematics and statistics/operations research, a student must either complete 36 points and pass the special written comprehensive examination for this program or complete 32 points and submit an acceptable master's thesis approved by the department. The master's thesis topic may be on a general topic in statistics or operations research, or it may be related to the student's professional goals, such as actuarial science.

DOCTOR OF PHILOSOPHY

The Graduate School of Arts and Science requirements for the Doctor of Philosophy degree are listed in the Degree Requirements section of this bulletin.

Mathematics: The two-stage qualifying examination consists of a written comprehensive examination (which also satisfies a requirement for the Master of Science degree in mathematics) and an oral preliminary examination. All students who plan graduate study beyond the master's level are urged to take the written comprehensive examination as soon as possible. Students with outstanding preparation in mathematics may be able to pass the examination on entering the program. The oral preliminary examination is usually taken after two years of graduate study and only after having passed the written comprehensive examination with a grade of A. Ph.D. students are required to demonstrate, by any of the methods described under Foreign Language Proficiency in the Degree Requirements section of this bulletin, reading proficiency in one of the following languages: French, German, Chinese, or Russian. Language examinations are conducted by the department each fall and spring term.

Atmosphere Ocean Science and Mathematics: This program focuses on the application of modern applied mathematics to the problems of atmosphere and ocean science. It has a strong multidisciplinary component and draws on the physical and life sciences as well as mathematics and computer science. The degree requirements are similar to those of the Ph.D. program in mathematics listed above and include a required core of applied mathematics courses. There are also notable distinctions such as an additional requirement for courses in physical sciences. Further details about the program are available on the Web page at www.math.nyu.edu/our_program.html.

DEPARTMENTAL FELLOWSHIPS AND ASSISTANTSHIPS

Fellowships and assistantships are available to highly qualified students who plan to engage in full-time study for the Ph.D. degree in mathematics. Applicants for these awards are required to submit their scores on the general and subject tests of the GRE. The application deadline for students applying to the full-time Ph.D. program and seeking departmental financial support is January 4.

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the application at the back of this bulletin.

Detailed information regarding programs, course work, and financial awards may be obtained from the department. Applicants should also ask for information on outside fellowship sources.
Courses

All mathematics courses carry 3 points per term (except Master’s Thesis Research [G63.3881], which carries 2 points, and Independent Study courses, which range from 1 to 3 points). A majority of courses, including essentially all those taken by part-time students, meet once a week for a two-hour period beginning at 5:10 p.m. or at 7:10 p.m. A number of courses are offered earlier in the day.

The course listings below are representative of the mathematics program as a whole but do not refer specifically to this academic year. Not every course is given every year. Information on current offerings and course descriptions is given every year. Information on curricula and algebraic additions is given every year. Information on current offerings and course descriptions are available from the department.

ALGEBRA AND NUMBER THEORY

Linear Algebra G63.2110, 2120

Algebra G63.2130, 2140 Prerequisite: elements of linear algebra.
Basic concepts including groups, rings, modules, polynomial rings, field theory, and Galois theory.

Special Topics in Algebra G63.2160
Recent topics: algebraic curves and Abelian varieties, Lie algebras and Lie groups, representation of finite groups and Lie groups, orthogonal polynomials.

Number Theory G63.2210, 2220
Introduction to the elementary methods of number theory. Topics: arithmetic functions, congruences, the prime number theorem, primes in arithmetic progression, quadratic reciprocity, the arithmetic of quadratic fields.

Special Topics in Number Theory G63.2260
Recent topics: analytic theory of automorphic forms.

GEOMETRY AND TOPOLOGY

Topology G63.2310, 2320
Prerequisites: elements of point-set topology and algebra.

De Rham cohomology and differential forms.

Special Topics in Topology G63.2333, 2334
Recent topics: invariants of manifolds and singular varieties, toric varieties and their applications, manifolds and submanifolds, geometric topology and singular spaces.

Differential Geometry G63.2350, 2360

Special Topics in Geometry G63.2400, 2410
Recent topics: Ricci curvature, mean and fractal hyperbolicity, analysis on metric measure spaces, geometric measure theory, and partial differential equations.

ANALYSIS

Multivariable Calculus G63.1002
Intended for master’s students. Does not carry credit toward the Ph.D. degree.
Calculus of several variables; partial differentiation, vector calculus, Stokes’ theorem, divergence theorem, infinite series, Taylor’s theorem.

Introduction to Mathematical Analysis G63.1410, 1420

Real Variables G63.2430, 2440

Complex Variables G63.2450, 2460

Ordinary Differential Equations G63.2470, 2480 Prerequisites: linear algebra and elements of complex variables.

Partial Differential Equations G63.2490, 2500 Prerequisites: linear algebra, complex variables, and elements of ordinary differential equations.
First-order equations. Cauchy–Kowalewsky theorem. Constant-coefficient, second-order equations: Laplace’s, heat, and wave equations. Explicit representation formulas and qualitative methods, such as the maximum principle. Nonlinear equations, e.g., Burger’s and minimal surface equations.

Functional Analysis G63.2550, 2560 Prerequisites: linear algebra, complex variables, and real variables.

Harmonic Analysis G63.2563
Prerequisites: linear algebra, complex variables, and real variables.

Special Topics in Partial Differential Equations G63.2610, 2620
Recent topics: complex Ginzburg–Landau equations and vortex dynamics, free boundary problems in finance, compressible-incompressible limits, variational methods.
Special Topics in Ordinary Differential Equations G63.2615, 2016
Recent topics: Hamiltonian mechanics, bifurcation theory, nonlinear dynamics and chaos.

Differential Equations Initial Value Problems for Advanced Numerical Analysis: Nonlinear Optimization

Numerical Methods G63.2010, 2020
Identical to G22.2420, 2421. Corequisite: linear algebra.

Selected Topics in Numerical Analysis G63.2011, 2012
Recent topics: parallel computing, advanced scientific computing, many-body problems, finite elements in fluids, dynamics and simulation of fluid and material interfaces.

Advanced Numerical Analysis: Computational Fluid Dynamics G63.2030 Identical to G22.2945. Prerequisites: familiarity with numerical methods and linear algebra.
Problems from applications such as gas dynamics, combustion, and oil reservoir simulation. Flows with shocks and discontinuities. Adaptive methods. Issues of algorithm design and computer implementation. Parallel computation.

Advanced Numerical Analysis: Nonlinear Optimization G63.2031 Identical to G22.2945. Prerequisites: knowledge of linear algebra and computer programming.
Constrained and unconstrained optimization. Topics: Newton’s method and modifications, conjugate gradient and other methods suited to large, sparse systems, conditions of optimality; linear and quadratic programming.


Computing in Finance G63.2041 Prerequisite basic C/C++ programming.
Computer skills necessary for the implementation of pricing models, risk management systems, and trading systems. C, C++, and Perl programming; databases. Software problem solving.

Scientific Computing G63.2043, 2053 Prerequisite: multivariate calculus, linear algebra. Some programming experience recommended.
Methods for numerical applications in the physical and biological sciences, engineering, and finance. Basic principles and algorithms; specific problems from various application areas; use of standard software packages.

Monte Carlo Methods and Simulation of Physical Systems G63.2044 Identical to G22.2960. Prerequisite: basic probability.
Principles of Monte Carlo: sampling methods and statistics, importance sampling and variance reduction, Markov chains and the Metropolis algorithm. Advanced topics such as acceleration strategies, data analysis, and quantum Monte Carlo and the fermion problem.

Computational Methods for Finance G63.2045 Prerequisite: G63.2043 or G63.2020, and G63.2792.
Computational methods for valuation, calibration, risk assessment, and portfolio optimization. Dynamic programming and decision problems, tree and finite difference methods, Monte Carlo methods for diffusions, variance reduction, stochastic optimization.

APPLIED MATHEMATICS

Applied Mathematics G63.2701, 2702 Corequisites: linear algebra and complex variables.
Survey of methods and problems. Methods include Fourier series and integrals, Laplace transforms, asymptotic expansions, elementary ordinary and partial differential equations, and simple numerical calculations. Problems include particle dynamics, wave propagation, heat flow, steady state fluid flow, and electrostatics.

Partial Differential Equations for Finance G63.2706 Prerequisites: basic probability and linear algebra.

Modern Statistical Inference and Econometrics G63.2707
Modern introduction to statistics and econometrics for financial applications. Regression, factor models, robustness, bootstrap, “dirty data.”

Mechanics G63.2710, 2720

Wave Propagation G63.2721, 2724 Prerequisite: elements of complex variables.

Elasticity G63.2730 Corequisites: linear algebra and complex variables.

Special Topics in Elasticity G63.2740 Recent topic: composite materials.

Linear Programming and Game Theory G63.2741 Identical to G22.22730. Prerequisite: linear algebra.
Convex sets and linear inequalities. Duality. The simplex method. Computational aspects, including sparse data structures and numerical stability. Applications to operations research and network problems. Software for linear programming.

Operations Research G63.2742
Identical to G22.2731.
Dynamic programming, Markov chains, queuing theory, simulation using random number generation, dynamical systems, integer programming. Emphasis is on methods useful in applications such as inventory modeling, production planning, scheduling, and resource allocation.

Capital Markets and Portfolio Theory G63.2751
Portfolio theory: expected utility, risk and return, mean-variance analysis, equilibrium asset pricing models, arbitrage pricing theory, and the efficient market hypothesis. Financial instruments: interest rates, fixed income securities, equity valuation, futures and forwards, and foreign exchange.

Case Studies in Financial Modeling G63.2752
Prerequisites: G63.2751 and G63.2791.
Advanced topics and case studies in quantitative finance, including structuring, valuing, and hedging complex financial instruments.

Risk Management G63.2753
Prerequisites: G63.2791 and G63.2041 or equivalent.
Measuring and managing the risk of trading and investment positions: interest rate positions, vanilla options positions, and exotic options positions. The portfolio risk management technique of Vanilla-at-Risk, stress testing, and credit risk modeling.

Fluid Dynamics G63.2770, 2780
Corequisite: complex variables.
Physics of fluids, incompressible flow, water waves, compressible flow, viscous flow, acoustics, shock waves, stability theory, turbulence, and chaos.

Mathematical Modeling G63.2781
Formulation and analysis of models, using relatively elementary mathematical tools. Topics: optimization and optimal control, probability and queues, difference and differential equations, dimensional analysis, population biology, traffic flow, economics.

Derivative Securities G63.2791
Prerequisite: G63.2901.

Continuous Time Finance G63.2792
Prerequisites: G63.2791 and G63.2901.
Advanced option pricing and hedging methods, continuous time models. Martingale approach to arbitrage pricing, yield curve, and multifactor models.

Mathematical Methods of Electromagnetic Theory G63.2810, 2820
Prerequisite: complex variables.
Basics such as Huygens’ principle, phase and group velocity, reflection and refraction. Electromagnetic processes according to Maxwell’s theory. Transmission lines, stationary waves, and scattering. Waves in periodic and random media.

Special Topics in Applied Mathematics G63.2830, 2840
Recent topics: nonlinear waves in the atmosphere and ocean, introduction to physical oceanography, incompressible flow, theoretical meteorology, mathematical models of thin film growth.

Special Topics in Biology G63.2851, 2852
Prerequisites: elements of fluid dynamics and statistical mechanics.
Special Topics in Fluid Dynamics G63.2853, 2854
Identical to G23.2851, 2852.
Recent topics: computational molecular biology, genome analysis, computational genomics, neuronal networks.

Special Topics in Mathematical Physiology G63.2855, 2856
Identical to G23.2853, 2856.
Recent topics: mathematical aspects of neurophysiology, modeling the primate visual cortex, mathematical models in cell physiology.

Special Topics in Fluid Dynamics G63.2862
Recent topics: magnetohydrodynamics of the sun, geophysical fluid dynamics, non-Newtonian fluid dynamics.

Mathematical Methods of Quantum Mechanics G63.2870, 2880
Corequisite: functional analysis.
Matrix mechanics, wave mechanics, path integral formulation, exact solutions, approximation methods, many-body systems, Kato theorems, Fadeev formulation, and bounds on expectations.

Statistical Mechanics and Kinetic Theory G63.2883, 2884
Prerequisites: linear algebra, elements of mechanics, and fluid dynamics.

Plasma Physics G63.2885, 2886
Prerequisites: elements of fluid dynamics and differential equations.
Particle orbits, guiding-center motion, containment, equilibrium and stability. Propagation of waves; shock waves, collisional and collisionless. The Vlasov, Fokker-Planck, and Boltzmann equations; transport coefficients and diffusion. Applications to high-temperature plasmas, in particular to thermonuclear containment.

Magnetofluid Dynamics G63.2887
Prerequisite: elements of fluid dynamics.
Magnetofluid dynamics as an extension of fluid dynamics, with emphasis on applications to nuclear fusion. Wave phenomena. Magnetohydrodynamic equilibrium. Linearization and stability. Diffusive effects.

PROBABILITY AND STATISTICS

Basic Probability and Stochastic Processes G63.2901

Probability: Limit Theorems G63.2911, 2912
Prerequisite: familiarity with the Lebesgue integral or real variables.
The classical limit theorems: laws of large numbers, central limit theorem, iterated logarithm, arcsine law. Further topics: large deviation theory, martingales, Birkhoff’s ergodic theorem, Markov chains, Shannon’s theory of
information, infinitely divisible and stable laws, Poisson processes, and Brownian motion. Applications.

Advanced Topics in Probability
G63.2931, 2932
Recent topics: stochastic processes, introduction to statistical mechanics, Ising models and spin glasses, diffusion processes and positive harmonic functions.

Topics in Applied Probability
G63.2936
Recent topics: information theory and financial modeling, stochastic differential equations and Markov processes, practical aspects of derivative modeling and risk management.

Mathematical Statistics G63.2962
Prerequisite: a working knowledge of probability at the undergraduate level.

DISCRETE MATHEMATICS AND LOGIC

Elements of Discrete Mathematics
G63.2050  Identical to G22.2340

Combinatorics and Probability
G63.2061, 2062

Theory of Computation
G63.2271, 2272  Identical to G22.2350, 2351.
Formal languages: regular languages, regular expressions, finite-state machines, context-free languages, grammars, and pushdown machines. Computability: primitive recursive functions, partial recursive functions, recursive languages, recursively enumerable languages, and Turing machines. Computational complexity: space and time complexity, complexity classes (such as P, NP, PSPACE, L, and NL), and complete problems.

RESEARCH

Independent Study G63.3771, 3772, 3773, 3774
Prerequisite: permission of the department. 1-3 points.

Master’s Thesis Research G63.3881
Prerequisite: permission of the thesis adviser. May not be repeated for credit. 2 points.

Ph.D. Research G63.3991, 3992, 3993, 3994, 3995, 3996, 3997, 3998
Open only to students who have passed the oral preliminary examination for the Ph.D. degree. Prerequisite: permission of the dissertation adviser.
The graduate programs of the Department of Middle Eastern Studies provide training in fields relating to the history, cultures, languages, literatures, and religions of the Middle East, including ancient Egyptian civilization, but focusing mainly on the period from the rise of Islam to the present. Members of the department are drawn from different disciplines (including anthropology, history, Islamic philosophy and theology, language instruction, literature, and the study of religion) and are committed to providing students with a solid disciplinary grounding; at the same time, the department fosters interdisciplinary and comparative approaches to the study of the Middle East.

The department offers a program leading to the doctorate in Middle Eastern studies. With the Department of History, it also offers a joint Ph.D. program in history and Middle Eastern studies.

The Department of Middle Eastern Studies seeks students committed to pursuing the Ph.D. degree. The Master of Arts degree is offered not as a terminal degree but as a marker of a graduate student’s progress toward the Ph.D. degree. Students interested in a master’s degree only should apply to the Program in Near Eastern Studies, which offers a terminal master’s degree in Near Eastern studies, joint master’s degrees in Near Eastern studies and business and in Near Eastern studies and journalism, and a master’s degree in Near Eastern studies with an advanced certificate in museum studies.

Faculty

Peter J. Chelkowski, Professor. Ph.D. 1968 (Persian), Tehran (Iran). Postgraduate 1959-1962 (history and Islamic studies), London; M.A. 1958 (oriental philosophy), Jagiellonian (Cracow). Persian literature; mysticism; Islamic studies and performing arts of the Middle East.


Sibel Erol, Senior Language Lecturer. Ph.D. 1993 (comparative literature), M.A. 1981 (English literature), California (Berkeley); B.A. 1979 (English language and linguistics), Istanbul. Turkish language; role of writing in teaching language; the uses of literature in language teaching; the novel; nationalism; women authors.

Khaled Fahmy, Associate Professor. D.Phil. 1993 (social and economic history), Oxford; M.A. 1988 (political science), B.A. 1985 (economics), American University in Cairo. Social history of the modern Middle East (emphasis on law and medicine); gender studies; Egypt.


Michael Gilsenan, David B. Kriser Professor of the Humanities; Professor, Middle Eastern Studies, Anthropology; Chair, Department of Middle Eastern Studies. D.Phil. 1967 (social anthropology), Dip.Anth. 1964, B.A. 1963 (Arabic), Oxford. Anthropology of Arab societies; forms of power and hierarchy; urban studies.

Ogden Goelet, Research Associate Professor. Ph.D. 1982 (history), M.A. 1975 (history), Columbia; B.A. 1966 (German literature), Harvard. Egyptian cultural history; ancient Egyptian religion; Egyptian lexicography.

Bernard Haykel, Assistant Professor, Middle Eastern Studies, History. D.Phil. 1997 (oriental studies), M.Phil. 1991 (modern Middle Eastern studies), Oxford; B.A. 1989 (international politics), Georgetown. Islamic law and society; Yemeni society and history.
All incoming graduate students are assigned an adviser, with whom they should consult regarding course selection. Once they are in a program, students may change advisers after notifying the director of graduate studies. However, departmental approval is required for selection of a dissertation adviser or change thereof.

MASTER OF ARTS

Admission: All applicants must submit Graduate Record Examination scores; graduates of undergraduate institutions where instruction is in a language other than English must also submit scores from the TOEFL or equivalent. The department strongly recommends that applicants have already acquired proficiency in Arabic, Persian, or Turkish at the intermediate level or beyond. The department accepts applicants for fall admission only.

Course of Study: The Master of Arts degree requires the completion of 32 points of course work, no more than 8 points of which may be transferred from other graduate schools. All students must take the following courses: Problems and Methods in Middle Eastern Studies (G77.1687); two courses in Middle Eastern history; two other Middle East-related courses; one seminar on a Middle East-related topic; and two language courses at the advanced level or beyond.

Students must also complete a master's thesis, which may be an expanded seminar paper or an entirely new research project. It should demonstrate the student's mastery of a particular subject and the related scholarly literature as well as his or her ability to analyze a problem and effectively convey that analysis in written form.

Requirements for the Master of Arts degree should be met within two years of matriculation at New York University. No student who has not yet received the master's degree by that time may register for additional course work without departmental approval, nor may any student who has already received the M.A. degree continue course work without departmental approval.

MIDDLE EASTERN STUDIES • 2 2 1
seminars and Problems and Methods in Middle Eastern Studies (G77.1687), if not already taken. They must also demonstrate proficiency in either Arabic, Persian, or Turkish as well as a reading knowledge sufficient for research purposes of at least one European language. A student may be required by his or her dissertation adviser to learn additional languages, in keeping with the student’s specific research needs.

As early as possible in their graduate studies, students should choose a major field and begin focusing their studies on it. Subject to the availability of faculty, major fields may include ancient Egyptian history/language/culture; classical Arabic language and literature; modern Arabic language and literature; Persian language and literature; and Turkish language and literature. (Students primarily interested in Middle Eastern history should see below for information about the joint Ph.D. program in history and Middle Eastern studies.)

By the end of their third year of graduate study, students should have taken and passed the written qualifying examination in their major field. Students prepare for this examination by course work and by working through a reading list for the field under the supervision of the faculty member who will examine them; each examination will have a second reader as well. Students who do not pass their major field examination may petition the department for permission to take the examination one more time.

Students must also be certified in a minor field, which should be distinct from the major field but complementary to it in subject matter or theoretical concern. Students should develop a coherent minor field in consultation with their minor field adviser and obtain the approval of the director of graduate studies; certification requires at least three courses in the minor field and a substantial piece of writing, either a major research paper or a substantial bibliographical essay.

After completing the major and minor field requirements, the student should formulate a dissertation proposal, in consultation with the student’s primary dissertation adviser as well as the faculty members on the student’s dissertation committee. On completion of all course work (including all incompletes) and the fulfillment of all language requirements, the student must pass an oral examination in his or her special field, defined in consultation with the student’s adviser and approved by the director of graduate studies. The student’s adviser and two other faculty members serve as the examiners.

Discussion of the dissertation proposal and its relation to the relevant scholarly literature is a key component of the special field examination. Successful completion of the special field examination constitutes approval of the dissertation proposal, subject to whatever revisions are indicated as a result of the examination itself.

The completed dissertation must conform to departmental and Graduate School of Arts and Science standards, be read and approved by the student’s supervisor and two other faculty members, and be defended in a public oral defense in which those three readers and two additional examiners participate.

JOINT PH.D. PROGRAM IN HISTORY AND MIDDLE EASTERN STUDIES

Note: Program requirements are subject to revision; contact the director of graduate studies for updated information.

Admission: Students primarily interested in the history of the Middle East should seek admission to the joint Ph.D. program in history and Middle Eastern studies, in accordance with the procedures specified by the Departments of Middle Eastern Studies and History. Admission to the joint program is contingent on outstanding academic performance and provisional until the completion of all M.A. requirements and until qualifying examinations are taken and passed.

Course of Study: Joint Ph.D. students must complete a total of 72 points, including three graduate seminars; at least one of those seminars must be in a non-Middle Eastern field. Students must demonstrate proficiency in at least one Middle Eastern language, in accordance with the procedures prescribed by the Department of Middle Eastern Studies, as well as a reading knowledge of at least one European language, in accordance with the procedures prescribed by the Department of History. A student may be required by his or her dissertation adviser to learn additional languages, in keeping with the student’s specific research needs.

Students should begin defining the fields of historical study in which they wish to specialize and concentrate as early as possible. Joint program students must also take the “methods” course required of all history graduate students. Between their second and third year of full-time study, students must take and pass a qualifying examination in each of two major fields of history. One field must be Middle Eastern; the other may be Middle Eastern or one of the other fields defined by the Department of History. Subject to the availability of faculty, Middle Eastern fields may include modern Middle Eastern history (1750-present), early modern Middle Eastern history (1200-1800), and early Islamic history (600-1200); other Middle Eastern history fields may be approved later. Each student’s choice of fields must be approved by the directors of graduate studies of both departments.

Both qualifying examinations are normally taken at the end of the same semester, but students may petition to take one of their examinations no later than the end of the following semester. Students who do not pass a qualifying examination may petition for permission to take it one more time. Students preparing for an examination in any of the fields for which the Department of History prescribes “literature of the field” courses must take those courses. For Middle Eastern history fields, it is likely that preparation for examinations in those fields will be done not in formal literature of the field courses but through reading courses or informally, in a manner to be arranged by each faculty member. In either case, students prepare for their qualifying examinations by course work in the field and by working through a reading list for the field under the supervision of the faculty member who will examine them; each examination will have a second reader as well.

After successfully completing the qualifying examinations, the student should begin to formulate a dissertation proposal, in consultation with the student’s primary dissertation adviser. On completion of all course work (including all incompletes) and the fulfillment of all language requirements, the student must pass an oral examination in his or her special field, defined in consultation with the student’s adviser (who must be a full, associated, or affiliated member of the Department of History) and approved by the directors of graduate studies of the Departments of History and Middle Eastern Studies. The student’s adviser and two other faculty members serve as examiners.

Discussion of the dissertation proposal and its relation to the relevant scholarly literature are a key component of the special field examination. Successful completion of the special field examina-
Courses

Regularly offered Middle Eastern Studies graduate courses may be lectures, colloquia, or seminars. Unless otherwise noted, all nonlanguage courses listed below are colloquia.

For elementary and intermediate courses in Middle Eastern languages, see the current College of Arts and Science (CAS) Bulletin.

Courses on Middle East-related topics offered by the Departments of Anthropology, Classics, Comparative Literature, Economics, History, Politics, and Sociology and by the Institute of Fine Arts are open to students with permission of the instructor and may be credited toward a degree in Middle Eastern studies in accordance with departmental rules and requirements.

Problems and Methods in Middle Eastern Studies G77.1687 Required of all incoming M.A. and Ph.D. students. 4 points.

ANCIENT EGYPTIAN LANGUAGE AND CIVILIZATION

Introduction to Ancient Egyptian I, II G77.1359, 1360 Graduate. 4 points per term.
Introduction to hieroglyphics; readings in ancient Egyptian texts.

Advanced Ancient Egyptian I, II G77.1390, 1391 Identical to G43.3817. Prerequisite: G77.1360 or the equivalent. Graduate. 4 points per term.
Advanced readings in ancient Egyptian texts.

Advanced readings courses in hieroglyphic texts, Old Egyptian, and Coptic are also offered.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

The Department of Middle Eastern Studies awards a number of graduate and teaching assistantships to new and continuing graduate students. Students who are studying Arabic, Persian, or Turkish may also apply for the Foreign Language and Area Studies Fellowship (FLAS); for details, contact the director, Hagop Kevorkian Center, New York University, 50 Washington Square South, New York, NY 10012-1073.

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the application at the back of this bulletin.

ARABIC LANGUAGE AND LITERATURE

Preparatory for advanced Arabic language courses: Intermediate Arabic or the equivalent. Staff: Goelet. 4 points per term.

Advanced Contemporary Arabic I, II G77.1005, 1006 Prerequisite: Intermediate Arabic or the equivalent. Mikhail. 4 points per term.

Classical Arabic I, II G77.1112, 1113 Identical to G78.1121, 1122. Kennedy, Mikhail. 4 points per term.
Grammar and reading, providing the transition from modern standard Arabic to classical texts.

Medieval Arabic Literature: Prose G77.1114 Kennedy. 4 points.
Readings in selected authors from the 8th century to the 12th century.

Medieval Arabic Literature: Poetry G77.1115 Identical to G29.1115. Kennedy. 4 points.
Readings in selected poets from the 8th century to the 12th century.

Medieval Arabic Literature: Qu’ran and Tafsir G77.1116 Kennedy. 4 points.
Readings from the Qu’ran and Tafsir.

Arabic Literature: Modern Prose and Poetry G77.1117 Identical to G29.1732. Mikhail. 4 points.
Introduction to the genres of modern Arabic prose and poetry, with readings in each.

Colloquial Arabic: Egyptian G77.1118 Prerequisite: one year or the equivalent of modern standard Arabic. Mikhail. 4 points.
Practice in aural/oral communication in the colloquial Arabic dialect of contemporary Egypt.

Arabic Composition G77.1120 Mikhail. 4 points.
Practical language exercises in Arabic language and style. The finer points of grammar and syntax are studied.
Introduction to the different styles of expository prose writing, standard forms of letter writing, and idiomatic expressions.

Topics in 20th-Century Literature G77.1122 Identical to G29.1122. Dallal. 4 points.
Selected topics in 20th-century Arabic literature from a global perspective.

Recognition and Anagorosis in Arabic, Islamic, and European Narrative G77.1124 Identical to G29.1124. Kennedy. 4 points.
Investigates narrative epistemology (the themes and dynamic of knowledge, ignorance, and discovery) in Islamic and European narrative from the ancient world to the modern novel.

20th-Century Arabic Literature in Translation G77.1710 Identical to G29.1710. Mikhail. 4 points.
Introduction to 20th-century Arabic literature.

Modern Arabic Literary Criticism G77.1777 Identical to G29.1777. Mikhail. 4 points.
Selected topics in 20th-century Arabic literary criticism.

Drama and the Mass Media in the Arab World G77.1778 Mikhail. 3 points.
This course investigates the origins of modern Arabic drama and its intimate interfacing with mass media in contemporary Arab societies.

Seminar in Medieval Arabic Literature G77.3192 Kennedy. 4 points.
Selected topics in medieval Arabic literature.
Seminar in Modern Arabic Language II G77.3197 Identical to G29.3197. Dallal. 4 points.
Selected topics in modern Arabic language.

See also the Arabic language courses listed in the College of Arts and Science Bulletin under Middle Eastern Studies.

PERSIAN LANGUAGE AND LITERATURE
Prerequisite for the following courses: Intermediate Persian or the equivalent.
Staff: Chelkowski, Korrami, McChesney.

Persian Historical and Biographical Texts G77.1412 4 points.
Advanced Persian: Poetry G77.1413 4 points.
Advanced Persian: Contemporary Literature G77.1415 4 points.
Persian Literary Prose G77.1416 4 points.

TURKISH LANGUAGE AND LITERATURE
Prerequisite for the following courses: Intermediate Turkish or the equivalent.
Staff: Erol, Salzmann.

Turkish Literary Texts: Ottoman Historical Texts G77.1512, 1513 4 points per term.
Turkish Literary Texts: Modern Turkish Literature G77.1514, 1515 4 points per term.

MIDDLE EASTERN HISTORY
The following are lecture courses.

History of the Middle East, 600-1200 G77.1640 Identical to G57.1502. Husain. 4 points.
Survey of the history of the Middle East from 600 to 1200.

History of the Middle East, 1200-1800 G77.1641 Identical to G57.1641. McChesney. 4 points.
Survey of the history of the Middle East from 1200 to 1800.

History of the Middle East, 1750-Present G77.1642 Identical to G57.1642. Fahmy, Lockman. 4 points.
Survey of the history of the Middle East from 1750 to the present.

The following are colloquia.

Literature of the Field: Modern Middle Eastern History G77.1643 Identical to G57.1643. Staff. 4 points.

Topics in Medieval Islamic History G77.1646 Identical to G57.1521. Husain. 4 points.
Topics in medieval Middle Eastern social, economic, and political history.

Topics in Ottoman History G77.1651 Identical to G57.1513. Salzmann. 4 points.
Topics in Ottoman political, social, economic, and cultural history.

The Late Ottoman Empire G77.1652 Identical to G57.1652. Salzmann. 4 points.
Topics in the history of the Ottoman Empire from the 18th century to the First World War.

Modern Iran (1800 to the Present) G77.1661 Identical to G57.1541. Chelkowski. 4 points.
History of Iran in the 19th and 20th centuries, focusing on the internal and external forces that have helped shape modern Iranian history in its political, economic, social, cultural, and religious dimensions.

Egypt in Modern Times G77.1664 Identical to G57.1511. Fahmy, Lockman. 4 points.
Modern Egyptian history from the end of the Ottoman-Mamluk period to the present, largely through an exploration of the scholarly literature and of various paradigms that have been used to interpret that history.

History of Muslim Central Asia G77.1666 McChesney. 4 points.
General survey covering the region of the central Asian republics from the Muslim conquests in the eighth century to the present. Focus is on social and economic history.

Nationalisms and Nation-States in the Middle East G77.1670 Lockman. 4 points.
Emergence of national identities, nationalist movements, and nation-states in the modern Middle East, studied comparatively and in relation to various approaches to understanding nationalism and state formation.

Problems and Methods in Middle Eastern Studies G77.1687 Staff. 4 points.
Introduction to key issues and methods in the study of the Middle East.

Islamic Institutions G77.2853 Staff. 4 points.
Origins, evolution, and significance of key political, social, cultural, and religious institutions of premodern Islamic societies.

The following are seminars.

Medieval Identities and Histories G77.1647 Identical to G57.1647. Husain. 4 points.
Social and cultural history of communities and their identities in the premodern Middle East.

Medieval Islamic Texts and Contexts G77.1648 Identical to G57.1648. Husain. 4 points.
Medieval Arabic and Persian texts.

Seminar in the History of the Modern Middle East I G77.1653 Identical to G57.1653. Lockman. 4 points.
Topics in the history of the modern Middle East.

Seminar in the History of the Modern Middle East II G77.1654 Identical to G57.1654. Staff. 4 points.
Topics in the history of the modern Middle East.

Seminar in Waqf Studies G77.1783 McChesney. 4 points.
Pre-Islamic origins, legal systemization, social uses, and economic impact of Islamic religious endowments from medieval times to the present.

Seminar in Safavid History G77.2551 McChesney. 4 points.
Study of the historiographical issues, the nature and development of state structures, and the parameters of involvement in the world economy of the 16th and 17th centuries.

Seminar on Early Modern Central Asia G77.2660 McChesney. 4 points.
Evolution of the Chinggisid system and the economy, society, and culture of Bukhara, Samarkand, and Balkh.

MIDDLE EASTERN CULTURES, SOCIETIES, AND ECONOMIES

Topics in the Sociology of the Modern Middle East G77.1612 Identical to G90.1576. Staff. 4 points.

Cities of the Middle East G77.1626 Identical to G14.1626 and G65.1021. Gilzenan. 4 points.
Issues of modernity in Middle Eastern cities and regions. Topics may include approaches to the transformation of cities in the Middle East; colonial and postcolonial urban spaces; architecture, politics, and social identities; discourses of the city; tradition and modernity; and everyday life, work, and gender issues.

**Anthropology for Middle Eastern Studies**
G77.1636  Identical to G14.1322. Gilsenan. 4 points.
Assessment of the contribution of anthropological research to the study of Middle Eastern history, politics, literature, and civilization.

**Sufism**
G77.1668  Identical to G90.1575. Chelkowski. 4 points.
Survey of the origins, development, forms, and significance of Sufism as a dimension of Islamic thought and practice.

**Introduction to Islamic Studies**
G77.1700  Identical to G90.1700. Peters. 4 points.
Approaches and methods used in the study of Islam as a religion and of Islamic history.

**Shi'i Islam**
G77.1750  Identical to G90.1577 and G93.1618. Chelkowski. 4 points.
Survey of the origins, development, forms, and significance of Shi'i Islam.

**Economy of the Middle East**
G77.1781  Identical to G31.1608. Staff. 4 points.
Economic and policy issues facing the states in the region, including the effect of oil on the economies of the exporting states, industrial and agricultural strategies and experience, and labor migration.

**Topics in Economic and Social History of the Middle East**
G77.1782  Staff. 4 points.

**Islam and Politics**
G77.1785  Haykel. 4 points.
Political dimensions of Islam.

**Islam in the Modern World**
G77.1803  Identical to G90.1803. Staff. 4 points.
Social, political, and cultural roles of Islam in the modern period.

**Islamic Law and Society**
G77.1853  Identical to L05.4525. Haykel. 4 points.
Introduction to Islamic law in theory and as social practice.

**Women and Islamic Law**
G77.1854  Haykel. 4 points.
Islamic law and its treatment of women in theory and practice.

**Muhammad and the Qu’ran**
G77.1857  Identical to G90.1502. Peters. 4 points.
Life, times, and works of Muhammad and the Qu’ran as a sacred text.

**Seminar in Islamic Philosophy**
G77.3111  Ivy. 4 points.
Problems in Islamic philosophy in the original texts and translation.

**COURSES OFFERED IN CONJUNCTION WITH OTHER DEPARTMENTS**

**History of the Ancient Near East**
G77.1600  Identical to G78.2601 (Hebrew and Judaic Studies). Levine. 4 points.

**Government and Politics of the Middle East**
G77.2590  Identical to G53.2590 (Politics). Kazemi, Mitchell. 4 points.

**RESEARCH AND READING**
Department faculty may also offer various specialized reading, directed study, independent study, and master’s thesis and dissertation research courses. These courses require permission of both the instructor and the director of graduate studies and, where appropriate, command of the relevant language.
The Program in Museum Studies offers the Advanced Certificate in Museum Studies, which focuses on the contemporary theory and practice of museum work. The program must be associated with graduate study in any of the disciplines in the humanities, social sciences, or sciences. Those who have a master’s or doctoral degree or who are accepted or enrolled for a graduate degree at New York University or another university in this country or abroad are eligible for this professional training program in museum studies.

Museum studies prepare students for careers as curators, directors, educators, registrars, and collections managers. Our graduates are working around the world in museums of fine arts, history, anthropology, and natural history; in arboretums, national parks, and science centers; with private and corporate collections; and in government agencies, historical societies, and art galleries.

International museum professionals further their careers by combining academic credentials of higher learning with advanced training and knowledge of museum history and applications. Many institutions recognize the need for specialized training and give preference, in a competitive job market, to those with both graduate degrees and museum training.

This nationally recognized 24-point program is one of the few intensive, interdisciplinary programs offered in the United States. Fulfillment of an M.A. or a Ph.D. degree and museum studies program requirements leads to the Advanced Certificate in Museum Studies awarded by the New York University Graduate School of Arts and Science. A maximum of two courses or 8 points of the 24 points required to complete the certificate may be counted toward the M.A. or Ph.D. degree offered by departments of the Graduate School of Arts and Science and at other schools at the University.

The Program in Museum Studies is in transition, and it is expected that curricular changes will be in place for the 2002-2003 academic year. Consult the program Web site for information about possible revisions. For students applying for admission after 2002, contact the department directly for exact curriculum requirements.
Robert B. Goldsmith, Adjunct Professor. M.A. 1982 (public management), Pennsylvania; M.A. 1979 (art history), Bryn Mawr College; B.A. 1977 (art history), Boston. Deputy Director for Administration and Assistant Secretary, Frick Collection, New York.

Lorna Hughes, Adjunct Assistant Professor. M.Phil. 1991 (history and computing), M.A. 1990 (modern and medieval history), Glasgow; B.A. 1986, Hamburg. Assistant Director for Humanities Computing, New York University.

Michele Marincola, Adjunct Assistant Professor. M.A. 1990 (art history), New York; B.A. 1981 (ancient studies), Brown. Associate Conservator, the Cloisters, Metropolitan Museum of Art.


Rachel A. Mustalish, Instructor. M.A. 1997 (art history), New York; B.A. 1990 (environmental science and art history), Wesleyan. Assistant Conservator, Paper Conservation Department, Metropolitan Museum of Art.


Susan Saidenberg, Adjunct Assistant Professor. M.S. 1976 (museum studies), Bank Street College of Education; M.A. 1962 (history), Columbia; B.A. 1960 (art history), Vassar College. Director of Exhibitions and Public Programs, Gilder Lehrman Institute of American History.


Program and Requirements

Admission: Applications for admission to the program are accepted from those who already have a master’s or doctoral degree in hand or who are currently applying to, accepted into, or enrolled in a graduate program at New York University or another highly reputed university.

All applicants must provide a report from the general test of the Graduate Record Examination (GRE). In addition, international applicants must achieve a score of at least 600 on the Test of English as a Foreign Language (TOEFL).

Special arrangements and collaborations accommodate visiting museum professionals, special students, and foreign scholars.

A strong academic record, a desire to communicate, and evidence of commitment to museums and related institutions are important factors in obtaining admission. Applicants should arrange a personal interview if possible. A curriculum vitae or résumé must be sent in advance.

Admission to the program is granted independently of admission to another graduate department, and applicants are notified separately. Acceptances are made in both fall and spring semesters to the Program in Museum Studies.

Applicants are encouraged to obtain further information and to arrange an interview by contacting the Program in Museum Studies, (212) 998-8080, fax: (212) 995-4185, E-mail: museum.studies@nyu.edu; or by writing to Program in Museum Studies, New York University, 726 Broadway, Suite 601, New York, NY 10003-9580.

Requirements: Students are responsible for completion of museum studies certificate requirements as well as the master’s or doctoral requirements of their degree-granting departments. A maximum of two courses or 8 points of the 24 points required to complete the certificate may be counted toward the M.A. or Ph.D. by participating departments.

The Program in Museum Studies comprises five core courses and two electives. The core courses are Museum Studies I, II (G49.1500, 1501); Museum Studies Seminar (G49.3330), selected from a broad range of topics; Internship (G49.3990); and Research Seminar (G49.3991). Electives may be chosen either from the museum studies curriculum or from offerings in other departments in consultation with the program adviser.

Students eligible for the Advanced Certificate in Museum Studies must successfully complete Internship (G49.3990) and Research Seminar (G49.3991) with grades of B or better. Attendance at the internship meeting scheduled during the academic year is compulsory for those doing an internship.

Students must arrange appointments for advisement each semester they are in the program, whether or not they are taking courses.

The program must be completed within three years of admission.

Students who hold or earn a graduate degree and who have fulfilled all requirements for the program are awarded the nationally and internationally recognized Advanced Certificate in Museum Studies by the New York University Graduate School of Arts and Science.

CONCENTRATIONS

All concentrations in museum studies combine in-depth knowledge of a particular discipline with museum theory and professional training. They are designed for those who intend to pursue careers in museums and cultural organizations and those currently employed in the field who wish to acquire new skills and formal training. All concentrations offer individualized internship placement and provide a comprehensive knowledge of contemporary theory and practice of museum work.

M. A. Degree in Africana Studies/Concentration in Museum Studies

This program requires the completion of 36 points (16 in museum studies) and a master’s essay. Those planning to work as museum professionals with collections in museums, historic houses and sites, and government relating to black history and culture, literature, and politics are encouraged to apply.

For more information, contact Professor Manthia Diawara, director, Africana Studies, (212) 998-2130, or the Program in Museum Studies, (212) 998-8080.

M.A. Degree in Near Eastern Studies/Concentration in Museum Studies (pending administrative approval)

This program requires the completion of 48 points (32 in Near Eastern studies and 16 in museum studies); a full summer internship in a museum or cultural institution; and a master’s essay combining topics in Near Eastern study and museology.
Required courses include Problems and Methods in Middle Eastern Studies (G77.1687); one Near Eastern history course and two area studies courses; either Museum Studies I: Perspectives on Museums (Museology) (G49.1500) or Museum Studies II: Applications in Museums (Museography) (G49.1501); Museum Studies Seminar (G49.3330); Research Seminar (G49.3991); and two electives. All candidates must demonstrate language competence in either Arabic, Hebrew, Persian, or Turkish.

For more information, contact Professor Lawrence H. Schiffman, chair, Skirball Department of Hebrew and Judaic Studies, (212) 998-8980, or the Program in Near Eastern Studies, (212) 998-8080.

**M.A. Degree in Hebrew and Judaic Studies/Concentration in Museum Studies**

This program requires the completion of 38 points and is aimed primarily at those who are or will be museum professionals in collections relating to Jewish history and civilization. The master’s degree with the separate award of the Advanced Certificate in Museum Studies requires a combined total of 48 points (24 in museum studies). For more information, contact Professor Lawrence H. Schiffman, chair, Skirball Department of Hebrew and Judaic Studies, (212) 998-8980, or the Program in Museum Studies, (212) 998-8080.

**M.A. Degree in Latin American and Caribbean Studies/Concentration in Museum Studies**

This program requires the completion of 36 points (16 in museum studies) and a master’s essay. Those planning careers in cultural affairs, art, government, and museums are encouraged to apply.

For more information, contact Professor Christopher Mitchell, director, Center for Latin American and Caribbean Studies, (212) 998-8686, or the Program in Museum Studies, (212) 998-8080.

**INTERNSHIPS**

One of the unique opportunities open to students in the program is the individualized and project-oriented personal internship placement for one semester or more (approximately 300 hours). As the artistic, financial, and cultural center of the country, New York City has the largest concentration of museums anywhere in the world. Thus, students may work at one of the more than 90 museums in the metropolitan area or elsewhere in the United States and abroad. Placements are based on the student’s long-range goals, academic specialization, area of museum career goals, experience, and skills. Placements are made at (but are not limited to) the following: American Museum of Natural History, National Museum of the American Indian, Asia Society, Brooklyn Museum, Brooklyn Historical Society, New York State Museum, Museum of the City of New York, Metropolitan Museum of Art, Museum of Modern Art, New York Hall of Science, New York Public Library, Staten Island Historical Society, Statue of Liberty National Monument/Ellis Island (National Park Service), Whitney Museum, Smithsonian Institution, and Grey Art Gallery at New York University. In choosing an internship, the student and the internship coordinator give primacy to matching the goals set by the student to the experience offered at the museum.

The program considers the internship a catalyst in the workplace for synthesizing academic and museum studies and in preparing students for placement and advancement as museum professionals.

**SPECIAL PROJECTS**

Students may participate in special projects and exhibitions, colloquia, and symposia organized by the program, according to their abilities and interests. Past activities have included student work on program contracts for the collection, registration, and storage of historical collections at the Statue of Liberty National Monument/Ellis Island (National Park Service) and on the educational programming development for and staffing of the New York Transit Museum (Metropolitan Transit Authority). Students assisted with the two-day international conference “Guardians of Monuments and Memory: Case Studies in Conservation and Museums in the Middle East” (May 3-4, 1998) and the international symposium “A Conversation on Benin, 1897: Empire and the Making of ‘History’ in Nigeria” (March 6, 1998).

The program publishes Museum Studies Newsletter, featuring news of graduates and students in the workplace, internships, jobs, special articles, and book reviews by students and faculty. The newsletter is available electronically and as a Web page linked to the Program in Museum Studies general site.

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**Courses**

**Museum Studies I: Perspectives on Museums (Museology) G49.1500**

4 points.

Introduction to the social and cultural history of museums. The museum is seen as a dynamic institution. Its structure and functions are examined in the context of political, economic, and social change. Independent research is stressed, and current issues are analyzed. Selected visits are made to New York museums.

**Museum Studies II: Applications in Museums (Museography) G49.1501**

4 points.

Close examination of the parts that make up a modern museum. Each department—its functions, techniques, and problems—is studied with regard to the basic tasks of the museum: collecting, conserving, and interpreting the collections. Special projects and visits are assigned.

**SEMINARS**

**Museum Studies Seminar: Special Topics G49.3330 2 points.**

Current issues in the museum profession. Outside museum scholars, specialists, and university faculty offer in-depth examination of topics. Practica, with “hands-on” components, are also offered periodically under this course number. Students choose a seminar based on their needs to fulfill a program requirement and specialized areas of interests. Some examples are listed below. (Refer to the current course schedule for particular seminars offered in each academic year.)

**Seminar: Museum Education G49.3330.02 Saidenberg. 2 points.**

Seminar: Material Culture Studies and Museums G49.3330.08 Kaplan. 2 points.
Critical assessment of the potential of museum collections and other types of material evidence for scholarly research. Considers the historical and epistemological underpinnings of material culture studies and recent trends across disciplines.

Seminar: Communications, Public Affairs, and Public Relations G49.3330.09 2 points.
Overview of organizational principles as they relate to the processes of public relations and communications. Topics include public relations, advertising, audience development, communications, and aspects of marketing. This seminar is a practicum in public relations and requires an institutional affiliation.

Research in Museum Studies G49.3915 1-4 points.
Independent research on a topic determined in consultation with the program director.

Internship G49.3990 Required of all candidates for the Advanced Certificate in Museum Studies. 2-4 points. Students nearing completion of their certificate and their academic degree must apply in writing to the director for an internship. Placements are made on an individual basis and are project oriented. For one or more semesters, a minimum of 300 hours is spent as an intern at a museum or other suitable institution. A daily log, diary, and progress report are required. Students must earn a grade of B or better to receive the certificate.

Research Seminar G49.3991 Required of all candidates for the Advanced Certificate in Museum Studies. Altshuler. 2 points.
Students conduct research combining their academic and professional interests, using appropriate methodology. They formulate a topic, prepare a relevant bibliography, and write the qualifying paper based on their research. Students must earn a grade of B or better to receive the certificate.

ELECTIVES

Two elective courses (8 points) are chosen from the program’s offerings (G49 course numbers) or those in other departments, in consultation with a program adviser. Some possible choices are listed below.

Museum Management G49.1502 Goldsmith. 4 points.
Overview of management, finance, and administration for those aspiring to managerial and supervisory positions in museums. Topics covered include organizational structure and the roles and relationships of museum departments; operational issues, including security and disaster planning; museum accounting and finance, including operating and capital expense budgeting; leadership and strategic planning; and legal and ethical issues facing museums.

Museums and Media: Video, Film, and Technology for Museum Interpretation G49.2214 Delson. 4 points.
Relates artistic, historical, and cultural content to the techniques of videoape production for museums through researching, planning, and executing on-location shooting of select scripts developed by students.

The rise of American museums and the collections and records created, examined in the context of modern practice and principles of information management. Focuses on the centralization of functions in the office of the registrar, the key administrative office of the museum. Includes case studies of current acquisitions and exhibitions. Sessions are held at the New York Public Library.

Development, Fund-Raising, and Grantsmanship G49.2221 4 points.
Overview of organizational development principles as they relate to the fund-raising and grantsmanship process. Topics include sources of funding, current trends, and fund-raising techniques, earned income, public relations, volunteers, and membership. Includes a practicum in proposal writing and work experience with an arts organization in program development and fund-raising.

Curating Collections: Care, Handling, and Examination of Artifacts G49.2222 Marinola. 4 points.
Introduction to conservation techniques of ethnographic, archaeological, historical, and natural history. For curatorial and other museum professionals who are nonconservators.

Local Museums, Historic Houses, and Sites G49.2223 4 points.
New York’s rich variety of museums, historic sites, and houses are a microcosm of the development of this country. They also provide a laboratory for learning about the administration of such institutions; the maintenance of properties, exhibitions, publications, and publishing; and the ubiquitous fund-raising. Students observe “on site” and submit papers.

Museums and Interactive Technologies G49.2225 Hughes. 4 points.
Survey and analysis of museum use of interactive technologies. Among topics discussed in detail are strategies and tools for collections management, exhibitions, educational resources and programs, Web site design, digitization projects, and legal issues arising from the use of these technologies. Each student develops an interactive project in an area of special interest.

Exhibition Planning and Design G49.3332 Sosur, Skolnick. 4 points.
Introduction to the theory, planning, design, graphics, audiovisual techniques, labeling, and lighting of exhibitions. Local museums serve as working laboratories for examining the working process. Individual projects are developed.

Seminar: Museums, Art, and the Law G49.3910 Marsh. 4 points.
The case study method is used to examine the issues, the law, and the decisions that affect museums today. State, federal, and international levels are included. Lawyers discuss ethics, gifts, loans, bequests, taxes, insurance, copyright, liability, art in public places, and other matters. Emphasis is on preparing directors, curators, and other staff members for their professional responsibilities. Examines the complex relations of museums with trustees, collectors, donors, dealers, and creative artists.
The New York University graduate program in music is deliberately small, admitting a few students each year. Continuing the traditions established in the department by pioneering scholars such as Curt Sachs and Gustave Reese, the curriculum is research-oriented; most courses are concerned with extending the boundaries of current knowledge. The program is designed for the professionally minded student who plans a career combining college-level teaching with continuing research and/or composition. Recent graduates hold academic appointments in some of the most prestigious universities in the United States and Canada and are making distinguished contributions to scholarship on both the national and international levels.

The University is strong in supporting resources, including the Elmer Holmes Bobst Library and Study Center, which houses an important collection of music, books, periodicals, and microfilms of early musical sources. The Avery Fisher Center in the Bobst Library has built up an enviable collection of videos and recordings. The Noah Greenberg Collection of Musical Instruments (containing the collection of the New York Pro Musica Antiqua) forms a nucleus for the department’s ensemble for the performance of early music, the Collegium Musicum. Likewise, the Ethnomusicology Ensemble makes use of the Affelder Collection, which contains a growing variety of instruments from throughout the world.

The department houses the American Institute for Verdi Studies, furthering Verdi research and making that research widely available by providing perhaps the largest collection of Verdi source materials in the world, and the Center for Early Music, committed to the performance practice of medieval, Renaissance, and early baroque music and to combining academic study with research in a laboratory performance setting. The department also sponsors the Washington Square Contemporary Music Society, which presents three professional concerts each year devoted to the most recent music of our time.

In addition to the resources within the University, the New York City area presents limitless cultural facilities, among them the New York Public Library, the Pierpont Morgan Library, the Metropolitan Museum of Art, the Schomburg Center for Research in Black Culture, and the many performing institutions active in the city. The department sponsors a colloquium series and frequently offers courses by eminent visiting professors; these have included H. Wiley Hitchcock, Jessie Ann Owens, Joshua Rifkin, Allan Atlas, and Lydia Goehr.

Faculty

Gage Averill, Professor; Chair, Department of Music; Coordinator, Ethnomusicology Track. Ph.D. 1990 (ethnomusicology), B.A. 1984, Washington. Music of the Caribbean; Haitian music; popular music; North American vernacular.


Wagner; 19th- and 20th-century German music; 19th-century musical theory.

Music from 1350 to 1600; 20th-century European music; early printing and bibliography; source studies and performance.

David L. Burrows, Professor, Ph.D. 1961 (musicology), Brandeis; M.A. 1952 (music), Harvard; B.M. 1951, Eastman School of Music.

Aesthetics; time; phenomenology of hearing.


Music of Franz Schubert, Giuseppe Verdi, and Wolfgang Amadeus Mozart; opera.

Mercedes Dujunco, Assistant Professor; Ph.D. 1994 (ethnomusicology), M.A. 1988 (ethnomusicology), Washington; B.M. 1983 (piano), Philippines.

Chinese and Vietnamese folk instrumental music; music of Southeast Asia; music and politics.

Elizabeth Hoffman, Assistant Professor; D.M.A. 1996 (composition), Washington; M.A. 1988 (composition), SUNY (Stony Brook); B.A. 1985 (music), Swarthmore College.

Acoustic and computer-generated composition; analysis of 20th-century music; aesthetic criticism.

Louis Karchin, Professor; Coordinator, Composition and Theory Track. Ph.D. 1978 (music), M.A. 1975 (music), Harvard; B.Mus. 1973, Eastman School of Music.

Music composition; music theory and analysis; contemporary music performance.

Edward H. Roesner, Professor; Coordinator, Historical Musicology Track. Ph.D. 1974 (music), New York; M.Mus. 1964, B.Mus. 1962, Cincinnati College-Conservatory of Music.

Medieval music (12th- and 13th-century polyphony, Gregorian chant, music theory and aesthetics); paleography; history of liturgy.


History of American music; jazz and swing; early romantic opera.

FACULTY EMERITI

Brian Fennelly, Jan LaRue.

Programs and Requirements

Admission: All applicants to the department are encouraged to visit the department in advance. Students are admitted to the department’s graduate program on the basis of a superior academic record as evidenced by transcripts and letters of recommendation and, for the program in music theory and composition, by demonstrated creative ability. Students must also submit scores for the Graduate Record Examination. Applicants must hold (or be in the process of receiving) the B.A., B.M., or an equivalent degree, and their undergraduate careers should include a strong background in the liberal arts and a special emphasis on music.

Entering students should possess a solid background in harmony, counterpoint, and analysis, and they must take a diagnostic examination in these areas in their first semester of study at New York University. Students who fail the examination are strongly encouraged to remedy the deficiency before taking the general examination and before completing the second year of course work.

Registration: All students registering for courses must have their choices approved by the director of graduate studies. Students not enrolled in the department must have written approval of the instructor and the director of graduate studies to register for a departmental course.

DOCTOR OF PHILOSOPHY

All graduate students admitted in music are considered students for the Ph.D. and take 72 points of course work. After completing or enrolling in their first 36 points, students take a general examination (see below), administered in the spring semester of each year. Students who transfer to the department with a master’s degree from another university are nonetheless required to take the general examination.

Students may receive credit for courses taken at other universities that belong to the Inter-University Doctoral Consortium if those courses are not available at NYU. The consortium institutions are Columbia University, the Graduate Center at CUNY, Fordham University, New School University, and Teachers College (Columbia University). After the general examination, students are expected to begin preparing research papers and compositions for public presentation and publication. The faculty believes strongly that the skills involved in presenting a scholarly or musical argument and in supporting it adequately with the necessary apparatus form an important aspect of graduate training.

Language Examinations: Students must demonstrate reading competency in one modern European language, usually French, German, or Italian, by passing a written examination administered by the department before taking the general examination. Between the general and special examinations, students must demonstrate reading knowledge in a second language (students in composition and theory are exempted from this requirement). For students in historical musicology, the second language normally is another of the principal European languages, though a different language may be chosen with the approval of the director of graduate studies. Students in ethnomusicology are expected to select a language appropriate to their research topic.

General Examination: For each of the three departmental tracks, the general examination tests the student’s knowledge of all the major aspects of the field. Students are expected to display sophisticated skills in dealing with intellectual problems in the field and should be able to create and support thoughtful lines of argument from a wide range of evidence. For historical musicology, the examiners require students to have a thorough general knowledge of all periods of musical history and of the changing styles employed. Students are expected to cite and discuss recent musicological writings and to advance and support theories about major issues in response to the questions posed on the examination. In ethnomusicology, students should demonstrate an understanding of the history of the discipline, its theories and principal ethnographies, and major musical cultures. Composition and theory students are expected to be familiar with the principal composers and compositional models of the last century and to be able to handle problems of practical analysis. Students in each track also are expected to have a basic knowledge of the other tracks and
to incorporate this knowledge in their examination responses. Preparation for the examination should therefore include independent study of both the secondary literature and the music itself, with extensive listening and analysis.

There are three possible outcomes of the exam. A student may pass the exam at a level deemed appropriate for continued studies toward the Ph.D. and, in doing so, will be awarded the M.A. degree in music. Or, a student may pass the exam at the M.A. level (and receive the M.A.) but not at a level considered acceptable for further studies in the department. It is also possible for a student to fail the examination outright. Students who fail the examination may repeat it only once, one year after the original submission, and may register for further study only provisionally until the examination is passed.

Adviser, Doctoral Committee, and Special Examination: During the third or fourth year of study, the student selects a principal adviser for the dissertation. The adviser and the student select two other members of the departmental faculty to form a dissertation committee. In certain cases, a member of the committee may come from outside the department, though normally not from outside the University. This committee prepares the special examination and works with the student on the dissertation. The special examination, individual to each student and a prerequisite for dissertation research, is administered after the general examination, after completion of course work, and at a time deemed appropriate by the student and adviser. The exam should demonstrate the student's competence in the planned field of research, in surrounding fields, and in current methodological and theoretical approaches to the topic. A student who fulfills all requirements for the Ph.D. except for the dissertation, and who declines to complete a dissertation, may request that the department award the M.Phil. (Master of Philosophy) degree.

Dissertation: A dissertation proposal must be submitted to the entire departmental faculty for approval. The proposal should succinctly state the research question to be studied, how it relates to existing scholarship, the methods (approaches to fieldwork, analytical techniques, etc.), and how the dissertation will expand our understanding of the field. A proposed chapter outline and working bibliography should also be included. For composers, the principal part of their dissertation is a composition of significant proportions accompanied by a thesis on a topic in musical analysis or theory. Composers, in their dissertation proposal, must include a brief description of the intended composition. They should discuss scoring, texts to be set, and planned structure and size; and discuss the thesis as described above.

The dissertation must be approved by all members of the dissertation committee before it can be submitted to the department. Deadlines for submission of dissertations to the department are set at four weeks in the term before the deadlines of the Graduate School of Arts and Science. After four weeks have elapsed, a public oral examination is held for the candidate to defend the research and thesis before the department faculty. This defense follows rules established by the Graduate School of Arts and Science.

Historical Musicology: The track in historical musicology is intended to familiarize the student with the modes of thought and techniques of research in the discipline. Students are expected to develop skills in document study, archival research, stylistic analysis, editing, and the study of performance practice, as well as to acquire a grasp of recent ideas in historiography, analysis and interpretation, and other fields of current scholarly activity, such as genre and gender studies.

The 36 points of course work before the general examination must include Introduction to Musicology (G71.2101), Ethnomusicology: Theory and History (G71.2136), and a course in musical analysis. Students should take courses from a range of periods of Western music history.

Ethnomusicology: The training in ethnomusicology should prepare students for doctoral study by familiarizing them with the history of the discipline, its principal theories and methodologies, and a wide diversity of musical styles and forms from around the world. Students learn how to design and conduct fieldwork-based research projects, perform library and archival research, explore a wide range of multimedia approaches to analysis and publication, and engage in applied/public ethnomusicology. The Ethno Lab incorporates digital work stations and recording equipment for documenting and studying performance traditions. Musical ensembles are included as a means of deepening an appreciation for the complexities of musical sound, aesthetics, and performance practice; as training for learning music in fieldwork; and as preparation for teaching similar ensembles.

Course work requirements in ethnomusicology include Introduction to Musicology (G71.2101) and Ethnomusicology: Theory and History (G71.2136) in the first year of study; Musical Ethnography (G71.2166); Musical Sound, Transcription, and Analysis (G71.2148); one other graduate course from the department (preferably in one of the world’s musical traditions); a course in anthropology or performance studies; and at least four semesters of the ethnomusicology ensembles.

Composition and Theory: This track is designed to provide training in original composition through creative work and through analytical study of other composers' works. In addition to its full-time faculty, the department regularly offers semester-long seminars in composition and theory taught by distinguished visitors. (Recent visitors have included Milton Babbitt, Charles Wuorinen, Andrew Imbrie, George Perle, Martin Boykan, Joseph Straus, and Severine Neff, among others.) Concurrently, students develop skills in analytical methodologies and in music theory, with particular emphasis on music of the 20th century. The department's computer music studio includes multiprocessor digital (including real-time) sound synthesis capabilities. The department makes arrangements for students to receive regular performances of their compositions by professional New York City musicians.

Course work requirements comprise the following: 20th-Century Analysis (G71.2165) or Music Since 1945 (G71.2132); 20th-Century Theory (G71.2129) or Tonal Analysis (G71.2130); and at least two semesters of Techniques of Music Composition (G71.2162). Students in composition and theory are required to select at least one additional course each from the offerings in musicology and ethnomusicology.

Certificate in Early Music: The department and its Center for Early Music offer a program of study in the performance practice of medieval, Renaissance, and baroque music that combines traditional musico-domical course work with performance laboratory research. It is intended for the gifted performer specializing in the re-creation of early music, for whose work a solid musico-domical background is essential. Students seeking admission normally should have an undergraduate degree in music, including knowledge of music.
from before ca. 1630, and some experience of performing in an early music ensemble or on early instruments. At the discretion of the director of graduate studies, students without a first degree but with exceptional experience in early music performance may be admitted. The certificate may also be taken as part of the program for the Ph.D. The certificate program consists of 24 points of course work, including Introduction to Musicology (G71.2101), Notation and Editing of Early Music (G71.2102), and at least one year of Collegium Musicum (G71.1001-1002). The remaining courses are chosen from those dealing with medieval, Renaissance, and baroque topics.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

All graduates admitted to the department are awarded the Graduate School’s MacCracken Fellowships. Students receive five years of financial support (four in the case of those transferring 24 or more points), which normally consist of two years as a fellow and three as a teaching assistant. The award of fellowship presumes a continued high level of achievement by the student (a B or better average in music is required). Stipend levels for 2001-2002 are set at $13,000 with an additional $4,000 provided by the Department of Music from its endowments. All students admitted to doctoral programs with full financial aid are provided a dean’s supplementary fellowship grant of $1,000 to be used at their discretion for costs associated with beginning graduate work. Additional grants may be available to qualified minority candidates. The MacCracken Fellowship covers tuition and services fees and a subsidy for NYU health insurance.

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the application at the back of this bulletin.

Courses

Two-Part Courses: A hyphen indicates a full-year course with credit granted only for completing both terms. A comma indicates that credit is granted for completing one term.

Collegium Musicum G71.1001, 1002
Admission by audition. May be repeated for credit. Boorman. 2 points per term.
Performance ensemble concentrating on the music of the Middle Ages through the high baroque and on neglected works or genres from other periods.

Ethnomusicology Ensemble
G71.1003, 1004 Admission by audition. May be repeated for credit. Averill, Dujuccu, 2 points per term.
Performance ensemble specializing in musical repertoires from outside the Western classical tradition. The ensemble concentrates on a different repertoire each year. Examples have included Chinese classical music, Caribbean music, Balinese gamelan, Irish music, and Klezmer.

Introduction to Musicology
G71.2101 Boorman, Roosner. 4 points.
Proseminar in current research methodology and musicological thought. Topics discussed include techniques for the examination of primary source materials; principles of musical text criticism and editing; and current issues in musicological thought.

Notation and Editing of Early Music
G71.2102 Boorman, Roosner. 4 points.
The paleography of medieval, Renaissance, and early baroque music. Study of the notation and transmission of music from a period such as the 12th through the early 14th centuries or the 15th, 16th, and 17th centuries.

Gregorian Chant
G71.2105 Roosner. 4 points.
The genesis of the plainchant repertory, its styles and forms; the roles of Rome and the Franks; the beginnings of notation and of modal theory.

Parisian Organum
G71.2106 Roosner. 4 points.
Studies in the notation, transmission, and stylistic development of the music of Leonin and Perotin, from organum to clausula to the nascent motet.

The Roman de Fauvel and Its Background
G71.2107 Roosner. 4 points.
Problems of chronology, style, and notation in the transition from the ars antiqua to the ars nova; authenticity problems in Philippe de Vitry.

Readings in Medieval Musical Thought
G71.2108 Roosner. 4 points.
Documents of musical theory and aesthetics from Boethius to Jehan des Murs.

Machaut and His Contemporaries
G71.2150 Boorman. 4 points.
Issues of changing musical style; text and music; musical dissemination.

The Renaissance Chanson
G71.2109 Boorman. 4 points.
The chanson in France and northern Italy between 1450 and 1530; study of repertoire, selected sources, and the pattern of transmission that they exemplify.

Sacred Music of the 15th Century
G71.2110 Boorman. 4 points.
Problems of authenticity and chronology; transmission and performance practice; and the emergence of the cyclic mass.

Josquin des Prez
G71.2111 Boorman. 4 points.
Problems of authenticity, chronology, structure, and style in selected groups of works by Josquin.

Problems in Early Printed Music
G71.2152 Boorman. 4 points.
Topics in music as circulated in print between 1500 and 1700; issues of taste and editing; technical problems; patterns of publishing and dissemination.

The Italian Madrigal
G71.2112 Boorman, Burrows. 4 points.
Secular music in Italy from 1525 to 1600. Problems in style and chronology; the editing of one or more collections of the period.

English Music of the Late Renaissance
G71.2151 Boorman. 4 points.
Style and taste; foreign influences; performance practice.

Monteverdi
G71.2114 Burrows. 4 points.
The works of Monteverdi, studied in three ways: for their individual qualities as musical statements; for their reflection of the turn of musical styles from Renaissance to baroque; and, in a still larger context, for their participation in the turn of style in European thought that took place during the years of Monteverdi’s activity.

The Italian Cantata of the 17th Century
G71.2115 Burrows. 4 points.
Sources, principal composers from Luigi Rossi to Stradella, performance practice, and style. Some consideration of solo song in Italy before the emergence of
the cantata and of solo vocal forms found elsewhere in Europe.

Basso Continuo G71.2169 Boorman. 4 points.

Seventeenth- and 18th-century continuo keyboard realization: style for different repertoires, contemporary theoretical rules and demonstrations, surviving manuscript examples; decline of the continuo in the early 19th century; and parts.

Involves practical exercises and performance at the harpsichord as well as study of contemporary documents.

French Baroque Music G71.2158 4 points.

Issues of notation and performance practice; style and stylistic change; the relation between text and music.

J. S. Bach G71.2116 4 points.

Problems of sources, style, and chronology in a genre such as the instrumental music or the cantatas of J. S. Bach.

Classical Symphony G71.2117 4 points.

The development of symphonic style from about 1720 to 1800, with emphasis on composers other than Haydn and Mozart.

Classical Concerto G71.2118 4 points.

The classical concerto viewed as a morphological transition from baroque to high classic. Emphasis is on style—analytical aspects such as the double exposition, thematic differentiation of the soloist, and the problem of interior tuttis.

Operas of Gluck and Mozart G71.2119 Chusid. 4 points.

Gluck’s Italian and French versions of Orfeo and Alceste, his ballet Don Juan, and Mozart’s Idomeneo, Don Giovanni, and La Clemenza di Tito. Topics for individual papers may be drawn from the entire range of late 18th-century opera.

Haydn and Mozart G71.2153 Chusid. 4 points.

Issues of style and stylistic evolution. A specific repertory is chosen as the focus of each course.

Harmonic Practice, 1750-1850 G71.2122 Chusid. 4 points.

Using the music of a single composer as a point of reference, discussions are devoted to defining tonality and establishing a common terminology to describe modulation, harmonic progression, and dissonance treatment.

Beethoven G71.2120 Chusid. 4 points.

Analytical and source-critical problems in Beethoven’s large instrumental works. Topics include style and compositional evolution.

Schubert G71.2121 Chusid. 4 points.

Analytical and source-critical studies of selected instrumental and vocal compositions by Schubert, such as the quartets, the Unfinished Symphony, or Die Winterreise. Analysis of sketches, multiple drafts, and other sources.

Early Romantic Opera G71.2123 Yellin. 4 points.

Inquiry into the formative years of romantic opera, seeking to identify the characteristics of romantic music as well as the mechanisms of stylistic change found in the musical theatre. Deals with key works of Cherubini, Rossini, Weber, Marschner, Bellini, and especially Meyerbeer.

Piano Music and Song in 19th-Century Germany G71.2124 Bailey. 4 points.


Verdi’s Compositional Process G71.2125 Chusid. 4 points.

Different aspects of Verdi’s manner of approaching and writing operas. Topics include the scenarios, librettos, musical sketches, skeleton scores, and revisions. Operatic conventions and censorship in the mid- and late 19th century, as well as Verdi’s thoughts on performance, are treated as they relate to the compositional process.

Wagner G71.2126 Bailey. 4 points.

Studies in the inception, theory, and musical design of Wagner’s operas.

Post-Wagnerian Symphonists G71.2143 Bailey. 4 points.

Autographs and Revisions G71.2160 Bailey. 4 points.

Introduction to the study of 19th-century composers’ autographs and revisions. Techniques of conservation; problems of connoisseurship and attribution. Types of autographs, their relation to initial publications, and the musical questions they raise or practical problems they may help to solve. Problems of revision and recomposition.

The Dissolution of Tonality: Music in 20th-Century Vienna G71.2154 Bailey, Karchin. 4 points.

Study of the transition from tonality to atonality through the works of four composers: Richard Strauss, Mahler, Schoenberg, and Berg; major works of each composer and writings on their music by their contemporaries and modern theorists.

Music Since 1945 G71.2132 Boorman, Hoffman, Karchin. 4 points.

Developments in the United States and Europe since 1945; close examination of the writings of composers and theorists as well as of the music itself. Topics include post-Wagnerian aesthetics, serialism, electronic music, musique concrète, aleatoric tendencies, and stochastic music. May be presented as a concentrated study of a small group of composers.

American Music from Colonial Times G71.2153 Yellin. 4 points.

The history and historiography of music and musical activity in the United States from colonial times. The development of an American style and the way in which music has defined American culture. Topics include metrical psalmody, singing schools, 18th-century tunesmiths, musical theatre, music publishing and manufacture, Gottschalk, the New England composers, jazz, and contemporary American opera.

Tonal Analysis G71.2130 Hoffman, Karchin. 4 points.

Consideration of the major analytic techniques of Western music and their application to a broad range of selected masterworks of the tonal literature. Readings in analysis from Dunsby, Schoenberg, Schenker, Meyers, Reti, Epstein, Lerdahl, and others.

Studies in Music Theory G71.2134 Hoffman, Karchin. 4 points.

Study of comparative methodologies and exploration of the endeavor of music analysis itself. Focuses on selected works from various repertoires as case studies. Essays to be studied include significant current work by musical and critical theorists.
Schenkerian Analysis G71.2164.  4 points.
Study of the principles and techniques of Heinrich Schenker’s method of tonal analysis, with reference to sketches and studies of tonal masterworks prepared by Schenker and others. Students develop their own analytical skills through weekly assignments of selected music from the 17th to 19th centuries.

Analysis of 20th-Century Music G71.2163 Hoffman, Karchin. 4 points.
In-depth discussion of selected 20th-century works and composers. Covers established masterpieces from the early part of the century by Schoenberg, Bartók, and Stravinsky to the most recent music of Elliott Carter, John Cage, Peter Maxwell Davies, and others.

Techniques of Music Composition G71.2162  May be repeated for credit. Hoffman, Karchin. 4 points.
Examination of techniques of music composition as they are applied to the creation of musical works. Compositional practice is studied and evaluated both from the standpoint of craft and aesthetics. Students create compositions, and works are performed in public concerts.

Computer Music Composition G71.2165 Hoffman. 4 points.
Code-based and graphic-user-interface languages for digital signal processing and event processing. Filtering, analysis/resynthesis, digital sound editing, granular synthesis. Course involves study of computer music repertoire of past 20 years.

Seminar in American Music G71.2155 Yellin. 4 points.

Historiography G71.2137 Burrows. 4 points.
Reviews various ways of giving an account of music, such as description, analysis, explanation, and metaphor, and relates them to the various purposes they serve, among them history and criticism. Includes readings that deal with such topics from fields other than music.

Music and Time G71.2161 Burrows. 4 points.
An interdisciplinary exercise in applying ideas from philosophy and psychology to musical problems. Immanuel Kant, William James, Henri Bergson, A. N. Whitehead, and Gaston Bachelard are some of the writers whose works are discussed.

Words and Music: Forms of Accommodation G71.2113 Burrows. 4 points.
Discussion of sound and voice and investigation of the separate characteristics of speech and music and of their convergence in song, with a consideration of verse as it illustrates an intermediate position. The transformations, amounting often to deformations, to which music subjects its texts; the contrasting progressive and circular formal tendencies of verbal and musical art.

Non-Western Influences on 20th-Century Music G71.2146 Hoffman. 4 points.
The impact of non-Western sound sources, musical styles, and philosophies on music in the 20th-century Euro-American tradition. Topics include the impact of non-Western musical culture areas (notably India, Southeast Asia, East Asia, and West Africa) on the West; the impact of new aesthetic systems and philosophies on the Western musical tradition.

Music and Ritual G71.2147 Averill, Dujunco. 4 points.
Looks at the function of music in religious ritual, cosmology, spirituality, cultural philosophy, temporality, faith, mythology, political liturgy, and morality. Addresses the role of music in achieving altered states (such as dreaming, meditation, possession, or trance) in ritual encounters, healing, divination, and magic. Course materials view not just how music operates within specific ritualistic events, but how it relates to culturally defined perceptions of the ordering of the universe.

Ethnomusicology: History and Theory G71.2136 Averill, Dujunco. 4 points.
A broad intellectual history of the discipline, surveying landmark studies and important figures. Examines major paradigms, issues, and frameworks in ethnomusicology. The relation of ethnomusicology to other disciplines and the relations of knowledge and power that have produced them. Serves as an introduction to the field of ethnomusicology.

Musical Ethnography G71.2166 Averill, Dujunco. 4 points.
Emphasizing the urban field site, this course provides pragmatic instruction in field and laboratory research and analytical methods in ethnomusicology. Topics include research design, fieldwork, participant observation, field notes, interviews and oral histories, survey instruments, textual analysis, audiovisual methods, archiving, urban ethnomusicology, applied ethnomusicology, performance as methodology and epistemology, and the ethics and politics of cultural representation. Students conceive, design, and carry out a limited research project over the course of the semester.

Music, Politics, and Identity G71.2167 Averill, Dujunco. 4 points.
The patronage and censorship of music. Considers the politics of musical culture, music as a marker of sociopolitical change, and music as an agent of political transformation. Utilizes case studies from various parts of the world, periods of history, and genres of music to demonstrate the complexity of these relationships.

Musical Sound, Transcription, and Analysis G71.2168 Averill, Dujunco. 4 points.
Examines approaches to understanding the role of sound and music in various musical traditions. Explores aural analysis, systems for graphically representing sound and music, and modes of analysis of transcribed materials. Considers the limits of perception, the complexity of acoustic phenomena, and the problems of visual and linguistic representations of sonic material.

Students learn and practice both “hand” and computer-assisted transcription methods. Students are expected to produce original analyses drawing on multiple, relevant transcription systems.

Music of the Caribbean G71.2157 Averill. 4 points.
Covers the history, musical structure, and the social, cultural, and political context of important genres of Caribbean music.

Special Studies G71.2198, 2199 May be repeated, but not more than once per year unless all course requirements have been met. 4 points per term.

Independent study with a faculty supervisor. Must have the approval of the director of graduate studies and the proposed supervisor.
The Hagop Kevorkian Center supports advanced study, graduate training, and public education on the modern Middle East. It offers an M.A. program in modern Near Eastern studies and M.A. programs that combine the study of the Middle East with journalism, museum studies, and business. The Center works closely with the Department of Middle Eastern Studies (see department listing), which offers a separate program of study leading to the Ph.D. degree.

The Center’s intellectual focus is on the contemporary political economy and cultures of the region and the historical processes that have shaped the present. Current areas of faculty research and teaching include questions of economic and political rights, law and society, gender politics, Arabic fiction writing, Iranian literary culture, the anthropology of Arab cities, Ottoman and Arab state formation, social history of Egypt and Palestine, and early modern Iran and Central Asia. Besides the graduate program, the Center runs conferences and workshops for the discussion of new research on the region. Many of these reach beyond the Middle East to explore interactions and parallels with Europe, South Asia, and other world regions. Details of current research and teaching at the Center can be found at the Web site listed above.

The M.A. program is designed for (1) those thinking of entering a Ph.D. program but wanting first to explore different disciplines or advance their knowledge of the region and its languages and (2) those planning a career in a field such as journalism, public service, cultural organizations, human rights, or political advocacy and seeking to understand the region’s politics and history and to engage with questions of cultural production, social transformation, and economic justice.

The Hagop Kevorkian Center organizes academic forums and public events to encourage new understandings of the politics, cultures, and history of the Middle East and related world regions. Students in the M.A. program benefit from the Center’s conferences, workshops, and public symposia and from the presence of the visiting scholars and intellectuals who participate in them.

The Center’s regular events include the New York Middle East Research Workshop, which brings leading scholars from the United States and abroad to discuss their research-in-progress with faculty and graduate students from within New York University and beyond; a luncheon seminar series for informal discussions with Middle East writers, filmmakers, human rights workers, political actors, and scholars; film screenings followed by discussions with the directors and film scholars; an annual symposium in fields such as Ottoman history, postcolonial theory, Arabic literature, and law and society; and the annual Hagop Kevorkian Conference on Near Eastern Art and Civilization.

Special events at the Center in the last three years have addressed such topics as “Andalusian Aesthetics: the Artistic Legacy of Islamic Spain”; “The Future of Iraq: Human Rights and the Sanctions Regime”; “Covering Islam Revisited”, “The Future of Area Studies”; “Representing the Qajars: New Research on 19th-Century Iran”; and “Cultural Boundaries and Cyber Space: Innovative Tools and Strategies for Strengthening Women’s Leadership in Islamic Societies.” The Center cosponsors events with other programs at NYU (including the Center for Culture, Media, and History; the Institute of French Studies; the Program in Africana Studies; and the American Research Center in Egypt).

Visiting scholars during the last three years who have stayed and in many cases taught at the Center for periods ranging from two weeks to a year include Partha Chatterjee,
programs and courses in the program are taught in anthropology; political economy; global Middle East anthropology; economic, political and social science; and Middle East politics. Faculty members include: Salim Tamari, Sociology, Birzeit University, and Director, Institute for Jerusalem Studies; Shawkat Mahmood Toorawa, History, University of Mauritius; and Mohamed Tozy, Political Science, Université Hassan II. The Center, designated jointly with Princeton University as one of 14 federally funded Middle East National Resource Centers, serves secondary schools, colleges, and the general public as a source of information and education about the Middle East. The Center runs teacher training workshops and summer institutes for high school teachers and produces Web-based curricular units and other classroom teaching materials. Center faculty provide frequent interviews and information to the print and broadcast media.

The Hagop Kevorkian Center, together with the Department of Middle Eastern Studies, is housed in its own building, designed by Philip Johnson, on Washington Square. The building contains faculty offices, seminar rooms, an auditorium, a computer laboratory for research and language study, and the Richard Ettinghausen Library, which includes current journals, reference works and study areas. The library and lobby of the building incorporate decorative elements from an 18th-century Damascene house, including a mosaic fountain, boiserie, and a muqarnas (stalactite) niche.

**Faculty**

**Programs and Requirements**

Admission: The Center looks for applicants who show evidence of outstanding academic achievement and an interest in the Middle East, demonstrated through education, life, or work experience. Applicants from all undergraduate majors are eligible to apply. The Center values, but does not require, an undergraduate training in a Middle Eastern language or in the history, and cultures of the region. All applicants must submit scores from the Graduate Record Examination (general test only). Applicants who have completed undergraduate degrees at universities where English is not the language of instruction must submit scores from the Test of English as a Foreign Language (TOEFL). Joint journalism applicants must comply with the additional admission requirements of the Department of Journalism and Mass Communication. Applicants must meet all Graduate School of Arts and Sciences admissions deadlines. Applications for entry are accepted for the fall semester; applications for spring entry are considered only in exceptional circumstances and cannot be considered for financial aid.

**MASTER OF ARTS**

The program has three elements: (1) a coherent sequence of courses on the region, totaling 40 points; (2) a demonstrated ability in one modern language of the area; and (3) a master’s thesis or report written under the supervision of an adviser. The program includes an

**Faculty**


Middle East politics; political economy; postcolonial theory.

Shiva Balaghi, *Adjunct Assistant Professor; Associate Director, Hagop Kevorkian Center. Ph.D. 1998, Michigan; B.A. 1988, Emory.*

Iranian cultural history; gender studies; history of colonialism and nationalism in the Middle East.


Middle East anthropology; economic anthropology; political economy; globalization and development; nongovernmental organizations (NGOs).

Courses in the program are taught primarily by faculty from the Departments of Middle Eastern Studies, Anthropology, Comparative Literature, History, and Politics. Individual faculty research interests are listed under their home departments and in more detail on the Center’s Web site.

**AFFILIATED FACULTY IN OTHER DEPARTMENTS**

**Modern Middle East**

Peter J. Chelkowski, *Middle Eastern Studies; Jenine Abboushi Dallal, Middle Eastern Studies, Comparative Literature; David Engel, Hebrew and Judaic Studies; Sibel Erol, Middle Eastern Studies; Khaled Fahmy, Middle Eastern Studies; Yael Feldman, Hebrew and Judaic Studies; Ahmed A. Ferhadi, Middle Eastern Studies; Katherine E. Fleming, History (Hellenic Studies); Michael Gilsenan, Middle Eastern Studies, Anthropology; Bernard Haykel, Middle Eastern Studies; Rosalie Kamelhar, Hebrew and Judaic Studies; Farhad Kazemi, Politics; Mehdi Khorrami, Middle Eastern Studies; Zachary Lockman, Middle Eastern Studies; Robert D. McChesney, Middle Eastern Studies; Mona N. Mikhail, Middle Eastern Studies; Timothy P. Mitchell, Politics; M. Ishaq Nadiri, Economics; Ariel Salzmann, Middle Eastern Studies.*

**Early Islamic and Medieval Middle East**

Jill N. Claster, *History; Adnan Hussain, Middle Eastern Studies; Alfred L. Ivry, Hebrew and Judaic Studies; Philip Kennedy, Middle Eastern Studies; Francis E. Peters, Middle Eastern Studies; Priscilla P. Soucek, Fine Arts; Eliot R. Wolfson, Hebrew and Judaic Studies.*

**Pre-Islamic Near East**

Joan Connelly, *Fine Arts; Daniel Fleming, Hebrew and Judaic Studies; Ogden Goelet, Middle Eastern Studies; Donald P. Hansen, Fine Arts; Thomas F. Mathews, Fine Arts; David O’Connor, Fine Arts; Jeffrey L. Rubenstein, Hebrew and Judaic Studies; Lawrence H. Schiffman, Hebrew and Judaic Studies; Rita Wright, Anthropology.*
optional internship course. The degree can be completed in two years (four semesters) of full-time study; students may also study part time.

Course of Study: The 40 points of course work include two required courses and a distribution requirement. The required courses are (1) the core course, Problems and Methods in Middle Eastern Studies (G77.1687), and (2) History of the Middle East, 1750-Present (G77.1642) or, with the approval of the director, an advanced history seminar. Students select the remaining eight courses according to their individual research interests, in consultation with the director of graduate studies. The distribution requirement consists of at least one course each from two of the following disciplines: anthropology, economics, politics, and sociology (e.g., two of the following courses: Anthropology for Middle East Studies [G14.1322]; Economics of the Middle East [G31.1608]; Middle East Government and Politics [G53.2590]; and Sociology of Islam [G77.1612]).

Language Requirement: To complete the degree, students must demonstrate proficiency at the upper-intermediate level in Arabic, Hebrew, Persian, or Turkish. (Other languages may be considered as meeting this requirement with the approval of the director of the program.) Students with no language background may satisfy the requirement by completing four semesters (16 points) of language training at NYU; however, only two of those semesters (8 points of undergraduate language credits) may be counted toward the degree. Students who have prior language training or who take an intensive language course in the summer of their first year may satisfy the requirement by testing at an intermediate level of proficiency or by enrolling in an advanced class. Native speakers with fluency in reading, writing, listening, and speaking may waive this requirement with the permission of the director.

Master’s Thesis or Report: The master’s thesis should generally have the format, style, and length of a substantial scholarly article in a Middle Eastern studies field. Alternatively, it can have the format and style of a professional report, with a length and substance similar to a scholarly article. In either case, it must present the author’s own research and relate this to existing scholarly understandings of the topic or field. Students should begin discussing possible topics for the thesis or report by the end of their first semester and should select a topic and an adviser, in consultation with the director of graduate studies, before the end of their second semester. Students are encouraged to conduct research on their topic during the summer of their first year.

Internships: The internship program draws on the resources of New York City as a center of international politics and culture. Internships provide practical training in the kinds of research and report writing required for careers in public and nongovernmental service, policy research, cultural affairs, and political advocacy. The internship program enables students to make professional contacts in fields they are interested in joining and to share their skills with organizations as they explore a particular field or issue. Organizations providing internships include (but are not limited to) human rights organizations; United Nations agencies and missions; media organizations; policy research groups; and other nongovernmental organizations. The internship involves 10-15 hours of work per week during one semester. Students receive up to 4 points toward the degree by registering for Internship (G68.2997). They must submit weekly progress reports on their internship project as well as mid- and end-of-semester reports.

MUSEUM STUDIES IN NEAR EASTERN STUDIES

The joint degree program gives students professional training for careers as museum educators, curators, and public programs officers. In the course of study, students grasp the history, theory, and practice of museum work in the modern world, with a focus on the Middle East. Students must complete 18 points of course work, including two required courses, 12 points of Middle Eastern courses, and a 2-point final project that consists of a museum seminar assignment and a museum internship. The final project may be completed in conjunction with an approved internship. Requirements consist of the two required Middle East courses and the Middle East distribution requirement (see above); Writing and Reporting Workshop I, II (G54.1021, 1022); The Journalistic Tradition (G54.1023); and a journalism seminar, such as History of the News (G54.0018). Although there is no language requirement for this degree program, students are encouraged to develop a competence in a Middle Eastern language and can apply for Foreign Language and Area Studies Fellowships (see below).

For further information, contact the Hagop Kevorkian Center, (212) 998-8877, E-mail: kevorkian.center@nyu.edu, or the director of graduate studies, Department of Journalism and Mass Communication, (212) 998-7980.

MASTER OF ARTS PROGRAM IN NEAR EASTERN STUDIES WITH A CONCENTRATION IN MUSEUM STUDIES

The joint degree program gives students professional training for careers as museum educators, curators, and public programs officers. In the course of study, students grasp the history, theory, and practice of museum work in the modern world, with a focus on the Middle East. Students must complete 48 points of course work (32 points of Middle Eastern studies, including up to 8 points of language, and 16 points of museum studies), a full summer internship in a museum or cultural institution, and a master’s essay based on the student’s combined study and internship.

Museum Studies requirements for all students in this program include Museum Studies I (G49.1500) or II (G49.1501); Museum Studies Seminar (G49.3330), selected from a broad range of topics; and Internship Research Seminar (G49.3991). The remaining 8 points are elective courses. (Consult the Program in Museum Studies section of this bulletin for course offerings and additional information.)

Students in the museum studies concentration may elect to study in three tracks: the modern Middle East, the ancient Near East, or the medieval Middle East. The course and language requirements for the modern track are identical to the requirements for the Master of Arts as listed above. Requirements for the medieval track include two core courses, Problems and Methods in Middle Eastern Studies (G77.1687) and History of the Middle East, 600-1200 (G77.1640). For the distribution requirement, students register for one
advanced history seminar or for History of the Middle East, 1200-1800 (G77.1641), and one class from either law, philosophy, or religion; for instance, Topics in Medieval Islamic History (G77.1646) and either Islamic Law and Society (G77.1854), Seminar in Islamic Philosophy (G77.3111), or Islamic Institutions (G77.2855).

Electives are chosen from courses offered in the Departments of Fine Arts, Hebrew and Judaic Studies, History, and Middle Eastern and the Program in Religious Studies. Students must demonstrate proficiency in a modern Middle East language, as above.

The ancient track requires students to enroll in two core courses, Introduction to Ancient Studies (G78.1040) and Seminar: History of the Ancient Near East (G78.2601). Each student in the ancient track is assigned a faculty adviser who supervises the student’s selection of courses in consultation with the director of graduate studies. Electives are chosen from courses offered in the Departments of Anthropology, Fine Arts, Hebrew and Judaic Studies, History, and Middle Eastern Studies. The language requirement may be met either as above for a modern Middle East language or by completing four semesters of ancient Egyptian, Akkadian, Ugaritic, or Aramaic.

For further information, contact the Hagop Kevorkian Center, (212) 998-8877, E-mail: kevorkian.center@nyu.edu, or the Program in Museum Studies, (212) 998-8080.

NEAR EASTERN STUDIES OPTIONS WITH THE LEONARD N. STERN SCHOOL OF BUSINESS

The Master of Arts program in Near Eastern studies with a business option prepares students to work in organizations that require research on business and finance in the Middle East. Graduate business courses for the degree are offered through NYU’s Leonard N. Stern School of Business. Students are advised by the director of graduate studies at the Kevorkian Center.

The program requires the completion of 40 points of coursework, consisting of (1) 25 points in Near Eastern studies (the two required courses and 17 points of electives, including the two-course distribution requirement, one of which must be Economics of the Middle East [G31.1608]) and (2) 15 points of business courses.

The requirements for the business course work are Data Analysis and Modeling for Managers (B09.2405), Financial Accounting: A User’s Perspective (B09.2301), and Managerial Accounting and Control (B09.2111), taken in sequence; Microeconomics for Global Decision Making (B09.2303); and one of the following: Managing Organizational Behavior (B09.2307), Marketing Concepts and Strategies (B09.2313), or Foundations of Finance (B09.2316). Students entering the program are required to enroll in two noncredit summer workshops given in the last two weeks before the fall and spring semesters: Mathematics and Calculus Workshop (B00.2002) and Workshop in Fundamentals of Economics (B00.2003).

Although there is no language requirement for this degree program, students are encouraged to develop a competence in a Middle Eastern language and can apply for the Foreign Language and Area Studies Fellowships (see below).

Students accepted to the Stern School of Business may add an informal concentration in Middle Eastern studies to their M.B.A. program. Full-time students in the Stern School are eligible for Foreign Language and Area Studies Fellowships, provided they will be studying a Middle Eastern language.

For further information, contact the Hagop Kevorkian Center, (212) 998-8877, E-mail: kevorkian.center@nyu.edu.

FINANCIAL AID

Applicants to the Program in Near Eastern Studies (and all joint programs) are eligible for graduate fellowships and assistantships, which provide full-time tuition and fees and a stipend of approximately $13,000. No additional forms beyond the admission application are needed to apply for these awards. A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the application at the back of this bulletin.

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS

Foreign Language and Area Studies (FLAS) Fellowships consisting of full-time tuition and a stipend of approximately $13,000 are awarded on a competitive basis by the Hagop Kevorkian Center, under a Title VI grant from the U.S. Department of Education.

Applicants to the M.A. program in Near Eastern studies (and all joint programs) are eligible to apply, as are students from other departments within GSAS and from other schools at NYU. FLAS applicants must be U.S. citizens or have permanent resident status, and must plan to enroll full time in a degree program that will include the study of either Arabic, Hebrew, Persian, or Turkish.

Academic Year FLAS Fellowships may be awarded to both incoming and continuing students. Summer FLAS Fellowships are available to students currently enrolled at NYU to attend selected intensive language programs in the United States and abroad.

Unlike most other financial aid at GSAS, application for FLAS Fellowships is separate from the admissions application. Both summer and academic year applications are due in January for study beginning the following summer and fall, respectively; application forms are available the preceding November.

For inquiries about FLAS Fellowships, or to request an application, contact the Hagop Kevorkian Center, (212) 998-8877, E-mail: kevorkian.center@nyu.edu. Application forms may be downloaded in Adobe Acrobat format from the Center Web site at www.nyu.edu/gsas/program/neareast.

CONSORTIUM AGREEMENT WITH PRINCETON UNIVERSITY

A cooperative arrangement between the Program in Near Eastern Studies at Princeton University and the Hagop Kevorkian Center at New York University permits a student in good standing at NYU to enroll in courses offered by Princeton University’s Program in Near Eastern Studies courses. (Princeton students may likewise register for NYU courses.) The student must have the approval in each case of (1) the director of graduate studies, (2) the graduate dean, and (3) the instructor concerned. Students receive credit toward the M.A. degree at New York University for classes taken at Princeton University. Students in all departments at GSAS are eligible to take advantage of the consortium offerings.
EASTERN CONSORTIUM IN PERSIAN AND TURKISH

The Hagop Kevorkian Center is a member of the Eastern Consortium in Persian and Turkish, which organizes an annual intensive summer language program that gives students the equivalent of one year of Persian or Turkish language study at either the elementary or intermediate level. Classes are taught by instructors chosen by a committee from the American Association of Teachers of Persian and the American Association of Teachers of Turkish.

The Eastern Consortium is a cooperative arrangement of the Middle East Centers of Georgetown University, Harvard University, New York University, Ohio State University, University of Pennsylvania, and Princeton University; it is sponsored by the U.S. Department of Education under Title VI. The summer program is held at one of the member schools every summer. In Summer 2001, NYU hosted the consortium program.

Admission to the Eastern Consortium program requires submission of an application directly to the school hosting the program. Tuition fellowships are available for students to attend the Eastern Consortium program. The Eastern Consortium program meets the requirements for students who plan to study under Foreign Language and Area Studies Fellowships.

Courses

Descriptions of selected courses are provided below. Consult the listings of the Departments of Middle Eastern Studies (G77), Anthropology (G14), History (G57), Politics (G53), Fine Arts (G43), and Hebrew and Judaic Studies (G78) and the Program in Religious Studies (G90) for additional course offerings and descriptions. Qualified students may enroll in courses at Princeton University’s Program in Near Eastern Studies.

NEAR AND MIDDLE EASTERN STUDIES

Internship in Near Eastern Studies

G68.2996 Staff. 1-4 points.

Master’s Thesis Research

G68.2998 Staff. 1-4 points.

Problems and Methods in Middle Eastern Studies

G77.1687 Staff. 4 points.

Introduction to key issues and methods in the study of the Middle East.

ANTHROPOLOGY

World Cultures: The Middle East

G14.1321 Gilsenan. 4 points.

Cities of the Middle East

G77.1626 Gilsenan. 4 points.

Anthropology for Middle Eastern Studies

G77.1636. Gilsenan. 4 points.

POLITICS, ECONOMICS, AND SOCIOLOGY

Government and Politics of North Africa

G53.2538 Staff. 4 points.

Middle Eastern Government and Politics

G53.2590 Kazemi, Mitchell. 4 points.

TOPICS IN THE SOCIOLOGY OF THE MODERN MIDDLE EAST

G77.1612 Staff. 4 points.

POLITICAL ECONOMY OF DEVELOPMENT

G68.1781 Identical to G77.1781 and G31.1608. Staff. 4 points.

Political economy is broadly defined as the interaction of the political and the economic. The focus of the course is on introducing theories and themes of development, but it includes discussion of the historical experiences of Middle Eastern countries. Topics include (but are not limited to) the incorporation of the Middle East in the world economy, state-led development models, economic reform and privatization, the informal economy, globalization, gender, and critiques of development. Case studies of particular countries are used to examine specific development issues.

Topics in Economic and Social History of the Middle East

G77.1782 Identical to G31.1609. Staff. 3 points.

Financial Markets of the Arabian Gulf

G77.1784 Staff. 4 points.

The premise of the course is that financial markets in nondemocratic, developing countries are fundamentally political and are established not to provide an intermediary institution between supply and demand but as institutions to direct investments to projects and firms that will lead to the maintenance of the political regimes in power. The course seeks to explain why markets have evolved in their present form and to explore the reality, potentials, and limitations of finance in a given market, focusing on Bahrain, Kuwait, and Saudi Arabia. Includes a four-week simulation of negotiations for the financing of corporations in the Gulf.

JOURNALISM

Reporting the Middle East

G77.1720 Identical to G54.1720. Staff. 4 points.

Critical approach to the process and forms by which political developments are brought to the attention of the Western public and the problems of providing fast, accurate information to a target public whose knowledge base is usually low or skewed. Provides a theoretical and practical grasp of current issues; the nature of news gathering and reporting in the region; and the roles of local media and regional government.

MIDDLE EASTERN HISTORY

History of the Middle East

G77.1640 Husain. 4 points.

G77.1641 McChesney, Salzmann. 4 points.

History of the Middle East, 1750-1800

G77.1642 McChesney, Salzmann. 4 points.

History of Muslim Central Asia

G77.1666 McChesney. 4 points.

History of the Middle East

G77.1651 McChesney. 4 points.

G77.1653, 1654 Lockman, Fahmy. 4 points per term.

Seminar in the History of the Modern Middle East

G77.1661 Chełkowski. 4 points.

Modern Iran (1800 to the Present)

G77.1664 Lockman. 4 points.

History of Muslim Central Asia

G77.1666 McChesney. 4 points.
Gender, Empire, and the Nation in the Middle East and South Asia  G68.1999  Balaghi. 4 points.
The primary task of this course is to examine the shifting paradigms of gender in the Middle East and South Asia throughout the process of building, imposing, resisting, and dismantling empire. The ruptures of colonialism recast gender relations. The alchemy of race, gender, and ethnicity figured prominently in the formation of anti-colonial nationalisms. The historical memory of empire continues to figure prominently in the discourses of post-colonial antifeminist movements. This course examines the history of women in Iran, India, and Algeria in the 19th and 20th centuries in order to better understand the interplay of the historical and political networks of colonialism and nationalism in the lives of women.

History and Memory in the Middle East and South Asia  G68.2000  Balaghi. 4 points.
This course examines the politics of memory at moments of rupture, dislocation, and displacement. New nations require a raison d’être that binds the political exigencies of the present with an originary myth and a historically viable national past. Migration and exile give new impetus to the construction of national memories. National nostalgia helps to determine the border of nation-states and the frontiers of diasporas. Canonicity (a process that both writes and elides) is central to the project of nation-building. Nations and nationalities create and recall memories as a means of articulating communalism, coalescing distinct identities, and justifying political positions. Popular memory can serve as an effective means of resistance to the national canon and its erasures by groups who are marginalized in the national narrative.

Immigrants may deploy memory as a strategy for creating a bifurcated nationalism: participating as citizens of one nation-state while maintaining strong ties to another. Movements of peoples, advances in transportation, and developments in the new media in the 19th and 20th centuries have given rise to particular expressions of national memories with commensurate modes of political behavior. The course examines the contentious politics of memory within a variety of locations and analytical paradigms.

Seminar in Safavid History  G77.2551  McChesney. 4 points.

History of Zionism  G78.1512  Hertzberg. 3 points.

History of Contemporary Israel  G78.1693  Hertzberg. 4 points.

LAW, PHILOSOPHY, AND RELIGION

Sufism  G77.1668  Chelkowski. 4 points.

Introduction to Islamic Studies  G77.1700  Peters. 4 points.

Shi’i Islam  G77.1750  Chelkowski. 4 points.

Jerusalem: The Contested Inheritance  G77.1810  Peters. 4 points.

Islamic Law and Society  G77.1853  Haykel. 4 points.

Women and Islamic Law  G77.1854  Haykel. 4 points.

Muhammad and the Qu’ran  G77.1857  Peters. 4 points.

Seminar in Islamic Philosophy  G77.3111  Ivry. 4 points.

Islam in the Modern World  G90.1580  Chelkowski, Gilouann. 4 points.

LITERATURE AND ART

Art and Architecture in the Islamic Mediterranean  G43.2013  Soucek. 4 points.

Medieval Arabic Literature: Prose  G77.1114  Kennedy. 4 points.

Classical Arabic Literature: Qu’ran and Tafsir  G77.1116  Kennedy. 4 points.

Other Literatures and the New Transnationalism  G77.1122  Dallal. 4 points.

Persian Historical and Biographical Texts  G77.1412  Khorrami. 4 points.

Persian Literary Prose  G77.1416  Chelkowski. 4 points.

Turkish Literary Texts: Modern Turkish Literature  G77.1514, 1515  Evol. 4 points per term.

Drama and the Mass Media in the Arabic World  G77.1778  Mikhail. 4 points.

Seminar in Medieval Arabic Literature: Andalusian Texts  G77.3192  Kennedy. 4 points.

Seminar in Modern Arabic Literature: Translating Culture—North Africa  G77.3197  Dallal. 4 points.

Israeli Literature: Memory and Narrative  G78.1585  Feldman. 3 points.

Ideology, Psychology, and Gender: Postmodernism and the Contemporary Israeli Novel  G78.2720  Feldman. 3 points.
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 biochemical 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 doctoral program in neural science provides advanced training for research careers in neural science. Opportunities exist for study in both experimental and theoretical aspects of the field. Areas of specialization include neurochemistry, neurobiology, cellular physiology and biophysics, neural development, behavioral neuroscience, auditory and visual neuroscience, cognitive neuroscience, neural mechanisms of memory and emotion, mathematical biology, computational neuroscience, robotics and artificial intelligence, and cognitive science. The curriculum of the Ph.D. program is designed to provide research training of the highest caliber to a small group of full-time students with varied backgrounds and interests.
Program and Requirements

Admission: Admission to the program is limited to qualified students, usually documented by high scores on the Graduate Record Examination, superior undergraduate grades, and excellent letters of recommendation.

Students seeking admission to the Center for Neural Science should have a strong background in one or more of the academic areas involved, such as biology, chemistry, computer science, experimental psychology, engineering science, mathematics, or physics. A clear statement of the student’s career goals and reason for applying to the Center is required. An interview ordinarily is scheduled before a final decision on admission is made.

International students must demonstrate their command of written and spoken English by their performance on the Test of English as a Foreign Language (TOEFL) or its equivalent and by an interview. Special arrangements are made to interview international students before acceptance.

DOCTOR OF PHILOSOPHY

The Center accepts students only for the degree of Doctor of Philosophy.

Degree Requirements: A minimum of 72 points is required, at least 37 of which must be taken in residence at New York University. This includes the required first-year core curriculum (see below). The student is expected to fulfill the course requirements, complete the doctoral research, and defend the thesis within five years.

Curriculum Planning, Advisement, and Examining Committees: An adviser and two other members of the faculty guide the student in the selection of formal courses until the thesis proposal has been submitted. At this time a dissertation committee is selected, consisting of three members of the faculty whose research interests are appropriate to help the student in the planning and execution of the proposed doctoral research.

Examinations: The student’s general knowledge of the field of neural science is documented by satisfactory performance in the first-year core curriculum taught by the staff of the Center. Completion of this requirement qualifies the student as a candidate for the doctoral degree.

Specific knowledge related to the area of the doctoral thesis is examined orally at the time of the presentation of the thesis proposal to the dissertation committee. The formal presentation of the dissertation proposal must be filed at least six months before the defense of the thesis.

The final examination consists of the oral defense of the doctoral thesis. The examination committee usually consists of the three members of the dissertation committee plus two additional members. Passage of the thesis defense is contingent on all but one of the examiners voting to accept the thesis and its defense. If there is a dissent, the dissenter shall provide a written report detailing the grounds for the dissent.

Research and Sponsorship: Many students may have already selected a
Courses

Neural Science Core Curriculum: The Center for Neural Science offers a two-semester core curriculum to be taken by all Ph.D. candidates, ordinarily during the first year. Included are four courses that meet twice a week for two-hour lectures by Center for Neural Science faculty: Cellular, Molecular, and Developmental Neuroscience (G80.2201); Sensory and Motor Systems (G80.2202); Behavioral and Cognitive Neuroscience (G80.2205); and Mathematical Tools for Neural Science (G80.2206). In addition, the core curriculum includes Laboratory in Neural Science I, II (G80.2203, 2204), a weekly six-hour teaching laboratory that introduces students to modern research techniques in neuroscience; Introduction to Research (G80.2210), six-month rotations through the center for Neural Science faculty laboratories; and Seminar in Current Topics (G80.3390), a weekly one-hour research colloquium, given usually by outside speakers.

Other Courses: The remaining course requirements are satisfied by taking doctoral-level courses in neuroscience or in one or more of the departments cooperating with the Center: biology, chemistry, computer science, mathematics, physics, and psychology. A partial list of suitable courses in other departments follows the course listings of the Center for Neural Science; note that in general, any suitable graduate course approved by a student’s advisory committee is acceptable. At least 37 points must be in graded courses.

Two-part courses: A hyphen indicates a full-year course with credit granted only for completing both terms. A comma indicates credit is granted for completing one term.

CENTER FOR NEURAL SCIENCE

Cellular, Molecular, and Developmental Neuroscience G80.2201 Identical to G89.2201. Open to doctoral candidates in fields relevant to neural science. Feldman, staff. 4 points.

Team-taught, intensive course. Lectures and readings cover basic biophysics and cellular, molecular, and developmental neuroscience.

Sensory and Motor Systems G80.2202 Identical to G89.2202. Open to doctoral candidates in fields relevant to neural science. Feldman, staff. 4 points.

Team-taught intensive course. Lectures and readings concentrate on neural regulation of sensory and motor systems.

Laboratory in Neural Science I, II G80.2203, 2204 Open to doctoral candidates in fields relevant to neural science. Corequisites: G80.2201, G80.2202.

Team-taught, state-of-the-art teaching laboratory in neural science. The first semester includes histology and cellular and molecular neuroscience. The second semester includes neuropeptide, sensory neurophysiology, modern neuroanatomical tracer techniques, psychophysics, and computational neuroscience.

Behavioral and Cognitive Neuroscience G80.2205 Open to doctoral candidates in fields relevant to neural science. Suzuki, staff. 4 points.

Team-taught intensive course. Lectures, readings, and laboratory exercises cover behavioral and cognitive neuroscience.

Mathematical Tools for Neuroscience G80.2206 Open to doctoral candidates in fields relevant to neural science. Prerequisites: undergraduate calculus and some programming experience. Simoncelli, staff. 4 points.

Team-taught intensive course. Lectures, readings, and laboratory exercises cover basic mathematical techniques for analysis and modeling of neural systems. Homework sets are based on the Matlab software package.

Introduction to Research in Neural Science I, II G80.2210, 2211 Open to doctoral candidates in neural science. 3 points per semester.

Research component of the first-year core curriculum in neural science. Students participate in the research activities in several different laboratories to learn current questions and techniques in neuroscience. Performance is evaluated on the basis of learning the literature and proficiency in laboratory techniques, based on oral and/or written presentations with the laboratory group.

Developmental Neurobiology G80.2221 Prerequisite: permission of the instructor. Desplan, Sanes. 4 points.

Provides an understanding of current molecular and genetic approaches to neural development, emphasizing phylogenetic comparison.

Simulation and Data Analysis G80.2253 Identical to G89.2253. Prerequisite: a statistics course, G80.2206, or permission of the instructor. 3 points.

Linear Systems G80.2236 Identical to G89.2236. Prerequisite: a semester of calculus or permission of the instructor. 3 points.

Function and Dysfunction of Central Auditory Processing G80.2522 Prerequisites: G80.2201, 2202, or permission of instructor. Sanes. 3 points.

Explores the relationship between central auditory physiology and psychoacoustics and those elements of the central auditory system that may change with deafness.
Information Processing and Visual agreeable to student and instructor. reading list. A paper is required by the reviews of one of the papers on the sources. Students present criticalitical substrates. Readings are from mixing, color induction and constancy, phenomena of color perception (color Lectures and readings on the major equivalent. Shapley, staff. 3 points.

G80.3234 Neural Basis of Color Perception specific topic areas in neural science. provide in-depth consideration of spe-

Advanced seminars led by the faculty to-

G80.3236 Classic Papers in Vision Research agreeable to student and instructor. review-

Neural Control of Movement G80.3321, 3322 May be repeated for credit. Glimcher. 1-3 points.

Computational Neuroscience Forum G80.3350 Rinzel. 3 points. Lecture/seminar course on computa-
tional aspects of neural function at cellu-

Laboratory in Molecular Biology I, II, III, IV G25.1122, 1123, 1124, 1125 Conquisites: biochemistry and per-

Computers in Medicine and Biology G23.1501 Prerequisite: G23.1501 or the equivalent. Recommended: familiarity with a programming language such as FOR-

Vertebrate Physiology G23.2219 Prerequisites: college courses in vertebranatomy and physiology. Recommended: bio-

Endocrine Physiology G23.2247 Prerequisites: college courses in vertebrate anatomy, embryology, and physiology, or their equivalents. Scott. 4 points.

Molecular Neural Science Journal Club G23.3008 Seminar. May be repeated for credit with permission of the instruc-

Immunology Journal Club G23.3013 Seminar. May be repeated for credit with permission of the instructor. Reiss. 2 points.

DEPARTMENT OF BIOLOGY Animal Behavior G23.1082 4 points.

Neuronal Plasticity G23.1101 Azmitia. 4 points.

Drugs and the Brain G23.1102 Whitaker-Azmitia. 4 points.

Laboratory Animal Science G23.1119 Prerequisite: permission of the instructor. Lecture and laboratory. Novotney. 4 points.

Developmental Biology G23.1120 Prerequisites: college courses in embryology and genetics. Kamhyelli. 4 points.

Laboratory in Molecular Biology II, III, IV G25.1122, 1123, 1124, 1125 Conquisites: biochemistry and per-

Mathematics in Medicine and Biology G23.1501 Identical to V63.0030. Prerequisite: one semester of cal-

Computers in Medicine and Biology G23.1502 Prerequisite: G23.1501 or the equivalent. Recommended: familiarity with a programming language such as FOR-

Vertebrate Physiology G23.2219 Prerequisites: college courses in vertebrate anatomy and physiology. Recommended: bio-

Endocrine Physiology G23.2247 Prerequisites: college courses in vertebrate anatomy, embryology, and physiology, or their equivalents. Scott. 4 points.

Molecular Neural Science Journal Club G23.3008 Seminar. May be repeated for credit with permission of the instruc-

Immunology Journal Club G23.3013 Seminar. May be repeated for credit with permission of the instructor. Reiss. 2 points.

DEPARTMENT OF BIOLOGY Animal Behavior G23.1082 4 points.

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Laboratory in Molecular Biology I, II, III, IV G25.1122, 1123, 1124, 1125 Conquisites: biochemistry and per-

Mathematics in Medicine and Biology G23.1501 Identical to V63.0030. Prerequisite: one semester of cal-

Computers in Medicine and Biology G23.1502 Prerequisite: G23.1501 or the equivalent. Recommended: familiarity with a programming language such as FOR-

Vertebrate Physiology G23.2219 Prerequisites: college courses in vertebrate anatomy and physiology. Recommended: bio-

Endocrine Physiology G23.2247 Prerequisites: college courses in vertebrate anatomy, embryology, and physiology, or their equivalents. Scott. 4 points.

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Endocrine Physiology G23.2247 Prerequisites: college courses in vertebrate anatomy, embryology, and physiology, or their equivalents. Scott. 4 points.

Molecular Neural Science Journal Club G23.3008 Seminar. May be repeated for credit with permission of the instruc-

Immunology Journal Club G23.3013 Seminar. May be repeated for credit with permission of the instructor. Reiss. 2 points.
Special Topics in Mathematical Physiology G63.2855, 2856 Peskin, Tranchina. 3 points per semester.

DEPARTMENT OF PHYSICS
Electronics for Scientists G85.1500, G85.1501 Prerequisite: V85.0012 or V85.0101. Two lectures and four hours of laboratory per week. 4 points.

Statistical Physics G85.2002 4 points.

Experimental Research G85.3301, 3302 Prerequisite: permission of the instructor. 1-9 points per term.

Theoretical Research G85.3303, 3304 Prerequisite: permission of the instructor. 1-9 points per term.

DEPARTMENT OF PSYCHOLOGY
Cognition G89.2221 Part of core curriculum for doctoral students in experimental psychology. 3 points.

Introduction to Mathematical Psychology G89.2222 Part of core curriculum for doctoral students in experimental psychology. Maloney. 3 points.

Perceptual and Sensory Processes G89.2223 Part of core curriculum for doctoral students in experimental psychology. 3 points.

Memory G89.2225 Part of core curriculum for doctoral students in experimental psychology. 3 points.

Animal Cognition G89.2227 Part of core curriculum for doctoral students in experimental psychology. Matthews. 3 points.

Seminar in Sensation and Perception G89.3253 3 points.

Seminar in Human Information Processing G89.3326 3 points.

Area Seminar in Cognition and Perception G89.3392 Pelli. 3 points.

Advanced Seminar in Perception and Attention G89.3398 Landy. 3 points.

SACKLER INSTITUTE OF GRADUATE BIOMEDICAL SCIENCES


Principles in Pharmacology G16.2401 Lecture. Stern, staff. 3 points.


Molecular Pharmacology of Receptors and Signal Transduction G16.2404 Prerequisite: G16.2401. Stern, staff. 3 points.

Special Topics in Pharmacology G16.2406 Prerequisite: G16.2401. Grumet, staff. 3 points.

Mammalian Physiology G16.2503 Prerequisites or corequisites: vertebrate or human anatomy, biochemistry, and histology. Rey, Walton. 9 points.

Neuronal Integration G16.2506 Prerequisite: G16.2009 or equivalent. Lecture. Llinás, Sugimori, staff. 4.5 points.

Electrobiology of the Mammalian CNS G16.2507 Sugimori. 4.5 points.

The performance studies curriculum covers a full range of performance, from theatre and dance to ritual and popular entertainment. Postmodern performance, kathakali, Broadway, festival, ballet, and capoeira are analyzed using fieldwork, interviews, performance theory, and archival research. Courses in methodology and critical theory are complemented by offerings in specialized areas. The program is both intercultural and interdisciplinary, drawing on the arts, humanities, and social sciences.

Areas of inquiry include contemporary performance, dance, movement analysis, folk and popular performance, postcolonial theory, feminist and queer theory, and performance theory. Training leads to careers in teaching, research, theatre and performance reviewing and scholarship, writing, editing, arts administration, and management of performing arts collections.

Students may serve on the editorial staffs of TDR: The Journal of Performance Studies and Women & Performance: A Journal of Feminist Theory, which are produced within the Department of Performance Studies.

New York is a world center for theatre and dance, both traditional and experimental, and home to a diversity of folk and popular performance traditions. Students take advantage of the city’s unparalleled resources for research and professional development—museums, libraries, archives, live performances of all kinds, and a network of performance professionals.

**Faculty**


Anna Deavere Smith, Professor. M.S.A. 1977 (acting), American Conservatory Theater; B.A. 1971 (English), Beaver College. Acting and performance.

Barbara Kirshenblatt-Gimblett, Professor. Ph.D. 1972 (folklore), Indiana; M.A. 1967 (English literature); B.A. 1966 (English literature), California (Berkeley). Jewish social science; vernacular culture; heritage politics.

André Lepecki, Assistant Professor. Ph.D. 2001 (performance studies), M.A. 1995 (performance studies), New York; B.A. 1990 (cultural anthropology), New University of Lisbon. Dramaturgy and dance.

Fred Moten, Assistant Professor. Ph.D. 1994 (English), California (Berkeley); B.A. 1985 (English), Harvard. Black performance and critical theory.

José Esteban Muñoz, Associate Professor. Ph.D. 1994 (literature), Duke; B.A. 1989 (comparative literature), Sarah Lawrence College. Latina/o studies; queer theory; critical race theory.

Ngũgĩ wa Thiong’o, Erich Maria Remarque Professor of Languages; Professor, Comparative Literature, Performance Studies. B.A. (honors) 1964 (English), London. Honorary degree: D.H.L. 1994, Albright. African and Caribbean literatures, theatre, and film; cultural theory and practice; particularly interested in the creation of literature and discourse in new/old languages.


Diana Taylor, Professor; Chair, Department of Performance Studies. Ph.D. 1981 (comparative literature), Washington; M.A. 1974 (comparative literature), National (Mexico); Certificat d’Etudes Supérieures 1972, Université Aix-Marseille; B.A. 1971 (creative writing), University of the Americas (Mexico). Latin American theatre and performance; theatre history; gender studies.
ADJUNCT FACULTY


SUNY (Stony Brook); B.A. 1974 (philosophy), Queens College.

Experimental theatre, radio, and film; aesthetics; psychoanalytic theory; post-structuralism.

FACULTY EMERITUS

Brooks McNamara.

VISITING FACULTY

In an effort to vary the offerings and provide opportunities for students to work with scholars and artists from other parts of the United States and abroad, the department regularly invites visiting faculty to develop special course offerings at various times during the year, including summers.

Program and Requirements

Admission: Applicants must follow the admissions procedures set forth by the Tisch School of the Arts. Applicants are encouraged to make an appointment to meet with the department’s associate director for administration to discuss degree requirements and financial aid and to arrange for class visits. An interview with a resident faculty member may be advised. Admissions decisions are based on the applicant’s particular qualifications for study in the department, in addition to grades, degrees, and letters of reference.

Special attention should be given to the personal statement requested on the application form. In preparing this statement, an applicant should include a description of his or her preparation for graduate study in the department as well as a careful projection of research and other professional goals. Students are also requested to submit an example of their writing, preferably an article or essay, as evidence of the research and writing skills necessary for success in the program.

Applicants to the Ph.D. program must have completed or anticipate completion of a recognized master’s degree (M.F.A. not applicable) before being considered for admission. Those who are already in the department’s M.A. program and who wish to continue for the Ph.D. should follow the procedures outlined under Permission to Proceed to the Ph.D.

Degrees in performance studies are conferred through the Graduate School of Arts and Science (GSAS), although instruction, administration, and financial aid are provided by the Tisch School of the Arts (TSOA). The Tisch School of the Arts Bulletin, application forms, and other information are available from the Office of Graduate Admissions, Tisch School of the Arts, New York University, 719 Broadway, 8th Floor, New York, NY 10003-6807; (212) 998-1918. All material—application forms, letters of recommendation, transcripts, and essays—should be sent directly to the TSOA Office of Graduate Admissions.

The deadline for fall semester admission is January 8. All application materials should be received by this date.

Advisement: Students are assigned an adviser based on their areas of interest and meet with this adviser during the registration period each semester to plan their course work and review their progress. Individualized programs of study are encouraged.

Required Courses: Introduction to Performance Studies (H42.1000) is required for both M.A. and Ph.D. students; it must be taken during the first semester. Projects in Performance Studies (H42.2000) is required of all M.A. students during the final semester of course work. Dissertation Proposal (H42.2301) is required of all Ph.D. students on completion of the language requirement and 76 points of course work.

MASTER OF ARTS

Degree Requirements: The M.A. program begins during the summer semester, and students graduate the following May. Students must complete 36 points, of which at least 24 must be for semester-long, formal courses in the department with a grade of B or better, primarily with the permanent faculty. Up to 4 points may be taken outside the department or transferred from another institution, with permission of the chair.

PERMISSION TO PROCEED TO THE PH.D.

Students enrolled in the M.A. program who are interested in continuing to the Ph.D. should apply to the Tisch School of the Arts Office of Graduate Admissions by January 8. Internal applicants must submit a dossier, which includes the following:

1. A list of all courses taken and grades earned.
2. A substantial paper previously written for a course.
3. A description of the projected dissertation topic and how specific course work taken will enable clarification and deepening of the topic.
4. Names of three faculty members the student proposes to serve as possible dissertation directors.

Applicants to the Ph.D. program are evaluated on the following basis:

1. Academic record to date.
2. Quality of academic writing as evidenced in submitted paper.
3. Proposed topic and compatibility with departmental plans.
4. Predilection of faculty to direct Ph.D. course work and dissertation.

DOCTOR OF PHILOSOPHY

Degree Requirements: Students must complete 80 points, with a minimum of 52 in residence at New York University. Students admitted with an M.A. degree should note that previous graduate work is not automatically applied to the Ph.D. degree. Each student’s record is examined by the department to determine allowable transfer credit. Up to 28 points of graduate work completed elsewhere may be transferred toward the Ph.D. degree.

Students who received the M.A. degree in performance studies at New York University and who have been given permission to proceed to the Ph.D. must complete an additional 44 points for the doctorate, of which at least 52 points must be for semester-long, formal courses in the department (including Dissertation Proposal [H42.2301]) with a grade of B or better, taken with the permanent faculty. Students who received an M.A. degree elsewhere must complete at least 52 points for the doctorate, of which at least 40 points must be for semester-long, formal courses in the department (including Dissertation Proposal [H42.2301]) with a grade of B or better, and a minimum of 32 points taken with permanent faculty. Students must complete 76 points and pass their area examination before taking Dissertation Proposal (H42.2301).

A doctoral candidate must complete all requirements not later than 10 years from entering the M.A. program or
seven years from entering the Ph.D. program.

Foreign Language Proficiency: A candidate for the doctorate must demonstrate proficiency in at least one foreign language. Students are urged to fulfill the language requirement before they have completed 24 points of course work. For further information, see the Degree Requirements section of this bulletin.

Area Examination: The area examination is offered every fall semester. At a meeting during the registration period each semester, the policies and procedures of the area examination are outlined in detail. Students must take the area examination the first time it is offered after they have fulfilled the foreign language requirement and completed 72 points of course work.

The area examination consists of three sets of take-home questions to be answered within a period of 12 days. Students are examined in one general area and pick two of the following for the remaining topics: (1) a theory area, (2) a history area, (3) a genre of performance, and (4) a geographical area’s performance. Areas are chosen in consultation with the student’s advisers and approved by a faculty committee two semesters prior to the one in which the examination is to be taken.

Students prepare preliminary and final reading lists for specific areas, in consultation with the faculty, and submit them for approval during the spring semester preceding the academic year in which the examination is to be taken. If a question is failed, a student must take the question again. The student may be required to complete additional course work before taking the examination again. A student who fails one or more questions twice cannot continue in the Ph.D. program. Students should consult the department office regarding deadlines and procedures.

Admission to Candidacy: Formal candidacy is granted only after a student has been in residence for a year, demonstrated foreign language proficiency, passed the area examination, and received approval of the dissertation proposal.

Doctoral Dissertation: Dissertation Proposal (H42.2301) is taken in the spring semester after the student has passed the area examinations. When the dissertation proposal is completed, it must be reviewed and approved by a three-member faculty committee.

Consult the department for the schedule and procedures for defending the dissertation. Any reader who is not a member of the New York University GSAS faculty must be approved in advance by GSAS. All five members of the dissertation committee must be present when the student publicly defends the dissertation. Three of the five readers must be GSAS faculty. For details regarding degree conferral, see the Degree Requirements section of this bulletin.

DEPARTMENTAL FINANCIAL AID

The Department of Performance Studies makes every effort to help students finance their graduate education. Students may apply for the following forms of financial aid from the department: graduate assistantships, which carry full tuition remission plus a stipend, in exchange for a work commitment of 20 hours per week; University scholarships, which are awarded as partial tuition remission; and a limited number of named scholarships.

For further information, contact the Office of Graduate Admissions, Tisch School of the Arts.

Graduate Assistantships: Most graduate assistantships are federally funded and are available only to U.S. citizens or permanent residents. Need eligibility is determined by federal guidelines. Students are eligible for vacancies on TDR and Women & Performance staffs, positions in the Performance Studies Archive, and as professors’ assistants. The department may also recommend students for positions in the Tisch School of the Arts Office of the Dean of Student Affairs and the Department of Drama, Undergraduate.

Application: New performance studies applicants are required to submit two forms to complete their financial aid application: (1) the Free Application for Federal Student Aid (FAFSA) and (2) the Tisch School of the Arts graduate financial aid form. Both incoming and continuing students may request the FAFSA from the Office of Financial Aid, New York University, 25 West Fourth Street, New York, NY 10012-7104; (212) 995-8340. Alternatively, they may submit the FAFSA electronically (see the Web site at www.nyu.edu/financialaid for details). For incoming students, the Tisch School of the Arts graduate financial aid form is included in the program application packet.

Continuing students are required to submit a financial aid application, available through the department, each year. New and continuing students should submit these forms by January 8 for consideration for the following academic year.

Teaching Assistantships: Students with a master’s degree are also eligible to apply for teaching assistantships in the Expository Writing Program. These positions are not federally funded and consequently do not require U.S. citizenship. Students must apply directly to the Expository Writing Program for these positions. Applications may be requested from the Expository Writing Program, New York University, 269 Mercer Street, 2nd Floor, New York, NY 10003-6687; (212) 998-8860.

Resident Assistantships: The Office of Housing and Residence Life seeks applicants in January and February of each year for resident assistantships for the following year. Resident assistants live and work in undergraduate and graduate resident hall facilities and develop programs, provide counseling and referral services, and perform administrative tasks. The remuneration for a resident assistant is room and board. Interested students should request applications from the Office of Housing and Residence Life, New York University, 8 Washington Place, New York, NY 10003-6620; (212) 998-4600.

Graduate Housing: Housing information is outlined in the graduate admissions application.

DEPARTMENTAL PUBLICATIONS

TDR: The Journal of Performance Studies is edited by Richard Schechner; associate editor is Mariellen R. Sandford. Most issues are eclectic, dealing with live performance, media, and performance theory. Topics range from experimental performance to ethnographic studies. Articles are published detailing performances in a variety of cultures from all over the world. TDR invites opinions, debates, letters from readers and contributors, and reports on performances, books, conferences, and festivals. About one issue in six is a “theme issue,” devoted to a single topic. In addition to the editor and associate editor, two graduate students work on TDR, one as managing editor.

Women & Performance: A Journal of Feminist Theory is a semiannual publication produced independently by students, faculty, alumnae, and alumni of the Department of Performance Studies. It is the first ongoing publication of its kind devoted to a feminist investigation of performance. The jour-
Curriculum

To make performance a primary concern is to blur radically the boundaries of disciplines, to subvert the hierarchies and exclusions of the canon, and to examine cultures for the diversity of performance modes and concepts. As a discipline of “inclusions,” performance studies provides an integrating, comparative perspective on the entire continuum of human action from “life events,” sports, public ceremonies, and ritual to aesthetic theatre and dance.

Courses in theory and methodology, while developing a distinctive body of concepts and approaches, explore theories of performance indigenous to Asia, Africa, Europe, Latin America, and other parts of the world and draw from various disciplines—anthropology, sociology, history, literary theory, semiotics, feminist and queer theory, Marxism, psychoanalysis, the study of colonial discourse, movement analysis, aesthetics, and theatrical theory.

Although well established as a discipline, the study of Western theatre has tended to emphasize a historical approach to a canon of dramatic literature. In contrast, the performance studies curriculum focuses on extraliterary or nonliterary aspects of performance.

In keeping with the integrated perspective on performance, courses deal with dance not only as a performing art in its own right but also as a vital constituent of theatre, ritual, and social life. Courses train students to identify the basic components of movement; to see, discriminate, and describe movement behavior in all its forms and contexts; and to apply knowledge of movement style to studies of dance and culture. Dance history is studied as an aspect of cultural history and in relation to the other arts.

Folk performance and popular entertainment (including the modern media) have constituted a culturally vital alternative theatre and have contributed to theatre, ritual, and social life. Courses train students to identify the basic components of movement; to see, discriminate, and describe movement behavior in all its forms and contexts; and to apply knowledge of movement style to studies of dance and culture. Dance history is studied as an aspect of cultural history and in relation to the other arts.

Folk performance and popular entertainment (including the modern media) have constituted a culturally vital alternative theatre and important influence on contemporary performance. The forms of popular entertainment, their internal logic and aesthetics, are studied in relation to their historical formation and cultural setting. The study of folk performance focuses on how people in their everyday lives shape deeply felt values into meaningful forms—for example, conversational humor and storytelling, improvised play and traditional games, competitive street dance, domestic rituals, and neighborhood and community celebrations. A major concern is the nature of tradition, which is seen as a process rooted in social life as well as in time and space.

Courses in performance studies are also developed in order to explore the political and ideological implications of performance. Postcolonial, feminist, and queer theory are employed as frames to investigate how artistic forms subvert and uphold particular ideological forms.

While performance studies is not a studio-based program, students are encouraged to take at least one course (but not more than three) in performance practice. On a regular basis, courses in performance composition and movement are offered.

Courses

The following list includes courses offered in the recent past and ones projected for the near future. Approximately 35 courses are offered each year, many of them new. As a result, only a portion of the courses listed in the bulletin can actually be scheduled during any academic year. Courses taught on a regular basis are indicated with an asterisk (*).

Aesthetics of Everyday Life
H42.1040* Kirschenblatt-Gimblett. 4 points.

The formation of vernacular culture in New York City—how people shape their expressive behavior in relation to the conditions of their lives. Debates on the nature of vernacular culture and its creative and emancipatory potential in relation to mass media and the centralization of power in modern society.

Tourist Productions
H42.1041* Kirschenblatt-Gimblett. 4 points.

How tourist settings, events, and artifacts are produced, interpreted, and consumed; the “production of culture” for the consumption of the “other” (guest, stranger, tourist, expatriate, pilgrim); tradition and authenticity and the synthetic nature of culture; the process of aestheticizing and commodifying history, politics, and aesthetics of tourist cultural production.

Body Politics: Foucault and the Production of Self
H42.2032 Makhuz. 4 points.

Askesis as an art and science working on the individual self and its relevance to the field of performance studies, queer theory, critical race theory, feminism, postcolonialism, and social theory. The relation of askesis to “governmentality,” “the repressive hypothesis,” and “genealogy.” Texts include The History of Sexuality, Discipline and Punish, individual essays, interviews, as well as readings from Blanchot, Bourdieu, deCerteau, Deluze, Derrida, Guattari, Le Doeuff, and Nietzsche.

Oration: The Roots of Modern African Theatre
H42.2050* Ngũgĩ. 4 points.

Sources of Modern African theatre in oral artistic tradition. Song, dance, riddle, proverb, tales, narratives, and myths and their incorporation or reinterpretation in the works of contemporary African playwrights (such as Wole Soyinka, Osofisan, J. P. Clark, Mohammed ben Abdallah, Tess Onwu, Francis Imbuga, and John Ruggand).
European Performance: Seminar on Antonin Artaud H42.2202 Weiss. 4 points.

Consider the totality of Artaud’s production—theory, theatre, poetry, cinema, radio, drawings, and letters—following the conviction that his early, more famous works must be reinterpreted, as he himself suggests, in the light of his ultimate artistic efforts. Special attention is given to the roles of voice and body, specifically in regard to the problematic of the psychopathology of expression.

History of Avant-Garde Performance H42.2209* Schaeberle. 4 points.

Avant-garde performance in the 20th century from symbolism, expressionism, futurism in Italy and Russia, surrealism, and the Bauhaus to Artaud, with attention to colonial and international influences, considering movements such as primitivism, orientalism, and Third World surrealism. Emphasis is on theory and the relationship between performance and visual culture.

Special Project: Sex in Public H42.2216 Muñoz. 4 points.

Cultures of dissident sexuality, mostly within the United States, and their public performances. Focus is on the role of race, ethnicity, and class within these communities. Topics include modes of sex work (hustling, stripping, go-go dancing, drag, and transgender performance), S/M, histories of sex in public spaces such as baths and tea-rooms, activism around AIDS and HIV, ‘zine culture and pornography, and antipornography debates.

Topics in Politics and Performance H42.2225* Taylor. 4 points.

Courses that explore the many roles of performance in vying for, maintaining, and contesting political power, including rituals, ceremonies, public demonstrations, military parades, and executions. Course topics include theories of spectatorship and paradigms of power, such as fascism, nationalism, and new global political economies.

Topics in Black Performance: The Construction of a Research Project H42.2228* Moten. 4 points.

Aural, kinetic, and culinary black performance viewed in relation to questions of methodology, technology, (re)production, black aesthetics, and the politicoeconomic history of slavery, exploited labor, and sexuality.

History of Dance I, II H42.2230*, 2250* Jocuitt. 4 points per term.

Study of the function of dance as art and ritual, social activity, spectacle, and entertainment through a survey of ethnic dance forms and the history of the European tradition.

Sexuality on Stage: Introduction to Feminist Theory and Performance H42.2236* Phelan. 4 points.

Introduction to major features of contemporary feminist theory as it illuminates the work of performance artists such as Holly Hughes, Split Britches, Anna Deavere Smith, Karen Finley, and Robbie MacCauley.

Gender and Performance: Seminar in Advanced Feminist Theory H42.2238* Phelan. 4 points.

Seminar in advanced feminist theory of representation. Topics include realism and feminism; relation between sexism, racism, and homophobia; women and autobiographical performance.

Gender and Performance: Feminist Ethnography H42.2238 Browning. 4 points.

The complications involved in staking a sexual-political position in a cross-cultural context. Close readings of a wide array of ethnographies from diverse historical moments are aimed at specifying our ideas about what constitutest feminist praxis at the level of cultural observation and participation as well as at the level of writing. Why have women ethnographers—professional and nonprofessional—been overlooked by the “new ethnography” movement?

Dissertation Proposal H42.2301* Required for doctoral students. Prerequisite: 70% of completed course work. Staff. 4 points.

Emphasis is on problems and opportunities of research, writing, and editing as they apply to the doctoral dissertation. Each student prepares a dissertation proposal as a class project.

Topics in Performing Culture: Performing Brazil H42.2320* Browning. 4 points.

The history of Brazilian nationalist discourse and its relation to a variety of performative events, from African and indigenous syncretic religious ceremonies to the telenovela. Critical readings of the canonical historical, sociological, and anthropological accounts of the development of Brazilian culture inform examinations of popular music, religious and secular dance, political discourse, sports, and television.

Queer Theories: Performance and Performativity H42.2360* Malhoz. 4 points.

Connections and ruptures between theoretical discourses like queer performativity and queer performances; how queer theory and queer performance help different communities and individuals enact “self”; the current split between a branch of queer theory that understands itself as social theory and the dominant modality of queer theory that has been categorized as cultural and literary studies; and the theoretical and cultural production of queers of color and their location in gay and lesbian studies.

Borderlands and Barrios: Mapping Latino/a Performance H42.2380 Taylor. 4 points.

Current issues pertaining to Latino/a performance and identity in the United States, with emphasis on the shifts in thinking about borders and barrios. Course includes study of plays, performances, performance venues, religious and healing practices, mural paintings, and casitas, exploring how Latino/a artists negotiate these real and imagined spaces.

Topics in Latin American Performance H42.2381* Taylor. 4 points.

Series of courses in history, theory, and current practice of Latin American theatre as it developed from and against European forms and models. Course topics include conquest, colonization, and modern Latin American performance practices.

Autobiography and the Performing Self H42.2420 Phelan. 4 points.

The “presentation of self” in performance, including ideas of self, address, and representation. “Performance art” may best be defined as a relentless fascination with the reconstruction of an expressible self. A theory of performance art then must examine the historical and ideological transformation of such expression.

Studies in Dance: Still Acts—Dance, Phenomenology, Resistance H42.2504 Latocki. 4 points.

Examination of epistemological, political, and performative challenges brought by uses of stillness within Western choreography. Contextualizes
stillness in dance historically, theoretically, and aesthetically. Students read seminal texts in the history of perception, phenomenology, and dance and performance theory in order to assess how stillness challenges dance’s ontology and undermines the very notion of being.

Seminar in Dance Theory H42.2530* Staff. 4 points.
Examination of theoretical writings on dance from the 18th century to the present time to discover where our ideas and assumptions about Western theatrical dance originate.

Ritual, Play, and Performance H42.2604 Schechner. 4 points.
Ethnological, anthropological, psychological, and aesthetic theories of play and ritual examined in terms of specific ritual enactments such as rites of passage, ritual theatre/dance/music, shamanism, and other forms of charismatic healing. Emphasis is on the ritual process and creativity. Examples are drawn from Asia, Europe, the Americas, Oceania, and Africa.

Asian Performance H42.2608* Schechner. 4 points.
Comparative study of various Asian traditions—classical and modern, aesthetic, and ritual—with a special emphasis on the performance theories enunciated by Asians. Performer training, performance conventions, reception, and critical evaluation.

Belief in Performance: Syncretism as an Aesthetic Model H42.2668 Browning. 4 points.
The expression of religious or cosmological belief in secular performances. While non-Western cultures often explicitly work out spiritual issues in public performance contexts, Western secular performances are read as expressions of aesthetic or political beliefs. Course examines the ways in which non-Western performance traditions and their incorporation into contemporary U.S. performance practice force a reconfiguration of the role of cosmology and spiritual belief in the arts.

Poststructuralist Studies in Performance: Reading Capital H42.2677 Moten. 4 points.

Dramaturgy H42.2704 Lepecki. 4 points.
Exploration of practical and theoretical challenges facing the dramaturg today. Students read from a broad range of contemporary dramaturgs, choreographers, filmmakers, visual artists, and theatre directors to assess how the dramaturg faces very specific tasks, practical compositional problems, and ethical dilemmas. Viewings of film, theatre, dance, performance art, and installation art identify elements of composition, thematic fields, and media-specific problems in dramaturgy. Throughout the semester, students are assigned to work as dramaturgs in theatre, dance, and performance art productions in New York City.

Performance Composition H42.2730* Limited enrollment. Invited artists. 4 points.
Practical workshop designed to develop autobiographical material for performance. Acting and writing exercises are adapted with the aim of making art out of everyday experiences. Course includes field trips to observe rehearsals of other performance artists.

Radio, Recording, and Sound Art H42.2752 Weiss. 4 points.
The practical and theoretical aspects of sound (voice, music, noise, and silence) within modernism. Investigations are methodologically supported by work in the fields of linguistics, psycholinguistics, philosophical aesthetics, Freudian metapsychology, rhetoric, and structural anthropology. The guiding thematic is the neglected history of radiophonic art in the context of the transformation of performance by recording the montage.

Food and Performance H42.2850 Kirshenblatt-Gimblett. 4 points.
Cross-cultural and interdisciplinary approaches to food, its preparation, presentation, and consumption, viewed as a complex system of performance. Topics include the physiology of taste and smell and the discourse of gastronomy; analysis of the design, staging, and choreography of food preparation, presentation, and consumption; and historical and social issues.
Faculty


Ned Block, Professor, Philosophy, Psychology. Ph.D. 1971 (philosophy), Harvard; B.S. 1964 (physics and philosophy), Massachusetts Institute of Technology. Philosophy of mind; philosophy of science; foundations of psychology and neuroscience.

Paul Boghossian, Professor; Chair. Department of Philosophy, Ph.D. 1986 (philosophy), Princeton; B.Sc. 1978 (physics), Trent. Philosophy of mind; philosophy of language; epistemology.


Hartry H. Field, Professor, Ph.D. 1972 (philosophy), M.A. 1968 (philosophy), Harvard; B.A. 1967 (mathematics), Wisconsin. Metaphysics; epistemology; philosophy of logic.

Kit Fine, Professor, Ph.D. 1969 (philosophy), Warwick; B.A. 1967 (philosophy), Oxford. Logic; metaphysics; philosophy of language.

Robert H. Gurland, Professor, Ph.D. 1971 (philosophy), New York; M.A. 1963 (mathematics), San Jose State; M.A. 1959 (education), Adelphi; B.A. 1955 (history and mathematics), City College. American studies; popular culture (cultural anthropology); ethics.

Frances Myrna Kamm, Professor, Philosophy; Adjunct Professor, Law. Ph.D. 1980 (philosophy), Massachusetts Institute of Technology; B.A. 1969 (philosophy), Barnard College. Ethics; bioethics; social and political philosophy.


Derek Parfit, Visiting Professor. B.A. 1964, Oxford. Ethics; metaphysics; philosophy of mind.

Christopher Peacocke, Professor. D.Phil. 1979, B.Phil. 1974, M.A. 1971 (philosophy, politics, and economics), Oxford. Philosophy of mind and of psychology; philosophy of language; metaphysics.


Philosophy of science and medicine; practical ethics, especially medical and family ethics.


Peter Unger, Professor. D.Phil. 1966 (philosophy), Oxford; B.A. 1962 (philosophy), Swarthmore College.

Courses

The department’s graduate courses meet once a week. Some of the courses listed below are offered every year, but most are offered less frequently. More detailed information about the courses given in any term can be obtained a few months in advance from the director of graduate studies.

Proseminar G83.1000 For first-year Ph.D. students in philosophy. 4 points. Examination of central philosophical texts as preparation for further graduate study. Topics range over several key areas of philosophy.

Advanced Introduction to Metaphysics G83.1100 Dorr, Fine, Unger, White, Wright. 4 points. Background course for entering graduate students. Covers a selection of topics from traditional and contemporary metaphysics. Topics may include the mind/body problem; the nature of space and time; explanation and causation; truth and meaning; realism/anti-realism; the existence of universals; personal identity; the identity of events and material things; modality and essence. The emphasis is on providing the students with a background in the subject that will be of help in their subsequent work.

Advanced Introduction to Epistemology G83.1101 Belot, Boghossian, Field, Peacocke, Unger, White. 4 points. Advanced introduction to central issues

Programs and Requirements

MASTER OF ARTS

The Department of Philosophy offers a program leading to the degree of Master of Arts. The department’s requirements are (1) 32 points of graduate study, at least 24 in residence at New York University and 24 in the department (courses taken outside the department, as well as transfer credits, must receive departmental approval); (2) a substantial research paper of appropriate quality, which may be written either in connection with a seminar or under the supervision of a departmental adviser and which must receive a grade of B+ or better. A student’s academic performance and status in the program are subject to periodic review by the department.

DOCTOR OF PHILOSOPHY

The Department of Philosophy also offers a program leading to the degree of Doctor of Philosophy. The requirements are as follows:

1. 72 points of graduate study, with at least 36 points (nine courses) earned through completion of the relevant number of background courses, research workshops and seminars, and associated writing courses. The remaining 36 points can be from Independent Study and Dissertation Research. The nine courses required by the department consist of

   a. Two background courses, of which one must be in value theory (ethics, aesthetics, philosophy of law, or political philosophy), and one must be in metaphysics, epistemology, philosophy of language, or philosophy of mind.

   b. Five research workshop courses or research seminars, of which at least two must be outside value theory.

   c. Two associated writing courses.

2. Second-year review. In the fourth semester in the program, students submit three papers (normally the product of courses in the first two years). This requirement is completed when the faculty judges that the student has written three good papers and is otherwise in good standing.

3. Proficiency in one formal language other than English.


DUAL DEGREE PROGRAMS AND OTHER ACTIVITIES

Students at the New York University School of Law may pursue an M.A./J.D. or Ph.D./J.D. dual degree program in philosophy and law. Students at the School of Medicine may pursue an M.A./M.D. dual degree program in philosophy and medicine. Graduate students in the Department of Philosophy may enroll in pertinent School of Law classes, and, if qualified, may attend classes under the auspices of the law school’s Program in Law, Philosophy, and Social Theory. In addition, the Department of Philosophy sponsors occasional colloquia, at which the research of faculty or invited speakers is presented, and hosts monthly meetings of the New York Chapter of the Society for Philosophy and Public Affairs and the Humanities Council Ethics Colloquium. Students must meet the admission requirements of both schools.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the application at the back of this bulletin.

FACULTY EMERITUS

Raziel Abelson.

FACULTY IN OTHER DEPARTMENTS

Shane Banker, Classics; Liam Murphy, Law.

AFFILIATED FACULTY IN OTHER DEPARTMENTS

Phillip T. Mitis, Classics; Liam Murphy, Law.

FACULTY EMERITUS

Phillip T. Mitis, Classics; Mike Murphy, Law.

FACULTY EMERITUS

Raziel Abelson.

FACULTY EMERITUS

Raziel Abelson.

FACULTY EMERITUS

Raziel Abelson.

FACULTY EMERITUS

Raziel Abelson.
in epistemology for graduate students. Topics include the issue of the reducibility of knowledge, its role in explanation, and the significance of skeptical arguments about its possibility. The course covers particular kinds of knowledge, including perceptual knowledge, knowledge about the past, knowledge of other minds, and a priori knowledge.

Advanced Introduction to Philosophy of Language G83.1102 Field, Fine, Peacocke, Schiffer, Wright. 4 points.

Background course for entering graduate students. This comprehensive seminar covers the leading issues in the philosophy of language and the leading positions on those issues. Among topics discussed are the ontology of content; the relation between language and thought; explications of meaning; the relation between the semantic and the physical; problems of reference; and vagueness. The seminar is systematic and presents various issues and theories as part of an integrated whole in which those issues and theories stand in certain presupposition relations to one another. The seminar is critical and places emphasis less on what said what and more on the plausibility of the views considered.

Advanced Introduction to Philosophy of Mind G83.1103 Block, Boghossian, Peacocke, Schiffer. 4 points.

Background course in philosophy of mind for graduate students. Topics may include behaviorism; physicalism; functionalism; dualism; reductionism and scientific levels; eliminativism; other minds; the language of thought; narrow content vs. wide content; whether physical causation precludes mental causation; consciousness (both empirical and a priori approaches); the computer model of the mind; the nature of concepts; innate ideas and mental imagery.

Advanced Introduction to Ethics G83.1104 Dorr, Kamm, Murphy, Nagel, Parfit, Ruddick, Unger. 4 points.

Background course for entering graduate students. The class is divided into a first part, providing a fundamental graduate-level introduction to normative ethical theory, and a second part, focusing, in a research seminar manner, on the theory of rights. (Student presentations occur in the second part.)

Life and Death G83.1175 Kamm, Ruddick. 4 points.

Scientific, metaphysical, and moral issues involving concepts of life and death. Topics include the rights and wrongs of killing oneself, other humans, animals; reproduction; biological/biographical life; and theories of death and postmortem survival.

Philosophical Problems of Medicine G83.1178 Ruddick. 4 points.

General and distinctive features of medical research and practice and of philosophical assumptions that underlie current moral, political, and methodological issues in medicine.

Plato G83.1191 Richardson. 4 points.

Examination of selected topics in works of Plato.

Aristotle G83.1192 Richardson. 4 points.

Examination of selected topics in works of Aristotle.

Rationalism in the 17th Century G83.1250 4 points.

Study of some selections from the works of Hobbes, Descartes, Leibniz, and Spinoza.

British Empiricism in the 18th Century G83.1251 4 points.

Study of some selections from the works of Locke, Berkeley, and Hume.

American Philosophy G83.1270 Garland. 4 points.

Historical development of American philosophy from its colonial beginnings, culminating in an analysis of pragmatism.

Hegel’s Phenomenology G83.2307 Staff. 4 points.

Careful study of Hegel’s Phenomenology of Mind, with special attention to its implications for social and political philosophy.

History of Philosophy: Selected Topics G83.2320 4 points.

Deals with different periods or figures from the history of philosophy not covered in the other historical courses regularly offered by the department. The content varies, depending on student and faculty interests. Examples of topics that may be covered are Presocratics; Greek ethics; medieval philosophy; utilitarianism; Nietzsche; and Schopenhauer.

METAPHYSICS, EPISTEMOLOGY, AND LOGIC

20th-Century Continental Philosophy G83.1210 Richardson. 4 points.

Deals in different years with some of the leading figures of the Continental tradition, such as Husserl, Heidegger, Sartre, Merleau-Ponty, or with some particular movement in that tradition, such as phenomenology, existentialism, or hermeneutics.
20th-Century Analytic Philosophy
G83.1220  Block, Boghossian, Dorr, Field, Fine, Peacocke, Schiffer, White. 4 points.

Wittgenstein G83.2114  Boghossian, Wright. 4 points.

Research Seminar on Mind and Language G83.2295  Block, Boghossian, Field, Nagel, Peacocke, Schiffer, Unger. 4 points per term.
In a typical session of this course, the members of the seminar receive copies a week in advance of work in progress from a thinker at another university. After reading the week’s work, the students discuss it with one of the instructors on the day before the colloquium. Then at the colloquium the next day, the instructors give critiques of the work, and the author responds to the critiques and also to questions from others in the audience.

Topics in Philosophy of Science
G83.3000  Prerequisite: permission of the instructor. Belot, Field, White. 4 points. Selected topics in the philosophy of science.

Topics in Philosophical Logic
G83.3001  Prerequisite: permission of the instructor. Field, Fine, Schiffer, White. 4 points. Selected topics in philosophical logic.

Topics in Philosophy of Mathematics
G83.3002  Prerequisite: permission of the instructor. Field, Fine. 4 points.
Selected topics in philosophy of mathematics.

Topics in Epistemology
G83.3003  Prerequisite: permission of the instructor. Belot, Boghossian, Field, Foley, Peacocke, Unger, White. 4 points. Selected topics in epistemology.

Topics in Metaphysics
G83.3004  Prerequisite: permission of the instructor. Dorr, Field, Fine, Peacocke, Schiffer, Unger, White. 4 points. Selected topics in metaphysics.

Topics in Ethics
G83.3005  Prerequisite: permission of the instructor. Dorr, Kamm, Murphy, Nagel, Unger. 4 points. Selected topics in ethics.

Topics in Moral and Political Philosophy
G83.3006  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.

Topics in the History of Philosophy
G83.3007  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.
Richard A. Brandt, Professor, Ph.D. 1966, B.S. 1963, Massachusetts Institute of Technology. Theoretical physics; biomechanics.


Burton Budick, Professor. Ph.D. 1962, California (Berkeley); B.A. 1959, Harvard. Experimental atomic and nuclear physics; weak interactions.


Andrei Gruzinov, Associate Professor. Ph.D. 1995, California (San Diego); M.S. 1987, Moscow Institute of Physics. Theoretical astrophysics.


David Hogg, Assistant Professor. Ph.D. 1998, California Institute of Technology; B.S. 1992, Massachusetts Institute of Technology. Observational astrophysics; astronomy.


Allen Mincer, Professor; Chair, Department of Physics. Ph.D. 1984, Maryland (Collegiate Park); B.S. 1978, Brooklyn College. Experimental high-energy particle physics; astroparticle physics.


Massimo Porrati, Professor. Laurea 1984 (fisica), Pisa (Italy); Dip. di Sci. 1985, Scuola Normale Sopraiore (Pisa). Theoretical elementary particle physics; quantum field theory; string theory.

Theoretical atomic, molecular, and laser physics.

Leonard Rosenberg, Professor. Ph.D. 1939, M.S. 1934, New York; B.S. 1932, City College.
Scattering theory; theoretical atomic, molecular, and many-body physics.

Theoretical astrophysics; cosmology; relativity.

Theoretical cosmology.

Experimental high-energy particle physics.

Theoretical elementary particle physics; quantum field theory.

Tycho Sletar, Associate Professor. Ph.D. 1986, M.A. 1982, California (Berkeley); B.S. 1979, Illinois (Urbana-Champaign).
Experimental and theoretical atomic physics; quantum optics.

Computational physics; quantum field theory; statistical physics.

Experimental high-energy particle physics.

Nonlinear dynamics and chaos; statistical physics; quantum chaos.

Theoretical elementary particle physics and quantum field theory.

**FACULTY EMERITI**

Benjamin Bederson, Lawrence A. Bornstein, Sidney Borowitz, Morris H. Shamos, Larry Spruch, Leonard Yarmus.

Programs and Requirements

Admission: Applicants considered for admission have usually completed the equivalent of an undergraduate major in physics and maintained an average of at least B or better in physics and in mathematics. Calculus and ordinary differential equations are prerequisite to all courses. Special consideration is given to applicants with an undergraduate major in mathematics, engineering, or another science. Such students ordinarily take remedial work to make up undergraduate deficiencies in physics before they proceed in the regular degree program.

Applicants are required to submit their results on the general and subject tests of the Graduate Record Examination and on the TOEFL.

Colloquia and Seminars: Faculty and students attend the weekly departmental colloquia, at which speakers from other institutions discuss research findings. The department holds weekly seminars in astrophysics, particle physics, atomic and laser physics, nonlinear dynamics, condensed matter physics, theoretical physics, relativity, and cosmology. Distinguished lectures endowed by the James Arthur and Stanley H. Klosk Funds are held periodically. Informal interactions and “journal clubs”—where students, postdoctoral researchers, and faculty discuss research in progress—promote collaboration within and across subfields. Interaction is also fostered with programs at the Courant Institute of Mathematical Science, the Center for Neurosciences, the Center for Neuroscience (program for theoretical neuroscience), and the School of Medicine, and the Departments of Chemistry and Biology.

Special Notes: Although students may be admitted at midyear, many courses are full-year courses, so it may not be possible for those students to enroll for a full-time program. Full-time students are expected to carry either three courses per semester or the equivalent in approved research.

**MASTER OF SCIENCE**

All candidates for the M.S. degree must achieve 32 points of credit, at least 24 of which must be at New York University and at least 16 of which must be with a grade of B or better. They are further required to pass at least five of the following seven courses:

- Dynamics (G85.2001)
- Statistical Mechanics (G85.2002)
- Electromagnetism I, II (G85.2005, 2006)
- Quantum Mechanics I, II (G85.2011, 2012)
- Experimental Physics (G85.2075)

M.S. candidates are permitted to take at most two courses outside the department, with permission of the director of graduate studies.

In addition to the above course requirements, M.S. candidates complete their degree requirements via one of three options:

**Option A: Report**

The report is essentially a comprehensive review article based on the literature in a specialized field of physics, prepared under the supervision of a faculty adviser. In addition to submitting the report, students choosing this option must receive credit for nine regular courses (one-semester, 4-point courses, not including reading and research).

**Option B: Thesis**

The thesis is based on physics research (experimental or theoretical) supervised by a faculty adviser, at a level of originality and comprehensiveness less than that of Ph.D. research. In addition to the standard course requirements, the student is expected to enroll in one semester (4 points) of a research course (G85.2091 or G85.3301).

**Option C: Examination**

In addition to receiving credit for eight regular courses (one-semester, 4-point courses, not including reading and research), a student choosing this option must pass the core-course preliminary examinations at a level deemed sufficient by the faculty. These examinations are given at the beginning of the fall term each year.
DOCTOR OF PHILOSOPHY

The Ph.D. program is aimed at enabling a student to prepare for and carry out research in physics at the frontier of knowledge. The department encourages entry into dissertation research under the supervision of a faculty member as soon as one has attained sufficient mastery of the fundamental principles and techniques of physics. Depth and breadth within the larger context of contemporary physics are promoted by a flexible set of course requirements. Numerous seminars and the weekly Physics Colloquium provide an excellent opportunity for students to keep abreast of recent developments across the full spectrum of physics research. The biweekly “Physics, Beer, and Pizza Seminar” helps students learn about current research activities in the department.

Entering students who qualify for admission to the Ph.D. program are offered a five-year departmental financial aid package with a commitment of at least two, but not more than six, semesters of part-time teaching duties. Departmental support may be withdrawn if a student is deemed to be not making adequate progress toward fulfilling the degree requirements. Students who need more than five years to complete their degree requirements may apply for research assistantships and a limited number of fellowships without teaching duties.

PH.D. REQUIREMENTS

Core Course Requirements

The aim is to certify the student’s mastery of a traditional body of basic principles and problem-solving techniques generally considered to be an essential part of a research physicist’s training. To this end, a student in the Ph.D. program is required to get a B or better in each part of four core subjects:

- Dynamics
- Statistical Mechanics
- Electromagnetism (Parts I and II)
- Quantum Mechanics (Parts I and II)

Optional Preliminary Examination

In order to allow well-prepared students to fulfill the core course requirements without unnecessary course work, an optional preliminary examination in each subject is given at the beginning of the fall term. Each part of the examination is designed to be completed in 1 hour 30 minutes (with 3 hours permitted to eliminate time pressure) and covers the material of the relevant one-semester course at the level of midterm and final examinations. A grade of B or better in any of the six parts of the four preliminary examinations fulfills that part of the core requirement. A student must take in the first year any core course whose requirement has not been satisfied by the corresponding preliminary examination.

Experimental Physics Requirement

The course Experimental Physics (G85.2075) is required of all students, except for those who have had equivalent laboratory experience.

Course Requirements Beyond the Core

A student is required to take at least six courses beyond the core level (not including reading and research courses or Practicum in the Teaching of Physics [G85.2000] in the Department of Physics. At least two of these courses must be outside the student’s research area. For the purpose of satisfying this requirement, Experimental Physics (G85.2075) counts as one of the outside-area courses, but Computational Physics (G85.2000) does not.

Requirements of the Graduate School

A student must also satisfy the following requirements of the Graduate School of Arts and Science: a total of at least 72 points of graduate-level credit, at least 52 of which must be taken at New York University and at least 30 of which must be passed with a grade of B or better.

Formation of a Thesis Committee

By the beginning of May of the student’s second year, the student is expected to have arranged for thesis supervision with a member of the physics faculty. A four-person thesis committee, chaired by the thesis adviser, is set up at this time. The membership of the thesis committee is proposed by the adviser in consultation with the student and must be approved in writing by the director of graduate studies to insure breadth and level of expertise. At the time of its formation, the thesis committee meets with the student and discusses the student’s course of study, preliminary research plans, and the timing and scope of the oral qualifying examination (see below). The committee conducts an annual review of the student’s progress, normally in January.

Oral Qualifying Examination

The qualifying examination marks the student’s formal entry into dissertation research under the supervision of a particular faculty member. It takes place after the student has already embarked on some sort of preliminary research with his or her adviser, and is administered by the student’s thesis committee. The deadline for taking the oral qualifying examination is January of a student’s third year, prior to the annual review. The examination itself consists of a prepared talk by the candidate followed by a question period. The aim is to examine the student’s mastery not only of the specific area of the student’s intended research, but also of related areas of physics and of (relevant) general principles of physics. The committee decides whether the evidence, taken all together, presents a convincing picture of a person with the preparation and skills needed to do original scientific research in the proposed area.

Annual Review, Progress Report, Thesis Proposal

There is an annual review of each student’s progress toward the Ph.D. This includes a progress report submitted by the student. Prior to the formation of a thesis committee, the review is conducted by the Ph.D. qualification committee. Afterwards, the student’s thesis committee conducts the review. The first annual progress report following the qualifying examination includes a formal proposal for the student’s thesis research. Subsequent progress reports inform the committee on progress toward completion of the thesis, as well as any significant modifications of the original proposal.

Oral Thesis Defense

The final approval of the student’s thesis, and the oral thesis defense, is conducted by the student’s thesis committee, augmented by one additional faculty member. Three members of the examining committee, including the student’s adviser, serve as readers of the dissertation.

DEPARTMENTAL FINANCIAL AID

A number of financial aid programs are available for qualified graduate students in physics. Further information can be obtained by writing to the department in care of the graduate secretary. Note: Financial aid is generally awarded only to students in the doctoral program. Accordingly, interested students should apply to that program.

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the application at the back of this bulletin.
Courses

Electronics for Scientists G85.1500, 1501
Prerequisite: V85.0012 or V85.0101. Two lectures and four hours of laboratory per week. 4 points per term.

For students using or constructing electronic instrumentation for research in the biological, physical, and social sciences or in engineering. Included are discrete components, circuit theory, filters, transistors, operational amplifiers, and digital electronics. Students build many circuits, often with integrated circuits, and use standard instruments for analyzing and troubleshooting them.

Computational Physics G85.2000
Prerequisite: knowledge of a scientific programming language (e.g., FORTRAN, Pascal, or C). Corequisite: G85.2003 or permission of the instructor. 4 points.

Emphasis is on current research where numerical techniques provide unique physical insight. Applications include, among others, solution of differential equations, eigenvalue problems, statistical mechanics, field theory, and chaos.

Dynamics G85.2001 4 points.

Classical mechanics of particles and extended bodies from the Lagrangian and Hamiltonian points of view. Applications to two-body problems, rigid bodies, and small oscillations.

Statistical Physics G85.2002 4 points.

Introduction, with representative applications. Review of thermodynamics; Gibbs ensembles for equilibrium; application to ideal gases, condensed phases of matter, and radiation; fluctuations and noise, kinetic theory.


Basic mathematical methods required for understanding of physics and research in physics. Vector and tensor analysis; linear transformations, matrices, and eigenvectors; complex variables, differential equations; Legendre and Bessel functions; integral equations; Green’s functions; group theory; calculus of variation.


General principles and diverse applications of electromagnetic theory; electromagnetics and magnetostatics; boundary value problems; Maxwell’s equations; electromagnetic waves, wave guides, simple radiators, and diffraction; plasma physics and magnetohydrodynamics; special theory of relativity.


General principles and diverse applications of quantum theory; wave equations and general formulation; solution of standard problems; approximation methods; scattering theory, and addition of angular momenta; semiclassical theory of radiation, spin, identical particles; application to atoms, molecules, nuclei, and other bound systems.


Introductory quantum field theory. Topics include quantization of scalar, spinor, and vector fields; perturbation and renormalization theory; Feynman diagrams; and quantum electrodynamics, among others.

Introduction to Solid-State Physics G85.2015 Prerequisites: G85.2002 and G85.2012. 4 points.

Survey of major topics, including descriptions of crystalline lattice, phonons; Drude model; energy bands; semiconductors; dielectrics; ferroelectricity; paramagnetism; superconductivity.

Theory of the Solid State G85.2016 Prerequisite: G85.2015. 4 points.

Advanced, modern approaches. Topics include X-ray, neutron, and light scattering; M"{u}ssbauer effect; energy bands; magnetic field phenomena; crystal field theory; phase transitions; Kondo effect.

Phase Transitions and Critical Phenomena G85.2017 Prerequisite: G85.2002. 4 points.

Surveys the theory of phase transitions and critical phenomena: phenomenology and experimental status; Ising and related models; phase diagrams; universality and scaling; expansion methods; exactly soluble models; mean-field theory; perturbation theory; introduction to renormalization group.

Special Topics in Solid-State Physics G85.2023, 2024 4 points per term.

Selection of advanced topics of unusual current research interest in the area of condensed matter physics.

Introduction to Nuclear and Particle Physics G85.2025 Prerequisites: G85.2011, 2012. 4 points.

Evidence from experiment on nature of nuclei, nucleons, elementary particles; nuclear forces, models, and reactions; conservation laws, symmetry; particle classification; quarks; various interactions; unified theories.

Particle Physics G85.2027 Prerequisite: G85.2025 4 points.

Experimental evidence on elementary particles and their interactions. Phenomenological models, electrons and photon-hadron interactions, weak decays and neutrino interactions, hadronic interactions.

Special Topics in Particle Physics G85.2033, 2034 Prerequisite: permission of the instructor. 4 points per term.

Advanced topics in particle physics, including the field-theoretical description of elementary particles and their interactions.

Introduction to Atomic Physics G85.2035 Prerequisites: G85.2011, 2012 or adequate undergraduate quantum mechanics. 4 points.

Theory and experiments in atomic structure and processes. Structure of one- and many-electron atoms; theory of angular momentum; Racah algebra; radiation theory; interactions with external fields; collisions.

Atomic Physics G85.2036 Prerequisite: G85.2035. 4 points.

Extensions of atomic physics given in G85.2035. Structure of simple molecules. Applications to areas of current research interest, e.g., plasma, lasers, astrophysics.

Laser Physics G85.2041 Prerequisites: adequate preparation in electromagnetism and quantum mechanics. 4 points.

Fundamentals of laser theory and operation; stimulated transitions; amplification and oscillation; laser beams and resonators; laser dynamics; applications in science and technology.

Physical Optics G85.2042 Prerequisites: G85.2005, 2006. 4 points.

Optics according to Maxwell’s equations, with an emphasis on diffraction, interference, coherence effects. Topics in nonlinear and crystal optics.

Special Topics in Atomic Physics G85.2043, 2044 4 points per term.

Advanced topics in atomic physics and closely related areas.

Introduction to Astrophysics G85.2045 Prerequisites: G85.2011, 2012. 4 points.

Introduces astrophysics, concentrating on the basic physical ideas concerning
the structure and evolution of the stars, galaxies, and the universe at large. Emphasizes results of current research.

**Astrophysics** G85.2046  Prerequisite: G85.2045, 4 points.
Topics may include interstellar molecules; physical processes in the interstellar medium; galactic structure; quasars; elementary particles and cosmology; physics of black holes.

**Special Topics in Astrophysics** G85.2053, 2054  4 points per term.
Advanced topics in astrophysics and related areas.

Development of statistical mechanics and methods for solving the many-body problem in the context of applications; equilibrium and near-equilibrium properties of normal fermion systems, superfluids, and phase transitions.

**Theory of Scattering** G85.2056  Prerequisites: G85.2011, 2012. 4 points.
Quantum theory of collisions with applications. Time-dependent formulation; properties of the S-matrix; two-body and three-body systems; theory of reactions; approximation techniques.

**Group Theory** G85.2057  Prerequisites: G85.2011, 2012. 4 points.
Discrete and continuous groups: their structure, representations, and associated algebras; Poincaré and internal symmetry groups; applications to atomic, nuclear, solid-state, and elementary particle physics.

**Special Topics in Many-Body and Statistical Mechanics** G85.2059  Prerequisite: permission of the instructor. 4 points.
Advanced topics in many-body theory and statistical mechanics.

Tensor-spinor calculus, special and general theories, unified field theory, applications to relativistic physics and cosmology.

**Special Topics in Mathematical Physics** G85.2061  Identical to G63.2863, 2864. Prerequisite: permission of the instructor. 3 points.
Advanced topics in mathematical physics.

**Special Topics in Theoretical Physics** G85.2063  Prerequisite: permission of the instructor. 4 points.
Advanced topics in theoretical physics.

Dynamics of charged particles in electric and magnetic fields; basic properties; production and diagnostics; fluid dynamics and kinetic theory; linear theory of waves and oscillations; transport phenomena; stability; application to astrophysics, confinement, and fusion.

**Nonlinear Dynamics and Chaos** G85.2072  Prerequisites: G85.2000 and G85.2001, or the equivalents. 4 points.
Chaotic nonlinear dynamical systems from the point of view of the physicist. Examines two routes to chaos, period doubling, and quasiperiodicity, using numerical and analytical techniques.

**Experimental Physics** G85.2075  4 points.
Experiments of historical and current interest conducted by the student. Methodology statistics, signal-to-noise ratio, and the significance of precision in measurement.

**Quantum Field Theory I, II** G85.2077, 2078  Prerequisites: G85.2006 and G85.2012. 4 points per term.
Functional integrals for Bose and Fermi fields, non-Abelian gauge theories, Faddeev-Popov method and Becchi-Rouet-Stora invariance, renormalization, functional integrals, lattice gauge theory and critical phenomena, spontaneous symmetry-breaking, and the standard model of electroweak interactions.

**Introduction to String Theory** G85.2079  Prerequisites: G85.2077, 2078. 4 points.
First-quantized free-particle and random paths, the Nambu-Goto and Polyakov strings, Veneziano amplitudes. The classical bosonic string: old covariant approach, the no-ghost theorem and the existence of a critical dimensionality of space-time, gauge invariances. Light-cone formalism, the Hagedorn temperature. Modern covariant quantization, ghosts, and the BSRT symmetry. Global properties of string theory, multiloop diagrams and the moduli space, strings on curved backgrounds. The fermionic string: classical theory and world-sheet supersymmetry, the GSO projection, spectrum and space-time supersymmetry. Non-Abelian gauge symmetries in open strings. The heterotic string, compactifications on tori. Tree-level amplitudes in the fermionic and heterotic strings.

**Advanced Topics in String Theory** G85.2080  Prerequisite: G85.2079. 4 points.
Loop diagrams: the partition function of bosonic, fermionic, and heterotic strings. The G≈0 limit: low-energy effective Lagrangians for the light modes, Calabi-Yau compactifications, N=1 supersymmetry and supersymmetry breaking. Extended space-time supersymmetry and the constraints on effective Lagrangians of the heterotic and closed superstrings. Conformal and superconformal invariance in two dimensions, the classification of minimal conformal theories. General classification of superstring compactifications. Cosmological solutions, 2-d black holes, the Liouville noncritical string. Fixed-t scattering at high energies, all-loop resummations. Random surfaces and 2-d Einstein gravity, topological field theory.

**Geophysical Fluid Dynamics I, II** G85.2082, 2083  Prerequisite: permission of the instructor. 4 points per term.
First term: climatic change as a problem in physics. Equations governing atmospheric wind, temperature, and humidity; convection, global circulation, Hadley cells, Rossby waves, baroclinic instabilities, poleward heat flow; atmospheric radiation and cloud-radiation interactions; numerical solutions. Second term: physical oceanography, ocean composition, currents and equations of motion; wind-driven and thermohaline circulations; surface layers and Ekman pumping, equatorial upwelling, gyres, convective overturns, sea ice and deep water formation, ocean turbulence; numerical solutions for steady and transient ocean tracers; coupled atmosphere/ocean models and recent models of climatic change from humankind’s greenhouse gases and aerosols.

**Practicum in the Teaching of Physics** G85.2090  0 points.
Course designed to develop and enhance teaching skills of graduate students, with specific reference to the basic undergraduate courses in physics. Presentations by the students form the core of the course. Sessions are videotaped. Emphasis is on clarity of presentation and organization of recitation and laboratory materials. Topics include...
preparations for problem-solving sessions, encouragement of class participation and responses, and techniques for gauging student involvement. Specific content issues arising in elementary mechanics and electromagnetism are addressed. Use of texts, articles, and specially prepared sample materials.

**Experimental Physics Research**
G85.2091, 2092 Prerequisite: permission of the instructor. 1-9 points per term.

**Theoretical Physics Research**
G85.2093, 2094 Prerequisite: permission of the instructor. 1-9 points per term.

**Research Reading**
G85.2095, 2096 Prerequisite: permission of the instructor. 1-9 points per term.

**Experimental Research**
G85.3301, 3302 Prerequisite: permission of the instructor. 1-9 points per term.

**Theoretical Research**
G85.3303, 3304 Prerequisite: permission of the instructor. 1-9 points per term.

**Reading**
G85.3305, 3306 Prerequisite: permission of the instructor. 1-9 points per term.
The Department of Politics offers a Ph.D. degree in politics and terminal M.A. degrees in political campaign management and in politics. The Ph.D. program trains researchers for placement in highly competitive institutions of higher learning and in applied settings such as government, international and non-governmental organizations, and business. The department offers superb research training in a variety of fields and methodologies, but it is particularly well known for political philosophy and theory, political economy, quantitative methods, and rational choice approaches to politics.

In the M.A. program in political campaign management (administrative approval pending), Department of Politics faculty and campaign professionals—political consultants, pollsters, and media consultants—teach students the most up-to-date techniques of campaign management. The Department of Politics also offers a general M.A. program in politics, which allows students to study more traditional fields of political science and learn basic social science research skills.

**Faculty**


Steven J. Brams, Professor. Ph.D. 1966 (political science), Northwestern; B.S. 1962 (economics, politics, and science), Massachusetts Institute of Technology. Game theory and its applications, particularly in political science and international relations; social choice theory, particularly as applied to voting and elections.

Bruce Bueno de Mesquita, Professor. Ph.D. 1971 (political science), M.A. 1968 (political science), Michigan; B.A. 1967, Queens College. International conflict; foreign policy formation; the peace process.


Michael Suk-Young Chwe, Assistant Professor. Ph.D. 1992 (economics), Northwestern; B.S. 1985 (economics), California Institute of Technology. Game theory; political economy; communication; social networks; collective action and social movements; culture and identity.


Youssef Cohen, Associate Professor. Ph.D. 1979, M.A. 1975, Michigan. Comparative politics; methodology; formal theory.


George W. Downs, Professor; Dean for Social Sciences, Faculty of Arts and Science. Ph.D. 1976, Michigan; B.A. 1967, Shimer College. International cooperation; political economy; international institutions.


Shepard Forman, Research Professor; Director, Center on International Cooperation. Ph.D. 1966 (anthropology), Columbia; M.A. 1961 (history), B.A. 1959 (Spanish language and literature), Brandeis. International affairs; international law and organization; human rights and humanitarian affairs.

Jan Tomasz Gross, Professor; Associate Director, Center for European Studies. Ph.D. 1975 (sociology), Yale. Totalitarian regimes; East European politics; social consequences of war.


Farhad Kazemi, Professor, Politics, Middle Eastern Studies; Vice Provost for Global Affairs, New York University. Ph.D. 1973 (political science), Michigan; M.A. 1968 (Middle East studies), Harvard; M.A. 1966 (political science), George Washington; B.A. 1964 (political science), Colgate. Comparative and international politics; Middle East politics; rural and urban politics.

Bernard Manin, Professor. Thèse de doctorat sur travaux (special form of Ph.D.), Habilitation à diriger des recherches 1995 (political science), Institut d’Études Politiques (Paris); M.A. 1974 (political science), Paris I (Panthéon-Sorbonne); Agregation 1973 (philosophy), Ecole Normale Supérieure (Paris). Democratic theory; constitutional theory; history of political thought.

Lawrence M. Mead, Professor. Ph.D. 1973 (political science), M.A. 1968 (political science), Harvard; B.A. 1966 (political science), Amherst College. American politics and policymaking; social policy, especially antipoverty programs and the politics surrounding them; welfare and welfare reform.

Christopher Mitchell, Professor. Ph.D. 1971 (political science); B.A. 1966 (government), Harvard. Latin American politics; U.S. foreign policy; political aspects of international migration.

Timothy P. Mitchell, Associate Professor, Politics, Middle Eastern Studies; Director, Program in Near Eastern Studies; Director, Hagop Kevorkian Center. Ph.D. 1984 (politics), Princeton; B.A. 1977 (law and history), Cambridge. Middle East politics; political economy; postcolonial theory.


Jonathan Nagler, Associate Professor; Associate Chair, Department of Politics. Ph.D. 1989, M.S. 1985, California Institute of Technology; B. A. 1982, Harvard. Impact of the economy and candidates’ issue positions on elections, multicandidate elections, campaigns, voter turnout, and quantitative methods.


Adam Przeworski, Professor. Postdoctoral 1967 (sociology), Polish Academy of Sciences; Ph.D. 1966 (political science), Northwestern; M.A. 1961 (philosophy and sociology), Warsaw. Political economy; methods of cross-national research; democratic theory.


H. Mark Roelofs, Professor. B.A. 1950 (literature), B.A. 1949 (philosophy and political theory), Oxford; B.A. 1947 (literature), Amherst. Research in liberalism; biblical political ideas; American politics.


Martin A. Schain, Professor; Director, Center for European Studies. Ph.D. 1971 (politics), Cornell; B.A. 1961 (politics), New York. Politics and immigration in France, Europe, and the United States; politics of the extreme right in France; political parties in France.


Programs and Requirements

M.A. PROGRAM IN POLITICAL CAMPAIGN MANAGEMENT (pending administrative approval)

The Department of Politics offers a special M.A. program in political campaign management, designed to train students in the art and science of running a modern political campaign. It is an intensive and comprehensive one-year study of the tools required to excel at managing a political campaign or running for office. Students in the program are exposed to all the aspects of political campaigning from leading academics in the Department of Politics and top industry professionals at the forefront of the political consulting community. The program offers students a unique setting with access to the political marketing, advertising, media, and communications experts who practice at the world’s media and communications epicenter and who are redefining politics. In addition to strong offerings in the field of American political campaign management, New York University is singular in its attention to political campaigns beyond the American context. We offer courses by experts and practitioners in political campaigns in Latin America and Western and Eastern Europe. We provide expertise in the electoral politics of proportional representation systems and emerging democracies.

Admission: Admission to the political campaign management program is generally granted for the fall semester only. Admission is limited to students with strong academic and professional records. The general test of the Graduate Record Examination (GRE) is required of all students, including all international students applying from countries in which the GRE is offered. All international students are also required to submit scores from the Test of English as a Foreign Language (TOEFL).

Course of Study: Students are required to take a total of eight courses (32 points). Five of these must be the core courses in the field, which are listed below. The remaining three courses may be taken from the list of electives. Before graduation, students must complete a major project applying their newly mastered skills to a practical problem in political campaigning under the guidance of one of the faculty members. Typically, this project requires students to apply the skills they have learned to an actual political campaign.

Students are expected to maintain an average of 3.0 (on a 4.0 scale) in work for the master’s degree. Each student should meet each semester with an adviser of his or her choice to discuss and agree on a course of study.

MASTER OF ARTS

Admission: Admission to the general M.A. program in politics is usually granted for the fall semester only. Admission is limited to students whose academic records and letters of recommendation indicate exceptional promise of success in the advanced study of political science. This means an outstanding undergraduate record and usually an undergraduate major in political science, history, or another social science. Applicants with lower averages may be admitted where there is indication of a particular strength in political science and clear aptitude for graduate work. Applicants with undergraduate majors outside the social sciences or history may be asked to enroll in appropriate undergraduate courses to improve their political science background. The general test of the Graduate Record Examination (GRE) is required of all students, including all international students applying from countries in which the GRE is offered. All international students are also required to submit scores from the Test of English as a Foreign Language (TOEFL).

Course of Study: Six departmental fields of study are offered: political philosophy and theory, political methodology, American politics, political economy, comparative politics, and international relations. Students are required to complete eight courses (32 points), of which at least six must be in the department and four must be in one departmental field. Courses in the major field must include the field core course. This core course and one additional core course are required and are usually the first courses taken in the department.

Students must also complete a major project. The M.A. project consists of a seminar paper, which should demonstrate breadth in the conception and mastery of political analysis. Students are required to notify the director of graduate studies at the initiation of research for the master’s project. The director of graduate studies must be notified in all cases, whether the paper is to be written in conjunction with, or independent of, a course. The director of graduate studies must approve the project and designate an adviser to be the first reader, with written notice to both student and adviser. If the paper is written in conjunction with a course, the adviser would also be the course instructor. The director’s approval relates only to M.A.-project status and would in no way interfere with assignment or evaluation of the essay for course credit. Once an M.A.-project topic and adviser are designated, the director of graduate studies must approve changes to them. Once the adviser has read and approved a draft, an M.A.-project evaluations committee, appointed annually by the chair to read all M.A. papers, will evaluate it. If the evaluations committee approves the essay, it is accepted as the major project.

Students are expected to maintain an average of 3.0 (on a 4.0 scale) in work for the master’s degree. Each student should meet each semester with an adviser of his or her choice to discuss and agree on a course of study.

Foreign Language Requirement: Students must demonstrate proficiency in one language other than English or, with permission of the director of graduate studies, in statistics. Students demonstrate proficiency in a foreign language by passing the GSAS language proficiency exam or by completing an intermediate-level foreign lan-
guage course with a grade of B or better. Students demonstrate proficiency in statistics by completing Quantitative Analysis II (G53.2127) with a grade of B or better.

**Concentration in International Politics and International Business**

Students complete eight courses, four of which are chosen from a designated group in the department for the special program. The other courses are taken from a designated group in other disciplines in the Graduate School of Arts and Science, the Leonard N. Stern School of Business, and the Robert F. Wagner Graduate School of Public Service. Each student is also expected to write a M.A. major project on a topic related to his or her program work.

**DOCTOR OF PHILOSOPHY**

The goal of the Ph.D. program is to prepare students to conduct research, to teach, or to work in applied settings at the best institutions in the United States and abroad. To achieve this goal, the program specifies the distribution of courses, the substance and timing of requirements, the forms of faculty supervision, and the criteria for advancement within the program.

**Admission:**

The general test of the Graduate Record Examination (GRE) is required of all students, including all international students applying from countries in which the GRE is offered. All international students are also required to submit the Test of English as a Foreign Language (TOEFL) scores. Letters of recommendation must clearly indicate that an applicant is capable of successfully pursuing the doctorate. The applicant is also required to submit a writing sample and statement of educational background and objectives. A bachelor's degree is required for admission to the Ph.D. program. A Master of Arts degree is not a requirement for admission to the Ph.D. program.

**Course Requirements:**

Students must complete 72 points (18 courses) beyond the B.A. degree. There are no department-wide course requirements. To guard against excessive specialization, students must take at least three courses (12 points) in each of at least two fields. Course credits transferred from another institution may count toward the fulfillment of this requirement. The fields presently recognized by the department include (1) political philosophy and theory, (2) political methodology, (3) American politics, (4) political economy, (5) comparative politics, and (6) international relations. In consultation with their adviser, students may petition the director of graduate studies (DGS) to create a field of their own making. Such a field may be interdisciplinary. Doctoral students are expected to maintain a 3.5 grade average.

When entering the program, students should declare their intended major, which can be changed at any time in consultation with the student's adviser. A student specializing in any recognized field may have to satisfy course requirements established by faculty in this field. Admission to some advanced courses may be conditional on students having taken some other courses or having an equivalent background. In all cases, students must consult their adviser to plan a comprehensive program of courses and inform their adviser of any changes.

There are no limits on courses taken in other departments or other university members of the Inter-University Doctoral Consortium (other than those specified by the GSAS). Students are encouraged to develop knowledge and acquire methodological skills in sister disciplines.

To train themselves in academic research and writing, students are encouraged to write research papers, typically by applying or developing the work of a particular course in subsequent reading and research courses. The two required papers, the M.A. paper and the Ph.D. qualifying paper (see below), are normally prepared in this way.

Students who have satisfied all the requirements of a particular course other than the final examination or paper and who present a written proposal for a research paper related to this course may ask the instructor for a research in progress (RIP) grade. Students who receive this grade are expected to take a reading and research course during the subsequent semester(s) to research and write the paper. This grade is reported to the registrar as IP (Incomplete Pass) but is distinguished by the department from Incomplete grades for all other purposes, including financial decisions. On completing the research paper, the student receives final grades for the courses.

**M.A. Paper:**

Students who enter the program without an M.A. degree must present a written M.A. paper by no later than the beginning of their second year. The specific requirements for the paper depend on the field, but the general rule is that it should have the format of an article in this field. The topic of the M.A. paper should be chosen in consultation with faculty members. On completion, the paper is submitted for reading by two faculty members chosen by the director of graduate studies (DGS), no later than within two months after submission. The paper can receive a high pass, a low pass, or a failing grade. If the paper does not receive a unanimous high pass, the student may revise and resubmit it by no later than the beginning of the fourth semester of residence.

If the paper receives a low pass and the student maintains at least a 3.0 grade point average, the student is granted the M.A. degree but must leave the program. If the paper receives a failing grade or if the student's grade point average is below 3.0, no degree is granted. If the revised paper receives different grades from the two readers, the DGS appoints a third reader and the expanded committee will decide the grade. A student whose M.A. paper and grade record are satisfactory is considered to have advanced toward the Ph.D.

**M.A. Waiver:**

Students entering with M.A. degrees from equivalent institutions may petition for a waiver of up to one year of course requirements (equivalent of 24 points). For this purpose, a copy of the M.A. thesis (in any language that can be read by at least two faculty members) must be submitted to the director of graduate studies (DGS) when the student enters the program. The DGS appoints two faculty members as readers to decide whether the thesis is equivalent in standards and quality to the department's requirements. If the M.A. thesis is approved, the student submits the waiver petition to the DGS at the end of the first year of residence. In consultation with the readers, the DGS decides whether or not to waive residence requirements on the basis of the M.A. thesis and the grade record of the student during the first year at New York University.

**Communications Requirement:**

Doctoral students must demonstrate proficiency in a language other than English. The Graduate School of Arts and Science determines which languages qualify, but another language can be substituted on recommendation of the student's adviser and the director of graduate studies and with approval of the language coordinator. A student whose native language is not English should consult the director of graduate studies regarding fulfillment of the communications requirement.
**Ph.D. Qualifying Examination:** No later than the end of the fifth semester in residence (third semester for students who received an M.A. waiver), students must complete the Ph.D. qualifying examination, which consists of the submission of a qualifying paper (QP) and the oral defense of a syllabus.

The QP is a research paper of publishable quality, satisfying all formal requirements for an article in a given field. Before writing the paper, students should submit a brief proposal to at least two faculty members, who become "readers" on approving this proposal. The topic (but not necessarily the field) of the QP must differ from that of the M.A. paper, and the two papers must be read by at least four different readers. The work on the QP can be and should be assisted by faculty. Readers will evaluate this paper within two months of submission. The readers have the option of accepting the paper, suggesting revisions, or rejecting the paper. If invited to do so, the student may revise the paper and resubmit it within six months. If the revision is not accepted by both readers, the student is considered to have failed this requirement.

Students must also submit an original syllabus for a graduate introduction to a field. This syllabus should attest to the understanding of the structure of the field, as well as to the knowledge of the primary and secondary literature. This syllabus is presented at an oral hearing to two faculty members, who then pass or fail the syllabus and its defense. Students who successfully complete both of these requirements qualify as candidates for the Ph.D. degree. Students who do not satisfy both requirements by the end of the third year (second year for students who received an M.A. waiver) are required by the department to leave the program, save for exceptional circumstances.

**Dissertation:** Having completed the qualifying exam, students must present a Ph.D. dissertation proposal. The proposal ordinarily should be presented before the end of the third year in residence (second year for students who received an M.A. waiver). Students who do not present a proposal within one calendar year of passing their qualifying examination must petition the DGS to be allowed to do so.

The proposal should address the problem to be researched, summarize the current state of knowledge, describe research procedures, and identify the bodies of relevant information. It should be no more than 15 single-spaced pages, plus a bibliography. A thesis committee (see below) must approve the proposal. When all members are satisfied with the proposal, the committee meets with the student in an advisory hearing. Acceptance of the proposal signals that the student has satisfied all the requirements for the Ph.D. degree other than the dissertation.

The dissertation must constitute a substantial body of original research of publishable quality. Except by the expressed permission of the chair of the department, the dissertation should not exceed 100,000 words. Once members of the committee approve the dissertation, an oral defense is scheduled.

After the student's thesis director has approved the dissertation and the dissertation committee has agreed that it is ready for defense, a final oral defense is scheduled before a panel of five faculty members appointed by the chair of the department or the director of graduate studies. The GSAS regulates the procedures for this defense.

The department expects students to complete the dissertation and its defense within four years after finishing course requirements. GSAS regulations require students to complete them within ten years from entering the graduate program (seven years for those entering with an M.A. from another university).

**Advising:** On entering the program, each student is assigned a preliminary adviser after a consultation with the DGS. Students are free to change their adviser at any time during their residence. They should inform the DGS of such changes.

In the month of April of the first year in the program, students meet with members of their advisory committee (comprising their adviser and one faculty member with whom they have worked) to discuss the substance of their research, progress in the program, and future plans. Advice for fall registration may also be given at this meeting. The DGS notifies all first-year students of the need to schedule this meeting with the adviser and sends a copy of each notice and report form to the adviser. Following the meeting, the adviser submits a brief report for the student's file.

Before beginning to work on the qualifying paper, students must form a QP committee consisting of two readers (see above). Students should keep this committee informed about the progress of their research.

Before beginning to work on the Ph.D. dissertation, students must form a thesis committee, consisting of at least three faculty members (the committee chair and two members), of whom at least two must be members of the department. Students should consult with the committee while preparing the proposal and working on the thesis.

The Graduate Office maintains a progress checklist for each student, showing the adviser, major and minor fields, M.A. paper topic and readers, QP topic and committee, and dissertation topic and committee. The fellowship evaluation and progress (FEP) committee uses this checklist to oversee the progress of all students in the program.

**Regular Progress:** A student is considered to be making satisfactory progress as long as she or he does the following:

1. Submits a previously written M.A. thesis on entering the program or consults with faculty about writing the M.A. paper during the first semester in the program.
2. Submits the M.A. paper by the beginning of the third semester or, if invited to do so, resubmits it by the beginning of the fourth semester.
3. Submits the QP and the syllabus and defends the syllabus by the end of the fifth semester (third for students entering with an equivalent M.A. degree) or, if invited to do so, resubmits the QP and defends the syllabus by the end of the sixth semester.
4. Defends the Ph.D. proposal within six months of having passed the Ph.D. qualifying examination.

Students who are not making satisfactory progress are notified by the DGS and must petition the fellowship evaluation and progress (FEP) committee to be allowed to continue in the program. With regard to points 1 through 3 above, this request is granted only if the delay is caused by exceptional reasons. With regard to point 4, it is sufficient that the student demonstrates reasonable progress.

All references to time are based on a calendar of effective semesters (normally 12 points). Hence, part-time students may take a longer period to satisfy the requirements.

**Nonmatriculated Students:** Under special circumstances, nonmatriculants (students who are not working toward a degree) may enroll for one course per semester with permission of the director of graduate studies. Nonmatriculants can earn cumulatively no more than 12 points in the Graduate School of Arts and Science.
Courses

The following courses are designed for students in the general M.A. and Ph.D. programs. Students in the political campaign management program may take these courses only after receiving written permission from the political campaign management program director and consent of the course instructor.

Two-Part Courses: A hyphen indicates a full-year course with credit granted only for completing both terms. A comma indicates credit is granted for completing one term.

**POLITICAL PHILOSOPHY AND THEORY**

Advisors: Hardin, Mantin, Ollman, Roelofs.

History of Political and Social Thought G53.1100 Core course. Mantin, Ollman, Roelofs. 4 points.

Major political thinkers of past and present. Special reference to enduring themes and movements each year.

Methods of Political and Social Analysis G53.2106 Ollman. 4 points.

Nature and functions of theory, particularly Marxist dialectic, that attempts to analyze political phenomena systematically; historical, sociological, psychological, and phenomenological research; classical and current works.

Topics in Classical and Medieval Political Philosophy G53.2111 4 points.

Examines selected political theories in the classical and medieval periods, from Plato to St. Thomas Aquinas.

American Political and Social Thought G53.2120 Roelofs. 4 points.

Nature and limitations of the liberal ethos that underlies American political and social institutions and experiences.

Topics in Contemporary Political Philosophy G53.2130 Przeworski. 4 points.

Introduction to contemporary political philosophies, both Anglo-American and Continental. Focuses on different thinkers and movements each year.

Topics in Modern Political Philosophy G53.2132 4 points.

Examines selected political theories in the modern period, from Machiavelli to Nietzsche.

Communism G53.2140 Ollman. 4 points.

Fundamentals of modern communist thought; writings of Marx, Engels, Lenin, and their major critics. Emphasis is on communism as the unrealized potential of capitalism and therefore more on what in capitalism suggests this potential and less on the precapitalist societies that called themselves “communist.”

French Political and Social Thought: 1750-1900 G53.2142 Identical to G46.1720. Antoine. 4 points.

Political and social ideas and movements from before the Revolution to the Third Republic. Among the authors and movements studied are Montesquieu, Rousseau, revolutionary and counter-revolutionary thought, Constant, Tocqueville, Saint-Simon, and Comte.

Topics in 20th-Century French Political Thought G53.2143 Identical to G46.2720. 4 points.

Introduction to the intellectual history of France since 1890. Examines major ideological crises beginning with the Third Republic and concluding with current developments in French thought.

Theories of Local Justice G53.2180 Kamiński. 4 points.

Survey of formal approaches to concepts of justice, fairness, and equity. Analysis of voting rules, apportionment systems, writing lists, fair division schemes, etc.

Seminars in Political Theory G53.3100, 3101 Required of all Ph.D. candidates majoring in political theory. 4 points.

General seminar in political philosophy. The specific topic of the seminar varies, but this is an advanced seminar that assumes extensive background.

**POLITICAL METHODOLOGY**

Advisors: Brams, Chwe, Cohen, Downs, Gilligan, Hafer, Kamiński, Morton, Nagler, Przeworski, Schneider.

Approaches to Political Inquiry G53.1000 Core course. Cohen. 4 points.

Comprehensive survey of modern research techniques. Reviews competing approaches to political research. Evaluates strengths and weaknesses of alternative methods of dealing with various problems of political research.

Mathematics for Political Scientists G53.1110 Cohen. 4 points.

Covers basic topics of mathematics—calculus, analytic geometry, matrix algebra, etc.—with wide application in political science.

Introduction to Quantitative Political Analysis I G53.1120 Cohen, Schneider. 4 points.

Introduces elementary statistical analysis and prepares the student for G53.2127. Topics include probability theory, distribution theory, estimation of simple statistical models, and hypothesis testing.

Formal Modeling in Political Science G53.2105 Brams. 4 points.

Introduction to formal modeling and deductive theorizing. Main tools of analysis used are elementary decision theory, game theory, and social choice theory, with no mathematical prerequisites assumed except high school algebra.
Methods of Political and Social Analysis G53.2106
See description under Political Philosophy and Theory.

Game Theory and Politics G53.2108
Prerequisite: one course in statistics or formal modeling. Ciav. 4 points.
Survey of the main concepts and findings of game theory that are relevant to the study of politics.

Introduction to Quantitative Political Analysis II G53.2127 Cohen, Nagler, Schuessler. 4 points.
Builds on G53.1120. Provides working knowledge of some of the quantitative methods used in political science research. Emphasis is on using and critiquing the general linear model. Introduction to categorical data analysis and research methodology.

Quantitative Research Methodology G53.2128 Cohen, Nagler, Schuessler. 4 points.
Builds on G53.1120 and G53.2127. Concentrates more specifically on political science research methods. Emphasis is on problems of research design and data collection; statistical solutions; new approaches to research methods, data analysis, theories of data, and statistical theory.

Statistical Methods for Comparative Research G53.2129 Przeworski. 4 points.
Covers statistical models of discrete and limited dependent variables leading to the problem of nonrandom selection and appropriate ways of handling it. Focuses on selection models, using probit, logit, and tobit analysis and applying them to the origins of democracy and the impact of political regimes and institutions.

Seminar in Political Methodology G53.3200, 3201 Required of all Ph.D. candidates majoring in political methodology. 4 points.
The specific topic of the seminar varies, but this is an advanced seminar requiring extensive background.

AMERICAN POLITICS
Advisers: Brams, Harrington, Harvey, Mead, Morton, Nagler, Randall, Ruef, Schuessler.

American Political Institutions and Processes G53.1300 Core course. Harvey. Mead. 4 points.
Overview of public policymaking process; political participation, organization, and structure; governmental institutions.

American Legislative System G53.2502 4 points.
Theory of councils and representation, legislative structures and behavior, reform of representative government.

Political Survey Research G53.2303 Prereq. or corequisite: G53.1120. 4 points.
Survey research and other important methodological approaches to empirical analysis in political science. Students are exposed to important political data sources and major computer programs used by social scientists.

American Presidential System G53.2310 4 points.
The American presidency, its origins, processes, and roles: commander in chief; director of foreign policy; leader in legislation, public opinion, administration, party affairs; manager of the economy, etc.

American Political Parties G53.2320 Harvey. 4 points.
Major and minor American parties; varieties of state and local systems; leadership patterns, structural characteristics, roles, functions, and behavior of electorate.

Campaigns and Elections G53.2324 Brams. 4 points.
Analysis of U.S. election processes through theoretical and practical approaches to the study of voting, campaigns, and elections. Studies role of parties, pressure groups, media, polls, etc.

Public Opinion, Media, and Politics G53.2326 Schuessler. 4 points.
Focuses on the current state of research in public opinion and in media. The course's analytical focus is divided between psychological and rational choice-based explanations. Students also explore the role of experimental research methods.

The American Constitution G53.2350 Randall. 4 points.
Development of the American constitutional system. Distribution of power among the president, Congress, and the federal courts; between the national government and the states; and among the states.

Politics of the Legal Order G53.2355 Harrington. 4 points.
Focuses on the political and ideological character of law, legal institutions, dispute processing, and litigation.

Examines the major theoretical approaches and empirical studies in the politics of the legal order field.

Public Policy G53.2371 Mead. 4 points.
Advanced-level study of policymaking process in federal politics and research issues raised by it. Emphasis is on interaction of policy analysis and political institutions. Some prior knowledge of public policy is assumed.

Seminar in American Government and Politics G53.3300, 3301 Required of all Ph.D. candidates majoring in American politics. 4 points.
General seminar in American government. The specific topic of the seminar varies, but this is an advanced seminar requiring extensive background.

Seminar in Public Policy G53.3371 Prereq. a graduate course in public policy or equivalent professional experience approved by the instructor. Mead. 4 points.
Study of the political process. Assesses policy itself; analyzes faculty and student research-in-progress. A research paper is required.

POLITICAL ECONOMY

Political Economy G53.1400 Core course. Denoon, Przeworski. 4 points.
Overview of the emerging field of political economy. Surveys three broad intellectual traditions prominent in the political economy literature: (1) the application of microeconomic, game theoretic, and public choice theory to politics, (2) a focus on institutions and the behavior of their related politics, and (3) Marxian and Neo-Marxian approaches. The course requires an understanding of basic microeconomics.

Politics of Economic Growth G53.2424 Przeworski. 4 points.
Introduction to growth economics, the impact of intracountry inequality on growth, the effects of voter preferences and government policies on economic growth. Knowledge of some economics (microeconomics with calculus), game-theory (perfect Bayesian equilibrium), and statistics (OLS) is assumed.

Seminar in Political Economy G53.3400, 3401 Required of all Ph.D. candidates majoring in political economy. 4 points.
General seminar in political economy.
The specific topic of the seminar varies, but this is an advanced seminar that assumes extensive background.

Note: In addition to the required core course and seminar, courses toward a major or minor overlap with, and are drawn from, the remaining five fields. These courses are listed below. For course descriptions, refer to entries by number within the other field listings. Other courses may be included with the approval of the director of graduate studies.

Formal Modeling in Political Science G53.2105 Brans.
Theories of Local Justice G53.2180 Kamiński.
American Political Parties G53.2320 Harvey.
Analytical Introduction to Political Economy G53.2502 Przeworski.
The Political Economy of Development G53.2536 Wood.
Diplomacy and Negotiation G53.2504 Brans.
The Political Economy of North-South Relations G53.2770 Denoon.
The Political Economy of National Security G53.2772 Denoon.
The Political Economy of the Pacific Basin G53.2774 Denoon.
International Political Economy G53.2775 Gilligan.
International Organization G53.2800 Downs, Gilligan.

COMPARATIVE POLITICS


Comparative Politics G53.1500 Core course. Cohen, Clark, T. Mitchell, Schain, Wood. 4 points.
Basic approaches to comparative political inquiry and the application of these approaches to specific problems of political analysis. Understanding of political phenomena in a comparative perspective.

Analytical Introduction to Political Economy G53.2502 Prerequisites: G53.2105 and one semester of calculus. Przeworski. 4 points.
Introduction to mathematical approaches to political economy. The main question is why different governments do what they do and with what consequences for efficiency, equality, and growth. Topics cover decision-making mechanisms, a remedial introduction to neoclassical economics, principal-agent framework, median voter models, contrasting views of the trade-off between efficiency and equality, comparisons of political regimes, the role of governments in the economy, and the consequences of class conflict.

British and Irish Politics G53.2518 Identical to G42.2030. 4 points.
Introduction to the political and social development of England, Ireland, Scotland, and Wales; the growth of hegemony based in London; the politics of disintegration and decay; and the promise of rebirth.

Study of French political behavior and policies under the Fifth Republic. Focus is on the sources, organization, and institutional consequences of political conflict in France. Constitutional structures, voting, political parties, and pressure groups are explored.

French Politics, Society, and Culture G53.2524 Identical to G46.1710. 4 points.
Emphasis is on political institutions, beliefs, and behavior in their social and cultural setting. Longevity of centralization, myth of the public good, and the quest for accountable and stable government are among the subjects examined.

Topics in Modern Greek Politics G53.2530 4 points.
Focuses on political institutions and the political process in Greece. Particular attention is given to the state, political parties, and interest groups. The approach is historical and analytical.

Political development in major Caribbean societies. Outside influences (colonialism, trade, cultural forces, military intervention) are dealt with as a means to understanding general political trends in the region.

Collective Action and Social Movements G53.2553 Wood. 4 points.
The principal approaches (including rational choice, culturalist, and structuralist approaches) to the explanation of collective action and social movements. Drawing on literature in political science, anthropology, economics, and sociology, the course readings include theoretical works as well as case studies. Participants also discuss the relationship between theory and method in each approach.

The Political Economy of Development G53.2536 Wood. 4 points.
Assesses the issues and debates in the current literature on the political economy of development; analyzes principal characteristics of the contemporary world economy, especially patterns of inequality and the varying explanations for their emergence.

France and Maghreb G53.2538 Identical to G46.2422. 4 points.
History of Maghreb countries from the 19th century to date. Emphasis is on France’s role and the underlying political, economic, and cultural factors.

Government and Politics of Northern Africa G53.2540 T. Mitchell. 4 points.
Comparative analysis of selected aspects of state formation, political identity, development, and political discourse in the countries of Arab North Africa.

East European Government and Politics G53.2580 Gross. 4 points.
Historical and institutional survey of East Central Europe, focusing on developments from Versailles to the present; strategies of political opposition under state socialism; transition to post-Communist society in the region.

Middle Eastern Government and Politics G53.2590 Kazemi, T. Mitchell. 4 points.
Political analysis of the Middle East, covering such issues as class and state formation, political economy of oil, problems of development, rural and urban politics, regional conflict, politics of gender, and religious identity.

Topics in Latin American and Caribbean Politics G53.2620 Cohen, C. Mitchell. 4 points.
Specific subject matter varies from semester to semester. Topics may include politics of the Andean region, urban politics in Latin America, Brazilian politics, and re-democratization of Latin America.

Major forces affecting political development of Latin America; different approaches to comparative politics as applied to this area, with focused case studies pursued in detail.

The Politics of Transition in Mexico G53.2622 Prerequisites: reading knowledge of Spanish and permission of the instructor. Castañeda. 4 points.

Reviews the process of transition from authoritarian rule to representative democracy in Mexico, in the context of economic reform and the end of the cold war. Special attention is paid to the Latin American context, to the U.S. factor, and to the specific Mexican traits that have made the one-party PRI regime so resilient and resistant to domestic and external pressure for change. A historical introduction helps place the contemporary process in perspective.

Seminar in Comparative Politics G53.3500, 3501 Required of all Ph.D. candidates majoring in comparative politics. 4 points.

General seminar in comparative politics. The specific topic of the seminar varies, but this is an advanced seminar requiring extensive background.

INTERNATIONAL RELATIONS

International Politics: Concepts and Theories G53.1700 Core course.
Gilligan, Hsiung, Sarajmuth. 4 points.

Objectives and scope of studies of international politics, research problems, global models of political action and reaction.

Normative Issues in International Politics G53.1730 For M.A. students only. 4 points.

What values guide us as we make choices about using force, ending conflict, protecting human rights, promoting social justice, preserving the environment, and participating in international organizations? This course is designed to provide analytical rigor to the perennial question: What role does ethics play in the conduct of foreign affairs? Principles of realism, liberalism, cosmopolitanism, communitarianism, and supranationalism are considered in light of specific case studies.

Topics in International Organization G53.1731-1735 For M.A. students only. 4 points.

Introduction to the practice of policy-making in the United Nations system. Taught by practitioners from the United Nations, its affiliated agencies, and regional subgroups, and, in some cases, related nongovernmental organizations. Topics change depending on the expertise of the practitioner teaching the course. Examples include peacekeeping operations, humanitarian assistance, regional integration, or economic development. Note: Ph.D. students may not take this course.

Strategy and Defense Policy G53.2701 Bueno de Mesquita. 4 points.

Introductory course that examines the historical roots of strategic doctrine in the 20th century and contemporary nuclear and conventional defense. Also covers arms control and disarmament problems.

Diplomacy and Negotiation G53.2704 Brams. 4 points.

Analysis of negotiation and diplomatic processes based on an examination of different approaches (e.g., game-theoretic and cultural); application to specific cases.

Foreign Policy Decision Making G53.2725 4 points.

Theory and practice of foreign policy decision making. Quantitative and formal methodologies used for three levels of analysis: individual choice and both intraorganizational and interorganizational (or governmental) decision processes.

U.S. Foreign Policy G53.2750 Denoon. 4 points.

American foreign policy and the major international problems facing the United States today.

Contemporary Inter-American Relations G53.2765 Identical to G10.1004. C. Mitchell. 4 points.

U.S. corporate and governmental policy toward Latin America; trends in Latin American and Caribbean migration to the United States; strategies of resource-rich Latin American nations toward technology-rich United States.

The Political Economy of North-South Relations G53.2770 Identical to G31.2610. Denoon. 4 points.

Major issues involved in restructuring the international economic system. Analyzes initiatives of the Western, Socialist, and developing countries. Emphasis is on trade and monetary questions. Acquaintance with international politics and economics is necessary.

The Political Economy of the Pacific Basin G53.2774 Identical to G31.2620. Denoon. 4 points.

Evaluates recent trends in East Asian and Pacific economic and political developments. The character of economic growth, the nature of the political systems, and implications of recent dynamism. Overall trends are analyzed with discussion focused on three distinct regions: Northeast Asia, Southeast Asia, and the Pacific Islands.

International Political Economy G53.2775 Gilligan. 4 points.

A general introduction to the field: evolution of the international political economy, international cooperation, international institutions, international trade and finance policy, macroeconomic policy coordination.

International Organization G53.2800 Denoon, Gilligan, Hsiung. 4 points.

Functions, operation, structure, and accomplishments of the United Nations and the specialized organizations. Emphasis is on international organization as an approach to peace.

Business and American Foreign Policy G53.2810 4 points.

Examination of competing theories about the relationship between business and government in the conduct of foreign policy.

International Law G53.2900 Hsiung. 4 points.

Rules that govern in their legal interrelationship and current development of law among nations, based on the study of cases. The use of the law for the regulation of international behavior and environment.

Seminar in International Politics G53.3700, 3701 Required of all Ph.D. candidates majoring in international relations. 4 points.

General seminar in international politics. The specific topic of the seminar varies, but this is an advanced course requiring extensive background.

READING AND RESEARCH
Dissertation Research G53.3951 Prerequisite: completion of comprehensive examination. 4 points.
Individual research related to the doctoral dissertation.

Reading and Research in Politics
G53.3991, 3992, 3993  Prerequisite: written petition stating the need for the course and including a preliminary bibliography, approved by the professor supervising the course and by the director of graduate studies. No more than 12 points of reading and research may be taken during a student’s graduate program, of which no more than 8 points may be taken during work on the master’s degree. 1–4 points per term. Tutorial for students whose individual needs are not met by formal courses. A substantial research paper or final examination is required.

M.A. PROGRAM IN POLITICAL CAMPAIGN MANAGEMENT
(pending administrative approval)
Advisors: TBA.
The following courses are available only to students in the M.A. program in political campaign management. Students in the Ph.D. program in politics or the general M.A. program in politics are not permitted to register for these courses.

Required Courses
Fundamentals of Political Strategy and Campaign Management
G53.1301  4 points.
Overview of the field of political campaign management. Students are introduced to the essential elements of campaigns, including campaign plans and strategy, opposition and district research, polling, message development, and fund-raising.

Strategies and Mechanisms of Political Communication
G53.1320  4 points.
Focuses on the specialized forms of communication options available to political managers to win public support. Emphasis is on implementation of a coordinated communications strategy, message development, persuasion tactics, advertising, and use of media.

Quantitative Methods for Political Managers
G53.1340  4 points.
Techniques of data analysis with particular emphasis on applications to electoral campaigns. Topics include measurement, descriptive statistics, probability, significance testing, and regression. Note: Students may substitute G53.1120 with consent of the director of graduate studies.

Polling and Survey Research
G53.1345  4 points.
The uses of survey research in political campaigns. Objectives of surveys, drawing samples, designing and pretesting questionnaires, modes of interviewing, and interpretation of survey data are discussed. Students design and conduct a poll during the course.

Fund-Raising for Political Campaigns
G53.1350  4 points.
Raising and spending of money in political campaigns, referenda contests, issue politics, and lobbying efforts. Budgeting, control of expenditures, accounting procedures, and general strategies for fund-raising.

Electives
Grassroots Mobilization
G53.1303  4 points.
Strategies and techniques of mobilization and lobbying at the local level. Contrasts are made with elections at state and national levels. Discussions include use of local media, civic and nonprofit organizations, and special-interest groups.

Crisis and Issues Management
G53.1304  4 points.
Trains students to effectively manage crisis situations or turning points in political campaigns. Helps students develop tools and techniques necessary to anticipate, prepare for, and strategically manage crises. Emphasis is on managing media relations during times of crisis.

Campaign Organization
G53.1306  4 points.
Successful organization of a campaign staff is a key element in the effective execution of the campaign plan. This course explores the variety of positions and responsibilities in a campaign organization, staff recruitment, managing expectations, and strategies to maintain and boost performance and morale.

Political Campaigns in Emerging Democracies
G53.1307  4 points.
Modern campaign strategies and technologies applied to political movements in new democracies. Contrasts to developed democracies as well as case studies are examined.

Political Campaigns in Multiparty Systems
G53.1308  4 points.
The differences in political campaigns in multiparty systems. Emphasis is on differences in strategy and execution. Students also discuss how modern campaign tactics may be exported to design and execute successful campaigns in multiparty systems.

Political Campaign Ethics
G53.1313  4 points.
The norms of conduct that should guide all campaign activities. Application of ethics to political campaigning, lobbying, and representation is considered.

Political Campaigning and New Media
G53.1314  4 points.
The opportunities new media has created for political campaigns. Uses of new media as a communication tool are examined and compared with traditional media vehicles.

Political Advertising and Promotion
G53.1322  4 points.
Students learn the impact and potential uses of various media and discuss the role of advertising in a campaign. The course covers the production process, including timing, costs, and media placement. Students design various advertisements, including a 30-second television spot.

Public Relations and Media Management
G53.1323  4 points.
Strategies to manage the media to maximize positive coverage and minimize negative press. The course exclusively focuses on nonpaid media and the key role they play in a campaign.

Qualitative Inquiry for Political Managers
G53.1342  4 points.
Techniques including focus groups and small-sample interviews are examined. Students are required to design individual and group projects utilizing the methods discussed in the course.

Resources for Research and Data Collection
G53.1343  4 points.
Where to find and how to evaluate information and data used to prepare position papers, analyze candidate records, make advertising decisions, analyze constituencies, and target marketing efforts.

Campaign Finances and Resource Allocation
G53.1355  4 points.
Offers students an understanding of campaign finance requirements. Also helps students to estimate costs for campaign expenditures and to build budgets for campaigns at all levels. Emphasis is on strategic allocation of resources—both financial and other types of resources.
The Department of Psychology at New York University approaches the study of the human mind and human behavior from many basic science perspectives. Clinical psychologists look at emotions, stress, relationships, and disruptions of normal psychological functioning. Psychologists in the cognition and perception program focus on perception, action, memory, attention, language, and thinking. Community psychologists consider how social systems and social context influence development and functioning. Social/personality psychologists study persuasion and attitude change, stereotyping and prejudice, judgment and decision making, and how relationships form and develop. Industrial/organizational psychologists study the behavior of individuals and groups in social and organizational contexts and examine the generalizability of psychological theories to real-world problems. Developmental psychologists examine both cognitive and social functioning as it changes over the life course. Graduate students in the department have the opportunity to obtain sophisticated training from these perspectives and to integrate the approaches in novel ways. At the doctoral level, students select one of the first five specialty areas but can declare a minor specialty in a second area (including quantitative psychology in addition to the specialties listed above). In addition, students from all programs have the opportunity to focus on developmental psychology, which is a cross-cutting concentration rather than a separate program. We believe this format leads to especially rich developmental training. At the master’s level, students have the opportunity to sample graduate courses in a wide variety of topics. They may take either industrial/organizational psychology or a general psychology program.

The department takes advantage of its location in the nation’s premier city by collaborating with important scientific institutions, community agencies, and corporations. New York provides access to almost any population or cultural group psychologists might choose to study. Experiences in this stimulating context supplement the department’s emphasis on basic psychological research.

**Faculty**

Doris R. Aaronson, Professor. Ph.D. 1965 (psychology), Pennsylvania; M.A. 1959 (mathematics education), Columbia; B.S. 1958 (mathematics), Maryland. Reading; psycholinguistics; problem solving; bilingualism.


Susan M. Andersen, Professor. Ph.D. 1981 (psychology), Stanford; B.A. 1977 (psychology), Califorina (Santa Cruz). Social cognition and clinical processes; the role of mental representations of self and significant others in motivation and emotion; private and public aspects of self-knowledge.


Ned Block, Professor, Philosophy. Ph.D. 1971 (philosophy), Harvard; B.S. 1964 (physics and philosophy), Massachusetts Institute of Technology. Philosophy of mind; metaphysics; cognitive science.

Richard D. Bock, Associate Director, Undergraduate Studies. Ph.D. 1982 (clinical psychology), New York; B.A. 1971 (history and literature), Harvard. Developmental psychopathology; abnormal psychology; psychotherapy with children and adolescents.


Peter J. Carnevale, Professor. Ph.D. 1982 (psychology), SUNY (Buffalo); B.A. 1977 (psychology), Delaware. Conflict and negotiation; mediation.

Marisa Carrasco, Associate Professor; Chair, Department of Psychology. Ph.D. 1989 (psychology), M.A. 1986 (psychology), Princeton; Licentiate in psychology 1984 (human experimental psychology), National Autonomous, Mexico (UNAM). Visual perception and attention; visual search; psychophysics.

Shelly Chaiken, Professor. Ph.D. 1978 (social psychology), M.S. 1975 (social psychology), Massachusetts (Amherst); B.S. 1971 (mathematics), Maryland (College Park). Attitude structure and change; social cognition.


Carol Fleisher Feldman, Associate Research Professor. Ph.D. 1968 (psychology), M.A. 1966 (psychology), M.A. 1965 (philosophy), B.A. 1964 (philosophy), Michigan. Interpretive cognition; pragmatics of language; cognitive development; philosophy of psychology.


Andrew J. Fuligni, Associate Professor. Ph.D. 1994 (developmental psychology), M.A. 1990 (developmental psychology), Michigan; B.S. 1988 (human development), Cornell. Adolescent development; academic achievement; family and peer relationships.

Leo Goldberger, Professor. Ph.D. 1938, New York; B.A. 1931, McGill. Stress and coping; the Holocaust and altruistic behavior; psychoanalytic theory.

Peter Gollwitzer, Professor. Ph.D. 1981, Texas (Austin); M.A. 1977, Ruhr-Bochum (Germany); B.A. 1973, Regensburg (Germany). Self theory, global mind-sets, human motivation.

Madeline E. Heilman, Professor. Ph.D. 1972 (social psychology), Columbia; B.S. 1967 (child development and family relations), Cornell. Sex bias in work settings; dynamics of stereotyping; consequences of preferential selection procedures.

Martin L. Hoffman, Professor. Ph.D. 1951, M.S. 1948, Michigan; B.S. 1945, Purdue. Empathy and moral development; justice motivation; interaction of affect and cognition; prosocial motivation and altruism.

Diane Hughes, Associate Professor. Ph.D. 1988 (community and developmental psychology), M.A. 1983 (psychology), Michigan; B.A. 1979 (psychology and African American studies), Williams College. Influences of occupational stress of families and child development; race-related (racial) socialization processes within African families; influences of prejudice and discrimination on mental and physical health.

Adelbert H. Jenkins, Associate Professor. Ph.D. 1963 (clinical psychology), M.A. 1958 (psychology), Michigan; B.A., 1957 (psychology), Antioch College. Personality processes and psychotherapy; psychology and the ethnic minority experience; teleologic philosophical approaches to psychology.


Joseph E. LeDoux, Henry and Lucy Moses Professor of Science; Professor, Neural Science, Psychology. Ph.D. 1977 (psychobiology), SUNY (Stony Brook); M.S. 1974 (marketing), B.S. 1971 (marketing), Louisiana State (Baton Rouge). Neural basis of thinking and feeling.

Laurence T. Maloney, Associate Professor, Psychology, Neural Science. Ph.D. 1985 (psychology, minor in elementary education), M.S. 1982 (mathematical statistics), Stanford; B.A. 1973 (mathematics), Yale. Computational vision; measurement theory and methodology; mathematical models of perception and cognition.
Gary F. Marcus, Associate Professor. Ph.D 1993 (cognitive science), Massachusetts Institute of Technology. Language acquisition; computational models of language and cognition; connectionism; cognitive development.

T. James Matthews, Professor. Psychology, Neural Science; Vice Dean, Graduate School of Arts and Science. Ph.D. 1970 (experimental psychology), Brown; M.A. 1966 (experimental psychology), Bucknell; B.A. 1964 (psychology), American. Behavioral and neurobiological analysis of social and affiliative motivation in rats and mice.

Brian McElree, Associate Professor. Ph.D. 1990 (experimental psychology), M.Phil. 1989 (experimental psychology), Columbia; M.A. 1984 (experimental psychology), Western Ontario; B.Sc. 1982 (experimental psychology), Toronto. Human information processing; human memory; psycholinguistics.


Elizabeth A. Phelps, Associate Professor. Ph.D. 1989 (cognitive psychology), M.A. 1986 (cognitive psychology), Princeton; B.A. 1980 (psychology and philosophy), Ohio Wesleyan. Cognitive neuroscience of human learning and memory, particularly as it is influenced by emotion.


Diane N. Ruble, Professor. Ph.D. 1973 (psychology), California (Los Angeles); B.A 1967 (psychology), Stanford. Developmental social cognition (or social development); sex roles; self-evaluation.

Edward Seidman, Professor. Ph.D. 1969 (clinical psychology), Kentucky; M.A. 1965 (psychology), Temple; B.A. 1963 (psychology), Pennsylvania State. Social development of urban adolescents; prevention and the promotion of well-being.

Malcolm N. Semple, Associate Professor, Neural Science, Psychology. Ph.D. 1981 (psychology, auditory neuroscience), B.Sc. 1977 (psychology and physiology), Monash (Australia). Subcortical and cortical neural processing of sensory information in the auditory system, with current emphasis on neural mechanisms for sound localization; processing of auditory motion; auditory system plasticity.

Robert Shapley, Natalie Clews Spencer Professor of the Sciences; Professor, Neural Science, Psychology, Biology; Director, Theoretical Neurobiology Program, Center for Neural Science. Ph.D. 1970 (neurophysiology), Rockefeller; B.A. 1965 (chemistry and physics), Harvard. Function of the cerebral cortex; visual perception.

Marybeth Shinn, Professor. Ph.D. 1978 (community and social psychology), M.A. 1976 (psychology), Michigan; B.A. 1973 (social relations), Harvard. Homelessness; welfare and work; social policy and social intervention, levels of analysis.


Joan Gay Snodgrass, Professor. Ph.D. 1966 (experimental psychology), Pennsylvania; B.S. 1955 (psychology), Pennsylvania State. Implicit and explicit memory; pictorial and verbal perception and memory; bilingual cognition.


Tom R. Tyler, Professor. Ph.D. 1978 (social psychology), M.A. 1974 (social psychology), California (Los Angeles); B.A. 1973, Columbia. Social justice; organizational/social psychology; psychology of authority.

James S. Uleman, Professor. Ph.D. 1966 (social psychology), Harvard; B.A. 1961 (psychology), Michigan. Person perception; personality trait inferences and stereotyping; the role of intentions in cognitive processing.


Joan Welkowitz, Professor. Ph.D. 1959, Columbia; M.A. 1951, Illinois; B.A. 1949, Queens College. Emotional deficits of brain-damaged patients, perceptual, expressive, and linguistic aspects.

Michael A. Westerman, Associate Professor. Ph.D. 1980 (clinical psychology), M.A. 1977 (clinical psychology), Southern California; B.A. 1971 (philosophy), Harvard. Interpersonal defense; psychotherapy process; family interaction, philosophical psychology.

David L. Wolitzky, Associate Professor. Ph.D. 1961, Rochester; B.A. 1957, City College. Clinical judgment; cognitive styles; psychotherapy; psychoanalytic theories.

Requirements

Programs and Requirements

The Department of Psychology offers courses of study leading to the Master of Arts and Doctor of Philosophy degrees, with opportunities to specialize in various areas. Admission to graduate study in psychology is based on academic records, Graduate Record Examination scores, and letters of recommendation. A limited number of nonmatriculants may be accepted for admission to the Master of Arts program (see Nondegree Status, below).

Each student is responsible for complying with all rules, regulations, requirements, and policies of the University, the Graduate School of Arts and Science, the Department of Psychology, and the program in which he or she is studying.

MASTER OF ARTS

The Master of Arts degree in psychology is offered to students wishing to improve their status in a psychology-related occupation or to strengthen their background in the field. Many M.A. students plan for later pursuit of the Ph.D. degree. It should be emphasized, however, that the M.A. program offers a terminal degree. All students who wish to obtain a Ph.D. degree must apply directly to their programs of choice during the Ph.D. application period (see under Doctor of Philosophy).

Admission: Applicants seeking admission to a Master of Arts program in psychology should have graduated from college with an average of B or better. All applicants must have completed courses in introductory psychology and in introductory statistics with grades of B or better to be eligible for admission. All applicants must provide a report from the general test of the Graduate Record Examination (GRE) and obtain a score of at least 530 in each section.

In addition, international applicants must achieve a score of at least 600 (250 on the computerized version) on the Test of English as a Foreign Language (TOEFL). Applications are accepted for fall, spring, or summer admission.

Fields of Study: Two fields of study are offered to M.A. degree candidates: (1) general psychology, for students who wish to shape their course of study to fit special interests and needs and (2) industrial/organizational (I/O) psychology, for those wishing to expand their knowledge of the psychological principles and methods useful in employee relations and human resources fields.

Degree Requirements: Formal requirements for the M.A. degree in psychology are the satisfactory completion of 36 points (at least 27 in residence at New York University) and either a written comprehensive examination or a master’s thesis. All students must pass Intermediate Master’s Statistics (G89.1016) or the equivalent. Students must pass substantive core courses with a grade of B or better and must maintain an overall B average. The specific requirements within each program are listed below.

General Program Requirements: Satisfactory completion of four core courses chosen from three core groups, as follows: a total of three from core A (G89.2010, G89.2011, G89.2012, and G89.2025) and core B (G89.2014, G89.2015, G89.2020, and G89.2034), such that each core is sampled, and one from core C (research: G89.2065, G89.2066, G89.2067, and G89.2126).

Note: Students who are admitted without having majored in psychology as undergraduates are required to complete a total of four courses from core A and core B, such that each core is sampled.

I/O Psychology Requirements: Satisfactory completion of G89.2032, two courses from core I (G89.2070, G89.2071, and G89.2073), two courses from core O (G89.2072, G89.2074, and G89.2076), and a research course (normally G89.2067).

Master’s students are required to register for courses, request an official leave of absence, or maintain matriculation each semester from the start of their academic career until graduation.

The Master of Arts degree is also granted to students matriculated in the doctoral program when they have met the requirements for the degree as defined by their program and by the Graduate School of Arts and Science.

Courses on the M.A. level usually commence no earlier than 4:20 p.m. and no later than 6:20 p.m. The program may be completed on a part-time or full-time basis, providing that all course work and either a comprehensive exam or thesis are completed within a five-year period.

NONDEGREE STATUS

An applicant with an undergraduate average of B or better may apply for admission as a nonmatriculated student, eligible to take 12 points of M.A.-level courses in psychology (circle “Nondegree” at the top of the application form). A nondegree applicant should submit the application form and required subsections, copies of all transcripts, and at least one letter of recommendation. All material should be sent to the Graduate School of Arts and Science Office of Graduate Enrollment Services.

Nondegree students who wish to petition for admission to the M.A. pro-
program must satisfy any conditions set by the department and provide a report from the general test of the Graduate Record Examination that reflects a score of at least 530 in each section. Address inquiries to the Department of Psychology, New York University, 6 Washington Place, New York, NY 10003-6634; (212) 998-7900.

DOCTOR OF PHILOSOPHY

The Doctor of Philosophy is a research and scholarly degree. It signifies that the recipient is able to conduct independent research and has a broad basic knowledge of psychology and a comprehensive knowledge of a special area. Specialty programs include clinical, cognition and perception, community, industrial/organizational, and social/personality. Students may also specialize in developmental psychology in conjunction with the clinical, cognition and perception, community, or social/personality program.

Admission: Applicants to programs of study leading to the Ph.D. degree should have graduated from college with an outstanding undergraduate record. An undergraduate major in psychology is recommended for admission but not required; however, all applicants must have completed courses in introductory psychology, introductory statistics, a laboratory course in psychology, and one additional course in psychology. The GRE general test is required of all applicants. In addition, the clinical, social/personality, and industrial/organizational doctoral programs require that all applicants take the GRE psychology test. Matriculants are admitted only in the fall term and only on a full-time basis. See also the Degree Requirements section of this bulletin.

International applicants are also required to take the TOEFL, including the writing test.

Degree Requirements: Formal requirements for the doctorate in psychology include the satisfactory completion of 72 points (78 in clinical), of which at least 32 points must be in residence at New York University; two terms of statistics (either G89.2228 and G89.2229, or the equivalents); satisfactory completion of an oral or written comprehensive examination, or equivalent; and presentation of an acceptable dissertation. After completion of the required number of points, doctoral students register for at least one course per year or maintain matriculation by fee each semester until completion of the dissertation. Students may register for only 6 points of dissertation research in the psychology department. Information regarding requirements of the doctoral specialization programs additional to the preceding department requirements should be obtained from the Department of Psychology, New York University, 6 Washington Place, Room 550, New York, NY 10003-6634; (212) 998-7900. Four to five years of postbaccalaureate study are usually required to complete the Ph.D. degree; however, no more than ten years may elapse between matriculation and the completion of all degree requirements (seven years if the student enters with a master’s degree). Continuation as a matriculant is contingent on the demonstration of satisfactory progress toward the doctorate. It cannot be overemphasized that the accumulation of high grades in formal courses, while important, is secondary to the demonstration of the capacity for original thinking and to the completion of research that contributes significantly to the field and is effectively presented in the dissertation. The Graduate School’s foreign language requirement has been waived for the Department of Psychology.

DEPARTMENTAL PROGRAMS AND RESEARCH

Clinical Psychology: The doctoral program in clinical psychology at NYU is being reorganized. The program does not currently expect to admit students for the fall 2002 class. Prospective applicants are encouraged to check the department Web site at www.psych.nyu.edu/research/specialties.html for current information on the program.

Cognition and Perception: Research programs in cognition and perception focus on six areas: perception and attention (Carrasco, Hawken, Kaufman, Krauskopf, Landy, Lennie, Maloney, Movshon, Pelli, Rubin, Shapley, Simoncelli); memory and cognition (Aaronson, Carrasco, Glanzer, McElree, Phelps, Rehder, Soodagar); language and psycholinguistics (Aaronson, Marcus, McElree, Murphy); the physiological bases of behavioral, cognitive, emotional, and sensory processes (Coons, Feldman, Glimcher, Hawken, Kiorpes, Krauskopf, LeDoux, Lennie, Movshon, Phelps, Rubin, Semple, Shapley, Simoncelli, Suzuki); conditioning and learning (Matthews, Phelps); and human development (Adolph, Marcus).

Research in perception and attention deals with the perception of depth, pattern, form, motion, color, and attentional processes to various dimensions. Psychophysical methods and computer modeling of visual processes are employed. Research in memory and cognition deals with reasoning, categorization, verbal and auditory information processing, short- and long-term memory, conscious and unconscious processes in memory, and visual cognition. Research in language and psycholinguistics deals with syntax, semantic structures, and issues of modularity. Physiological projects in the cognition and perception program benefit from the fact that many of its faculty are also members of New York University’s Center for Neural Science (CNS). Projects examine neuronal interactions in feeding; positive and negative hedonic motivation; memory; sensory transmission; brain damage; recovery; aging; audition; and neurophysiology of vision, visual development, and visual attention. Learning projects involve both operant procedures with animals and behavioral techniques in human learning. Current research in human development includes the development of visuomotor skills, conceptual development, and acquisition of language.

Training for research begins when students enter the program and culminates in the doctoral thesis. Students become active members of one of the productive research laboratories associated with the program, facilitating contact with faculty members, advanced students, and postdoctoral scientists. Teaching experience is gained through assistantships that supplement research training. Recent graduates have taken positions in a variety of academic, pure research, and applied research settings. The interdisciplinary Center for Neural Science offers opportunities to students in the cognition and perception program to participate in neural science courses along with students of the Center and, in some cases, to work with faculty of the Center as well as affiliated faculty from the Departments of Biology, Chemistry, Computer Science, Mathematics, and Physics.

There are weekly area seminars, with prominent speakers, in cognition and perception, developmental psychology, and neural science.

Community Psychology: Community psychology is an action science. In the community psychology program at NYU, rigorous research, theory development, and preventive interventions are viewed as fundamental to the search for solutions to current and future social problems. Throughout the first
The training program enroll in the developmental concentration within one of the department's core areas (clinical, cognition and perception, community, or social/personality). They engage in advanced-level seminars and cutting-edge research with faculty affiliated with both developmental psychology and their other chosen field of interest. Therefore, students become experts in both developmental psychology and a specific content area. The fact that the program cuts across different areas of psychology assures that students receive broad exposure to theories of development and methods of studying developmental change across a range of content areas. The link with a core psychology program ensures depth of knowledge and expertise in a particular content area. This approach offers students considerable flexibility as well as advantages when they enter the job market.

The department's interdisciplinary approach enables students to pursue basic, applied, or clinical research programs. State-of-the-art lab facilities include powerful new technologies for observing, recording, and analyzing behaviors on a finely detailed or global basis. The University's location in lower Manhattan provides a unique opportunity to study developmental changes in a range of populations and communities. Faculty study development in infants, children, adolescents, and adults. They use a variety of methodological approaches, from experimental lab studies and computational modeling to intervention studies and epidemiological surveys to diary studies and naturalistic field research.

Areas of research include adolescent development, behavior regulation, cognition, computational modeling, culture and cognition, perceptual exploration, gender and ethnic identity, immigrant children, psychopathology, discourse and narrative, homelessness and family functioning, language acquisition, moral reasoning and empathy, motor skill acquisition, racial socialization, and social referencing. Students can also receive excellent training in advanced methods and statistics relevant to studying developmental processes.

Students pursue a specific course of study in developmental psychology within the required curriculum of their core psychology program. They attend and present their research at a weekly seminar in developmental psychology. This seminar provides a stimulating forum in which both faculty and students discuss their research. Nationally renowned scholars are also invited to...
Courses

Course enrollment is limited, according to the area of instruction, to ensure effective supervision and student-faculty interaction. In addition to the regularly offered courses in the various master’s and doctoral programs, a number of electives are also offered each year.

Courses numbered between G89.1016 and G89.2199 are primarily for Master of Arts students and are scheduled in the evening, enabling the working student to attend on a part-time basis. Other courses, for students in the doctoral program, are scheduled in the morning or afternoon. Not every course is offered each term.

Intermediate Master’s Statistics
G89.1016 Fulfills M.A. statistics requirement. Prerequisite: satisfactory performance on diagnostic quiz. Cohen. 3 points.

Basic statistics for psychological research. Includes brief introduction to descriptive statistics, t-tests, power, correlation and regression, ANOVA (through two-way mixed designs), and chi-square tests. The use of statistical software is introduced.

Psychoanalytic Theory G89.1080
Prerequisite: undergraduate course in personality theory or abnormal psychology. Samstag. 3 points.

The development of Freudian psychoanalysis in historical perspective. Guided reading of primary texts.
Psychoanalytic Theory: British Object Relations G89.1090 Zenardi. 3 points.
The development of psychoanalysis after Freud, focusing on British object-relations theories and American approaches. All theories selected for the course represent different viewpoints concerning the importance, the meaning, and the function of objects in the psychological development and mental life of individuals.

Principles of Learning G89.2010 Pagano. 3 points.
Examines major theories of learning with relevance to instrumental and Pavlovian conditioning, motivation, and affect. Explores relevant research on traditional and contemporary issues in learning. Emphasis is on human learning and behavior modification.

Sensation and Perception G89.2011 Carrasco. 3 points.
Experimental foundations and theoretical approaches to problems of sensing, perceiving, and interpreting sensory information. Receptor function and physiology, discrimination, adaptation, attention, perceptual learning, and psychophysical methods of research and assessment.

Physiological Basis of Behavior G89.2012 Carr. 3 points.
Survey of biological and chemical correlates of behavior, especially concerning the central nervous system, the autonomic nervous system, and the endocrine system, as related to sensation, drive, emotion, learning, and memory.

Psychology of Social Behavior G89.2013 Lutz. 3 points.
Current theory and research in social behavior and social issues. Topics include social cognition, attribution, affiliation and social comparison, aggression, equity and social exchange, attitudes and attitude change, conformity, and group dynamics. Applications are discussed.

Theories of Personality G89.2015 Vitz. 3 points.
Current theories and research are reviewed from several perspectives, including psychoanalytic, humanistic, trait, social-learning, and cognitive. Topics include personality development and consistency, personality change, biological determinants, sex differences, anxiety, the self and self-esteem, and personality as a social inference.

Advanced Master’s Statistics G89.2016 Fulfills M.A. statistics requirement. Prerequisites: undergraduate course in statistics and satisfactory performance on diagnostic quiz. Cohen. 3 points.
Topics in experimental design and correlational analysis, including multiple correlation and regression, selected complex factorial designs, and multiple comparisons. Introduction to the use of statistical computer software.

Child Development G89.2020 Staff. 3 points.
Major issues in child development, examined in light of current research and theoretical formulations. Cognitive development, social development, origins of temperament, the role of early experience, language acquisition, concept formation, the origin of play, moral development, and intelligence testing, from several theoretical points of view, including learning theory, Piagetian system, and psychoanalysis.

Cognitive Psychology G89.2025 Staff. 3 points.
Survey of what modern cognitive psychology says about problem solving and reasoning, memory, language, imagery, and pathology of language and thought.

Physiological Basis of Abnormal Behavior G89.2030 Prerequisite: G89.2012 or the equivalent. Carr. 3 points.
Examines recent developments in the attempt to relate basic biological processes to behavioral disorders and/or mental illness. Discusses animal models of abnormal behavior, their usefulness in making discoveries, and their relevance to human disorders. Topics include physiological influences on anxiety, particularly the role of hormones, biochemical factors in depression, and relationship of stress to these changes; biochemical theories of schizophrenia; genetics and abnormal behavior; and psychosomatic disorders.

Neuropsychology G89.2031 Uysal. 3 points.
Introduction to human brain behavior relationships, with emphasis on the organization of higher mental functions and the roles of the major cerebral areas. Topics include neural basis and common disorders of language, perception, movement, memory, and behavior control; aging and dementia; developmental disabilities; differences between the hemispheres; and clinical evaluation procedures.

Introduction to Industrial/Organizational Psychology G89.2032 Required of all M.A. students in industrial/organizational psychology. Eggheen. 3 points.
Personal, social, and environmental factors related to people’s attitudes and performance in industrial and other organizations. Topics include personnel selection and evaluation, training and development, job analysis, attitudes and motivation, leadership, group dynamics, organizational structure and climate, and job design and working conditions.

Foundations of Psychopathology G89.2034 Pierro. 3 points.
Covers several broad categories of disordered psychological functioning as classified by the current psychiatric nomenclature. Focuses on a select number of major diagnostic entities. Emphasizes the formal, structural, experiential, and intrapsychic factors that serve as a foundation for understanding such behavior. Course helps students develop an understanding of the consistencies between behavior that is considered normal and that which is considered pathological.

Forensic Psychology G89.2038 Staff. 3 points.
Covers several areas that form the interface between the legal system and psychology. Topics include the causes, treatment, and prevention of criminal behavior; eyewitness testimony, expert witnesses, jury composition, and the role that psychological factors play in the presentation of a course case; and the role of punishment.

Current Issues in Psychology G89.2040, 2041, 2042 3 points.
Stress and Coping G89.2050 3 points.
Examines the domain of psychological stress and coping. Focus is on theoretical and research contributions within the field rather than on the “stress management” aspect.

Health Psychology G89.2051 Rubland. 3 points.
Basic overview of the field, including behavior modification, stress, coronary heart disease, hypertension and stroke, pain, the immune system, AIDS and cancer, issues in pediatric health psychology, smoking, and weight control.

Gender Roles G89.2053 Howell. 3 points.
Examines the complex, interrelated
topics of sex and gender differences; the psychology of women; the psychology of men; and the social and personal “realities” created by gender interactions.

**Developmental Psychopathology**
G89.2054  Back. 3 points.
Overview of the major categories of psychopathology in childhood and adolescence. Theoretical, empirical, and clinical studies are examined and discussed.

**Psychology of Women**
G89.2056  Zanardi. 3 points.
Historical theoretical perspectives on psychoanalytic theories on women and current feminist psychoanalytic approaches on gender development. Gender relationships and current topics in women’s lives are discussed from a theoretical and cultural perspective.

**Traumatic Stress Reactions**
G89.2057  Reiz. 3 points.
Deals with the spectrum of psychological, biological, and social sequelae of experiences of traumatic stress. Traumatic stressors studied include combat exposure, childhood sexual abuse, natural and man-made disasters, and political prisoner/refugee experiences. Relevant research illustrates the differential effects of traumatic experiences across groups (e.g., gender, developmental level) and over time.

**Introduction to Psychological Testing**
G89.2060  Zimet. 3 points.
Broad introduction to the field of psychological assessment, including an understanding of the conceptual issues underlying different approaches to testing and assessment. Surveys the major types of tests used in the field of assessment and addresses the development of the most commonly used instruments. Examines testing with regard to psychometrics (reliability, validity).

**Theories of Cognitive-Behavioral Therapies**
G89.2062  Dancyger. 3 points.
Exposes students to the full range of cognitive-behavioral therapy and the underlying assumptions and theoretical models (including its empirical foundations in classical and operant conditioning as well as social learning theory). Also provides students with the practical application of these theories to a wide spectrum of specific psychological problems and psychiatric disorders.

**Research on Eating Disorders**
G89.2064  Dancyger. 3 points.
General overview of the eating disorders, anorexia nervosa and bulimia nervosa, with emphasis on the current research findings. Organized around four major topics: etiology and epidemiology; clinical features; treatment models; and interaction with other psychological disorders. Examines various research issues in the field, including questions of classification and other methodological problems.

**Lab in Experimental Psychology**
G89.2065  Snodgrass. 3 points.
Laboratory course covering the use and programming of microcomputers to run standard experiments in cognition and perception. Students run and write up three to four experiments spanning the areas of perception, memory, and thinking. Opportunity for independent projects provided.

**Clinical Research Design**
G89.2066  Prerequisite: G89.1016 or equivalent. Rubland. 3 points.
Basic principles of research design, with emphasis on methods and strategies used in the area of clinical psychology.

**Applied Research Methods**
G89.2067  Prerequisite: G89.1016 or equivalent. Eggheen. 3 points.
Development and design of field research and quasi-experimental techniques addressed to applied and theoretical questions: problems of control, selection of variables, nonobtrusive measures, sampling, etc. Evaluation research is emphasized.

**Personnel Selection**
G89.2070  Prerequisite: G89.1016 and G89.2032, or the equivalents. Adler. 3 points.
Development and evaluation of personnel selection techniques, including mental ability tests, personality inventories, interviews, work simulations, biographical information, and drug tests. Strategies for evaluating the validity, fairness, and overall utility of a selection process are addressed.

**Performance Measurement and Rewards**
G89.2071  Prerequisite: G89.2032 or the equivalent. Eggheen. 3 points.
Considers the conceptual and practical issues concerning job analysis, criterion development, and performance measurement. Critical review of alternative approaches and evaluation of their use in providing information to meet various organizational objectives, including performance appraisal, training and development, personnel selection, administrative decisions, and compensation.

**Work Motivation and Attitudes**
G89.2072  Flippen. 3 points.
Analysis and application of motivation-theory and principles to individuals and groups in the workplace. Evaluation of the theory and application of various programs and techniques tried previously, including job enrichment, participative management, improved supervision, compensation systems, goal setting, management by objectives, reinforcement, and leadership development and influence techniques.

**Training in Organizations**
G89.2073  Lahusen. 3 points.
Development of skills in designing and evaluating training programs. Examination of stated or intended purposes of training programs and methods used to analyze training needs.

**Organizational Development**
G89.2074  Prerequisite: G89.2032 or the equivalent. Goodman. 3 points.
Survey of methodological approaches to planned change, including organizational diagnosis, data collection, interventions, feedback, and evaluation. Specific types of interventions covered include strategic planning, organizational design, culture change, team building, survey feedback, goal setting, and career development.

**Counseling Psychology**
G89.2075  Humphreys. 3 points.
Review of basic counseling theory and techniques. Covers processes underlying individual and group counseling, identification and evaluation of behavioral outcomes, case management, and counseling ethics. Surveys specialized counseling approaches and the needs of special populations.

**Leadership and Strategic Change**
G89.2076  Flippen. 3 points.
The nature and evolving definition of leadership is traced from early conceptualizations of trait, social exchange, and behavioral contingency theories to current approaches involving charismatic, transactional, and transformational leadership. Power, influence, information, and politics are examined as these relate to effective leadership. The importance of leadership behavior in promoting adaptive learning and high-performance organizations is con-
sidered in light of leadership selection, development, and succession planning.

**Introduction to Family Therapy**  
G89.2080  Humphreys. 3 points.  
Review of major approaches to family treatment. Covers patterns of family communication and interactions; family conflict and mechanisms of conflict resolution; effects of psychotherapeutic interventions on family functioning; theories and definitions of family psychopathology.

**Seminar on the Family** G89.2081  
Humphreys. 3 points.  
Review of the historical development of the family and major theoretical questions associated with the family as an institution. Covers sexuality, marriage, divorce, childhood, and parenting in a historical perspective. Examines current definitions of family function, family pathology, and methodological issues in family research.

**Psychology of Adolescence** G89.2082  Browning. 3 points.  
In-depth study of selected topics in adolescent psychology through a reading of primary courses. The readings begin with early psychoanalytic contributions and continue through Erikson, Piaget, and Gilligan. Topics include cognitive development, identity, peer relations, multicultural and gender issues, psychopathological conditions (e.g., suicidal behavior and eating disorders), and adolescent psychotherapies.

**Independent Study** G89.2110  
Prerequisite: permission of the instructor. May be repeated for credit. 3 points.

Supervised reading and/or research with a faculty member on a topic selected by the student.

**Theories of Psychotherapy** G89.2121  
Sarnat. 3 points.

Overview of the theories of therapeutic change, covering the various interventions currently practiced, ranging from psychodynamic and cognitive-behavioral-based techniques through the existential-based, nondirective and Gestalt modalities.

**Fieldwork** G89.2125  
Prerequisite: permission of the instructor. Cohen. 3 points.

Supervised practicum in a selected agency, clinic, or human resources department. Placement, according to occupational needs and goals of the student, may vary from planning and administration to clinical practice. Joint supervision by the academic and qualified agency staff.

**Research Methods and Experiences** G89.2126  
Prerequisites: G89.1016 or equivalent, and permission of appropriate sponsor. Aaronson. 3 points.

Students do collaborative research for about 10 hours a week under the supervision of faculty or other qualified researchers. In addition, weekly class meetings provide information on a variety of research methods and experimental design issues. The course is often taken by students who plan to expand their research into a master's thesis and by students who plan to apply to a Ph.D. program.

**Independent Research** G89.2140  
Enrollment is subject to the availability of appropriate projects. Prerequisites: one core C course and permission of appropriate sponsor. 3 points.

**Master's Seminar** G89.2199  
Open to students in the master's program who are completing a thesis. Prerequisites: G89.1016 or equivalent, one core C course, and permission of appropriate sponsor. Staff. 3 points.

**DOCTORAL COURSES**

To take courses at the 2200 level and beyond, students must be admitted to doctoral study or get the instructor's permission.

**Cellular, Molecular, and Developmental Neuroscience** G89.2201  
Identical to G80.2201. Part of core curriculum for doctoral students in cognition and perception. Feldman. 4 points.

Team-taught, intensive introduction to basic neuroscience. Lectures and readings cover neuroanatomy; basic biophysics; cellular, molecular, and developmental neuroscience.

**Sensory and Motor Systems** G89.2202  
Identical to G80.2202. Prerequisite: G89.2201 or the equivalent. Part of core curriculum for doctoral students in cognition and perception. Feldman. 4 points.

Team-taught, intensive introduction to integrative neuroscience. Lectures and readings cover sensory and motor systems and higher functions of the nervous system.

**Laboratory in Cellular, Molecular, and Developmental Neuroscience** G89.2203  
Identical to G80.2203. Corequisite: G89.2201. Sample. 3 points.

Team-taught, state-of-the-art teaching laboratory in neural science. First semester includes neuroanatomy, histology, and cellular and molecular neuroscience.

**Laboratory in Sensory and Motor Systems** G89.2204  
Identical to G80.2204. Corequisite: G89.2202. Sample. 3 points.

Team-taught, state-of-the-art teaching laboratory in neural science. Second semester includes sensory neurophysiology, modern neuroanatomical tracer techniques, psychophysics, and computational neuroscience.

**Behavioral and Cognitive Neuroscience** G89.2205  
Identical to G80.2205. Part of core curriculum for doctoral students in cognition and perception. Suzuki. 4 points.

Provides a detailed background in four major areas: neuroanatomy of the brain and spinal cord; cognitive neuroscience, including discussions of consciousness, cognitive neuroscience techniques, as well as high-level sensory perception/recognition; learning memory and emotion, including conditioning and motivation; and cellular mechanisms of plasticity.

**Mathematical Tools for Neuroscience** G89.2206  
Identical to G80.2206. Prerequisites: undergraduate calculus and some programming experience. Part of core curriculum for doctoral students in cognition and perception. Simonelli. 4 points.

Basic mathematical techniques for analysis and modeling of neural systems. Includes homework sets based on the Matlab software package.

**Cognitive Development** G89.2209  
Part of core curriculum for doctoral students in cognition and perception. Adolph. 3 points.

Introduction to central issues in the study of cognitive development, which aims to (1) provide breadth by reviewing the major theoretical approaches, classic tasks, and paradigms for studying and understanding cognitive development (constructivist, nativist, biological, information processing, and systems approaches) and (2) provide depth by considering the strengths and shortcomings of each theory and the pros and cons of different research strategies for investigating the central questions of cognitive development (characterizing change, underlying change mechanisms, generality of change, and stability of behaviors across individuals and circumstances).

**Judgment and Decision Making** G89.2212  
Prerequisite: elementary probability theory. Maloney. 3 points.

Covers normative and descriptive theo-
ries of individual decision making, the classical experimental literature, and recent work, such as the Prospect Theory of Kahneman and Tversky.

**Language Acquisition G89.2214**
Prerequisite: instructor's permission or a graduate course in linguistics or psycholinguistics. Marcus. 3 points.

Development of grammatical structure in children's language; word learning; views of the nature of the acquisition process; what the study of language development says about the nature of language.

**Research Methods in Social/Personality Psychology G89.2217**
Bargh, Chaiken. 3 points.

The basics of conducting social and personality psychology research. Students receive practical instruction in research design, methodologies, statistical analysis, and evaluation of published research articles for soundness of design and validity of conclusions.

**Computational Models of Cognitive Science G89.2219**
Marcus. 3 points.

Introduction to computational modeling, connectionist and symbolic, in cognition and language; why modeling is important, what makes a good model, and how models can inform experimental work. Topics include object permanence, linguistic inflection, and the acquisition of grammar.

**Cognition G89.2221** Part of core curriculum for doctoral students in cognition and perception. McElree. 3 points.
Graduate-level survey of topics in cognition, such as attention, memory processes and systems, concepts and categorization, decision theory, and reasoning.

**Mathematical and Computational Methods in Psychology G89.2222**
Part of core curriculum for doctoral students in cognition and perception. Prerequisite: some knowledge of statistics and elementary probability. Maloney. 3 points.

Topic areas include neural network models, signal detection theory, linear systems theory, theory of measurement, judgment and decision making, automata theory, formal grammars, and Shannon information theory.

**Perception G89.2223** Part of core curriculum for doctoral students in cognition and perception. Landy. 3 points.
In-depth survey of psychophysical and modeling methodology, and vision and auditory research. Topic areas include linear systems theory, signal detection theory, optics, spatial vision, motion analysis, depth perception, color vision, auditory coding of intensity and frequency, sound localization, and speech perception.

**Proseminar in Cognition and Perception G89.2224** Required of all first- and second-year doctoral students in cognition and perception. Offered every other fall. McElree. 3 points.

**Psycholinguistics G89.2226** Part of core curriculum for doctoral students in cognition and perception. McElree. 3 points.
Graduate-level introduction to the cognitive processes and linguistic structures that enable language comprehension and production, with an emphasis on lexical, syntactic, and semantic structures and processes.

**Animal Cognition G89.2227** Part of core curriculum for doctoral students in cognition and perception. Matthews. 3 points.
Survey of this new field, which represents an intersection of research in animal learning, human cognition, human cognitive development, and ethology. General topics include animal memory, attention, learning, reasoning, perception, motivation, and emotion. Special topics include timing, counting, spatial learning (homing), concept learning, social and imitative learning, and rudimentary language learning.

**Intermediate Statistical Methods in Psychology G89.2228** 3 points.
Review of introductory statistical methods, with special emphasis on sampling distributions, statistical inference and estimation, statistical power, and sample size estimation for common statistical tests. Methods include measures of association, t-tests, ANOVA, and chi-square. Use of statistical computer software.

**Regression G89.2229** Prerequisite: G89.2228 or the equivalent. 3 points.
Multiple regression/correlation as a general data analytic system. Sets of variables as units of analyses, representing group membership, curvilinear relationships, missing data, interactions, the analysis of covariance and its generalization; logistic regression; nonparametric statistics. Computer applications.

**Theories of Personality and Psychotherapy G89.2231** Andersen. 3 points.
Surveys and evaluates a broad range of theoretical perspectives on the nature of the mind, behavior, and personality, and their implications for psychotherapy.

**Simulation and Data Analysis G89.2233** Prerequisite: elementary calculus and some programming experience in any language. Part of core curriculum for doctoral students in cognition and perception. Maloney. 3 points.
Covers topics in numerical analysis, probability theory, and mathematical statistics essential to developing Monte Carlo models of complex cognitive and neural processes and testing them empirically. Most homework assignments include programming exercises in the Matlab language.

**Linear Systems G89.2236** Prerequisite: elementary calculus. Part of core curriculum for doctoral students in cognition and perception. Maloney. 3 points.
Introduction to linear systems theory and the Fourier transform. Intended for those working in biological vision or audition, computer vision, and neuroscience and assumes only a modest mathematical background.

**Biological Bases of Behavior I, II G89.2237, 2238** Part of core curriculum for doctoral students in clinical psychology. 3 points per term.
Introduction to central conceptual, research, and clinical issues in psychopathology. Emphasis is on empirical findings regarding differential deficit, etiology, and natural history, with some attention to the evaluation of treatments.

**ANOVA G89.2239** Prerequisite: G89.2228. 3 points.
Complex analysis of variance designs and their computation.

**Individual Behavior in Organizations G89.2241** Part of the core curriculum for doctoral students in industrial/organizational psychology. 3 points.
Theory and research regarding attitudes and motivation of members of work organizations.

**Social and Group Behavior in Organizations G89.2242** Part of the core curriculum for doctoral students in industrial/organizational psychology. 3 points.
Introduction to the major theories and research concerning social and group behavior in organizations. Topics include leadership, conflict, power, and influence; group processes, perform-
ance, and decision making; organizational culture, design, and development; and international dimensions of organizational psychology.

**Psychometric Test Theory** G89.2243  
Prerequisite: G89.2228 and G89.2229. 3 points.  
Theory and practice of measurement; classical test theory (reliability and validity); item response theory; latent trait methods, including factor analysis; and logistic latent trait models. Provides computer experience with methods.

**Multivariate Statistical Analysis**  
G89.2244  Prerequisite: G89.2229 or permission of the instructor. 3 points.  
Theory and application of multivariate statistical methods in the behavioral sciences. Topics include matrix algebra, univariate/multivariate general linear models, multivariate analysis of variance, discriminant analysis, canonical correlation, and principal components analysis. Emphasis is on computer applications in the analysis of multivariate data.

**Structural Equation Methods**  
G89.2247  Prerequisite: G89.2244. 3 points.  
Students apply and critique structural equation methods for studying relationships among multiple variables, including path analysis, confirmatory factor analysis, latent variable regression models, and methods designed for categorical data. Emphasis is on practical data analysis and public presentations of findings.

**Analysis of Change** G89.2248  
Prerequisite: G89.2229. 3 points.  
Current issues and methods involving the analysis of change in the behavioral and social sciences, including latent change approaches, hierarchical linear models, and survival analysis, as well as classical methods for the analysis of change, including change scores, mixed model ANOVA, regression, and MANOVA.

**Child Psychopathology** G89.2249  
Weiteman. 3 points.  
Broad grounding in developmental psychopathology through study of theoretical contributions (psychodynamic, cognitive-developmental, cognitive-behavioral, and family systems); empirical research; and clinical case material. Coverage includes (1) examination of categorical, developmental, and multidimensional approaches to classification and (2) consideration of basic issues concerning the study of continuity and change in development. Topics include specific disorders such as autism, childhood depression, borderline syndromes, and attention deficit disorder.

**Research Seminar in Industrial/Organizational Psychology** G89.2252, 2253  Prerequisite: G89.2228, G89.2284. May be repeated for credit. Heilman. 3 points per term.  
Planning and conducting research in industrial/organizational psychology. Issues and options in research design, implementation, and data analysis are discussed. Students perform, report on, and discuss individual research projects.

**Leadership and Supervision** G89.2254 3 points.  
Psychological questions, theories, and empirical data relating to leadership and supervision in the formal organization; psychological theories of leadership, the change process, and performance evaluation.

**Psychology of Justice** G89.2255  
Tyler. 3 points.  
Introduction to psychological theories about social justice. Examines the four major theoretical frameworks of justice theory: relative deprivation, distributive justice, procedural justice, and retributive justice. Using these frameworks, the class examines the role of justice in social attitudes and behavior, the influence of justice on the advantaged and disadvantaged, the scope of justice concerns, the nature of the justice motive, and cultural differences in conceptions of justice.

**Psychology of Group Behavior** G89.2256 3 points.  
Topics and issues involving the psychology of small group behavior. Contemporary theory and research in laboratory and field settings. Emphasis on group processes affecting individual perception and behaviors within the group. The impact of supraorganizational or contextual constraints on formal and informal group processes.

**Law and Psychology** G89.2257  
Tyler. 3 points.  
Examines the interface between psychology and the law and legal institutions. Considers a variety of topics, including the use of empirical evidence by the courts; decision making by legal actors (judges, juries); why people obey the law; how to resolve social conflicts, etc.

**Psychodynamic Approaches to Adult Psychopathology** G89.2261  
Part of core curriculum for doctoral students in clinical psychology. 3 points.  
Behavioral structure and dynamic aspect of the major neuroses and character disorders.

**Introductory Assessment** G89.2265  
Part of core curriculum for doctoral students in clinical psychology. 3 points.  
Psychodiagnostic evaluation of adolescents and adults focusing on the relatively unstructured tests, particularly the Rorschach.

**Intervention and Social Change** G89.2269  
Prerequisite: G89.2290. 3 points.  
Models and processes of social change, both planned and naturally occurring. Topics include intervention and change processes at setting, organizational, institutional, and societal levels and their relationship to behavior across the life span. Theories of intervention are integrated with discussion of change endeavors throughout the course. Outcomes of interest include mental health problems, antisocial behavior, competence, HIV risk and protective behaviors, and positive development.

**Primary Prevention** G89.2272  
Seidman, Yoshikawa. 3 points.  
Examination of the idea of prevention from its earliest roots in the field of mental and public health through to contemporary perspectives on the promotion of well-being.

**Psychodynamic Psychotherapy** G89.2275  
Part of core curriculum for doctoral students in clinical psychology. Woltzky. 3 points.  
Comparative study of contemporary systems of psychotherapy with regard to historical roots, conceptions of human nature, treatment techniques and goals, the therapist’s role, and related topics. Illustrative case material is presented.

**Seminar in Social/Personality Psychology** G89.2279  
3 points.  
Systematic introduction to current research topics, including person perception, trait structure and heritability, attribution, stereotyping, affiliation, achievement, gender, helping, equity and justice, aggression, intergroup relations, and cross-cultural research.
Automaticity G89.2280 Bargh 3 points.
The history of two distinct models of thought—one conscious and intentional, the other automatic and unintentional—as research topics in psychology. Explores the meaning and nature of these forms of thought and their interaction and impact on social psychological phenomena, from perception through judgment to behavior. Explores motivation, free will, and nature and purpose of consciousness.

Basic Research Methods in Social Behavior G89.2284 Heilman 3 points.
Introduces research methods and issues in the scientific study of social behavior. Topics include the logic of inquiry and theory development; ethics of research with human participants; research design; methods of data collection; and application of research principles to investigations in laboratory, community, and organizational settings.

Advanced Research Methods in Social Behavior G89.2285 Prerequisite: G89.2284. 3 points.
Practice in idea formulation, data analysis, and report writing. Current research from relevant journals examined critically. Projects carried out in groups.

Organizational and Community Processes G89.2290 Hughes, Seidman. 3 points.
Major theories and approaches to the study of people in context and to understanding how individual behavior and functioning are influenced by features of settings. Emphasis on social and community organizations, including formal and informal structures, and communities and neighborhoods as social and functional systems.

Foundations of Social Cognition G89.2291 Bargh. 3 points.
Introduction to the historical roots of and current trends in social cognition. Stages in information processing (including attention, categorization, explanation, inference, and recall) and their relation to judgment, behavior, and social issues, such as prejudice and discrimination. Also the role of situational and personality mediators.

Psychology and Social Issues G89.2292 Seidman, Shinn, Yoshikawa. 3 points.
Relationship of current topics in public policy to psychological theory and evidence. Examination of psychological approaches to policy-relevant issues in the context of other disciplines: public policy analysis, economics, sociology, and anthropology. Current social issues addressed may include poverty, education policy, welfare reform, immigration policy, and health policy.

Evaluation Research G89.2293 Prerequisites: G89.2229 and a course in research methodology. Shinn. 3 points.
Quantitative and qualitative approaches to evaluation research. Political, strategic, and ethical issues; designs and analysis techniques for process and outcome evaluations; needs assessment; measuring change; goal attainment; cost analysis; and time series analysis.

Ecological Assessment G89.2294 Shinn. 3 points.
Methods for assessing the social, organizational, and community contexts of human behavior. Reliability and validity of measures of context. Methods for aggregating individual attitudes or characteristics (e.g., perceived social climate, census data), measuring theoretically important features of ecological units directly, and assessing transactions between people and environments.

Cognitive-Behavioral Assessment and Treatment G89.2296 3 points.
Covers the principles and procedures of cognitive and behavioral assessment; examines assessment and treatment of selected problems in psychopathology (e.g., depression, anxiety, and marital problems).

Seminar in Psycholinguistics G89.3210 May be repeated for credit. Marcus, McElrein. 3 points.
In-depth examination of topical issues in language comprehension, production, and acquisition. Sample topics: mechanisms for syntactic and interpretative processing; modular and non-modular approaches to language comprehension; statistical and rule-based approaches to language acquisition.

Culture and Child Development G89.3211 Prerequisite: a doctoral-level course in developmental psychology. Fuligni. 3 points.
Foci on the theoretical and empirical work, from a variety of disciplines (including psychology, anthropology, education sociology, history, and evolutionary psychology), that considers the role of cultural factors in children's cognitive and social development. Rather than simply debating notions of cultural specificity versus universality, participants are asked to consider the potential contribution that analyses of cultural factors can make to our understanding of children's development in general. Students are active participants in organizing and leading class discussion and are required to prepare a research proposal that addresses a specific issue regarding the role of cultural factors in development.

Social Development of African American Children G89.3212 Hughes. 3 points.
A variety of approaches to understanding the status of African American children and families are available in the social science literature. The primary purpose of this course is to anchor existing research on African American children in a cultural context and in the nature of children's encounters with mainstream culture. Topics covered include perspectives on culture and ethnicity; language; peer group and school experiences; racial socialization; and influences of the media, community violence, poverty, and racism on children's development.

Field and Intervention Research Design and Methods G89.3213 Seidman. 3 points.
Examines how to ask questions, develop theory, and choose and implement research designs and methods of data collection in naturalistic social settings. Designing and decomposing the effects of both longitudinal and intervention studies are highlighted. The philosophical, social, cultural, ethical, and political values and issues impacting the research enterprise as well as the trade-offs between ideal procedures and what can actually be accomplished are underscored throughout the course.

Social/Personality Development G89.3214 Ruble. 3 points.
Presentation of major theories and issues concerning the development of children's social awareness and behavior, including early attachment processes, socialization, social perception, and social behavior and motivation.

Seminar in Cognitive, Perceptual, and Language Development G89.3220 May be repeated for credit. Adolph, Marcus. 3 points.
Advanced topics in developmental psychology. Topics may include conceptual development, language acquisition, motor skill acquisition, and perceptual learning and development.
Seminar in Perception G89.3235  
May be repeated for credit. Carrasco, Landy, Pelli. 3 points.
Advanced topics in perception. Topics have included object recognition, space perception, binocular stereopsis, visual cue combination, feature analysis, visual-motor coordination, visual attention, and fMRI methods in perception.

Behavioral Neuroscience G89.3241  
Identical to G80.2202 or equivalent. LeDoux. 3 points.
Survey of basic areas in behavioral neuroscience. Areas of primary interest include behavioral and neurobiological analysis of instinctive behavior, conditioning, motivation and emotion, and learning and cognition.

Seminar in Selected Research Topics in Social Psychology G89.3282  
May be repeated for credit. 3 points.
Considers significant current research areas in social/personality psychology. Presentations by guest speakers and by students engaged in their own research programs constitute a major portion of this course.

Intermediate Assessment G89.3283  
Part of core curriculum for doctoral students in clinical psychology. 3 points.
Lectures on the behavioral, structural, and dynamic aspects of the major neuromotor coordination, visual attention, and fMRI methods in perception.

Advanced Adult Assessment  
G89.3284  Part of core curriculum for doctoral students in clinical psychology. 3 points.
Lectures on the behavioral, structural, and dynamic aspects of the major neuroses and psychoses. Use of clinical instruments to identify the major nosologies.

Advanced Child Assessment  
G89.3285  Part of core curriculum for doctoral students in clinical psychology. 3 points.
Lectures on the behavioral, structural, and dynamic aspects of the major neuroses and psychoses as reflected in children's behavior. Supervised practice in personality assessment and identification of major nosologies.

Attitude Theory G89.3286  Chaiken. 3 points.
Contemporary theories of attitude formation, structure, and change; attitude measurement; derivative research and current controversies among the leading theories; related concepts such as beliefs, values, and public opinion.

Practicum in Community Research G89.3287, 3288  Seidman, Shinn, Yoshikawa. 3 points.
Closely supervised field research experience involving a social endeavor. With faculty supervision, students choose projects providing them with experiences in the processes of pre-entry, entry, development, and implementation of a social intervention, as well as its evaluation, feedback of its results, and responsible exit.

Advanced Seminar in Community Psychology G89.3290  May be repeated for credit. 3 points.
In-depth examination of a current research area in community psychology.

Advanced Topics in Organizational Psychology G89.3296  Prerequisite: graduate course in industrial or social psychology. 3 points.
In-depth examination of a current research area in organizational psychology.

Dissertation Research and Seminar G89.3301, 3302  May be repeated for credit; however, no more than 6 points may be counted toward the 72 points (or 78 in clinical) required for the doctorate. 3 points per term.
Discussion of proposals and methodology for doctoral dissertation, planning of dissertation work, and reports of progress.

Special Problems in Psychology G89.3303, 3304  Prerequisite: permission of the instructor. May be repeated for credit. 3 points per term.
Research for one or two terms in addition to the doctoral research.

Reading Course in Psychology G89.3305, 3306  Open only to advanced students. Prerequisite: permission of the instructor. May be repeated for credit. 3 points per term.
Planned program of intensive readings in a defined area of psychology with supervision of a member of the department.

Practicum in Individual, Child, and Family Psychotherapy G89.3309, 3310  Open only to doctoral matriculants in clinical psychology as part of core curriculum. Maximum of two practica each term. May be repeated for credit. 3 or 6 points per term.
Supervised individual, child, or family therapy experience with children and adults in the department clinic.

Area Seminar in Developmental Psychology G89.3317  May be repeated for credit. 3 points.
Advanced topics in developmental psychology.

Research in Problems in Psychology G89.3321, 3322  Prerequisite: permission of the instructor. May be repeated for credit. 1-6 points per term.
Supervised research on a special problem apart from the doctoral thesis, in addition to G89.3303, 3304.

Seminar in Memory and Cognition G89.3326  May be repeated for credit. McElree, Snodgrass. 3 points.
In-depth examination of topical issues in memory and cognition. Sample topics: mathematical models of memory and cognitive processes; aging, memory, and cognitive control; imaging methods in cognitive tasks; current controversies in categorization.

Area Seminar in Cognition and Perception G89.3390  May be repeated for credit. 3 points per semester.
Weekly series of talks by NYU faculty, postdoctoral researchers, and visitors on a variety of topics in cognition and perception.

Seminar in Current Topics  
G89.3391, 3392, 3393, 3394, 3395, 3396, 3397, 3398, 3399  May be repeated for credit. 3 points per term.
The department offers several seminars each term, reflecting the interest of advanced students or members of the faculty in contemporary problems in psychology theory, research, or practice. Recent topics have included theory and research on mental health problems of minority groups, thinking and reasoning, developmental neurobiology, research on organizations, and behavioral approaches to psychotherapy.
The program is designed to provide advanced education for postdoctoral psychologists in the theory and practice of psychotherapy and psychoanalysis. Established in 1961, at a time when psychologists found it difficult to obtain formal training in psychoanalysis, the New York University postdoctoral program was the first psychoanalytic training program housed in a university graduate school of arts and science and established to provide advanced psychoanalytic specialization for psychologists. Currently housing four psychoanalytic orientations (modern Freudian, interpersonal, relational, and independent), each with an internationally known and highly published teaching faculty and an outstanding cadre of clinical supervisors, the program enjoys a reputation as one of the most comprehensive and well-respected psychoanalytic institutions in the world. Contemporary psychoanalytic thought has become increasingly pluralistic, and the postdoctoral program consists of a community of scholars and practitioners representing the broad spectrum of this diversity of views. A certificate of specialization in psychotherapy and psychoanalysis is awarded by the faculty upon satisfactory completion of course work, supervision, clinic work, and personal analysis.

Admission: The requirements for admission to the NYU Postdoctoral Program in Psychotherapy and Psychoanalysis are

1. Doctoral degree from a program in clinical psychology or a related area of study.
2. Two years of supervised individual adult psychotherapy experience.
3. Eligibility for state certification in a mental health discipline.

Program Requirements: Candidates must satisfactorily complete 36 points of course work chosen from among the diverse areas of study with the guidance of faculty.

In addition, the candidate is expected to see at least three supervisors for a minimum total of 160 hours. Each supervisor must be seen for a minimum of 40 hours. The candidate is expected to see one patient for a total of 400 hours or two patients for a total of 200 hours each under supervision in our low-cost clinic. Candidates are required to begin work with a clinic patient by the beginning of their second year in the program and to continue clinic work until the 400-hour clinic requirement is met. If a candidate is unable to initiate clinic work, course registration will be prohibited.

It is required that each candidate be involved in or have completed an intensive personal analysis of at least 300 hours with a qualified training analyst. The candidate’s training analyst must have had, at the commencement of the candidate’s analysis, five years of experience following graduation from a postdoctoral analytic training program. In those instances in which the candidate’s training analyst does not meet the criteria advanced above, a request may be made, at the time of admission, to determine the suitability of the analyst for training purposes. The faculty encourages all students to be in a personal psychoanalysis with a frequency of at least three sessions per week, with some portion of this analysis to occur concurrent with their analytic training. The faculty is committed to providing moderate-cost analysis for those students whose financial circumstances make this necessary. For further information regarding moderate-cost analysis, candidates may speak to the program director.

Candidates are evaluated by faculty following completion of each course and by supervisors following each supervisory experience. Candidates’ progress is monitored by the evaluation committee, which may require a candidate to complete additional course work, supervision, clinical experience, or personal analysis.

Program and Requirements

Curriculum: The central thrust of the program is to afford candidates the opportunity to take courses from faculty representing major orientations in psychoanalytical theory and practice. Students are encouraged to take courses reflecting differing points of view and to have supervisory experiences with faculty of diverse approaches. However, since some individuals apply to the program so that they may work within one orientation, the program provides several options to its students. The student may select a systematic course of study in a modern Freudian, an interpersonal, or a relational orientation. Alternatively, the student may choose to combine courses from the three orientations, as well as courses not aligned with any particular orientation (independent). The curriculum is therefore

DIRECTOR OF THE PROGRAM: Adjunct Clinical Professor Lewis Aron
Selected Courses

**FREUDIAN AREA OF STUDY**

This curriculum encompasses the fundamental discoveries of Sigmund Freud and the diversity of viewpoints in theory and technique that characterizes Freudian psychoanalysis as it is practiced today. This diversity arises both from the proliferation of ideas within ego psychology and from the increasing influence of studies of child development, of self psychology, and of theories of the self in relationship to the object world. The program is such that one can take Freudian training in any desired proportion in relation to the overall postdoctoral program. It is also possible to participate in a structured Freudian program, with guaranteed access to a planned sequence of courses. Candidates are welcome to contact the chair of the faculty in the Freudian area of study, Dr. Jo Lang (jpjlw@aol.com), to discuss individual questions and planning.

- **Theory of Psychoanalytic Technique** I, II G89.4450, 4451 Ellman, Levy. 2 points/term.
- **Clinical Use of Free Association and Dreams** G89.4453 Adams-Silvan, Pine. 2 points.
- **Narcissistic States and the Therapeutic Process** G89.4455 Bach. 2 points.
- **Developmental Perspectives:** Infancy Through Latency G89.4456 Bergman, Olesker. 2 points.
- **Adolescence: Development, Identity Formation, and Treatment** G89.4457 Levy-Warren. 2 points.
- **Development of Psychoanalytic Theory I** G89.4458 First, Tucker. 2 points.
- **Development of Psychoanalytic Theory II** G89.4459 Friedman, Granes. 2 points.
- **Neurotic Personality Organization** G89.4460 Druck. 2 points.
- **Character Disorders** G89.4461 R. Lasky. 2 points.
- **Comparative Clinical Experiences** G89.4463 1. Steingart. 2 points.
- **Treatment of Borderline and Narcissistic Disorders and Case Seminar** G89.4464 Harrech. 2 points.
- **Close Process Analysis** G89.4465 Grand. 2 points.
- **Treatment of Depressive Conditions** G89.4469 Nass. 2 points.
- **Object Loss in Clinical Practice** G89.4470 Frankiel. 2 points.
- **Psychoanalytic History and Changes in Technique** G89.4501 Bergman. 2 points.
- **British Kleinian Work Since 1957** G89.4502 First. 2 points.
- **Contemporary Freudian Psychoanalysis** G89.4503 Gedman. 2 points.
- **Interaction in Psychoanalysis**: Transference, Countertransference, and Enactment G89.4505 Katz. 2 points.
- **Interaction in Psychoanalysis**: Case Seminar on Transference, Countertransference, and Enactment G89.4506 Feldman. 2 points.

**INTERPERSONAL AREA OF STUDY**

Interpersonal theory rests upon a broad framework of implicit and explicit premises that departed from the psychoanalysis of its day and that continues to reflect its unique contribution to the current psychoanalytic movement. An individual’s experience, acquired in the context of interactions with others, becomes the focus of analytic inquiry. Central to interpersonal analysis is the direct engagement of analyst and patient in their actual and immediate experience of each other. Interpersonal theory posits a variety of influences that produce diverse and individualizing effects upon the person. However, no assumptions are made about any preordained event or constellation of events as being primary determinants of experience. In this way, the uniqueness of each patient, each therapist, and each analytic dyad is emphasized. Great importance is placed on an understanding of character formation through an exploration of the interplay of interpersonal interaction with the social and cultural factors that provide the context in which this interaction is embedded. Candidates are welcome to contact the chair of the faculty in the interpersonal area of study, Dr. Elizabeth Goren (elizgor@aol.com), to discuss individual questions and planning.

- **Comparative Analysis of Major Orientations in Contemporary Psychoanalysis** G89.4427 Wilner. 2 points.
- **Discovering Gender/Sexual Identities and Psychoanalysis** G89.4428 D’Erode. 2 points.
- **Value Dilemmas in the Analytic Engagement** G89.4429 Grey. 2 points.
- **The Real Relationship in the Psychoanalytic Situation** G89.4434 Menaker. 2 points.
- **Transference and Countertransference: Conceptual and Clinical Issues** G89.4435 Laszer. 2 points.
- **Foundations of Interpersonal Psychoanalysis: Sullivan and Fromm** G89.4436 Arkes, Grey. 2 points.

For applications and further information, call (212) 998-7890 or send E-mail to gsas.postdoc@nyu.edu.

For up-to-date information and a complete description of courses as well as program faculty and supervisors, please visit the Web site at www.nyu.edu/psan/dept/psa.
RELATIONAL AREA OF STUDY

Over the past several decades, a basic theoretical and clinical paradigm has emerged within various psychoanalytic traditions that is fundamentally different from that which underlies classical psychoanalytic thought. The new perspective includes and cuts across recent developments within the British school of object relations, American interpersonal psychoanalysis, self psychology, and currents within Freudian ego psychology. The curriculum is organized around three levels of course work; it is based on courses sponsored by the relational faculty and augmented by other courses in the program. Candidates who are interested in pursuing this orientation are encouraged to consult with members of the relational faculty with the goal of setting up an individually tailored curriculum. Candidates are welcome to contact the chair of the faculty in the relational area of study, Dr. Barbara Dusansky (barbdusan@aol.com), to discuss individual questions and planning.

Constructivism and the Psychoanalytic Situation G89.4431 Stern. 2 points.

Self Psychology: Theory and Clinical Applications G89.4471 Fosshage. 2 points.

Case Seminar in Relational Psychoanalysis G89.4472 2 points.

British Object Relations Theory: Fairbairn and Guntrip G89.4474 Skodick. 2 points.

Alternative Perspectives in Analytic Therapy G89.4476 Wachtel. 2 points.

Winnicott: The Evolution and Impact of His Work G89.4477 Sluchowz. 2 points.

Relational Concepts: An Integrative Seminar G89.4478 2 points.

Clinical Seminar in Psychoanalytic Process G89.4479 Bromberg. 2 points.

Developmental Issues in the Analytic Setting G89.4480 Harris. 2 points.

Clinical Case Seminar G89.4483 Ghent. 2 points.

Fundamentals of the Psychoanalytic Situation G89.4484 Aron. 2 points.

Infant Research and Psychoanalysis G89.4485 Beebe. 2 points.

Gender and Psychoanalysis G89.4486 Benjamin. 2 points.

Psychoanalytic Perspectives on Selected Clinical Syndromes G89.4487 Eagle. 2 points.

Comparative Theories of Psychoanalytic Technique G89.4488 Greenberg. 2 points.

Melanie Klein and Wilfred Bion G89.4493 Eigen. 2 points.

The Analytic Relationship: Case Seminar and Clinical Theory G89.4494 Bas. 2 points.

Sexuality in Relational Perspective G89.4496 Dimen. 2 points.

Introduction to Relational Models of Psychoanalysis and Their Implications for Treatment G89.4497 Alman. 2 points.

Current Perspectives on Dreaming: Theory, Research, and Practice G89.4499 Fosshage. 2 points.

Mutuality, Intersubjectivity, and Interaction: A Clinical Case Seminar G89.4500 Aron. 2 points.

Infant Research and Psychoanalysis II Implications for Adult Treatment G89.4510 Lachmann. 2 points.

Advanced Seminar on Sexuality in Relational Perspective G89.4511 Dimen. 2 points.

Psychoanalysis, Buddhism, and Meditation G89.4513 Epstein, Ghent. 2 points.

The Work of Sandor Ferenczi G89.4521 Berman. 2 points.

INDEPENDENT AREA OF STUDY

This curriculum offers courses that promote the process of contrasting and comparing the various orientations in the program as a whole or that address crucial psychoanalytic issues not covered by other curricula. Beyond its course offerings, the independent group supports candidates’ pursuit of individually tailored programs of study by offering assistance in planning courses of study that will meet individual training needs and by comprising a group of faculty, graduates, and candidates with diverse theoretical orientations to which independent candidates can belong regardless of their evolving psychoanalytic orientations. Candidates are welcome to contact the chair of the faculty in the independent area of study, Dr. Barbara Dusansky (barbdusan@aol.com), to discuss individual questions and planning.

Inter-Orientation Case Seminar G89.4489 Dusansky. 2 points.

Adult Survivors of Child Sexual Abuse G89.4498 Alpert. 2 points.

A Psychoanalytic Approach to the Understanding and Treatment of Addictive Disorders G89.4520 Yalom. 2 points.

The Analyst’s Developmental and Transformational Functions: A Comparative Study G89.4522 Varga. 2 points.
The Program in Religious Studies includes three related areas: historical analysis of the fundamental ideas and practices surrounding the development of each major religion, examination of basic religious texts, and interdisciplinary exploration of the theoretical approaches used in the study of religion. It should be stressed that the program is oriented toward the academic analysis of religious phenomena and is not intended to promote or endorse either religious belief itself or the views and practices of any particular religious tradition.

The program utilizes resources from several areas of study in the graduate school, including the Departments of Anthropology, Classics, English, Hebrew and Judaic Studies, History, Middle Eastern Studies, and Philosophy and the Program in Medieval and Renaissance Studies. Courses that originate in these programs and departments are made available to graduate religious studies students through cross-listing or departmental permission. This allows students to develop a solid foundation in comparative religions and theories and/or to focus on a specific area of study. Students are welcome to use the library of NYU’s Hagop Kevorkian Center for their advanced research. It should be noted that most courses are offered during the day or early evening hours. Students who pursue the graduate program on a full-time basis (9 to 12 points/semester) complete the program in two years.

Faculty

Francis E. Peters, Professor, Middle Eastern Studies (Religious Studies), History. Ph.D. 1961 (Islamic studies), Princeton; M.A. 1952 (philosophy and Greek), B.A. 1950 (classics), St. Louis.

Islamic history and religion; comparative Judaism, Christianity, and Islam; the Haj.

Elliot R. Wolfson, Abraham Lieberman Professor of Hebrew and Judaic Studies (Religious Studies); Director, Program in Religious Studies. Ph.D. 1986 (Jewish mysticism and philosophy), M.A. 1983 (Jewish mysticism and philosophy), Brandeis; B.A. and M.A. 1979 (philosophy), Queens College.

Jewish mysticism and philosophy; gender construction and the history of religion; symbolism and myth.

Angela R. Zito, Associate Professor, Anthropology (Religious Studies). Ph.D. 1989 (Far Eastern languages and civilizations), Chicago; B.A. 1974 (East Asian studies), Pennsylvania State.

Chinese religions and cultural history; embodiment, gender, and ritual; the relationship of anthropology and history.

AFFILIATED FACULTY IN OTHER DEPARTMENTS

Jane R. Baun, Hellenic Studies; Harold Bloom, English; Mary J. Carruthers, English; Peter J. Chelkowski, Middle Eastern Studies; Ogden Goelet, Middle Eastern Studies; Penelope Johnson, History; Barbara Kirshenblatt-Gimblett, Performance Studies; Kenneth Krabbenhoft, Spanish and Portuguese Languages and Literatures; Baruch A. Levine, Hebrew and Judaic Studies; Thomas F. Mathews, Fine Arts; Nancy Freeman Regalado, French; Edward H. Roessner, Music; Jeffrey L. Rubenstein, Hebrew and Judaic Studies; Lawrence H. Schiffman, Hebrew and Judaic Studies; Evelyn Birge Vitz, French; Peter Wosh, History.
Program and Requirements

Admission: Decisions on admission to the graduate religious studies program are based on several factors. Undergraduate transcripts, GRE test results, letters of recommendation, and the personal statement are some of the materials seriously considered during the decision-making process. Although it is advantageous to have previous course work in the religious studies field, it is not required.

MASTER OF ARTS

Course of Study: The program for each candidate for the Master of Arts degree in religious studies consists of the following required and elective courses:
1. Approaches to the Study of Religion (G90.1001).
2. Five courses in one of the designated areas of study.
3. One course in each of two other areas of study.
4. Two elective courses.
5. Demonstrated competency through the intermediate level of a primary-source language of the chosen area of study.
6. A master’s thesis or comprehensive examination, the option to be chosen in consultation with the student’s adviser.

The areas of study and their approved primary-source languages represented in the Program in Religious Studies are as follows:
1. Religions of the ancient Near East (Egyptian, Akkadian, Sumerian).
2. Judaism (Hebrew, Aramaic).
3. Christianity (Greek, Latin, Coptic).
4. Islam (Arabic).
6. Issues in comparative religion (languages to be chosen in consultation with the student’s adviser).

Language competence is demonstrated by either of the following:
1. Successful completion of language courses through two semesters at the intermediate level. (Note: Graduate credit is not awarded for undergraduate courses.)
2. Passing a departmental examination.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

Students who may be eligible for Foreign Language and Area Studies Fellowships should make inquiries to the program director.

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the application at the back of this bulletin.

Courses

All graduate courses offered in religious studies (G90), history (G57), Middle Eastern studies (G77), and Hebrew and Judaic studies (G78) are 3 points each.

Two-Part Courses: A hyphen indicates a full-year course with credit granted only for completing both terms. A comma indicates credit is granted for completing one term.

For listings of course offerings by semester, please visit our Web site.

Approaches to the Study of Religion G90.1001 3 points.
Survey of the principal methods of studying religious belief and practice.

Women and Religion G90.1002 3 points.

Problems and Methods in Hebrew and Judaic Studies G90.1005 Identical to G78.1005. 3 points.

Symbols and the Formation of Religious Culture G90.1030 Identical to G65.1031. 3 points.

Introduction to Ancient Studies G90.1040 Identical to G78.1040. 3 points.

Judaism, Christianity, and Islam G90.1199 Identical to G78.2701, G65.1302, G77.1901. 3 points.
Introductory proseminar on the methods for a comparative study of Judaism, Christianity, and Islam; analysis of the original sources and the principal secondary literature for a topical study of the three chief, and related, monotheistic religions; weekly reports by students.

Topics in the Bible G90.1330 Identical to G78.3311. 3 points.

History and Literature of Christianity G90.1401 3 points.
Survey of the development of Christianity through the literature of its writers: Paul, Ignatius of Antioch, Origen, Augustine, Anselm, Aquinas, Teresa of Avila, Luther, Calvin, Bullmann, and Barth.

The Gospels G90.1403 3 points.
Study of the sources for the reconstruction of the life and teachings of the historical Jesus, with emphasis on the Jewish-Palestinian milieu.

Mysticism G90.1409 3 points.
Focuses primarily on the Western mystics of Judaism, Christianity, and Islam, giving special attention to Rumi and Meister Eckhart. Comparisons are made with nondualistic traditions in Hinduism and Buddhism.

Hellenistic Religions G90.1410 3 points.
Exploration of the religions of Hellenistic and Roman antiquity, including Judaism and Christianity as Hellenistic-Roman religions. Special emphasis on the social conditions to which these religious traditions aimed to respond.

Origins of Christianity G90.1420 3 points.
The first half of the semester treats the world of first-century Judaism, the Hellenistic culture of the Roman Empire, and the mission of Jesus; the second half traces the development of Christianity from its beginnings as a movement within Judaism to the point where it becomes its own religion and the New Testament is formed.

Colloquium: Christian Monasticism—Its History and Culture G90.1455 Identical to G57.2114. 3 points.

Synthesis and Reformation in Christianity G90.1456 3 points.
Survey of the idea and realization of reform in the Christian Church, concentrating especially on the late Middle Ages.
Ages and the time of Luther and Calvin.

The Sayings of Jesus G90.1465
3 points.

Christianity and Culture in America G90.1470 Identical to G57.2020.
3 points.

Contemporary Christian Thought G90.1475 3 points.
Intensive study of 20th-century Christian theology, especially such authors as Barth, Bultmann, Rahner, and the major exponents of liberation and feminist theology.

Topics in Byzantine History G90.1475 Identical to G57.3025.
3 points.

Muhammad and the Quran G90.1502 3 points.
Study of the life and the teachings of the Prophet; analysis of the Quran; introduction to the problem of Hadith; the Prophet; analysis of the Quran; and study of Ibn Ishaq’s Life of the Apostle of God.

Shi’i Islam G90.1577 Identical to G77.1750 and G93.1618. 3 points.

Religion and World View G90.1631 Identical to G14.1631. 3 points.

Existentialism and Modern Religious Thought G90.1688 3 points.
Survey of the impact of such thinkers as Kierkegaard, Nietzsche, Heidegger, and Sartre on religious thought in the 20th century.

The Gnostic Image G90.1695 3 points.

Introduction to Islamic Study G90.1700 Identical to G77.1700. 3 points.

Asceticism, Gender, and the Mystical Traditions of the West G90.1720 Identical to G65.1722. 3 points.

Special Topics in East Asian History G90.1731 Identical to G57.1731.
3 points.

History of Judaism in Late Antiquity G90.1800 Identical to G78.2623. 3 points.

Islam in the Modern World G90.1803 Identical to G77.1803.
3 points.
The 19th-and 20th-century challenge of Islam to modernism and vice versa. The effect of colonization and Europeanization on traditional Islam and the reactions of both modernists and traditionalists within the Islamic medium.

Islam and the West G90.1806 Identical to G77.1806 and G78.1806.
3 points.

Jerusalem: The Contested Inheritance G90.1810 Identical to G77.1801. 3 points.

Jesus and Muhammad: A Historical Inquiry G90.1820 Identical to G65.1044. 3 points.

Islamic Law and Society G90.1852 Identical to G77.0852. 3 points.

Contemporary Critical Theory G90.1919 Identical to G57.1919.
3 points.

Christianity and Culture in America G90.2020 Identical to G77.2020. 3 points.

Women and Gender in the Middle Ages G90.2109 Identical to G57.2109.
3 points.

Bible and Literary Criticism G90.2115 Identical to G78.2115.
3 points.

Topics in Early Modern Europe: Society and Religion G90.2162 Identical to G57.2162 and G65.2260. 3 points.

Studies in Medieval Literature G90.2290 Identical to G45.2290.
3 points.

Medieval Mystical Hebrew Literature G90.2467 Identical to G78.2467. 3 points.

Contemplative Union and Ecstasy in Medieval Jewish Mysticism G90.2468 Identical to G78.2468.
3 points.

The Sabbatean Heresy: Historical and Theological Implications G90.2470 Identical to G78.2470.
3 points.

Anthropology of Ritual and Performance G90.2474 Identical to G14.3399. 3 points.

Body, Performance, and Religion G90.2476 Identical to G14.2335. 3 points.
Exploration of the issue of embodiment in two stages. The first stage traces the rise of the European model of the biomedical body, while the second traces some of the strands of critique of the universalizing social implications of this model, especially performative approaches. We must reflexively shape this methodological legacy in order to understand the cultural expressions of “others.” This method enables us to better understand aspects of other social and religious traditions that counter, or form interesting hybrids with, European practices of embodiment.

Anthropology of China: A Critical Historical Approach G90.2476 Identical to G14.3391. 3 points.

Byzantine Greek Texts G90.3116 Identical to G14.3116. 3 points.

Medieval Church G90.3119 Identical to G57.3119. 3 points.

M.A. Thesis Research G90.2901, 2902 3 points per term.

Directed Study in Christianity G90.2921, 2922 3 points per term.

Directed Study in Judaism G90.2931, 2932 3 points per term.

Directed Study in Islam G90.2941, 2942 3 points per term.

Directed Study in Asian Religion G90.2951, 2952 3 points per term.

Directed Study in Philosophy of Religion G90.2961, 2962 3 points per term.

Directed Study: Topics in Religion G90.2971, 2972 3 points per term.
CHAIR OF THE DEPARTMENT:  
Associate Professor Eliot Borenstein

DIRECTOR OF GRADUATE STUDIES:  
Associate Professor Milan Fryscák

The Department of Russian and Slavic Studies offers a Master of Arts program in Russian studies with focus areas in Russian literature and culture, Russian studies, and linguistics. The master’s program provides preparation for teaching in secondary schools and junior colleges, for professional and specialized positions requiring advanced knowledge of Russian culture and society, and for further graduate training. In association with the Department of Journalism and Mass Communication, the department also offers a Master of Arts program in Russian and journalism, pending approval from the New York State Education Department.

The program objective is to provide students with an interdisciplinary knowledge of Russian culture and the skills to meet career goals. The department offers courses in Russian linguistics, history, politics, literature, and art and such specialized courses as translation and teaching methodology. Students may acquire further practical experience through internships.

Faculty

Irina Belodedova, Senior Language Lecturer; Language Coordinator. M.A. 1983 (Russian literature), New York; B.A. 1973, Kiev.

Teaching methodology; computer-assisted language instruction; 20th-century Russian literature.

Eliot Borenstein, Associate Professor; Chair, Department of Russian and Slavic Studies. Ph.D. 1993 (Slavic languages and literatures), M.A. 1989 (Slavic languages and literatures), Wisconsin (Madison); B.A. 1988 (Russian language and literature), Oberlin College.

Russian modernism and postmodernism; critical theory and cultural studies; sexuality and culture; Central and East European literature.

Stephen F. Cohen, Professor; Russian and Slavic Studies, History. Ph.D. 1969 (political science and Russian studies), Columbia; M.A. 1962 (government and Russian studies), B.S. 1960 (economics and public policy), Indiana.

Twentieth-century Russian politics and history; U.S.-Soviet/Russian relations; American media coverage of the former Soviet Union and Russia.


Russian art history; Russian modernism; Russian culture; history of women in art.

Milan Fryscák, Associate Professor. Ph.D. 1969, Ohio State; M.A. 1963, California (Berkeley); Promovany Filolog 1956, Palacký (Czech Republic).

Slavic linguistics; Slavic culture; Czech literature.

Mikhail Iampolski, Associate Professor, Comparative Literature, Russian and Slavic Studies. Habil. 1991 (French philosophy and film studies), Moscow Institute of Film Studies; Ph.D. 1977, Russian Academy of Pedagogic Sciences; B.A. 1971, Moscow Pedagogical Institute.

Theory of visual representation; the body in culture.

Stephen Rudy, Associate Professor. Ph.D. 1978 (Slavic languages and literatures), M.Phil. 1976, Yale; B.A. 1971 (Russian), Wesleyan.

Russian 19th- and 20th-century literature, poetics, and literary theory; semiotics.

Note: The department is host to a prominent visiting professor from Russia each fall semester.
RUSSIAN AND SLAVIC STUDIES

Program and Courses

MASTER OF ARTS
Admission: Students must hold a B.A. degree and have a thorough knowledge of the Russian language. Usually students have an undergraduate degree in Russian, but majors in other subjects may be accepted if the applicant’s knowledge of Russian is sufficient for graduate study. Career objectives are considered when choosing a program of courses.

Degree Requirements: The M.A. degree requires successful completion of eight courses (32 points) and a thesis. Full-time students complete the degree requirements in three semesters; part-time students may take two years. The M.A. program in Russian and journalism is a four-semester program; three semesters are spent at the New York University campus, and the fourth semester is spent in Moscow.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS
A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the application at the back of this bulletin.

Courses

The department’s graduate courses meet once a week, usually in the evening. Some courses listed below are offered every year, but most are offered less frequently. Detailed information about the courses given in any term may be obtained from the director of graduate studies.

Some courses in the department are conducted in Russian; term papers and final examinations may be written in English or Russian.

The department offers special studies and research courses, which permit students to pursue individual interests under the supervision of a faculty adviser.

Research Methods and Critical Theory G91.1000 Borenstein. 4 points.
Introduction to Russian and Slavic studies. Subjects include compiling bibliographies, information retrieval, the Internet as a research tool, versification, the history and periodization of Russian literature, and critical terminology and theory.

RUSSIAN LITERATURE AND CULTURE
Seminar in 19th-Century Russian Literature G91.1006 Rudy. 4 points.
Seminar in 20th-Century Russian Literature G91.1092 Borenstein, Rudy. 4 points.

Russian Poetry G91.2002 Rudy. 4 points.
Russian poetry from romanticism to symbolism, including works of Turgenev, Nekrasov, Fet, Balmont, Briusov, Gippius, Sologub, Blok, Bely, and Viacheslav Ivanov. Stresses textual analysis of short poems exemplifying various lyric forms.

Russian Drama G91.2004 Rudy. 4 points.
Survey of Russian drama from the end of the 18th century to the beginning of the 20th century. Examines plays primarily as literary texts. Playwrights considered are Fontov, Gribsevod, Pushkin, Gogol, Ibsen, Ostrovsky, Sukhovo-Kobylin, Chekhov, Gorky, Sologub, Blok, and Mayakovsk.

Special Studies in Literary Genres G91.2006 Staff. 4 points.

Russian Romanticism G91.2100 Rudy. 4 points.
Study of romanticism in Russian literature as seen in works by Zhukovsky, Baratynsky, Pushkin, Lermontov, Turgenev, Kotsch, and Gogol.

Modern Russian Painting G91.2101 Douglas. 4 points.
Surveys painting in Russia from 1880 to 1950 and the development of modern styles, including symbolism, cubofuturism, suprematism, and post-suprematism. Emphasis is on the historical and art historical contexts, especially the relation of the Russian works to Western European art, and critical and theoretical issues in the Russian experience.

Russian Symbolism G91.2102 Rudy. 4 points.
The emergence of Russian symbolism. Analysis and critical assessment of the major figures and the major issues of the Russian silver age. The older generation is represented by Konoevskoi, Dobroluiob, Balmont, Briusov, Merezhkovskoi, Gippius, and Sologub. The younger generation includes Blok, Bely, Ivanov, and Annensky.

Examines movements of the avant-garde—cubism, futurism, imagism, vorticism, constructivism, dadaism, and surrealism—in their international and interdisciplinary perspectives.

Science and Modern Art G91.2107 Identical to G63.1052. Douglas. 4 points.
Examines the connections between scientific ideas and modern painting from the early 1900s to World War II.

Russian Drama G91.2108 Seminar. Douglas. 4 points.
Examines the art, biographies, and cultural milieu of well-known women modernists, including Sonia Delaunay, Alexandra Exter, Natalia Goncharova, Liubov Popova, Olga Rozanova, Varvara Stepanova, and Nadezhda Udaltsova.

Social Problems in Contemporary Russia G91.2111 Borenstein. 4 points.
Examines the history, development, and status of a number of critical issues in Russia today, including ethnic conflict, governmental affairs, religion, economics, women, sexuality, the intelligentsia,
popular culture, and the mass media. Studies these issues using both scholarly texts and reports from the Russian and Western mass media.

**Russian Utopian Fiction** G91.2112

Borenstein. 4 points.

Survey of the development of the utopian tradition in Russia, within the context of the larger European utopian tradition. Special attention is paid to 20th-century works and to questions of genre.

**History of Russian Constructivism**

G91.2113 Douglas. 4 points.

Research seminar focusing on the painting, sculpture, and theatre designs of Russian constructivist artists in the 1920s. Particular attention is given to the social and political context of their art and aesthetic ideas. Artists considered include Popova, Rodchenko, Gabo, Stepanova, and the Stenberg brothers.

**Russian Popular Culture** G91.2114

Borenstein. 4 points.

Broad survey of the main trends in Russian film, radio, television, poster art, pop music, and pulp fiction throughout the 20th century, providing an in-depth analysis of the forces and ideologies that helped shape these trends.

**Russian Modernism** G91.2115

Borenstein. 4 points.

Russian fiction from the years immediately prior to the Revolution through the early 1930s. Particular emphasis is placed on the interplay between art and ideology.

**Russian Postmodernist Fiction**

G91.2116 Borenstein. 4 points.

Examination of the experimental and self-referential novels and stories of the last decades of the 20th century. Addresses the question of Russian postmodernism’s relation to postmodernism in the West and also to Soviet socialist realism.

**Pushkin**

G91.2200 Rudy. 4 points.

Thorough examination of Pushkin’s major works in poetry, prose, and drama, with an introduction to critical treatments of Pushkin from the early stages to contemporary approaches.

**Gogol** G91.2202 Rudy. 4 points.

Critical introduction to Gogol’s work. Close reading of his principal works, with an emphasis on formal aspects. Includes Gogol’s dramatic work and selected passages from Correspondence with Friends. Explores the debates surrounding Gogol and his heritage between East and West.

**Dostoevsky**

G91.2204 Rudy. 4 points.

The philosophical and religious themes of Dostoevsky through an in-depth analysis of his major novels. Attention is given to his emergence as a writer against the background of the development of Russian prose, his debt to his predecessors (particularly Gogol), and the uniqueness of his novels.

**Tolstoy**

G91.2208 Rudy. 4 points.

Thorough examination of Tolstoy’s novels, short stories, and drama and late didactic works and religious writings, with attention to Tolstoy’s structural experimentation and his teaching in ethics.

**Chekhov**

G91.2210 Rudy. 4 points.

Critical introduction to Chekhov’s work. Examination of Chekhov’s creative art, with emphasis on the evolution of the thematic and formal elements in his prose. Chekhov’s place within the Russian literary tradition is assessed. Briefly considers Chekhov’s plays and his importance as a dramatist.

**Malevich**

G91.2290 Seminar. Douglas. 4 points.

Examination of the work and thought of the 20th-century artist Kazimir Malevich.

**Russian Formalism and Related Schools of Literary Criticism**

G91.2302 Rudy. 4 points.

The key methodological concepts and critical achievements of the Russian formalists and their reflection in the work of the Prague Linguistic Circle and of the contemporary “Moscow–Tartu” semiotic school. Parallels to Anglo-American new criticism and recent French criticism.

**Special Studies in Literary Criticism**

G91.2304 Borenstein. Rudy. 4 points.

**Culture of Modernity: Case Eisenstein**

G91.2900 Identical to G29.2900. Seminar. Lempolski. 4 points.

Russian film director Sergei Eisenstein (1898-1948) is a great representative of the revolutionary avant-garde. This course explores his poetics based on montage, shock, violence, and political engagement in the context of modernist, revolutionary, intellectual, and artistic trends.

**The Spiritual in 20th-Century Russian Art** G91.3009 Seminar. Douglas. 4 points.

Considers the religious, philosophical, and visual traditions that bear upon the image in modern Russian painting.

**STUDIES IN RUSSIAN LANGUAGE AND LINGUISTICS**

**Structure of Modern Russian**

G92.1505 Fryscak. 4 points.

Outline of modern standard Russian phonology, morphology, and syntax; introduces Russian/English contractive grammar.

**Applied Phonetics and Spoken Contemporary Russian**

G92.1506 Staff. 4 points.

The phonetic system and phonological rules of contemporary standard Russian; study and practice in articulation, rhythm, and intonation of spoken language in different social settings and communicative modes.

**Methodology of Instruction in Russian**

G92.1509 Fryscak. 4 points.

Characteristic approaches to teaching Russian, from the traditional to those using the most recent achievements of applied linguistics; prepares students for practical classroom presentation of grammatical topics.

**History of the Russian Language**

G92.2501 Fryscak. 4 points.

Historical survey of Russian phonology and morphology, with an examination of the main currents that shaped the development of Russian as a literary language.

**Seminar in Russian Linguistics**

G92.2592 Staff. 4 points.

**Old Church Slavonic**

G92.3501 Fryscak. 4 points.

Introduction to the study of Old Church Slavonic grammar and lexicon. Reading and grammatical analysis of selected canonical texts.

**Research**

G92.3991 Fryscak. 2-4 points.

**RELATED COURSES**

Certain courses in the Departments of History, Linguistics, Politics, and Sociology may be counted toward degree requirements for the Master of Arts degree in Russian and Slavic studies. For specific courses, consult the director of graduate studies.
The Department of Sociology emphasizes both theoretical creativity and substantive empirical research on important social issues. It encourages a range of analytic perspectives and maintains strength in both quantitative and qualitative methods. The graduate program complements research on the contemporary United States—including New York City—with international and historical studies. Among its areas of strength are gender studies; social inequality; crime, law, and deviance; organizations and economy; political sociology; social movements; urban sociology; race and ethnicity; culture; and theory.

In addition to formal course work, the department offers students a chance to participate in collaborative research projects through its apprenticeship program. This gives students an early research experience and leads NYU faculty and students to publish an unusually high number of coauthored papers. Students also have access to the department’s extensive computer resources.

The department organizes five continuing public research workshops, where faculty and students present and criticize each other’s works in progress, encouraging professional collaboration and exchange. These workshops are Politics, Power, and Protest; Gender and Inequality; Crime, Law, and Deviance; Political Economy; and Culture, Institutions, and Social Change. The department also organizes an active program of colloquia, conferences, and speakers, and graduate students themselves organize a conference each year.

To prepare students interested in careers as college and university teachers, the department offers training in the teaching of sociology. This includes a teaching practicum and a graduated program of practical experience in which students work as teaching assistants with increasing levels of responsibility.


Kathleen Gerson, Professor; Chair, Department of Sociology. Ph.D. 1981 (sociology), M.A. 1974 (sociology), California (Berkeley); B.A. 1969 (sociology), Stanford. Gender, the family; work-family linkages.

Todd Gitlin, Professor, Culture and Communication, Journalism, Sociology. Ph.D. 1977 (sociology), California (Berkeley); M.A. 1966 (political science), B.A. 1963 (mathematics) Harvard. Cultural sociology; mass communication/public opinion; political sociology.


Doug Guthrie, Associate Professor. Ph.D. 1997 (sociology), M.A. 1994 (sociology), California (Berkeley); B.A. 1992 (East Asian languages and civilizations). Chicago. Economy and society; social organization; work and labor markets.

Lynne Haney, Assistant Professor. Ph.D. 1997 (sociology), M.A. 1992 (sociology), California (Berkeley); B.A. 1990 (sociology), California (San Diego). Sex and gender; qualitative methodology; social psychology.

Wolf V. Heydebrand, Professor. Ph.D. 1965 (sociology), M.A. 1961 (sociology), Chicago. Comparative sociology; politics; sociology of law in the United States and Europe.

Barbara Heyns, Professor. Ph.D. 1971 (sociology), M.A. 1969, Chicago; B.A. 1966, California (Berkeley). Education; social stratification; social institutions.


Robert Max Jackson, Associate Professor. Ph.D. 1974 (sociology), M.A. 1974 (sociology), California (Berkeley); B.A. 1971 (psychology and sociology), Michigan. Gender inequality; stratification; economy and society.


Richard Maisel, Associate Professor. Ph.D. 1959 (sociology), Columbia; B.A. 1949 (sociology and mathematics), SUNY (Buffalo). Public opinion and mass communications; sampling and survey design; special analysis of social phenomenon.

Harvey Molotch, Professor. Ph.D. 1968 (sociology), M.A. 1966 (sociology), Chicago; B.A. 1963 (philosophy), Michigan. Environmental sociology; urban sociology; cultural sociology.

Dorothy Nelkin, Professor; University Professor. Ph.D. 1954 (philosophy), Cornell. Science; technology and society; science and culture.

Hyun Ok Park, Assistant Professor, Sociology (East Asian Studies). Ph.D. 1994 (sociology), California (Berkeley); M.A. 1986 (sociology), Hanyang (Mannan); B.A. 1984 (sociology), Yonsei (Seoul). Political sociology; East Asia; diaspora.

Caroline Hodges Persell, Professor. Ph.D. 1971 (sociology), M.A. 1967 (sociology), Columbia; B.A. 1962 (English), Swarthmore College. Sociology of education (including multicultural education and for-profit schools); educational inequality and the impact of computer technologies on education; stratification.

Richard Sennett, Professor, Sociology. History; University Professor of the Humanities. Ph.D. 1969 (American civilization), Harvard; B.A. 1964 (history), Chicago. Urban sociology; art/music; family.


AFFILIATED FACULTY IN OTHER DEPARTMENTS

James Jacobs, School of Law; David Jacobson, Robert F. Wagner Graduate School of Public Service.

FACULTY EMERITI


Programs and Requirements

Admission: All applicants must take the Graduate Record Examination (GRE) general test.

Grade and Point Requirements: Graduate School requirements are described in the Degree Requirements section of this bulletin. The Department of Sociology requires all graduate students to maintain a grade average of B or better in order to remain in good standing. All students must complete at least 12 points per semester in letter-graded work in the Department of Sociology (unless the director of graduate studies gives special permission), until they complete the Ph.D. comprehensive examinations.

To receive detailed information on the current requirements, standards, examinations, and course offerings, visit the department Web site or contact the department graduate secretary. As the department is constantly developing its
program, some of the information provided here may be superseded. All students must meet the current official requirements available from the department.

**MASTER OF ARTS**

While the graduate program is a Ph.D. program, it does offer continuing students a Master of Arts degree. The program does not admit students for a terminal M.A. degree. Formal requirements for the Master of Arts degree in sociology are the satisfactory completion of graduate studies totaling at least 36 points (at least 24 in residence at New York University with at least a B average) and either a thesis or a comprehensive examination. At least 24 of the points must be in sociology. The courses must include three basic sociology courses, one basic theory course, Methods and Statistics I (G93.2331), and one additional methods course.

There is no language requirement for the M.A. degree in sociology.

**DOCTOR OF PHILOSOPHY**

The Doctor of Philosophy is a research degree. It signifies that the recipient can conduct independent research, has a broad basic knowledge of sociology, and has a comprehensive knowledge of at least two chosen areas of specialization.

**General Course Requirements:** In addition to the requirements shown above under **Admission** and under **Grade and Point Requirements**, Ph.D. requirements include 72 points of graduate work (at least 36 in residence at New York University). At least 48 of the points required for the Ph.D. degree must be in regular sociology courses. Up to 12 of the remaining 24 points may be reading or dissertation courses that involve individual work with a member of the faculty. The acceptability of courses outside sociology depends on the relevance of the work to sociology as judged by the department. Credit for work done elsewhere requires the approval of the director of graduate studies. In addition, a minimum of 4 points in a regular, listed seminar (any 3000-level course except reading and dissertation courses and the miniseminar) must be included among the 72 points for the Ph.D. degree.

**Methods and Statistics Requirement:** Ph.D. students must pass with a B or better two semesters of the Methods and Statistics sequence and one course satisfying the "second methods course requirement." Transfer students should see the director of graduate studies when first registering in order to determine what courses may be required of them.

**Theory Requirement:** The department requires that all students become familiar with major sociological theories and theoretical reasoning. This requirement is fulfilled with one basic and one advanced theory course, with at least a B in each.

**Basic Course Requirement:** This requirement aims to ensure that students receive a strong base of knowledge in selected subfields of sociology. Students early in their careers benefit from learning the basics of an area, as organized by experts currently working in it. This training facilitates students' abilities to engage in research in the area and aids them as they prepare their areas for the Ph.D. comprehensive examination. To meet this requirement, students must achieve a B or better in each of two departmental 2000-level courses, excluding those 2000-level courses in theory and methods.

**Research Paper Requirement:** This requirement aims to ensure that all students gain research experience early in their graduate student careers. The paper is written, ordinarily during the second year of study, under the guidance of a faculty supervisor and must be approved as well by a second reader.

**Ph.D. Comprehensive Examination:** This written examination should be taken during the third year of full-time study. It is organized around two areas that the student has studied in consultation with members of the faculty. The examination tests the student's knowledge of these two areas of study and his or her ability to draw on the discipline as a whole in applying both theory and research methodology to sociological problems.

**Dissertation:** The proposal for the dissertation, and the dissertation itself, are researched and written in consultation with a committee of at least three advisers. Upon approval of the advisers, the dissertation is defended before an examining committee of five faculty members (including the three dissertation advisers). At least four affirmative votes are required for passing a dissertation defense.

**Time Limits:** All requirements must be completed within ten years of the inception of graduate study, or seven years from return to graduate study if the candidate holds the master's degree at the time of readmission. Extensions of this time limit, if granted, are usually conditional upon reexamination, the taking of additional courses, or other conditions.

It cannot be overemphasized that the accumulation of high grades in formal courses, while important, is secondary to the demonstration of the capacity for original thinking and to the completion of research that contributes significantly to the field and is effectively presented in publications and the dissertation.

**RESEARCH APPRENTICESHIPS**

The Department of Sociology has a system of research apprenticeships for graduate students. Students taking these apprenticeships work as professors' research assistants, usually for two semesters. These apprenticeships offer students intensive research experience and often lead to coauthorship of published work. Students may receive up to 24 points of credit toward Ph.D. course requirements for apprenticeships. The first 8 points of credit (G93.2321, 2322) can count as part of the 48 points students need in regular sociology courses. Additional apprenticeship credit (G93.2323, 2324, 2325, 2326) must count against the 24 points allowed toward the doctoral degree from the combination of apprenticeship, reading, dissertation, and outside courses. The department encourages students to take research apprenticeships. See the department's official statement on research apprenticeships for more details.

**DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS**

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the *Financing Graduate Education* section of the application at the back of this bulletin.
All courses are 4 points per term, unless otherwise indicated.

**Two-Part Courses**: A hyphen indicates a full-year course with credit granted only for completing both terms. A comma indicates credit is granted for completing one term.

### SOCIOLOGICAL THEORY

#### Classical Sociological Theory (1848-1950) G93.2111
Examines major figures of modern sociology, including Marx, Durkheim, Weber, Simmel, Mead, Adorno, Elias, and Parsons. Focuses on the conditions and assumptions of social theory, the process of concept formation and theory-building, general methodological issues, and the present relevance of the authors examined. An effort is made to speculate on the nature of the growth of knowledge in sociology.

#### Contemporary Sociological Theory G93.2115
Reviews major trends in sociological theory since World War II, including structural-functionalism, interpretive approaches, rational choice theory, Marxism, and recent European developments.

#### Advanced Seminar in Selected Sociological Traditions G93.3112
*Prerequisite: one basic (2000-level) theory course.*
Advanced analysis of one or two sociological theorists or traditions, considering the origins, major claims, and current debates over their status (e.g., Marxism, Foucault, Merton, Bourdieu, Habermas).

#### Advanced Seminar in Selected Themes in Sociological Theory G93.3113
*Prerequisite: one basic (2000-level) theory course.*
Advanced analysis of a particular theoretical question, looking at how varying authors and traditions have attempted to answer it; reviews historical and contemporary debates.

#### Advanced Seminar in Contemporary Sociological Theory G93.3115
*Prerequisite: one basic (2000-level) theory course.*
Topics in sociological theory since World War II, including structural-functionalism, interpretive approaches, rational choice theory, Marxism, critical theory, European developments, and the theoretical eclecticism of the discipline.

### METHODS OF INQUIRY

Courses marked with an asterisk * following the course number satisfy the second methods requirement for the Ph.D. degree.

#### Methods and Statistics I, II, III G93.2331, 2332, 2333*
*Prerequisite: G93.2331 or G93.2332 with at least a B, for entry into G93.2332 or G93.2333, respectively.*
This three-semester sequence provides an introduction to quantitative research in sociology, integrating the study of research methods and statistics. The first semester introduces basic methodological issues and basic statistics. The second semester introduces multivariate techniques, emphasizing application through the study of one social science data set. While offering some more advanced techniques, the optional third semester stresses the application of the skills learned in the first two courses, guiding students through a complete secondary analysis of data.

#### Qualitative Methods G93.2303*
*Prerequisite: one basic (2000-level) theory course.*
Supervised experience in activities and techniques of qualitative, naturalistic field methods like observation, interviewing, and participant observation. Exploratory work may lead to an empirical dissertation project.

#### The Logic of Inquiry G93.2304
Introduction to theoretical methodology and the philosophy of social science. Addresses basic and recurring issues in sociological inquiry: the analysis of social change, the problem of interpretive sociology versus positivism, the "ideal-type" method of Weber, methodological individualism and psychological reductionism, functionalist and systems analysis, models of science and scientific revolutions, and issues raised by phenomenology, ethnomethodology, structuralism, and Marxist dialectics.

#### Research Formulation and Design G93.2307
Seminar to help students move from the initial development of a research topic to a workable proposal. All substantive questions and methodological approaches are considered.

#### Historical and Comparative Sociological Methods G93.2308*
*Prerequisite: knowledge of basic statistics and methods.*
Overview of issues in historical and comparative methodology in macrosociology: methods of and current controversies in historical and comparative sociology; debates about what makes sociology “historical” to debates about the benefits of techniques, such as qualitative comparative analysis; analysis of recent macrosociological investigations in sociology, employing comparative and historical methods.

### Advanced Multivariate Methods G93.2312*
*Prerequisite: permission of the instructor.*
Matrix formulation of regression, probit, and logit. Simultaneous equation systems, exploratory and confirmatory factor analysis, measurement models, loglinear models, time-series, and panel analysis. Pooling methods.

#### Mathematical Models in Sociology G93.2313*
*Prerequisite: permission of the instructor.*

### POWER AND INEQUALITY IN MODERN SOCIETIES

#### Social Stratification and Inequality G93.2137
Assesses the research and theoretical work on economic inequality and classes in the social sciences. Reviews important classic contributions (including Marx, Weber, and Schumpeter), compares competing approaches (including Marxist, conflict, functionalist, elite, and status attainment theories), and surveys modern directions of development (such as labor market studies, socialist inequality, the role of the state).

#### Stratification and Inequality: Race G93.2137.02

#### Sociology of Revolutions G93.2141

#### Globalization: History, Dimensions, and Dynamics G93.2145
Examines the process of globalization in its historical trajectory; its economic, political, and social dimensions; and its theoretical, cultural, and ideological representations. Focuses on the dialectics of global-local interaction and its consequences for the production of new categories of knowledge, academic disciplines, and methods.
Social Movements G93.2153
Surveys controversies and research issues and topics in social movements. Topics include classical, economic, resource mobilization, political process, and political opportunity theories of social protest movements; so-called new social movements; and issues of identity formation. Analyzes recent thinking and research concerning the consequences or impact of social protest movements, including the U.S. civil rights movement, labor movements, neopopulist movements, and revolutionary movements.

Political Sociology G93.2441
Surveys controversies and research topics in political sociology. At the center of these investigations are states and power. Explores concepts of power and the theories of the state. Topics are the formation of states, political institutions, and social policies and the determinants and outcomes of collective action.

Seminar in Social Stratification and Inequality G93.3137
Seminar in Macrosociology G93.3441
Seminar in Political Sociology G93.3442

SOCIAL PSYCHOLOGY

Social Psychology I G93.2102
Four areas of developing work are considered in relation to historical change and social organization: communicative competences and practices; emotional experience, display, and control; temporal experience, conceptions, and practices; and the problematic character of the individual, self, and biography.

Socialization G93.2211
Socialization refers to the social process of preparing novices for membership in groups, organizations, institutions, and societies. It also refers to the ways people learn new roles, statuses, or identities.

SOCIAL INSTITUTIONS

Sociology of Medicine G93.2401
Political economy of health care in the United States, with concentration on the roles of the medical profession in the system. Issues include the social construction of illness, the social organization of treatment, and the institutional organization of the medical profession in its methods of recruitment and training. Discusses relations between the medical profession, paramedical occupations, third-party payers, and the government.

Sociology of Education G93.2407
Sociological perspective on American education. Topics include the social context of socialization and learning; the effects of schooling; desegregation and social inequality; teachers as unionized professionals; school politics and bureaucracy; and selected policy issues confronting American education. Emphasis is on American institutions, although comparative perspectives are discussed.

Sociology of Culture G93.2414
Survey of major approaches to the sociology of culture and the use of cultural theory in sociological analysis generally. Specific topics include cultural institutions, the relationship of popular to elite culture, different media of cultural communication and expression, historical transformations of culture (including debates over postmodernism), cultural hegemony and domination, and cultural politics. Authors whose works are studied include Raymond Williams, Stuart Hall, Pierre Bourdieu, Paul Gilroy, Paul DiMaggio, and Charles Taylor.

Sociology of the Arts G93.2415
The occupational and institutional organization of the production and distribution of the arts. The arts are analyzed as secondary occupations with special problems of commitment, identity, and standards as well as of economic survival.

Sociology of Knowledge G93.2422
Reviews and evaluates important perspectives on the relationship between knowledge and social structure. Focuses on a number of research strategies concerned with types of knowledge and knowledge-systems, codes and symbols, the manipulation of knowledge for social and political purposes, the study of ideologies, and the major factors in knowledge production.

Society and Economy G93.2435
Examines the relationship between economic institutions and other social institutions. Considers how economic life influences and is affected by political organizations, the logic of organizational functioning, kinship systems, class conflict, and other social phenomena. Materials include classical theoretical works and contemporary studies.

Urban Sociology G93.2465
Introduction to the field of urban sociology that looks at the interplay between studies of city life and theories about cities. Traces the development of modern American cities; examines the theories that emerged to explain the causes and consequences of urbanization; and analyzes the social, political, and economic processes of community growth and decline among urban and suburban residents.

Comparative Urban Politics and Policy G93.2464
Seminar in Social and Political Studies of Science G93.3402
Seminar in the Sociology of Education G93.3407

DEVIANCE, LAW, AND CRIMINOLOGY

Deviance and Social Control G93.2160
Cumulative development and changing emphasis in deviance theory. Major methods of research and analytic models. Ecological anomie and subculture, functionalist, learning, and conflict perspectives. The social reactions approach: labeling processes and deviance amplification, organizational processing, and collective struggles over deviance definitions. Disputes over “labeling.” Political and public policy implications of deviance sociology.

Sociology of Law G93.2434
Theoretical perspectives and research strategies in the sociology of law. Topics include the development of legal norms, legal participation and litigiousness, law and dispute resolution, the courts, the organization of public law enforcement, the legal profession, the relationship between social and legal change, and the use of law in social engineering.

Criminology G93.2503

Sociology of Punishment G93.2508
Seminar in Criminology G93.3513
Seminar in the Sociology of Law
G93.3534

OCCUPATIONS, LABOR, AND ORGANIZATIONS

Large-Scale Organizations G93.2132
Major organizational theories (Marx, Weber, Taylorism, human relations, decision-making and system models, contingency theory, organizational ecology, negotiated order). Methods of organizational analysis and examination of empirical studies. Linkages between organizations and the social, economic, political, and cultural environments.

Sociology of Occupations G93.2412
Introduction to occupational analysis, its relation to class and organizational theory, the changing occupation distribution of the labor force, and theories explaining it and predicting its future. Considers impact on work commitment, identity, solidarity, status and career, and systematic methods of analyzing occupations.

Seminar in the Sociology of Work
G93.3411

Seminar in Organizations G93.3463

SEX, GENDER, AND FAMILY

Sociology of Sex and Gender G93.2227
Critically assesses the research and theoretical work on gender inequality in the social sciences. Provides a sophisticated, scholarly grasp of this fast developing field. Topics include the origins of gender inequality, economic equality between the sexes, political inequality, reproduction and child rearing, sexuality, violence, and ideology. Compares the competing theories of the causes of gender inequality and of changes in inequality.

Sociology of Childhood G93.2416

Sociology of the Family G93.2451
Systematic introduction to the literature on family and kinship. Includes classical theories and examines the major areas of contemporary research. Topics include family formation, social reciprocity, family dissolution, the history of the family, and a comparison of general theoretical paradigms.

Seminar in Sex and Gender
G93.3227

Seminar in the Family G93.3451

VARIABLE CONTENT COURSES
Registration in the following courses is open only to students who have the consent of an instructor to supervise their work. See announcements at registration time for further information.

Apprenticeship I, II, III, IV, V, VI
G93.2321, 2322, 2323, 2324, 2325, 2326 Variable points.

Doctoral Dissertation I, II, III, IV
G93.3901, 3902, 3903, 3904 1-4 points per term.

Reading Course I, II, III, IV
G93.3915, 3916, 3917, 3918 2 points per term, unless instructor requests 1, 3, or 4 points.

Reading Course V G93.3919

Doctoral Seminar G93.3921, 3922

Interdisciplinary Seminar
The Department of Spanish and Portuguese Languages and Literatures offers comprehensive training in Spanish, Spanish American, and Brazilian literatures. The King Juan Carlos I of Spain Chair brings distinguished scholars of Spanish culture to the department. The Albert Schweitzer Program in the Humanities, established by the Board of Regents of the State of New York, sponsors lectures, public readings, and seminars, often interdisciplinary in nature, by distinguished writers and critics. The King Juan Carlos I of Spain Center enables New York University to further strengthen its academic courses for the study of Spain and the Spanish-speaking world and to develop interdisciplinary programs focusing on the social sciences and the humanities.

The department collaborates in special programs with other cultural institutions in the city, including the Spanish Institute, the Americas Society, and the Instituto Cervantes, and with the national consulates of Spain and Latin America. Activities have included roundtables, symposia, and film festivals. The first New York Latin American Book Fair was held at NYU under the sponsorship of the department.

The NYU in Madrid program is the oldest and most distinguished program of its kind, providing unparalleled opportunity to study with Spanish scholars and writers. It offers the M.A. degree in Hispanic literature and the M.A. degree in Hispanic culture.

**Faculty**


**Helene M. Anderson**, Professor. Ph.D. 1961 (Latin American literature), M.A. 1952 (Hispanic literature), Syracuse; B.A. 1947 (Spanish and English literature), Brooklyn College. Nineteenth- and 20th-century Latin American literature in historical context; contemporary women writers of Mexico; politics and literature in Latin America; pre-Columbian cultures of Mexico.

**Miriam de Mello Ayres**, Senior Language Lecturer. Ph.D. 1995 (Spanish and Portuguese), Yale; M.A. 1989 (Brazilian literature), PUC (Rio de Janeiro); B.A. 1985 (Latin and classics), UFRJ (Rio de Janeiro). Methodologies of foreign-language instruction; comparative literary and cultural studies: Brazil-Spanish America; 20th-century Brazilian literature; postcolonial Lusophone African literature; critical theory.

**Gabriela S. Basterra**, Assistant Professor. Ph.D. 1997, M.A. 1990, Harvard; B.A. 1987, Zaragoza (Spain). Contemporary Spanish literature; Federico García Lorca; Peninsular and Latin American literary relations; urban cultures; literary and critical theory; ethical philosophy.

**Ana María Dopico**, Assistant Professor, Comparative Literature, Spanish and Portuguese Languages and Literatures. Ph.D. 1997 (comparative literature), M.Phil. 1993 (comparative literature), M.A. 1988 (English and comparative literature), Columbia; B.A. 1985 (English, history), Tufts. Comparative literature of the Americas; literature and the nation; gender and culture; literature and cultural politics.

**Georgina Dopico-Black**, Associate Professor. Ph.D. 1995 (Spanish literature), Yale; B.A. (cum laude) 1986 (history and literature), Harvard. Literature, history, and culture of early modern Spain; canon formation; early modern libraries; race and gender studies; cultural politics; contemporary literary and cultural theory and criticism.


**Kenneth L. Krabbenhoft**, Associate Professor. Ph.D. 1982 (Spanish and Portuguese), M.A. 1979 (Spanish and Portuguese), New York; B.A. (magna cum laude) 1968 (Spanish and Portuguese), Yale. Spanish Golden Age literature; modern Brazilian literature; the Spanish baroque; literary rhetoric.
H. Salvador Martínez, Professor. Ph.D. 1972 (medieval Spanish literature and history), Toronto; Ph.D. 1966 (intellectual history, philosophy of history), Gregoriana (Rome).

Spanish medieval and Renaissance literature; cultural interrelations in medieval Spain; Romance philology.

Sylvia Molloy, Albert Schweitzer Professor of the Humanities; Professor, Spanish and Portuguese Languages and Literatures, Comparative Literature. Doctorat d’Université 1967 (comparative literature), Licence et Lettres et Littératures Modernes 1960, Paris (Sorbonne).

Contemporary Latin American literature; literary theory; autobiography in Latin America; comparative literature.

Judith K. Némethy, Senior Language Lecturer, Director, Spanish Language Studies. Ph.D. 1999 (Hispanic studies), Szeged (Hungary); M.L.S. 1982 (library science), Syracuse; B.A. 1976 (French language and literature), Rutgers.

Foreign language methodology, second-language acquisition, curricular planning, teacher training, ethnic and minority studies.


Brazilian literature; modern poetry; feminist theory.


Contemporary Latin American literature; discourses on nation and community in Latin America; cultural and literary theory.

Kathleen A. Ross, Associate Professor; Chair, Department of Spanish and Portuguese Languages and Literatures. Ph.D. 1985 (Spanish), Yale; M.Phil. 1981, M.A. 1979, B.A. 1977 (Spanish), New York.

Latin American colonial literature; translation theory and practice; women's studies.


Spanish intellectual history; the Counter-Reformation and the Conquest; the Enlightenment; avant-garde movements in Spain and Latin America; Spain’s transition to democracy.

Erna von der Walde, Instructor. Ph.D. 2001 (Romance studies), Rostock (Germany); M.A. 1984 (English), Warwick (England); B.A. 1981 (philosophy and literature), Andes (Columbia).

Nineteenth- and 20th-century Latin American literature; cultural and post-colonial theories; Latin American intellectual history; representations of violence.

George Yúdice, Professor, Spanish and Portuguese Languages and Literatures (American Studies); Director, Center for Latin American and Caribbean Studies. Ph.D. 1977 (Romance languages), Princeton; M.A. 1971 (Spanish), Illinois; B.A. 1970 (chemistry), Hunter College.

Latin American cultural studies; the avant-garde; globalization and literary theory.

FACULTY EMERITI


Admission: The department accepts only students of outstanding promise, as evidenced by their academic records. In addition, the department requires that candidates take the Graduate Record Examination (GRE) general test. Students whose native language is not English may be required to take the Test of English as a Foreign Language (TOEFL). A high level of proficiency is required in either Spanish or Portuguese or both.

MASTER OF ARTS DEGREE IN LITERATURE

Students are expected to acquire a solid critical background and a broad knowledge of all periods of Hispanic and/or Brazilian literature. Formal requirements for the degree are the satisfactory completion of graduate courses totaling at least 32 points (at least 24 taken in residence at Washington Square), with an average of B or better. All students are required to take Research Methods and Textual Analysis (G95.1991) and, after completion of course work, must write a master’s essay (tesina) of approximately 60 pages.

The department offers the master’s degree in literature with emphasis in one of the following three areas: (1) Hispanic literature (comprising the literatures of Spain and Spanish America); (2) Latin American literature (comprising the literatures of Spanish America and Brazil); and (3) Brazilian literature.

MASTER OF ARTS DEGREE IN HISPANIC CULTURE

(available only through the NYU in Madrid M.A. program.)

The department offers a Master of Arts program in Hispanic culture, which emphasizes language and translation skills, Hispanic civilization and culture, and literary interpretation. The program is designed for people whose professions would benefit from advanced training or those who wish to enhance their general knowledge of Hispanic culture. It is not meant for students wishing to continue on to the Ph.D. degree.

Degree Requirements: A student must satisfactorily complete graduate studies totaling at least 72 points (at least 32 in residence at New York University) with at least a B average, pass the comprehensive examination, and present an acceptable dissertation. The degree of Master of Arts or its equivalent is a prerequisite. There are two required courses: History of the Spanish and Portuguese Languages (G95.2106) and Doctoral Seminar: Dissertation Proposal Workshop (G95.3545). Also required is a course in Luso-Brazilian literature (for Hispanic literature students) or a course in Hispanic literature (for Luso-Brazilian students). A reading knowledge as well as aural comprehension of Portuguese for Spanish majors and Spanish for Portuguese majors is required for admission to graduate study.

DOCTOR OF PHILOSOPHY

The Doctor of Philosophy is a research degree. It signifies that the recipient is able to conduct independent research and has both a broad basic knowledge of Spanish and Spanish American or Brazilian language and literature and a comprehensive knowledge of one in particular.

Degree Requirements: A student must satisfactorily complete graduate studies totaling at least 72 points (at least 32 in residence at New York University) with at least a B average, pass the comprehensive examination, and present an acceptable dissertation. The degree of Master of Arts or its equivalent is a prerequisite. There are two required courses: History of the Spanish and Portuguese Languages (G95.2106) and Doctoral Seminar: Dissertation Proposal Workshop (G95.3545). Also required is a course in Luso-Brazilian literature (for Hispanic literature students) or a course in Hispanic literature (for Luso-Brazilian students). A reading knowledge as well as aural comprehension of Portuguese for Spanish majors and Spanish for Portuguese majors is required for admission to graduate study.
Courses

M.A. SEMINAR
Critical and Theoretical Approaches to Literature G95.1991 Required of all M.A. students. 4 points.
Introduction to major critical and theoretical texts for entering M.A. students.

SPANISH LITERATURE
Introduction to Medieval Literature G95.1211 4 points.
Theoretical and practical introduction to the meaning of “letters” and literature in the Middle Ages and the methods and techniques to approach them. Major themes, literary “topoi” and trends are illustrated with readings from the “jarchas” and Cantar de mio Cid through Libro de buen amor and Celestina.

16th-Century Novelistic Forms G95.1334 4 points.
Major trends in Renaissance fiction prior to Cervantes, with special emphasis on sentimental romance as well as chivalric, picaronesque, pastoral, and Morisco novels and their relationship to other literary forms of the period.

Spanish Poetry of the Renaissance G95.1341 4 points.
Discusses the poetry and poetics of the Spanish Renaissance through the works of Garcilaso, Boscán, Acuña, Aldana, E de la Torre, Fray Luis de León, and San Juan de la Cruz. The Italian influence is also discussed.

Spanish Romanticism: Lyric, Drama, Essay G95.1621 4 points.
Concentrates on the break with canons of neoclassic practice—theatre of Duque de Rivas, Zorrilla, essays of Larra, and the poetry of Bécquer.

The Generation of 1898: Representative Writers G95.1711 4 points.
The impact of the events of 1898 as unifying factor in the creation of a common set of preoccupations concerning Spain’s past and future. Works of

FOREIGN LANGUAGE REQUIREMENT:

Students may acquire this knowledge on their own. Also, undergraduate language courses in the department are available for this purpose, and the graduate course Portuguese for Spanish Speakers (G87.1104) is offered once a year.

In the semester the student takes the Ph.D. examination, he or she enrolls in Doctoral Seminar (G95.3545), a workshop designed to guide the student in the preparation of the dissertation proposal. The student presents the proposal in written and oral form at the end of the semester.

Admission to Candidacy: Students applying to the doctoral program from other institutions must have an M.A. degree in literature and are admitted to the Ph.D. program on the basis of an evaluation of their graduate record by the director of graduate studies and a departmental faculty admissions committee.

Completion of Doctoral Requirements: To fulfill the requirements for the doctoral degree, students must complete all course and language requirements, pass the comprehensive Ph.D. examination, propose an acceptable topic for the dissertation, which must be approved by an examination committee, and write a doctoral dissertation under the supervision of a thesis adviser. When the dissertation is completed and approved by the candidate’s adviser and readers, an oral examination is held at which the candidate presents and defends the results of the research before a faculty committee.

No more than ten years may elapse between matriculation in the master’s program and the completion of all doctoral degree requirements. If the student enters the department with an M.A. degree from another institution, he or she will have a maximum of seven years to complete the doctoral degree.

NEW YORK UNIVERSITY IN MADRID

Master of Arts: A Master of Arts degree in Hispanic literature and a Master of Arts degree in Hispanic culture are offered in Madrid. Graduate students wishing to pursue their M.A. degree in Madrid during the academic year may complete their course work in two semesters.

The formal requirements for completion of the degree in Madrid include Research Methods and Textual Analysis (G95.9991) and a master’s essay (tesina). The program is given under the direct supervision of the Department of Spanish and Portuguese Languages and Literatures and the New York University resident director in Madrid. Students who complete the M.A. degree in Madrid are not automatically accepted into the Ph.D. program in New York.

Inquiries should be addressed to Director of Study Abroad for NYU in Madrid, Department of Spanish and Portuguese Languages and Literatures, New York University, 19 University Place, Room 400, New York, NY 10003-4556.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the application at the back of this bulletin.
Azorín, Baroja, Unamuno, Valle-Inclán, and Machado.

Spanish Theatre of the 20th Century G95.1721 4 points.
Study of the theatre from the traditionalist practices of Benavente through the theatrical innovations of Unamuno, Valle-Inclán, Lorca, and on to Sastre and Ruizal.

García Lorca and His Poetic Generation G95.1776 4 points.
Examination of the heritage of French symbolist poetic practice in the works of Juan Ramón Jiménez and Jorge Guillén and the major texts of García Lorca—Canciones, Poema del cante jondo, Romancero gitano, and Poeta en Nueva York.

Spanish Short Story: Romanticism to the Present G95.2121 4 points.
Studies the short story within the framework of various literary movements from costumbreismo through the avant-garde and nouveau roman. All major authors of the genre from Larra through Juan Benet.

Spanish Medieval Epic and Mester de Clerecia G95.2141 4 points.
Examines two major forms of narrative poetry in the Spanish Middle Ages: the “popular” epic of the “juglare” and the “learned” poetry as exemplified in Cantar de mio Cid, Poema de Fernán González, Libro de Alexandre, and Libro de Apolonio, as well as in some masterpieces of vernacular hagiography.

Medieval Spanish Prose: Intellectual and Cultural Crosscurrents G95.2231 4 points.
Spanish narrative prose and its impact on the intellectual and cultural life of a multiethnic society. Works of Don Juan Manuel and Alfonso X as well as biographies by Pero López de Ayala, Pérez de Guzmán, and others are discussed within a larger social and political context.

Medieval Spanish Prose: Fiction and Other Genres G95.2233 4 points.
Origins of fiction in Spain, from oriental narratives through development of the short story and the chivalric novel. Among texts to be discussed: Calila e Dimna; El Conde Lucanor; Cavallería Cifar; Anudil de Gasila; and Corachio.

Spanish Medieval Epic and Romancero G95.2241 4 points.
Origins, formation, and development of the Castilian epic from the 12th to the 15th centuries and its relationship with the romancero of the oral tradition. Close analysis of major works Cantar de mio Cid, Infantes de Lara, and Poema de Fernán González and their influence on/from the romances of the cycle.

Libro de Buen Amor G95.2245 4 points.
Approaches LBA both as “summa poetica” in terms of themes and techniques and as literary “miscellany,” encompassing the most popular narrative and lyric traditions of 14th-century Europe.

La Celestina: Seminar G95.2282 4 points.
New developments on authorship and textual and literary criticism. The seminar concentrates on the topic “love fools,” with emphasis on the character of the “go-between” as instrument of sexual corruption and death and on the “servants” as “social class, incapable of love, driven only by sexual passion and greed.

Mythicals and Contemplatives G95.2311 4 points.
Major texts of Francisco de Osuna, Santa Teresa, San Juan de la Cruz, Fray Luis de León, and Miguel de Molinos. Attention to role of Renaissance Platonism and hermeticism.

Spanish Theatre Before Lope de Vega G95.2321 4 points.
Ecclesiastical origins of Spanish drama: Auto de los Reyes Magos and works of Gómez Manrique; later works of Juan de Encina, Torres Naharro, and Gil Vicente.

Golden Age and Baroque Theatre G95.2323 4 points.
The development of the comedia from the late 16th century through the canonization of national norms in Lope’s Arte nuevo to their culmination in Calderón de la Barca. Studies theoretical texts from the period and plays by representative authors, including the comedias and entremeses of Cervantes.

Calderón de la Barca G95.2326 4 points.
Major themes as seen in Calderón’s dramas, autos, and comedias: faith, honor, God’s grace, free will, reason of state, and moral probabilism. El médico de su honra; La hija del aire; El gran teatro del mundo; La vida es sueño; La damas duende.

The Humanists: Poetry and Prose of the 15th Century G95.2361 4 points.
The literature of humanism, courtly love, 15th-century historiography and allegory, and the image of the prince. Major texts of Nebrija, Juan de Valdés, Diego de San Pedro, and Juan de Mena and sonnets and eclogues of Garcilaso.

Cervantes G95.2472 4 points.
Intensive reading of the two parts of Don Quijote de la Mancha, 1605 and 1615. Major topics: linguistic perspectivism, satire and poetry, humor and irony. Don Quijote as first novel and last romance. In addition, La Galatea, Noelas Ejemplars, and Periles y Sigismunda are studied.

The Picareseque Novel G95.2475 4 points.
The rogue and the outcast as seen in three major narrative works of the 16th and 17th centuries: Lazarillo de Tormes, Gorrín de Alfarache, and El Bacieca. Reference also to works of Vélez de Guevara, Vicente Espinel, and Cervantes.

Quevedo and Gracían G95.2476 4 points.
The literature of the Counter-Reformation in Spain. Major topics: the picareseque, Menippean satire, theory of state and statesmanship, the education of the prince, Senecan prose style, and neo-atomism.

Poetry and Poetics in the Baroque: Quevedo, Góngora, and Sor Juana G95.2478 4 points.
The baroque in Spain and colonial Mexico, with emphasis on El Polifemo and Solilidades of Góngora, the Primer Suelto, and the sonnets of Sor Juana Inés de la Cruz. Quevedo as satirist.

The Enlightenment and the Spanish World G95.2540 4 points.
Comparative analysis of the philosophy, literature, and political systems of the Enlightenment in Europe, Spain, and Latin America. European thinkers studied include Francis Bacon, Locke, Kant, Adam Smith, and Rousseau. The texts of Feijóo, Blanco White, and Sarmiento speak for the Spanish-speaking world, along with the art of Goya.

The Poetry of Espronceda, Bécquer, and Rosalía de Castro G95.2682 4 points.
Espronceda: Poéticas, El estudiante de Salamanca, El diablo mundo; Bécquer: Rimas y leyendas; de Castro: Fallas novas, En las orillas del Sar, La hija del mar.
Topics: Byronism in Spain, German romanticism in Spanish lyric.

**Antonio Machado** G95.2745 4 points.
Traces the evolution of the poet from early influences of modernismo to the mature poet of the Castilian landscape. Texts include Suelalidades y galerías, Campos de Castilla, and Juan de Mairena as fundamental poetical and theoretical expressions.

**Pió Baroja** G95.2774 4 points.
Baroja as representative of the Spanish pre-existential avant-garde and forerunner of the objectivist narrative as reflected in Cela and other contemporary novelists.

**Contemporary Spanish Novel** G95.2853 4 points.
Development of the novel from the end of the Spanish Civil War in 1939 until the present. Innovation, social criticism, the break with traditional canons of 19th-century Spanish realism. Texts range from Cela’s *La familia de Pascual Duarte* to Benet’s *Una meditación*.

**Contemporary Spanish Poetry: Miguel Hernández to the Present** G95.2861 4 points.
Poetry after the Generation of 1927 in relation to the historical era, culminating in the Spanish Civil War, and literary modes ranging from surrealism to *poesía social*. Hernández, Rodríguez, José Hierro, José Angel Valente, Gil de Biedma.

**Ortega y Gasset and Contemporary Spanish Thought** G95.2861 4 points.
Ortega as observer of artistic, literary, and sociopolitical phenomena. Texts include Valdésquez, *La deshumanización del arte*, *Meditaciones del Quijote*, and *La rebelión de las masas*.

**Special Topics in Spanish Literature** G95.2965, 2966, 2975, 2976 4 points per term.

**Guided Individual Readings in Spanish and Spanish American Literature** G95.2891, 2892, 2893, 2894 1-4 points per term.

**Research** G95.3991, 3992 1-4 points per term.

**SPANISH AMERICAN LITERATURE**

**Spanish American Colonial Poetry and Theatre** G95.1483 4 points.
Study of poetry and theatre within the context of contemporary colonial studies. Authors may include Ercilla, Balbuena, Sor Juana, and others.

**Spanish American Colonial Prose** G95.1484 4 points.
Study of narrative forms within the context of contemporary colonial studies. Authors may include Colón, Cortés, Las Casas, Inca Garcilaso, Sor Juana, and others.

**Spanish American Romanticism** G95.1613 4 points.
Readings in romantic novel, poetry, and essay as foundational Spanish American works within a historical and theoretical framework, with emphasis both on indigenous roots and European romantic literature. Works by Heredia, Echeverría, Sarmiento, Isaacs, Mármoles, Mera, and Villaverde.

**The Literature of the Gaucho** G95.1614 4 points.
Examination of the roots of *ripletense* culture: the polemical issue of national identity, the dialectic of city versus countryside, the role of mural painting and cinema in shaping this narrative. Works include Martín Fierro, Santos Vega, Fausto, Don Segundo Sombra, among others.

**Literature of the Mexican Revolution** G95.1732 4 points.
Study of the history and literature of the Mexican Revolution as a vehicle for the creation of a national consciousness, with reference to the role of mural painting and cinema in shaping this narrative. Works by Azuela, Guzmán, Vasconcelos, Campobello, among others.

**Spanish American Short Story** G95.1735 4 points.
Focuses on the short story through representative authors: Quiroga, Cortázar, Rulfo, Onetti, Borges. Readings on the theory of the genre by Poe, Quiroga, Cortázar, Propp, and Todorov.

**The Literary Image of Women in Spanish America** G95.1737 4 points.
Images, stereotypes, and archetypes of female characters in the Spanish American novel of the 19th and 20th centuries. Texts ranging from Isaacs’s *María* through those of Castellanos and Poniatowska.

**Contemporary Spanish American Poetry** G95.1748 4 points.
Contemporary trends after Paz, Neruda, and Parra. Representative authors include Mutis, Cardenal, Lihn, Pacheco, Sabines, and Zurita.

**Culture and Society in Contemporary Latin America** G95.1811 4 points.
Contemporary Latin America culture within the context of its past and present sociopolitical dynamics. Possible topics include conquest and dependence, the polemics of national identity, and repression and revolution.

**Spanish American Novel Before 1960** G95.1833 4 points.
Examines the novel before the “boom,” with emphasis on national narratives before the advent of “magic realism” and *lo real maravilloso*. Examples from works of Gallegos, Rivera, Guiraldes, Alegria, and Yáñez.

**Literature and Revolution in Latin America** G95.1861 4 points.
The literature of revolutionary ideology in various genres: poetry, novel, and essay. Authors include Azuela, Neruda, Martí, Carpentier, Cardenal, Desnoes, Nicolás Guillén, and Eduardo Galeano.

**The Contemporary Spanish American Novel** G95.1933 4 points.
Theoretical reorientation and narrative innovation in contemporary novelists reacting against realism. Major texts of Carpentier, Cortázar, Fuentes, García Márquez, Vargas Llosa, Onetti, and Rulfo.

**Baroque and Neobaroque Literature** G95.2211 4 points.
Study of the neobaroque in Spanish American poetics with a retrospective reading of baroque texts. Authors include Góngora, Sor Juana, Lezama Lima, and Lamborghini.

**Modernismo** G95.2673 4 points.
Study of modernismo both as literary practice and as tool for continental self-definition. Topics: cultural appropriation and manipulation, literature and cosmopolitanism, women as objects d’art, decadence and regeneration, politics and dandyism. Prose and poetry of Casal, Silva, Dario, Martí, Rodó.

**From Modernismo to Vanguardia: Aesthetics and Ideology** G95.2677 4 points.
Criticism of modernista and vanguardista...
aesthetics in works of Darío, Martí, Lugones, Gironde, Macedonio Fernández, Huidobro, and Neruda. Examines relationship between Vanguardista ideas and political circumstances.

**Literature of the Caribbean**
G95.2724 4 points.

Topics include colonialism and self-definition, slavery and nationalism, masking language, and musical idiom. Major texts of Luis Palés Matos, Cabrera Infante, Nicolás Guillén, Juan Bosch, Luis Rafael Sánchez, and Julia de Burgos.

**Literature of the Fantastic in Spanish America**
G95.2737 4 points.

Examines major critical texts on culture. Principal critics of Hispanism include Salinas, Casalduero, Castro, Blanco Aguinaga, Spitzer, Goytisolo, Rodríguez Monegal, Vargas Llosa, and Paz.

**Feminist Theories and Latin American Literatures: Women and Writing**
G95.2853 4 points.

Brings together feminist critical and theoretical texts both European and Latin American and examines poetry and fiction by 20th-century Latin American women writers.

**Spanish American and Contemporary North American Novel**
G95.2935 4 points.

Common themes in the literature of the Americas: the frontier (Cooper/Sarmiento); Poe in Spanish America (Negra/Coruña/Argüelles); the novel of the manse (James/Donoso); and Faulkner and Hemingway in Spanish America.

**Current Trends in Spanish American and Brazilian Narrative**
G95.2936 4 points.

Comparative study of theme, character, and structure in works of Spanish American and Brazilian novelists: Jorge Amado, Gabriel García Márquez, Octavio Paz, Manuel Puig, Darcy Ribeiro, Juan Rufío, Graciliano Ramos, Severo Sarduy, and João Guimarães Rosa.

**The Essay in Spanish America**
G95.2763 4 points.

The essay as social commentary, ideological manifestos, and aesthetic discourse. Major texts range from works of Sarmiento and Rodó through Mariátegui, Martínez Estrada, Paz, and Fernández Retamar.

**Avant-Garde Movements in Spanish America**
G95.2769 4 points.

Examines use of manifestos, proclamations, and polemical texts; studies both theory and practice of the avant-garde in Spanish America. Topics: the “nativist” problematic; experiments with language; varying allegiances to futurism, cubism, dadaism, etc.

**Latin American Theatre**
G95.2822 4 points.

Most recent trends in contemporary theatrical practice—theatre of the resistance in Chile, critical realism in Mexico, campaña theatre in Peru, Colombian collective theatre. Tradition and innovation in the new theatre of Latin America.

**Problems in Criticism: Spanish and Spanish American Culture**
G95.2851 4 points.

Examines major critical texts on culture. Principal critics of Hispanism include Salinas, Casalduero, Castro, Blanco Aguinaga, Spitzer, Goytisolo, Rodríguez Monegal, Vargas Llosa, and Paz.

**Trends in Contemporary Poetics: Lezama Lima, Paz, Cardenal**
G95.2955 4 points.

The major practice of Paz and Lezama Lima along with the seldom studied poetry of Xavier Villaurrutia, Enrique Molina, Roberto Juarroz, David Huerta, and Ernesto Cardenal.

**Special Topics in Spanish American Literature**
G95.2967, 2968, 2977, 2978 4 points per term.

Evolution of Borges as poet and short story writer, with collateral readings in his essays. Texts include Ficciones, El Aleph, Otras Inquisiciones, Obra poética.

**Autobiographical Writing in Spanish American Literature**
G95.2984 4 points.

Different forms of self-portraiture in Spanish American autobiographies of the 19th and 20th centuries. Major texts by Sarmiento, Manzano, Cané, Norah Lange, Vasconcelos, and Victoria Ocampo.

**BRAZILIAN AND PORTUGUESE LITERATURE**

**Portuguese for Spanish Speakers**
G87.1104 4 points.

Comprehensive approach to Brazilian Portuguese for advanced Spanish speakers (native/near-native). Teaches grammar at an accelerated pace to prepare students for literature courses in Portuguese.

**Portuguese Literature: The Cancioneiros to Camões**
G87.1817 4 points.

Stresses cultural history and evolution of literary genres in Portugal. Topics: Cantigas and Italian models, Renaissance epic (Camões), chivalric, pastoral and psychological novel, the theatre of Gil Vicente.

**Portuguese Literature: Classicism to the Present**
G87.1818 4 points.

Comprehensive introduction to major writers of the period. In poetry, Antero de Quental, Fernando Pessoa, Jorge de Sena. In prose, Garrett, Castelo Branco, Eça de Queirós, Alves Redol, and José Saramago.

**The Brazilian Novel**
G87.1831 4 points.

The history and development of the Brazilian novel, with emphasis on works of Machado de Assis, Mário de Andrade, Graciliano Ramos, Lins do Rego, Guimarães Rosa, and Clarice Lispector.
Brazilian Modernismo G87.2773
4 points.
History, chronology, and aesthetics of this major cultural revolution in Brazil. Readings include Mário de Andrade, Oswaldo de Andrade, Paulo Prado, Gilberto Freyre, Manuel Bandeira, Carlos Drummond, and Graciliano Ramos, among others.

Guimarães Rosa G87.2775 4 points.
Guimarães as linguistic innovator and seminal experimentalist in narrative structure in both short story and novel. Texts include Sagarana, Corpo do Bele, Grande Sertão: Veredas, and Primeiras Estórias.

Contemporary Brazilian Literature G87.2810 4 points.
Topics in contemporary Brazilian literature in three major genres: novel, short story, and poetry. Authors include Lúcio Coelho, Guimarães Rosa, Rubem Fonseca, and the poets of concretismo.

Brazilian Poetry G87.2841 4 points.
The major phases of the most representative poets in their respective times: baroque, neoclassic, romantic, Parnassian, symbolist, modernismo, and concretismo.

Guided Individual Readings in Portuguese and Brazilian Literature G87.2891, 2892, 2893, 2894
1–4 points per term.

Special Topics in Brazilian and Portuguese Literature G87.2967, 2968, 2977, 2978 4 points per term.

Doctoral Research G87.3991
1–4 points.

SPANISH PHILOLOGY AND LINGUISTICS

Methodology of Spanish Language Teaching G95.1120 4 points.
Provides a theoretical foundation and practical experience for teaching Spanish to English speakers at beginning, intermediate, and advanced levels. Divided into three segments: comparative study of basic structures of Spanish and English as related to teaching Spanish grammar, classroom techniques, and contrastive phonology.

History of the Spanish and Portuguese Languages G95.2106
Required of all doctoral candidates. 4 points.
Traces origins and development of Romance languages of the Iberian Peninsula from the Roman period to the 16th century, with focus on Castilian and Portuguese. Provides students with tools for understanding written documents and literary works of the Spanish Middle Ages.

DOCTORAL SEMINAR

Doctoral Seminar G95.3545
Required of all doctoral candidates. 4 points.
Workshop to direct students toward the basic approaches and structure of the future dissertation, with the goal of writing a finished proposal.

TRANSLATION STUDIES

Theory and Practice of Translation G95.1102
4 points.
Foundation in the theory of translation, through readings and practice in translation. Texts drawn from literary, cultural, and sociopolitical works related to the Hispanic and Portuguese-speaking worlds.

HISPANIC CULTURE: LANGUAGE, HISTORY, AND CIVILIZATION

The following courses are available only through the NYU in Madrid M.A. program.

The Spanish Language: A Semantical Approach G95.9101
4 points.
Topics: conventions of literary language; its relationship to social dialects—vulgarisms, lengua de gawaitas, naturalidad versus artificio y ornato. Texts from Lazarillo de Tormes through Valle-Inclán and Goytisolo.

Phonetics of Contemporary Spanish G95.9105
4 points.
Articulatory mechanisms, pronunciation, and intonational patterns of Spanish as spoken in Spain and Spanish America, with attention to national and regional variations and expression.

Composition and Advanced Grammar G95.9108
4 points.
Study of the more sophisticated and complex forms of literary and spoken syntax as exemplified by contemporary texts. Explication, drill, and practice also aimed at giving a complete command of verbal and written expression.

History and Literature in the Early Spanish Renaissance G95.9360
4 points.
Topics: Renaissance concept of history as art (Diego Hurtado de Mendoza); the historical novel (Pérez de Hita); political memoirs (Oviedo); the fictional journey.

Five Contemporary Spanish American Poets G95.9801
4 points.
Topics: the poetic voice in creacionismo (Huidobro); avant-garde and commitment (Vallejo); hermeticism and passion (Neruda); time and fiesta (Paz); grimece and “anti-poetry” (Parra).

Culture and Society in Contemporary Latin America G95.9811
4 points.
Contemporary Latin American culture within the context of its past and present sociopolitical dynamics. Topics: conquest and dependence; the polemics of national identity; repression and revolution. Works by Galeano, García Márquez, Fuentes, Cardenal, and Neruda.

Contemporary Spanish American Theatre G95.9823
4 points.
Tradition and innovation in shaping a theatrical idiom within a specific contemporary context. Topics: political theatre, theatre of resistance, campesino theatre, and collective theatre.

Hispanic Literature and Art G95.9847
4 points.
Relation of theatre and poetry to painting in the Golden Age; Goya and the romantic vision in literature; expressionism and perspectivism in the Generation of 1898. Art criticism of José Ortega y Gasset.
Literature in Its Social Context
G95.9852 4 points.
The novel of the dictator in Spanish America, with major texts of Valle Inclán, Asturias, Roa Bastos, García Marqués, Rulfo, and Fuentes. Examines literature of political commitment from Mariátegui through Scorz.

Literature, Criticism, and Society in Contemporary Spain G95.9854 4 points.
Dialogue between fiction and political criticism. Relationship between history and the literary imagination of Spain from its 19th-century roots to the 20th century. Spanish realism and liberal ideology, Unamuno, Ortega, crisis of the Civil War in its representative novels.

Spanish Civilization G95.9863 4 points.
Spanish culture from an interdisciplinary perspective. The historical processes of the 19th and 20th centuries through the post-Franco transition to contemporary Spain.

Spanish American Civilization G95.9864 4 points.
Topics: unity and diversity in culture and language; conflicting visions of Latin American history; role of the arts in the political process; the writer and the state. Works by Sarmiento, Martí, Rodó, García Márquez, and Rulfo.

Contemporary Spain: 1939 to the Present G95.9865 4 points.
Traces the development of issues and problems of contemporary Spain through several narrative voices of the 20th century. The narrative of the Franco and post-Franco eras within its wider sociopolitical context. Authors: Delibes, Cela, Goytisolo, Martín Gaite, Fernández Santos.

Introduction to Reading and Criticism of Hispanic Texts G95.9881 4 points.
Topics: traditional theory of literature (Salinas and Menéndez Pidal); theory of creative criticism (Octavio Paz); ideological criticism (Blanco Aguinaga); writer as critic (Donoso); destruction of the sacred (Goytisolo).

Spain and Spanish America: A Dialogue of Ideas G95.9882 4 points.
The intersection of Spain and Spanish America. Topics: new world consciousness vis-à-vis Spain in Latin American writers: Spain seen from exile; cultural interaction between Spanish America and Spain in the contemporary world.
ADMISSION, REGISTRATION, AND DEGREE REQUIREMENTS

Admission to Degree Programs

The Graduate School of Arts and Science (GSAS) offers admission to applicants who hold the bachelor's degree (or equivalent foreign credentials) and who show promise of superior scholarly achievement.

Each department establishes its standards for admission. Successful applicants have distinguished academic records, strong recommendations from instructors or others qualified to evaluate academic ability, and well-articulated research goals. The Graduate School requires all applicants to take the Graduate Record Examination (GRE), except for the Deaper Program and the master's program in biology, which recommend, but do not require, the GRE. Each applicant is considered without regard to gender, race, ethnicity, religion, age, national origin, sexual orientation, or physical disability. The departmental listing includes additional requirements for some departments.

Registration at New York University requires notification of admission by the Graduate School's Graduate Enrollment Services office. Permission to study in the Graduate School of Arts and Science does not imply admission to degree candidacy. Other sections of this bulletin outline these requirements.

Although New York University confers the M.A. and Ph.D. in performance studies and cinema studies through the Graduate School of Arts and Science, the Tisch School of the Arts administers these programs. Applicants to these departments are urged to read the Tisch School of the Arts Bulletin and should direct all questions and correspondence to the Office of Graduate Admissions, Tisch School of the Arts, New York University, 721 Broadway, 8th Floor, New York, NY 10003-6807; (212) 998-1918; E-mail: tisch.gradadmissions@nyu.edu.

For detailed information regarding the admissions process and requirements, applicants should consult the Graduate School of Arts and Science Application for Admission and Financial Aid at the back of this bulletin.

ENTERING STUDENT APPLICATION DEADLINES

Fall Term
Applicant for admission with fellowship support: January 4
Please consult the Graduate School of Arts and Science Application for Admission and Financial Aid at the back of this bulletin to identify those departments that accept applications for the spring or summer term. Application deadline dates for those departments are printed in that section.

INFORMATION FOR INTERNATIONAL APPLICANTS

The Graduate School expects all students to demonstrate the ability to understand and communicate in English, both orally and in written form. To evaluate proficiency, the school requires applicants whose native language is not English to take the Test of English as a Foreign Language (TOEFL). Information may be obtained by writing directly to TOEFL/TSE, P.O. Box 6151, Princeton, NJ 08541, U.S.A., or by visiting their Web site at www.toefl.org. When requesting official score reports, each student should list the Graduate School of Arts and Science, 2596. To expedite processing, the Graduate School encourages students to send their own copies of TOEFL results to Graduate Enrollment Services with the application materials. However, the official test score report from TOEFL is still required.

Because English proficiency is essential to a student's success in the Graduate School, additional testing may be performed when a student arrives in New York. Occasionally, the school requires a student to register for noncredit English courses that will entail additional expense and extend the time normally required to complete the student's degree.

Applicants in the New York area may take, in lieu of the TOEFL, the English proficiency test at the University's American Language Institute, located at 48 Cooper Square, Room 200, New York, NY 10003-7154, U.S.A.

The test may be made by telephoning (212) 998-7040. At the discretion of the department, out-of-town applicants may be tested on arrival.

Non-U.S. citizens and non-U.S. permanent residents must submit appropriate evidence of financial ability. The issuance of certificates for student visas (Form I-20) or exchange visitor visas (Form IAP-66) will be delayed until such evidence is received. If the applicant's studies are being financed by means of personal savings, parental support, or outside private or government scholarships, or any combination of these, he or she must arrange to send official letters or similar certification as proof of such support, together with an Application for a Certificate of Eligibility form (AFCOE). Students holding F-1 visas may not work.

See also the Office for International Students and Scholars section of this bulletin.

THE AMERICAN LANGUAGE INSTITUTE

The American Language Institute of the School of Continuing and Professional Studies at New York University offers intensive courses in English for students with little or no proficiency in the language.

To obtain additional information about the American Language Institute, telephone or 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.) and Saturdays from 9 a.m. to 4 p.m., or 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; (212) 998-7040.

INTERNATIONAL TEACHING ASSISTANT EDUCATIONAL DEVELOPMENT PROGRAM

Teaching assistants who are international students participate in the International Teaching Assistant Educational Development Program. This required program provides the opportunity for (1) the development and testing of English language compe-
ADMISSION TO NONDEGREE PROGRAMS

The Graduate School recognizes that students occasionally choose to study without seeking admission to a degree program. Though not matriculated at the school, these students meet the same scholastic standards and application deadlines as students who seek degrees. If a nonmatriculant ultimately enrolls in a degree program, courses taken at the Graduate School may sometimes, but not always, be credited toward the degree. Students may register as nondegree students for a maximum of 12 points.

Applicants to a nondegree program must complete the application for admission and must provide proof that he or she holds a baccalaureate degree. Before applying, applicants should confirm that the department in which they are interested admits nondegree students.

AUDITORS

Students who hold a baccalaureate degree may register as auditors in some of the departments of the Graduate School. Auditing requires the permission of the instructor and the director of graduate studies (DGS) of the program. Auditors must complete the application for admission and must provide proof that she or he holds a baccalaureate degree. Auditors pay full tuition for courses; no academic credit is awarded, and the work can never be applied toward a degree.

VISITING STUDENTS

Visiting students in the Graduate School of Arts and Science must be eligible to register in a master’s or doctoral degree program at their home institution. Visiting students must complete the application for admission and submit these along with an official undergraduate transcript showing receipt of the bachelor’s degree. If an applicant attended an international college or university, the Graduate School will evaluate the credentials for equivalency before granting permission to register.

In order to register as a visiting student, applicants must secure the approval of the dean of their home institution and of the appropriate department in the Graduate School of Arts and Science. Visiting students must secure permission to register for each term of study and may register for no more than 12 points for all semesters enrolled as a visitor. Visiting students are not eligible for any form of financial aid. New York University awards full credit for all satisfactorily completed courses.

Students eligible for the Inter-University Doctoral Consortium do not need to apply as visiting students; please see the section on the Inter-University Doctoral Consortium. Visiting students attending during the summer should refer to the New York University Summer Sessions section.

INTER-UNIVERSITY DOCTORAL CONSORTIUM

New York University is a member of the Inter-University Doctoral Consortium, an association of universities in the metropolitan area whose members include the City University of New York Graduate Center; Columbia University; Fordham University; New School University; and Teachers College, Columbia University.

As a member of the doctoral consortium, the Graduate School can provide fully matriculated doctoral-level students the opportunity to take courses that are not otherwise available to them at NYU. Participation is not open to students at the master’s level. With the approval of the student’s program adviser, the course instructor, the vice dean of the Graduate School of Arts and Science, and the dean’s office of the host institution, students may register for courses at any of the above member institutions. Access to such courses is provided on a “space-available” basis and is not available during the summer.

For registration procedures, please contact or visit the Office of the Vice Dean, 6 Washington Square North, Third Floor, New York, NY 10003-6668; (212) 998-8030; Web site: indc; faa; nyu.edu.

NEW YORK UNIVERSITY SUMMER SESSIONS

The Graduate School of Arts and Science offers a wide variety of courses in its two summer sessions. The first summer session begins the second week of May; the second summer session starts in the third week of June. The Faculty of Arts and Science also offers opportunities for summer graduate study abroad, allowing graduate students to explore international opportunities while studying languages, politics, and cultures. Graduate courses are available through New York University in Athens (Greece), Dublin (Ireland), London (England), Paris (France), and Prague (Czech Republic). To receive the summer bulletin, available in early January, students may call (212) 998-2292. For further information regarding summer sessions and study abroad, visit the Web site at www.nyu.edu/summer.

Students admitted to the Graduate School of Arts and Science may, in most cases, elect to enroll in the summer. Please consult a departmental adviser about registration procedures. Students needing additional information should consult Graduate Enrollment Services at the Graduate School, (212) 998-8050.

Visiting students interested in taking courses in the summer session only should complete and submit the brief application form in the summer bulletin, which requires an official transcript. For additional information, call the Office of Summer Sessions, (212) 998-2292.
NYU GUEST ACCOMMODATIONS
Prospective students and their families visiting New York are invited to stay in Club Quarters, a private hotel convenient to the University. Located in a renovated turn-of-the-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) 443-4700.

Registration

CONTINUOUS REGISTRATION
GSAS requires continuous enrollment of its students each fall and spring semester until the degree sought is granted. This can be accomplished by (1) registering for at least 1 point each fall and spring until the degree is conferred; (2) taking an approved leave of absence, except in the semester of graduation; or (3) registering for Maintenance of Matriculation (G47.4747) during semesters when no course work is being taken until the degree is conferred.

MAINTAINING MATRICULATION BY FEE
Students who have completed their course work may register for G47.4747 and pay the matriculation fee (in 2001-2002, $400 per semester) and the registration and services fee (in 2001-2002, approximately $400 for U.S. students and $500 for international students) through the semester of their graduation. Payment of the fees entitles students to use the libraries and other research facilities, consult faculty members, and participate in University activities. Waivers of the maintenance of matriculation and registration and services fees are available for up to six semesters for students who have received full financial aid for three or more years. A waiver of maintenance of matriculation fees may also be available for students whose graduate program requires a period of absence from the campus or who have a well-documented financial hardship.

HEALTH INSURANCE
For students who do not have their own health insurance, participation in a University health insurance plan is mandatory. Optional forms of coverage range from approximately $1,159 to $3,488 in 2001-2002. Students must provide proof of coverage to be exempt from participation in a University health insurance plan. For complete information regarding the deadlines for participation and exemption as well as detailed information about the health plans available, call (212) 443-1020.

LEAVE OF ABSENCE
A student in good standing who is obliged to withdraw temporarily for national service, serious illness, or compelling personal reasons may request a leave of absence for up to one calendar year. If granted, the leave maintains the student’s place in the Graduate School and assures readmission at the end of the leave. Time on leave counts as time to degree and students on leave do not have access to GSAS or department facilities. For complete rules governing leaves of absence, refer to the GSAS Policies and Procedures Manual.

ACADEMIC STANDING
Students must maintain an average grade of B (3.0) or better and have fewer incompletes than semesters enrolled and must have successfully completed 66 percent of credits attempted while at NYU, not including the current semester. Courses with grades of IP, IF, N, W, and F are not considered successfully completed. Departments may impose additional and stricter standards for good standing; however, departmental standards cannot be lower than those of GSAS.

FULL-TIME STATUS
For students receiving certain kinds of loans or fellowships, as well as international students on F-1 or J-1 visas, certification of full-time status is usually necessary. During the fall and spring semesters, a minimum full-time program consists of 12 points of course work or the equivalent. During the summer session, full-time status requires 12 points of course work within 12 weeks. Students who have completed all course work for the degree may file for full-time certification when registering for Maintenance of Matriculation (G47.4747). Full-time certification must be requested by the end of the third week of class each semester. For complete rules governing full-time status, refer to the GSAS Policies and Procedures Manual.

TRANSCRIPTS OF RECORD
Requests for official transcripts require the signature of the student requesting the transcript. Currently, we are not accepting requests for a transcript by E-mail. A transcript may be requested in writing by either faxing or mailing a signed letter to the Office of the University Registrar, P. O. Box 910, New York, NY 10276-0910; fax: (212) 995-4154. A request for a transcript must include all of the following information: Social Security or student ID number; current name and any name under which you attended NYU; current address; date of birth; school of the University attended and for which you are requesting the transcript; dates of attendance; date of graduation; and full name and address of the person or institution to which the transcript is to be sent. Please allow seven business days from the time the Office of the University Registrar is in receipt of your registration processing.

Please note the following: there is no charge for academic transcripts; the limit for official transcripts issued to the student is three. A request for more than three transcripts requires the full name and address of the college, university, prospective employer, or scholarship agency to which the transcripts will be sent. You can indicate in your request if you would like us to forward the transcripts to your home address, but we still require the name and address of each institution.

Once the final examination period has begun, no transcript will be forwarded for any student who is currently enrolled in courses until all the student’s final grades have been received and recorded. Please notify the Office of the University Registrar immediately of any change of address.

Students are able to access their grades at the end of each semester via TorchTone, NYU’s automated telephone registration and information system, at (212) 995-4747, or via Albert, NYU’s Web-based registration and information system, at www.albert.nyu.edu.
INFORMATION ON HOW TO REQUEST ENROLLMENT VERIFICATION

Verification of enrollment or graduation may be requested by submitting a signed letter with the following information: Social Security or student ID number, current name and any name under which you attended NYU, current address, date of birth, school of the University attended, dates attended, date of graduation, and the full name and address of the person or institution to which the verification is to be sent. Please address your request to Office of the University Registrar, Enrollment Verification and Graduation, New York University, P.O. Box 910, New York, NY 10276-0910. Or you can fax your request to (212) 995-4154. Please allow seven business days from the time the Office of the University Registrar is in receipt of your request. Currently, we are not accepting requests for certification by E-mail.

ARREARS POLICY

The University reserves the right to deny registration and withhold all information regarding the record of any student who is in arrears in the payment of tuition, fees, loans, or other charges (including charges for housing, dining, or other activities or services) for as long as any arrears remain.

DISCIPLINE

Students are expected to familiarize themselves and comply with the rules of conduct, academic regulations, and established practices of the University and the Graduate School of Arts and Science. If, pursuant to such rules, regulations, or practices, the withdrawal of a student is required before the end of the term for which tuition has been paid, a refund will be made according to the standard schedule for refunds.

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 Faculty of Arts and Science (FAS) dean’s office, 5 Washington Square North; (212) 998-8000.

Degree Requirements

MASTER OF ARTS AND MASTER OF SCIENCE

Graduate School Requirements:

1. At least one year of full-time study beyond the baccalaureate degree.
2. Successful completion of (a) a comprehensive examination, (b) a thesis, and/or (c) an appropriate special project.
3. Completion of at least 32 points of graduate credit (at least 24 in residence at the Graduate School, 16 points in one department or program, and a GPA of B [3.0] or better).

Departments may have more stringent standards, including a higher grade point average, a foreign language proficiency examination, and additional coursework.

Time Limit for the Master’s Degree: All requirements must be completed no later than five years from the initial matriculation.

MASTER OF FINE ARTS

The Master of Fine Arts degree is granted only to students in the Creative Writing Program.

Creative Writing Program Requirements:

1. At least one year of full-time study beyond the baccalaureate degree.
2. Completion of at least 32 points of graduate credit (at least 24 in residence at the Graduate School, 16 points in the program, and a GPA of B [3.0] or better).
3. Four graduate creative writing workshops in either poetry or fiction (16 points).
4. One to four craft courses. Craft courses may be repeated provided they are not taught by the same instructor (4 to 16 points).
5. Remaining courses may be chosen from any department with the permission of the other departments and the creative writing adviser.
6. There is no foreign language requirement.
7. All requirements must be completed no later than five years from the initial date of matriculation.

MASTER OF PHILOSOPHY

The Master of Philosophy degree is granted only to students who have been accepted as candidates in a doctoral program and who have fulfilled all requirements for the doctorate except the dissertation and its defense.

DOCTOR OF PHILOSOPHY

Graduate School Requirements:

1. Three years of full-time study beyond the baccalaureate degree, at least one year of which must be in residence at the Graduate School of Arts and Science.
2. Completion of 72 points of graduate credit (at least 32 in residence at the Graduate School) and a cumulative GPA of B (3.0) or better.
3. Comprehensive or qualifying examinations or their equivalent.
4. Proficiency in at least one language besides English. Individual departments may have more stringent requirements.
5. Presentation and defense of a dissertation. The dissertation topic must receive formal departmental approval before being undertaken. The dissertation must demonstrate a sound methodology and evidence of exhaustive study of a special field and make an original contribution to that field. When the dissertation is completed and approved by the adviser and two other readers, an oral defense is scheduled before a committee of at least five members. Of the five committee members, a minimum of three, including two of the dissertation readers, must be full-time members of the faculty of GSAS. Dissertation readers who are not full-time GSAS faculty members must be approved by the vice dean at least four months prior to the defense. A successful defense requires that four of the five members of the committee vote to approve it.

Time Limit for the Ph.D. Degree: All requirements for the doctoral degree must be completed no later than ten years from the initial date of matriculation or seven years from the time of matriculation if the student enters the Ph.D. program having been given transfer credit for a previously earned master’s degree. For rules concerning time to degree, refer to the GSAS Policies and Procedures Manual.
GRADING SYSTEM

Departments in the Graduate School assign the following grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meaning</th>
<th>GPA Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>Passing</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
</tr>
<tr>
<td>P</td>
<td>Pass (reading and research courses)</td>
<td></td>
</tr>
<tr>
<td>IP</td>
<td>Incomplete Pass</td>
<td></td>
</tr>
<tr>
<td>IF</td>
<td>Incomplete Fail</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>No Credit</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>Auditor (no credit)</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td></td>
</tr>
</tbody>
</table>

The grade of A may be suffixed with a minus. The grades of B and C may be suffixed with a plus or a minus.

INCOMPLETE GRADES (IP, IF, AND W)

The assignment of the grades Incomplete Pass (IP) or Incomplete Fail (IF) is at the discretion of the instructor. If an incomplete grade is not changed to a permanent grade by the instructor within one year of the beginning of the course, Incomplete Pass (IP) lapses to No Credit (N), and Incomplete Fail (IF) lapses to Failure (F). Permanent grades may not be changed unless the original grade resulted from clerical error.

A grade of W represents official withdrawal from the course. A student may withdraw from a course up to 24 hours prior to the scheduled final examination. Any tuition refund will be in accordance with the refund schedule for that semester. For complete rules regarding incomplete grades, refer to the GSAS Policies and Procedures Manual.

ADVANCED STANDING (TRANSFER CREDIT)

Consideration for advanced standing is determined by the department within the first calendar year of attendance. Courses for which a master’s degree has been awarded may be considered for transfer credit toward the Ph.D. but not toward a second master’s degree. Only courses with a grade of B (3.0) or better will be considered. A grade of P or S is considered for transfer credit only if received for a research or reading course culminating in the conferral of a master’s degree or with the submission of a written statement from the school issuing the grade that the grade is equivalent to the grade of B or better. Courses considered for transfer credit must have been taken at a graduate institution and must be substantially equivalent to those offered by the Graduate School of Arts and Science. Transfer credit will be awarded point for point unless the institution from which credit is being sought requires that students take the same number of courses for a given degree as GSAS but uses a different credit system, thereby requiring a different number of points for the degree. Transfer credit should not exceed the difference between the number of points needed for a degree in GSAS and the minimum number of points that must be earned within GSAS. For the Master of Arts and the Master of Science degrees, a minimum of 24 points must be earned in GSAS. For the Master of Philosophy and the Doctor of Philosophy degrees, a minimum of 32 points must be earned in GSAS. For detailed rules regarding the transfer of credit please refer to the GSAS Policies and Procedures Manual.

FOREIGN LANGUAGE PROFICIENCY

Some departments and programs in the Graduate School of Arts and Science require graduate students to demonstrate proficiency in at least one foreign language integral to their academic research. English, as the language of record at New York University, cannot be used to satisfy this requirement. Individual departments may have more stringent language proficiency requirements or may waive this requirement for individual students.

Language proficiency may be demonstrated by any of the following:

1. passing the foreign language proficiency examination given by the Graduate School of Arts and Science;
2. passing a departmental examination, if one is regularly scheduled by the department in which the student is registered; or
3. completing, or having completed not more than two years before matriculation, a full or final intermediate-level college course in the language with a grade of B or better.

Students who have met the language requirement in another graduate school not more than two years before matriculation in the Graduate School of Arts and Science may request that such credentials be accepted, with the approval of the assistant dean.

CONFERRAL OF DEGREES

Degrees are conferred in September, January, and May of each academic year. Degree candidates must apply for graduation through TorchTone, NYU’s telephone registration and information system, at (212) 995-4747, approximately four months prior to the date of conferment. Please consult the Academic Calendar at www.nyu.edu/gsas/calendar for the appropriate deadlines.

Diplomas are sent by certified mail to the recipient’s address on file in the Office of the University Registrar. On request, the registrar will issue a statement certifying that a student who has satisfactorily completed all the requirements for an advanced degree has been recommended by the faculty for award of the degree at the next conferral. No degree is conferred honoris causa or for studies undertaken entirely in absentee. One year must lapse between conferral of the B.A., M.A. (M.S.), M.Phil., and Ph.D. degrees.

GRADUATION POLICY

No candidates may be recommended for a degree until all outstanding bills have been paid. The University cannot be responsible for the inclusion in the current official graduation list of any candidate who pays fees after the first day of May, September, or January for degrees in May, September, or January, respectively. Following the payment of all required fees and on approval of the faculty, the candidate will be recommended for the degree as of the date of the next regular meeting of the University Board of Trustees at which the awarding of degrees is part of the order of business.

GRADUATE SCHOOL CONVOCATION

In May of each year, at Convocation, the Graduate School of Arts and Science honors all master’s and doctoral degree recipients whose degrees were granted in September, January, or May of that academic year. In keeping with tradition, each degree recipient is hooded by a member of the faculty, and each Ph.D. recipient keeps her or his doctoral hood as a gift from the Graduate School. Special Graduate School awards and prizes are also presented during the ceremony.
COMMENCEMENT
Each May, Washington Square Park is transformed into a magnificent setting for Commencement. All graduate and undergraduate degrees are officially conferred by the president of New York University during Commencement exercises. The president also confers honorary degrees to outstanding women and men who have made distinguished contributions to society.

Academic Experience

JOINT AND DUAL DEGREE PROGRAMS
Students may pursue joint and dual degrees between GSAS programs and between GSAS programs and programs in many of the professional schools of New York University. Joint degree programs offer a single degree for the satisfaction of the requirements of a single curriculum that is drawn from the curricula of two departments or programs. Dual degree programs allow students to pursue two degrees simultaneously by completing the curricular requirements of separate degrees in a coordinated fashion. Participating Graduate School of Arts and Science programs and departments include biology, economics, French studies, Latin American and Caribbean studies, law and society, philosophy, history, journalism and mass communication, politics, and sociology. Participating schools include the Leonard N. Stern School of Business, the School of Law, and the School of Medicine.

Refer to the individual department and program listings for specific joint and dual degree programs and their requirements.

INTERNATIONAL EXCHANGE PROGRAMS
“No university is better positioned or, indeed, more urgently called upon . . . to see its educational vision as a global one,” said New York University President L. Jay Oliva at his inauguration.

A key component of the University’s global commitment to education is the Graduate School’s international exchange program. In the New York University Institutes for Advanced Study, distinguished visiting faculty from throughout the world join specialists from NYU to research topics of increasing importance to all nations of the world. Together with graduate students, the visitors form an active core of intellectuals engaged in studying global issues.

Graduate students may study at New York University’s Italian research center, La Pietra, a Tuscan estate of five magnificent villas on the outskirts of Florence. Other exchange programs support research at the Charles University of Prague and the Universities of Amsterdam, Bonn, Copenhagen, Ghana, Singapore, Stockholm, and Vienna, among others. These unique programs give New York University students access to international university laboratories, archives, and libraries and encourage them to participate in international city and regional life.
Services and Programs

Advising and Information

GRADUATE ENROLLMENT SERVICES
One-half Fifth Avenue
Hours: Monday-Friday, 9 a.m.-5 p.m.
Telephone: (212) 998-8050
Fax: (212) 995-4557
Web: www.nyu.edu/gsar
E-mail: gsar.admissions@nyu.edu

Applicants for admission who seek advice about programs of study at the Graduate School of Arts and Science or who need assistance with admission requirements for specific departments may obtain information and guidance from Graduate Enrollment Services. One-half Fifth Avenue. The enrollment services office will refer students to individual departmental and program offices for further information if appropriate.

OFFICE OF STUDENT AFFAIRS AND ACADEMIC SERVICES
One-half Fifth Avenue
Hours: Monday-Friday, 9 a.m.-5 p.m.
Telephone: (212) 998-8060
Fax: (212) 995-4557
Web: www.nyu.edu/gsar/student
E-mail: gsar.studentaffairs@nyu.edu

The Office of Student Affairs and Academic Services, under the direction of the assistant dean, advises students and provides information about University facilities, services, and resources, including counseling, minority issues, international student services, academic computing and technology issues, health care and insurance, teaching assistant educational development, and career services. The office coordinates GSAS handling of student grievances and allegations of sexual harassment. It also oversees the nomination and review processes for Graduate School awards, grants, and fellowships and makes available information on external funding opportunities, such as those from government agencies, corporations, and private foundations for pre-doctoral and doctoral grants and fellowships. The office publishes a doctoral dissertation checklist and formatting guide, Bobst and Beyond: A Guide to

Graduate Research in New York City, and
On the Square, a bimonthly newsletter. Bobst and Beyond provides information about current area research resources. With the Office of the Vice Dean, it produces the GSAS Student Handbook. The office is also responsible for the final deposit of dissertations and administration of foreign language proficiency examinations. The Graduate School’s orientation, organized by the Office of Student Affairs and Academic Services early in the fall semester, introduces new students to the Graduate School and other University facilities.

OFFICE FOR INTERNATIONAL STUDENTS AND SCHOLARS
561 La Guardia Place
Hours: Monday-Friday, 9 a.m.-5 p.m.
Telephone: (212) 998-4720
Fax: (212) 995-4115
Web: www.nyu.edu/oiss
E-mail: intl.students.scholars@nyu.edu

The Office for International Students and Scholars (OISS) coordinates services for international students and scholars. The OISS issues certificates of eligibility for F-1 and J-1 student visas, advises on all matters pertaining to student immigration status, and serves as the University’s liaison to the United States Immigration and Naturalization Service. Advisers are available every day to assist students with immigration, employment, financial, personal, and cross-cultural concerns.

The OISS sponsors programs to facilitate international students’ adjustment to their new environment and to ensure continued success during their studies at New York University. Programs include a comprehensive orientation; a University-based friendship program that provides international students the opportunity to share common interests with NYU faculty, staff, alumni, and friends; trips to spots of local and regional cultural interest; cross-cultural and educational seminars; and festivals celebrating U.S. and world cultures.

THE HENRY AND LUCY MOSES CENTER FOR STUDENTS WITH DISABILITIES
240 Greene Street, 4th Floor
Hours: Monday-Friday, 9 a.m.-5 p.m.
Telephone: (212) 998-4980 or 998-4975 (voice and TTY)
Web: www.nyu.edu oisdc

The Henry and Lucy Moses Center for Students with Disabilities provides services within the 14 schools and colleges of the University. The center provides services to populations with hearing and visual impairments, mobility impairments, and learning disabilities and to students with chronic conditions, such as AIDS and psychiatric disorders.

Services include the provision of sign language interpreters, readers, tutors, notetakers, and other ancillary aides. The center works in conjunction with academic and administrative departments in providing assistance with registration, housing, and testing. Tuition aid is also available through a special application process.

Access to Learning, a comprehensive support program for students with learning disabilities, functions under the center’s auspices. The center also sponsors numerous programs and study skills workshops, as well as the Career Enhancement Program, which assists students in obtaining employment in the private sector.

All contacts with the center are strictly confidential.

OFFICE FOR AFRICAN AMERICAN, LATINO, AND ASIAN AMERICAN STUDENT SERVICES
240 Greene Street, 3rd Floor
Hours: Monday, Tuesday, and Friday, 9 a.m.-5 p.m.; Wednesday and Thursday, 9 a.m.-7 p.m.
Telephone: (212) 998-4343
Web: www.oasis.nyu.edu
E-mail: oasis@nyu.edu

For more than 10 years, the Office for African American, Latino, and Asian

316 • Services and Programs
American Student Services (OASIS) at New York University has sought to promote educational success by cultivating a community for students of color. OASIS is dedicated to helping students achieve excellence through addressing the intellectual, cultural, and social issues of African American, Latino, and Asian American students.

**Educational and Cultural Programs**
- Educational and Cultural Institute/Under 1 Roof
- OASIS Speaker Series
- ISM Project
- Diversity Day

**Graduate and Professional Initiatives**
- Future Administrators Cultural Training Seminar (FACTS) Program
- Institute for the Recruitment of Teachers
- Career Advantage Internship Program
- Diversity Career Fair
- Making It in Media

**Personal Development and Leadership**
- The OASIS Leadership Institute (OLI)
- Mentorship Program
- OASIS Peer Ambassadors
- Brothers for Success
- Financial Aid Seminar Series
- The Culture Shop

**Academic Enrichment Services**
- Strategic Networking for Academic Performance (SNAP)
- Timbuktu Academic Resource Center

**Social and Community Programs**
- Welcome Reception
- Holiday Celebration
- Nia Awards Celebration
- University Commencement Reception
- OASIS in the Community Day
- Graduate Students of Color Socials
- The Alumni of Color Network (AOC)

**General Resources and Services**
- OASIS On-Line Calendar (calendar.nyu.edu/oasis)
- Scholarship/Grant Information
- The OASIS Spirit
- Counselor-in-Residence
- OASIS Information Sessions
- The Official OASIS Web Site (www.oasis.nyu.edu)

**GRANT-WRITING WORKSHOPS AND FUNDING SOURCE DATABASE**

The Graduate School considers the acquisition of grant-writing skills an essential part of a doctoral candidate's academic training. The Graduate School organizes workshops during the academic year to provide students with background for the preparation and composition of fellowship proposals and grants. Workshops on the subject of grant writing for predoctoral research grants and fellowships are held each fall semester. For further information, please call the Office of Student Affairs and Academic Services at (212) 998-8060.

Guidance about grants and fellowships is also available within each department. For further information, graduate students may consult the department's director of graduate studies.

**OASIS On-Line Calendar**
Web: www.nyu.edu/gsas/fininfo/gigi.html

GIGS is an electronic resource of fellowship and grant opportunities for graduate students, available on-line on NYU Web. GIGS contains up-to-date information on funding sources for graduate study and research in the humanities, social sciences, and sciences. GIGS lists resources targeted at specific groups of students, such as fellowships and grants for students of color, women, students with disabilities, and international students. Every fellowship file on GIGS provides a description of the grant, eligibility requirements, stipend amounts, deadlines, and contact information.

**TEACHING ASSISTANT EDUCATIONAL DEVELOPMENT PROGRAM**

The Teaching Assistant Educational Development Program (TAEDP), administered by the Graduate School of Arts and Science in partnership with the College of Arts and Science, is a teaching preparation program for all graduate student teachers in the Faculty of Arts and Science. The program offers a two-day training event, planned and realized by experienced “master” teaching assistants, at the beginning of the fall semester each year for newly appointed teaching assistants. The first-day plenary session includes panels and working groups that focus on effective classroom presentation, University regulations on grading and harassment, links between teaching and research, and practical issues related to workload and personal relationships in teaching. The second-day sessions are organized by individual departments for their graduate students and address issues and concerns relevant to teaching in specific disciplines. TAEDP addresses the needs of newly appointed international teaching assistants through special sessions coordinated by the American Language Institute. The program also produces Handbook for Teaching Assistants, filled with practical advice about teaching at NYU and improving teaching skills. Throughout the academic year, and in conjunction with the NYU Center for Teaching Excellence as well as individual graduate programs, the program offers a complete range of resources for graduate student teachers. Classroom observations, videotaping, and individual consultations are available. Seminars and workshops cover such topics as grading, time management, technology and teaching, plagiarism, and the development of teaching portfolios. For further information, contact TAEDP at (212) 998-8192 or gias.ta-development@nyu.edu.

**GRADUATE STUDENT COUNCIL**

The Graduate Student Council of the Graduate School of Arts and Science is composed of an executive committee (president, vice president, treasurer, secretary, GSAS student representative to the University Senate) and the council proper, which consists of representatives from each of the departments and programs of the Graduate School. The Graduate Student Council serves as a forum for graduate student interests and sends members to administrative and policymaking meetings of the University to provide student contribution and representation. The council offers grants to departmental graduate student organizations in support of graduate student journals, lectures, and conferences, and it initiates and supports projects that benefit the graduate student community. For more information, call (212) 998-8047.

**HOUSING**

**Student Residences**

The Graduate School of Arts and Science offers students a variety of housing opportunities through the University's Office of Housing and...
University residence halls: students are available in the following University residence halls:

NYU at the Seaport, 200 Water Street (undergraduates and graduates)
Twenty-sixth Street Residence, 334 East 26th Street (undergraduates and graduates)
Washington Square Village, 4 Washington Square Village (graduates only)

In addition, the NYU Housing Office annually negotiates lease agreements for graduate accommodations at other locations. University accommodations include one- and two-person studios at Washington Square Village and, typically, suites with two, three, or four private bedrooms and shared kitchen and bath facilities at other residences. Twenty-four-hour security guards and/or reception desk and laundry facilities are always provided. All graduate suites have efficiency kitchens, although residents provide their own cooking and eating utensils. Free transportation between Washington Square and the residences is provided by NYU shuttle buses at regularly scheduled times. Additional, updated information can be found at the Office of Housing and Residence Life Web site at www.nyu.edu/housing.

Off-Campus Housing Listings
Off-Campus Housing Office
4 Washington Square Village (corner of Mercer and Bleecker Streets)
Hours: Monday-Friday, 9 a.m.-5 p.m.
Telephone: (212) 998-4620
Web: www.nyu.edu/housing/offcampus

For students not residing in University housing, NYU’s Off-Campus Housing Office provides students with apartment listings throughout Manhattan, the surrounding boroughs, and New Jersey. The listings include many living arrangements and time frames and are an ideal way to find roommates who are within the NYU community. The office maintains an extensive database that allows students to tailor their search by price range, location, and other important considerations. Students are required to present either a valid NYU ID or a copy of their acceptance letter to take advantage of the Off-Campus Housing Office resources. Listings cannot be mailed to students.

UNIVERSITY HEALTH CENTER

726 Broadway, 3rd Floor
General hours: Monday-Thursday, 8 a.m.-8 p.m. (8 a.m.-6 p.m., June-August); Friday and Saturday, 10 a.m.-6 p.m.
UHC is closed during certain University holidays. For hours of individual departments and holiday schedule, please contact the UHC.
Telephone: (212) 443-1000
Web: www.nyu.edu/page/health
E-mail: health.center@nyu.edu

The mission of the New York University University Health Center (UHC) is to provide and promote high-quality, accessible, and cost-effective treatment, prevention, education in support of the University’s goals and in response to the needs and concerns of its students. To this end, a comprehensive range of services is offered in a facility with state-of-the-art equipment and highly qualified health care professionals.

Health care at UHC is available to all registered NYU students. Students covered under an NYU insurance plan must first seek treatment at UHC, except in emergencies. Students covered under private health insurance may telephone Patient Accounts at (212) 443-1010 to determine whether or not UHC has a billing relationship with their insurance company. A scheduled appointment is the preferred method for students to receive services at UHC. Typically, a health care provider will be available to see students in Primary Care Services based on appointment availability and the students’ scheduling needs. Students who cannot wait for an appointment due to the nature of their illness or injury will receive assistance through Urgent Care Services.

UHC also offers a wide range of additional services, including the following specialty services: allergy and immunization; dermatology; endocrinology; gastroenterology; gynecology/women’s health; men’s health; minor surgery; neurology; occupational medicine; ophthalmology; orthopedics; otolaryngology (ear, nose, and throat); performing arts medicine; podiatry; pulmonology; sports medicine; and travel medicine. Appointments for specialty services may be made after a medically warranted referral from a UHC health care provider. Additional programs and services include Center for Health Promotion, Office of Drug and Alcohol Addiction, HIV services, laboratory services, nutrition services, physical and occupational therapy, optometry, pharmacy, and radiology.

After-Hours Care
In case of a life- or limb-threatening emergency, please dial 911. For other health emergencies, or when UHC is closed, please call Protection Services at (212) 998-2222. You will be connected with Tisch Hospital’s emergency room, where a physician will provide advice over the telephone and determine if you need to come to the emergency room or can wait to see a health care provider at the UHC the following day.

HEALTH INSURANCE

NYU requires most students to maintain health insurance that meets certain requirements. To help students meet this requirement, NYU sponsors three insurance plans: the UHC Only Plan, the Basic Plan, and the Comprehensive Plan. Each plan covers at 100 percent virtually all services offered at the University Health Center (UHC).

The UHC Only Plan provides access to high-quality health care at the UHC for students who either (1) maintain private insurance or (2) carry an insurance plan that does not provide out-of-state coverage. (A selection/waiver form must be completed to enroll in the UHC Only Plan.) The Basic and Comprehensive Plans provide access to a global provider network to meet students’ health care needs.

Eligible students are those who are registered for one or more points in a degree-granting program or are maintaining matriculation and all international students holding F or J visas. Degree students in GSAS are enrolled automatically in the Comprehensive Plan as part of the course registration process. If students maintain private insurance and wish to waive NYU-sponsored insurance, they may do so by completing the selection/waiver form and returning it to the Student Health Insurance Services Office before the enrollment/waiver deadline. Students must provide proof of alternative coverage to be exempt from participation in a University-sponsored health insurance plan. Of course, if students choose to waive, they may still utilize the UHC.

For more information, consult the Student Health Services and Insurance Handbook or call (212) 443-1020.
UNIVERSITY COUNSELING SERVICE

726 Broadway, Suite 471
Monday–Thursday, 8:30 a.m.–8 p.m.;
Friday, 8:30 a.m.–5 p.m.
Telephone: (212) 998-4780
Web: www.nyu.edu/counseling
E-mail: university.counseling@nyu.edu

University Counseling Service (UCS) offers NYU students short-term individual counseling, group counseling, walk-in hours, referrals, workshops, and emergency services. Special group sessions focused on topics of concern to graduate students—including dissertation writing and serving as a teaching assistant—are also provided. All services are free of charge and confidential.

CAMPUS DINING SERVICES

Keeping up with the ever-changing food trends, NYU’s Really Cookin’!® has everything from traditional American cuisine, ethnic dishes, and popular brands like Burger King® and Pizza Hut Express®. Also available are low-fat, vegan, and vegetarian dining options at 12 different dining sites (listed below), including a restaurant, a food court, an outdoor café, five dining rooms, and two late-night snack bars, which make eating on campus convenient for all.

Students can choose from 13 distinctive meal plans. On-campus and off-campus residents have the freedom to use their NYUCard for meals, beverages, and snacks.

For more information on dining locations and hours of service, contact Campus Dining Services, (212) 995-3030.

Faye’s Café, 38 East Eighth Street
Founders Café, 50 West Fourth Street
(at the NYU Information Center)
Hayden Dining Room, 33 Washington Square West
Rubin Dining Room, 35 Fifth Avenue
(at 10th Street)
Third North Courtyard Café, 75 Third Avenue (at 12th Street)
University Hall Atrium Dining Room and Java City®, 110 East 14th Street
The Violet Café, 45 West Fourth Street
Weinstein Dining Room, Weinstein Food Court, Java City®, and Kosher Eatery (with meat and dairy options), 5 University Place

CAREER SERVICES

Office of Career Services

719 Broadway, 3rd Floor
Hours: Monday, Tuesday, and Friday,
9 a.m.–5 p.m.; Wednesday
9 a.m.–7 p.m.
Telephone: (212) 998-4730
Fax: (212) 995-3827
Web: www.nyu.edu/careerservices

The Office of Career Services (OCS) is open to all New York University undergraduate and graduate students and alumni and assists students in making career decisions, exploring career opportunities, and securing employment appropriate to their career goals and aspirations.

After registering with the office, all students should make an appointment with a career counselor to discuss strategies for determining their career and job-search goals. The counselor and student work together to assess interests and skills, identify career options, prepare a résumé and cover letter, and address any career-related concerns. Students are encouraged to begin utilizing the full range of services as early as possible. Among the services and programs offered are:

- Seminar Series on topics such as Planning Your Career, the Résumé and Cover Letter, Interviewing Skills, Dining for Success—Mastering the Lunch and Dinner Interview, Job Networking Skills, Job Search and Internet Resources, On-Campus Recruitment Orientation, Careers in Focus for Liberal Arts Students, Job Search Strategies for International Students, and Work Abroad Orientation.
- Career Programs include Mentor Program, Career Week, Career Fairs, and the Strong Interest Inventory and Myers-Briggs Type Indicator (fee and follow-up appointment required).
- Employment Assistance features NYU CareerNet (which provides information about on- and off-campus part-time jobs, internships, and full-time opportunities; terminals for CareerNet are available at the Main Office and the Student Employment and Internship Center), on-campus recruitment, and résumé faxing.
- Credentials Support in the form of reduced-fee student use of Interfolio.com, a web-based credentialing service that maintains confidential student files and mails reference letters and other materials, on request, to prospective funders of employers. Visit the OCS Web site or www.interfolio.com for details.

Student Employment and Internship Center

5 Washington Place, 2nd Floor
Hours: Monday, Tuesday, and Friday,
9 a.m.–5 p.m.; Wednesday and
Thursday, 9 a.m.–7 p.m.
Telephone: (212) 998-4757
Fax: (212) 995-4197

The Student Employment and Internship Center assists students in securing internships and part-time jobs both on and off campus. These positions provide career-related experience and typically pay between $7 and $20 an hour. All jobs are listed on NYU CareerNet. Full-time jobs not requiring a bachelor’s degree are posted with the office as well. Many on-campus jobs are funded by the Federal Work-Study Program and provide an excellent opportunity to work on campus and get “connected” to NYU. Students interested in tutoring, baby-sitting, special projects, or working at parties and special functions should contact the “NYU Work$” program located at the Student Employment and Internship Center.

Graduate Career Consortium

New York University is a member of the Graduate Career Consortium (GCC), an organization of 21 research universities that grant graduate degrees in the sciences, social sciences, and humanities. Members of the GCC focus primarily on developing career resources for doctoral students, pooling resources, sharing promising practices, and programming events. The goal is to support students seeking placement in academic and nonacademic positions. For information on this initiative and its programming, contact gcas.studentaffairs@nyu.edu.

CAMPUS STORES—THE NYU BOOK CENTERS

The New York University Main Bookstore, located at 18 Washington Place, stocks required and recommended course books, both new and used; a complete selection of hardcover and paperback general books; current best-sellers; children’s books and clothing; study aids; and NYU sportswear, stationery, and gifts. Registered students can get a printout of required and recommended textbooks at the store on the text level. The main telephone number is (212) 998-4667.

Regular store hours are 10 a.m. to 7:15 p.m., Monday through Thursday, and 10 a.m. to 6 p.m., Friday and Saturday. Store hours are extended
beginning one week prior to the start of classes and continuing through the first two weeks of classes. Call the store or check the Web site for more information.

Book inquiry systems (TextTone: [212] 443-4000; Web: www.books.nyu.edu) are available two weeks prior to the start of a new semester. Registered students, using a Touch-Tone telephone or the Internet, can find out about, get a listing of, and purchase optional and required course books with a major credit card 24 hours a day. Orders are shipped via UPS ground within two business days.

The Computer Store, located at 242 Greene Street, (212) 998-4672, or computer.store@nyu.edu, offers educationally priced hardware and software. Books, CDs, film supplies, accessories, small electronics, repair services, and computing supplies are also available. At the start of each semester, students can take advantage of a no-interest computer loan for up to $3,000 with deposit, with the deferred-interest computer purchase program.

The Professional Bookstore, located at 530 La Guardia Place, (212) 998-4680, or prof.books@nyu.edu, serves the Leonard N. Stern School of Business (Graduate Division), the School of Law, and the Robert F. Wagner Graduate School of Public Service with course books, sportswear, stationery, and gifts. Forms of payment include MasterCard, Visa, American Express, Discover, and NYU Card Campus Cash.

CAMPUS SAFETY

The safety of its students is of the utmost concern to New York University. The University has a comprehensive safety program that includes training, protection, and education. As part of the overall plan, the NYU Protection and Transportation Services Department provides a force of 220 uniformed security guards who are on duty at campus facilities and patrol 24 hours a day by foot, by bicycle, and in vehicles. Residence halls have 24-hour security or doormen. The trolley and escort van service provides safe transport to residence hall locations and off-campus University facilities.

In accordance with federal regulations, New York University annually publishes its Campus Security Report. A copy of this report may be obtained by contacting the Office of Student Life, 240 Greene Street, New York, NY 10003-6675; (212) 998-4953. The report includes campus crime statistics for the previous three years and also contains institutional policies concerning campus security and crime prevention, alcohol and drug abuse, and sexual harassment.

COMPUTER RESOURCES AND TECHNOLOGY SERVICES

Information Technology Services (ITS)

Client Services Center
10 Astor Place, 4th Floor
Hours: Monday-Friday, 9 a.m.-6 p.m.
Telephone HelpLine: (212) 998-3333
Web: www.nyu.edu/its

Information Technology Services (ITS) is NYU’s central organization for technology-based services for University students, faculty, and staff. ITS provides computer services, Internet resources, and telephone services to the entire University. ITS connects people to people, to their work and studies, and to the information, training, and technical resources they need to achieve their goals. Services include

E-mail and Internet: ITS provides NYUHome accounts that give students a customizable portal to many Web-based services and tools: E-mail, Albert, Web forums, Blackboard, classes, students’ own personal pages, research tools, library information, network news, and other Internet services. NYU students in degree or diploma programs and visiting and special students in NYU degree program courses are eligible for these accounts and the many services available to account holders. Visit www.nyu.edu/its/students/internet to learn more.

Computer Labs: ITS’s four large, modern computer labs offer high-end Apple Macintoshes and IBM-type PCs, along with laser printers, CD-ROM drives, and related equipment, and a wide variety of up-to-date software. High-speed connections to World Wide Web and Internet resources can be made from the labs’ computers. The ITS labs are open to students with lab access accounts during all hours of operation. Without an access account, NYU students in degree or diploma programs may use the Third Avenue North lab during all its hours of operation; they may use the other three labs until noon and after 6 p.m. on Monday-Thursday and during all hours on Friday-Sunday. The ITS labs are located in the Education Building (second floor), Tisch Hall (lower concourse—Room LC-8), 14 Washington Place (lower level), and the Third Avenue North Residence Hall (level C-3). The labs are open seven days a week, except at 14 Washington Place, which is closed on Sundays. Hours, equipment, and rules of access vary from lab to lab. The HelpCenter is located at 10 Astor Place (4th Floor). Visit www.nyu.edu/its/its/ labs to find out about eligibility, lab hours, and lab access rules.

For further information or assistance on any of the services listed above, pick up a brochure at any ITS lab, contact the ITS HelpLine, (212) 998-3333 or comment@nyu.edu, or visit www.nyu.edu/its/itsdesk.

Education and Training: Each semester, ITS and Bobst Library offer an extensive array of classes, workshops, and talks, covering a wide range of topics in the use of computers, networks, and related resources, to all eligible NYU students. Schedules can be obtained at any ITS computer lab, at the ITS HelpCenter, or via the ITS Web site at www.nyu.edu/its/its/classes.

Computer and Network Help: In-person help is available (walk-in hours: Monday-Friday, 9 a.m.-6 p.m.) from the staff at the ITS computer labs and the ITS HelpCenter at 10 Astor Place, 4th Floor. For help via network, send E-mail to comment@nyu.edu or call the ITS HelpLine for quick telephone assistance and information on ITS services and resources and on topics of interest to NYU users of computers and networks.

ITS also provides the following special resources:

Faculty Technology Center: The Faculty Technology Center (FTC) provides resources for faculty and teaching assistants in all disciplines to explore and use digital multimedia, telecommunications, and information technologies in instruction, in research, and in the production of educational and scholarly materials. The FTC contains an array of leading-edge equipment and software. A growing inventory of authoring software and staff guidance in their use complements high-end Macintosh and Windows systems, digital audio and video equipment, scanners, and CD-ROM and DVD recorders/players. Using Web-authoring tools and learning management tools such as Blackboard, staff members of the FTC facilitate the construction of
Web-based course sites. The center has a drop-in work area for faculty that is open seven days a week and contains five Macintosh and Windows workstations for independent use by faculty. The workstations have scanners, printers, and a collection of word processing, Web-page authoring, and multimedia software applications. The FTC is located in the Education Building, 35 West Fourth Street, 2nd Floor; (212) 998-3044; ftc.its@nyu.edu.

Science and Visualization: Special resources for the sciences include the Scientific Visualization Center, offering state-of-the-art graphics and videographics resources for scientific visualization by researchers and small classes and for advanced student projects; the Center for Applied Parallel Computing, for research and instruction in several parallel computing environments; high-quality, color output devices and large-screen color X-stations for scientific applications; and access to supercomputers at the National Science Foundation Centers. For more information, call the Faculty Technology Center at (212) 998-3044 or write to ftc.its@nyu.edu.

The Arts: A member of the New Media Center consortium, ITS offers special resources in support of the arts, including the Arts Technology Studio, a high-end, Macintosh-based facility for production classes and studio projects using tools for still and moving images, sound, and digital video and interactive art; the Workstation Classroom and Videographics Studio, for classes, faculty, and advanced students using Silicon Graphics and Macintosh-based tools for three-dimensional animation, digital video and audio production, compositing and image processing, and nonlinear editing; and, at the Innovation Center, an arts area for faculty and advanced students using Macintosh-based tools for high-resolution, multi-format film scanning, digital photograpy, color repress, large format dye sublimation printing, interactive art, and CD-ROM preparation. For more information, visit www.nyu.edu/its/atg.

The Social Sciences: Expert consultation in the use of software for social science research and instruction is provided by ITS. A variety of software for statistical, qualitative, and GIS analyses of social science data is available on ITS computers. In addition, through ITS-arranged site licenses, qualified NYU community members can obtain two popular statistical packages (SPSS and SAS) at education discounts. The ITS Database Archive, (212) 998-3434, acquires social science data sets for instructional and research purposes at NYU and assists NYU faculty, researchers, and graduate students in their use. The Social Sciences at ITS is located at 73 Third Avenue, Level C-3; (212) 998-3434; www.nyu.edu/its/socialsciences.

The Humanities: ITS provides discipline-specific support for applications of digital and network technologies to all aspects of humanities scholarship and teaching. Areas of current focus include language instruction and analysis, textual analysis, research in the visual arts, and the creation of multimedia and Web-based course materials. Special services include the following: (1) targeted classes and seminars led by experts in electronic text creation and exchange, text analysis, World Wide Web authoring, and related topics; (2) one-on-one project support from ITS area specialists for faculty, researchers, and graduate students; and (3) specialized equipment and software at the Faculty Technology Center, for exploration by humanities faculty, their advanced students, and teaching assistants, as well as a growing library of electronic texts, text analysis software, multimedia humanities CD-ROM titles, authoring tools, and more. The Humanities at ITS is located at 251 Mercer Street and the Education Building; (212) 998-3070; www.nyu.edu/its/humanities.

The labs are open to faculty, staff, and students with ITS lab access accounts during all their hours of operation. An appropriate ITS account is required for use of some ITS computers, special equipment, and services. Faculty, staff, and students working on department/faculty-sponsored projects can obtain individual accounts, and some instructors can obtain class accounts that cover all students in a course section. Students may apply for some accounts on ITS’s Web site. For more information, visit ITS’s Web site at www.nyu.edu/its/students/accounts.

Connecting to NYU-NET

NYU-NET offers

Connecting to NYUHome

NYUHome is a portal—a door to many on-line services and tools. You can access your E-mail and Albert accounts, Web forums, classes, research tools, and more, all on one Web page. Your NYUHome page is customizable and can be adapted by you to fit your needs and interests. Different services and information, such as reference searches or a schedule of campus events, are provided through customizable channels.

Activating your NYUHome account gives you entry to many new electronic intranet services that NYU began offering in 2000-2001. Even if you already have an account with a commercial Internet Service Provider (ISP), you should still apply for an NYUHome account as it will be like a key that you can use to find information on NYU Web that is of exclusive interest to you. For more information about NYUHome, visit the Web site at www.nyu.edu/its/students/internet.

You can use your account from computer labs and NYUHome stations located around campus and by dialing in from your modem-equipped home computer. Your NYUHome account comes with DIAL capabilities, for high-speed PPP dial-ins from home. In addition, direct (Ethernet) connections from rooms in 12 residence halls are available from ITS; for details, visit www.nyu.edu/its/roenet.
STUDENT LIFE

The Office of Student Life, 240 Greene Street, is the focal point and coordinator for student events on campus. Construction has begun on a new student center, which will house student clubs, activity spaces, a large theatre, lounges, and other facilities. (Contact the Office of Student Activities, [212] 998-4700, for specific information.)

During the construction period, student activities will be held in a variety of locations on campus.

The OSA provides numerous programs and services for students. They include, but are not limited to, club advisement; fall and spring club fairs; student leadership programs such as the OSA GOLD Program; leadership retreats; new club development programs; and cultural programs, including Pride Month, La Herencia Latina, African Heritage Month, Womyn’s Herstory Month, Asian Heritage Month, and Diversity Week. In addition, the office publishes the OSA Weekly Calendar of Club Events in the Washington Square News and oversees the Club Resource Center (CRC), club offices and mailboxes, commuter programs, and various community service projects.

Visit the OSA Web site, www.osa.nyu.edu, for complete listings of OSA-registered clubs, their mission statements, and contact information, along with a comprehensive directory of the OSA programs, services, and event calendars plus links to other important Web sites.

OFFICE OF STUDENT ACTIVITIES

The Office of Student Activities (OSA), 244 Greene Street, (212) 998-4700, provides comprehensive programs and services that support student clubs and organizations and assist student leaders in achieving their educational, personal, and career goals. It is home to all-University clubs and organizations (groups with membership open to all NYU students), as well as many of the school clubs and organizations. Over 250 NYU student clubs and organizations annually register with the OSA.

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PROGRAM BOARD

Program Board, 5 Washington Place, 5th Floor, (212) 998–4999, is a student-run organization dedicated to providing low-cost, quality entertainment and special events for the entire New York University community. Members are responsible for every step of the event-planning process, from booking of talent and contract negotiation to technical production and publicity.

Program Board is made up of an executive board as well as the following committees: Concerts, Films, Lectures, New Music, Performing Arts, Poets and Writers, and Visual Arts.

Program Board also hosts Network Event Theater; a series of free advance screenings of big-budget films. All interested students are invited to join. For information about events, have your name put on the Program Board E-mail list by sending a request to june-prog-board-events@forums.nyu.edu.

PROGRAM OFFICE

The Program Office, Student Events Center, 5 Washington Place, 5th Floor, (212) 998–4999, www.nyu.edu/programoffice, is the home office for Program Board and Ticket Central. The office coordinates Big Fun Days, a series of fun-packed special events that start in September with Bobcat Day and end the year with the Strawberry Festival.

TICKET CENTRAL BOX OFFICE

The Ticket Central Box Office, Mercer Lounge, 283 Mercer Street, (212) 998–4949, is NYU’s clearinghouse for discount tickets to a wide range of performing arts and film
The Coles Sports and Recreation center provides every member of the University community with an opportunity to participate in a wide range of individual and group recreational activities, as well as in athletic programs — recreational courses, free play, intramural activities, and varsity or club teams.

As a result of multipurpose area functions and scheduling, a wide range of activities at varying skill levels is available to center users. The Coles Sports and Recreation Center provides the following facilities:

- A roof with a 1/6-mile, three-lane running track, plus a playing surface that accommodates six tennis courts, soccer practice, and intramural touch football
- A natatorium with an NCAA regulation swimming pool and diving tank
- Six squash courts and five handball/ racquetball courts
- A large, modern weight-training room, plus two annexes containing Universal and Nautilus machines, plus free weights, StairMasters, Versa-Climbers, Lifesteps, Cybex hip machines, rowing machines, and abductor/adductor machines
- Individual rooms for wrestling/judo, fencing, physical fitness/calisthenics, dance, and exercise prescription instruction
- Over 1,000 square feet of textured rock wall — Coles Rocks.

The Coles Sports and Recreation Center is located at 181 Mercer Street (between Bleecker and West Houston Streets). The center covers 142,000 square feet and has four levels (roof, lobby, natatorium, and field house). Five hundred people can use the facility at one time, 1,800 spectators can be seated in the field house bleachers, and 230 can be seated in the natatorium bleachers. The center is barrier-free to facilitate access for those with disabilities.

Lockers and recreational equipment are available to members. Reservations are necessary for squash, handball/racquetball, and tennis courts. Tickets for home and away intercollegiate events that require an admission fee can be secured at the center. The Pro-Shop (Level N) sells attire and equipment commonly needed by center members.

Use of the Coles Center is available to all students registered for credit-bearing courses and who hold currently valid ID cards. Students who are maintaining matriculation must pay an additional $60 per term ($45 for summer) for the use of Coles. Members of the University community may obtain access to the Coles Center by purchasing a membership. Rules and procedures pertinent to use of the Coles Center and its programs are published annually and are available at the center’s Membership Office.

**Department of Athletics, Intramurals, and Recreation**

The Department of Athletics, Intramurals, and Recreation, housed in the Coles Center, administers the recreation, intramural, and intercollegiate athletic programs of the University.

Recreational activities are designed to respond to the needs and interests of the entire University community — including students, faculty, administration, staff, alumni — and a limited number of neighboring community residents. The recreation program has two major components. Instructional activities are intended to develop skills and healthful habits to be used throughout life. General recreation, informal and unstructured, is meant to provide personal enjoyment, conditioning, and relaxation.

Intramural activities provide participation and growth possibilities to those members of the center whose widely differing abilities, interests, and priorities warrant more structured and somewhat more formal levels of competition than recreational participation. Call (212) 998-2025 for information and schedules.

Intercollegiate athletics offer desirable opportunities for physical, confidence, and leadership development for those men and women of the student body interested in higher levels of competition. New York University is a member of and adheres to the rules and regulations of the National Collegiate Athletic Association, the Eastern Collegiate Athletic Association, and the IC4A, as well as a number of local and regional associations in particular sports. The University competes in NCAA Division III intercollegiate varsity basketball for men and women. It also maintains a program of intercollegiate competition for men and women in several other sports. The men’s sports include swimming and diving, fencing, wrestling, tennis, golf, soccer, volleyball, cross-country, indoor track, and track and field. In addition to basketball, varsity competition is available to women in volleyball, swimming and diving, fencing, indoor track, cross-country, track and field, and tennis.

Call (212) 998-2024 for information and schedules.

New York University is a member of the University Athletic Association, which includes Brandeis University, Carnegie Mellon University, Case Western Reserve University, University of Chicago, Emory University, Johns Hopkins University, University of Rochester, and Washington University (in St. Louis).

**Chelsea Piers**

Special arrangements have been made for New York University students to take classes and join the sports and entertainment complex at Chelsea Piers. The complex includes an outdoor, multitiered golf driving range, batting cages, in-line skating rinks, ice-skating rinks, rock-climbing walls, a 1/4-mile indoor track, indoor sand volleyball courts, and many other facilities. Information about discounted daily admission fees, registration for Chelsea Piers courses at reduced rates, and special monthly membership fees can be obtained by calling the Coles Recreation Office at (212) 998-2028 or by picking up a brochure at the Coles Membership Office.

**REligious GROUPS**

The Catholic Center. Located in the Thompson Building at 238 Thompson Street, 2nd Floor (between West Third and West Fourth Streets), the Catholic Center offers daily and Sunday Mass and a variety of religious, educational,
social service, and social activities for both undergraduate and graduate students. Center facilities include Holy Trinity Chapel, an auditorium/lounge, and the Newman Catholic Students Room. The center is open every weekday, and chaplains are available for consultation and counseling. For further information, call (212) 674-7236 or (212) 998-1065.

The Edgar M. Bronfman Center for Jewish Student Life. Situated at 7 East 10th Street, the Bronfman Center is the central location for Jewish student life on campus. It is a five-floor town house with lounges, conference rooms, study areas, and computer and recreational areas. The center serves as a gathering place where students and faculty can study, worship, socialize, and engage in discussion of issues relating to Jewish history, welfare, culture, and community. Activities and programs include innovative, informal classes, exciting speakers, weekly Shabbat services and dinner, and cultural and social events. For more information, call (212) 998-4114.

Protestant Campus Ministries. Located at 238 Thompson Street, the Protestant Campus Ministries, (212) 998-4711, have a part-time chaplain available for counseling.

Other Religious Organizations. There are many other religious organizations at NYU. For further information, check at the Office of Student Activities, 244 Greene Street.

NEW YORK UNIVERSITY ALUMNI ACTIVITIES
The involvement of alumni in University activities is crucial to the health and strength of New York University. Alumni provide important ties between the past and the present and help the University build for the future. The New York University Office for University Development and Alumni Relations works with the dean of each school and college to help serve alumni needs and encourage their involvement and support.

Contributing alumni receive the NYU Alumni Card, which is a passport to many University-wide alumni services and benefits, including membership in Bobst Library and Coles Sports Center, access to the NYU Torch Club, educational travel programs, and a lifetime E-mail forwarding service. Alumni are also invited to participate in many University events.

For further information, please contact the Office for University Development and Alumni Relations, New York University, 25 West Fourth Street, 5th Floor, New York, NY 10012-1119; (212) 998-6912; www.nyu.edu/alumni.

GRADUATE SCHOOL OF ARTS AND SCIENCE ALUMNI ASSOCIATION
The Graduate School of Arts and Science Alumni Association of New York University sponsors events during the year to enable graduates to maintain contact with their school and classmates. Students are urged to seek membership in the association upon graduation.

For further information, please contact the Office of Alumni Relations, New York University, 25 West Fourth Street, 5th Floor, New York, NY 10012-1119; (212) 998-6954.
Community Service

Every year, hundreds of NYU students devote their time and energy to community service. In addition to the satisfaction they receive in helping their neighbors, they also gain valuable work experience. Through NYU’s Community Service Center, students volunteer with dozens of non-profit organizations throughout New York City. Some begin their volunteer activities even before classes begin in the fall. They are part of NYU’s Outreach program. Divided into teams, students work with nine different organizations. They help out in soup kitchens, visit elderly people with Alzheimer’s disease, and deliver meals to homebound AIDS patients.

Activities

Over 125 students are members of the President’s C-Team, donating their time to six preschool and after-school programs in the neighborhood. They help older children with their homework, play with the little ones, and give all the children the extra attention they need.

CHANCE (Concern and Help for the Advancement of Needy Children through Education) is a national non-profit organization designed to help inner-city high school students by giving them special tutoring and the opportunity to socialize with college students. Two nights a week, high school students come to NYU for an English lesson, an optional SAT preparation class, and dinner donated by a local restaurant. Each teenager is assigned an NYU big brother or sister who also spends time with him or her apart from the weekly tutoring session.

Project SafetyNet is NYU’s AmeriCorps program. Volunteers work with New York City high schools to create “safe harbor” rooms where students trained in conflict resolution help defuse volatile situations and teach ways to solve problems peacefully. As AmeriCorps volunteers, students receive educational grants in exchange for their service.

NYU students are involved in many other activities on and off campus. They 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. Whether their involvement is with the sick, the poor, or those who simply need a helping hand, student volunteers give of themselves freely. They all agree that they get back much more than they give.
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Faculty Committee on Discipline
Faculty Grievance Committee

Faculty Committee on Nominations and Elections
Faculty Committee on Petitions

GRADUATE
SCHOOL OF ARTS
AND SCIENCE
Administration
Dean, Graduate School of Arts and Science

T. James Matthews, B.A., M.A., Ph.D.
Vice Dean

Robert S. Popik, B.A., M.S., Ph.D.
Assistant Dean for Graduate Enrollment Services

J. David Slocum, B.A., M.A., Ph.D.
Assistant Dean for Student Affairs and Academic Services

Standing Committees
Faculty Committee on Graduate Curriculum
Faculty Committee on Graduate Awards

Faculty Committee on Graduate Financial Aid

Advisory Council
Joseph A. Rice
Chair

Dr. Alberta Arthurs
Dr. David Burnett
Arthur Gelb

Dr. Hugh M. Gloster
Alice Stone Ilchman
Dr. Jeffrey Kittay
Martin L. Leibowitz
Theodore J. Marchese
Kathryn B. Medina

Martha Nelson
Fred Papert
Enrique Tejera Paris
Dr. Robert M. Rosenzweig
Dr. Sydel Silverman

Graduate Commission
The Graduate Commission, chaired by the dean of the Graduate School of Arts and Science, reviews and approves all proposed graduate programs before they are submitted to the New York State Education Department. The voting membership of the commission includes the dean and an approved faculty member from each of the schools offering a graduate program as well as academic officers from the central administration. Each school is also represented by an appointed member of its student body.
### Degree and Certificate Programs as Registered with the State of New York

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
<th>HEGIS* Number</th>
<th>Program</th>
<th>Degree</th>
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<td>Archival Management, Historical Society Administration, and Historical Editing (History)</td>
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<td>Environmental Health Sciences</td>
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*HEGIS Higher Education General Information Survey: New York State Education Department Office of Higher Education and the Professions, Cultural Education Center, Room 5B28 Albany, NY 12230 Telephone: (518) 474-5851
†M.B.A. portion registered under individual HEGIS codes depending on M.B.A. major

D E G R E E  A N D  C E R T I F I C A T E  P R O G R A M S  •  329
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
Numbers 2, 3, or 5 to Eighth Street and University Place. Walk south to Washington Square. Bus number 1 to Broadway and Ninth Street. Walk south on Broadway to Waverly Place and west to Washington Square.

Eighth Street Crosstown Bus
Number 8 to University Place. Walk south to Washington Square.

Broadway Bus
Number 6 to Waverly Place. Walk west to Washington Square.

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