Message from the Dean

The paths of human possibility for students, as they create and recapture 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 47 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 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.

Sincerely,

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

ANNOUNCEMENT FOR THE 118TH AND 119TH SESSIONS

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

WEB SITE: www.nyu.edu/gsas
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Schools and Colleges of New York University inside back cover
Administration, Departments, Programs

**Administration**

- T. James Matthews, B.A., M.A., Ph.D.
- Roberta S. Popik, B.A., M.S., Ph.D.
- J. David Slocum, B.A., M.A., Ph.D.

**Graduate Departments**

- **Anthropology**, Professor Fred R. Myers, Chair
- **Biology**, Professor Gloria M. Coruzzi, Director of Graduate Studies (Ph.D.)
- **Biomaterials Science**, Professor Van P. Thompson, Chair
- **Chemistry**, Professor Nicholas E. Giaintostro, Chair
- **Cinema Studies**, Associate Professor Chris Straayer, Chair
- **Classics**, Professor Michael Peckin, Chair
- **Comparative Literature**, Associate Professor Nancy Rattenburgh, Chair
- **Computer Science**, Professor Margaret H. Wright, Chair
- **Economics**, Professor Mark Gortler, Chair
- **English**, Professor John D. Gaullery, Chair
- **Institute of Fine Arts**, Professor Mariët Westermann, Director
- **French**, Professor Judith Miller, Chair
- **German**, Professor Avital Ronell, Chair
- **Hebrew and Judaic Studies**, Professor Lawrence H. Schiffman, Chair
- **History**, Professor Thomas Bender, 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 and Islamic Studies**, Professor Michael Gilsenan, Chair
- **Music**, Professor Gage Averill, Chair

**Interdisciplinary Programs**

- **Africana Studies**, Professor J. Michael Dash, Director
- **American Studies**, Professor Phillip Brian Harper, Director
- **Atmosphere Ocean Science**, Associate Professor Richard Kleman, Director
- **Basic Medical Sciences**, Senior Associate Dean Joel D. Oppenheim, Director
- **Biology, Oral**, Professor Andrew I. Spielman, Director
- **Biomedical Sciences**, Professor Dimodes Logothetis, Director
- **Culture and Media**, Professor Faye Ginsburg, Director
- **Environmental Health Sciences**, Professor Max Costa, Director
- **European Studies**, Professor Martin A. Schain, Director
- **French Studies**, Professor Edouard Borevitz, Director
- **Hellenic Studies**, Professor Phillip T. Mitis, Director
- **Humanities and Social Thought**, Robin Nagle, Director
- **Latin American and Caribbean Studies**, Professor George Yudice, Director
- **Law and Society**, Professor Lewis A. Kornhauser, Director
- **Museum Studies**, Bruce J. Altshuler, Director
- **Near Eastern Studies**, Professor Zachary Lockman, Director
- **Poetics and Theory**, Professor Anselm Haverkamp, Director
- **Psychotherapy and Psychoanalysis**, Adjunct Clinical Professor Lewis Aron, Director
- **Religious Studies**, Associate Professor Angela Zito, 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 47 departments and programs, as well as in a growing number of institutes 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.”
New York University and New York

Libraries of New York University

The striking, 12-story Elmer Holmes Bobst Library, designed by Philip Johnson and Richard Foster, is the flagship of an eight-library, 4.5-million-volume system that provides students and faculty members with access to the world’s scholarship and serves as a center for the University community’s intellectual life. The Bobst Library houses more than 3.3 million volumes, 20 thousand journals, and over 3.5 million microforms and provides access to thousands of electronic resources on-site and to the NYU community around the world via the Internet. The library is visited by more than 6,500 users per day and circulates almost one million books annually.

Bobst Library offers three specialized reference centers, 28 miles of open-stack shelving, and approximately 2,000 seats for student study. The stacks are open until midnight, and a 24-hour study area is located on the A and B levels. The Avery Fisher Center for Music and Media, one of the world’s largest academic media centers, has over 100 audio and video viewing carrels and five media-enhanced classrooms; students and researchers use more than 65,000 audio and video recordings per year. The Studio for Digital Projects and Research offers leading-edge resources for teaching, learning, research, and arts events. Bobst Library is also home to the unique Downtown Collection, archives documenting the downtown New York literary and arts scene from the 1970s to the present, focusing on the developments of postmodern writing and dance, performance art, outsider art, and the downtown music scene.

Bobst Library also houses the Tamiment Library, one of the finest collections in the world for scholarly research in labor history, socialism, anarchism, communism, and American radicalism. Tamiment includes the Robert F. Wagner Labor Archives, which holds the Jewish Labor Committee Archives and the historical records of more than 130 New York City labor organizations.

Beyond Bobst, the library of the renowned Courant Institute of Mathematical Sciences focuses on research-level material in mathematics, computer science, and related fields, and the Stephen Chan Library of Fine Arts at the Institute of Fine Arts houses the rich collections that support the research and curricular needs of the institute’s graduate programs in art history and archaeology. The Jack B.取代 Real Estate Library at the Real Estate Institute is the most comprehensive facility of its kind, designed to meet the information needs of the entire real estate community.

Complementing the collections of the Division of Libraries are the Frederick L. Ehrman Medical Library of NYU’s School of Medicine and the College of Dentistry's John and Bertha E. Waldmann Memorial Library. The Law Library serves the programs of the School of Law and is strong in a variety of areas, including legal history, biography, jurisprudence, and copyright, taxation, criminal, labor, business, and international law as well as such legal specialties as urban affairs, poverty law, and consumerism.

The NYU Libraries continue to enhance their services for NYU students and faculty and to strengthen research collections. The extraordinary growth of the University's academic programs in recent years, along with the rapid expansion of electronic information resources, has provided an impetus for new development in NYU’s libraries.

GREY ART GALLERY

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 Turkey to Japan.

The Larger Campus

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

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.
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, sexual orientation, or veteran status.

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 Dr. Sharon Weinberg, Vice Provost for Faculty Affairs, New York University, Elmer Holmes Bobst Library, 70 Washington Square South, 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.

New York University is a member of the Association of American Universities and is accredited by the Middle States Association of Colleges and Schools (Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104; 215-662-5606). Individual undergraduate, graduate, and professional programs and schools are accredited by the appropriate specialized accrediting agencies.
ACADEMIC YEAR 2003-2004

Fall Term

September 2003
1 Monday
University holiday: Labor Day

2 Tuesday
First day of classes

12 Friday
Final dissertations due in the Office of
Academic and Student Life for September
2003 degrees

October 2003
3 Friday
Graduation application deadline via
TorchTone, 212-995-4747, for January
2004 degrees

6 Monday
Applications for Graduate School of
Arts and Science Foreign Language
Proficiency Examination due in the
Office of Academic and Student Life

November 2003
7 Friday
Graduate School of Arts and Science
Foreign Language Proficiency Examina-
tion

27 Thursday-29 Saturday
Thanksgiving recess

December 2003
5 Friday
Preliminary dissertations due in the
Office of Academic and Student Life
for January 2004 degrees

9 Tuesday (runs on a Thursday schedule)
Last day of classes; legislative day*

10 Wednesday
Reading day

11 Thursday
Reading day

12 Friday
Fall semester examination period
begins

19 Friday
Fall semester examination period ends

20 Saturday
Winter recess begins

*All Thursday classes will meet on Tues-
day, December 9. Therefore, Tuesday classes
do not meet on this day.

Spring Term

January 2004
2 Friday
University offices reopen

5 Monday
Application deadline for fall 2004
admission with financial aid (see the
GSAS Application for Admission and
Financial Aid for details)

16 Friday
Final dissertations due in the Office of
Academic and Student Life for January
2004 degrees

19 Monday
University holiday: Martin Luther
King Day

20 Tuesday
First day of classes

30 Friday
Graduation application deadline via
TorchTone, 212-995-4747, for May
2004 degrees

February 2004
2 Monday
Applications for Graduate School of
Arts and Science Foreign Language
Proficiency Examination due in the
Office of Academic and Student Life

16 Monday
University holiday: Presidents’ Day

March 2004
5 Friday
Graduate School of Arts and Science
Foreign Language Proficiency Examina-
tion

15 Monday
Spring recess begins

19 Friday
Preliminary dissertations due in the
Office of Academic and Student Life
for May 2004 degrees

20 Saturday
Spring recess ends

May 2004
3 Monday
Last day of classes

4 Tuesday
Reading day

5 Wednesday
Spring semester examination period
begins

7 Friday
Final dissertations due in the Office of
Academic and Student Life for May
2004 degrees

11 Tuesday
Graduate School of Arts and Science
Convocation

12 Wednesday
Spring semester examination period
ends

13 Thursday
New York University Commencement

Summer Session

May 2004
17 Monday
Summer session I begins

31 Monday
University holiday: Memorial Day

June 2004
13 Friday
Graduation application deadline via
TorchTone, 212-995-4747, for September
2004 degrees

25 Friday
Summer session I ends

28 Monday
Summer session II begins

July 2004
5 Monday
University holiday: Independence Day

5 Monday
Applications for Graduate School of
Arts and Science Foreign Language
Proficiency Examination due in the
Office of Academic and Student Life
August 2004
6 Friday Preliminary dissertations due in the Office of Academic and Student Life for September 2004 degrees
13 Friday Summer session II ends
13 Friday Graduate School of Arts and Science Foreign Language Proficiency Examination

ACADEMIC YEAR 2004-2005

Fall Term

September 2004
6 Monday University holiday: Labor Day
7 Tuesday First day of classes
17 Friday Final dissertations due in the Office of Academic and Student Life for September 2004 degrees

October 2004
1 Friday Graduation application deadline via TorchTone, 212-995-4747, for January 2005 degrees
4 Monday Applications for Graduate School of Arts and Science Foreign Language Proficiency Examination due in the Office of Academic and Student Life

November 2004
5 Friday Graduate School of Arts and Science Foreign Language Proficiency Examination
23 Thursday Fall semester examination period ends
24 Friday Winter recess begins
*All Thursday classes will meet on Tuesday, December 14. Therefore, Tuesday classes do not meet on this day.

Spring Term

January 2005
2 Monday University offices reopen
4 Tuesday Application deadline for fall 2005 admission with financial aid (see the GSAS Application for Admission and Financial Aid for details)
13 Friday Final dissertations due in the Office of Academic and Student Life for January 2005 degrees
17 Monday University holiday: Martin Luther King Day
18 Tuesday First day of classes

February 2005
4 Friday Graduation application deadline via TorchTone, 212-995-4747, for May 2005 degrees
7 Monday Applications for Graduate School of Arts and Science Foreign Language Proficiency Examination due in the Office of Academic and Student Life
21 Monday University holiday: Presidents’ Day

March 2005
4 Friday Graduate School of Arts and Science Foreign Language Proficiency Examination
14 Monday Spring recess begins
18 Friday Preliminary dissertations due in the Office of Academic and Student Life for May 2005 degrees
19 Saturday Spring recess ends

May 2005
Date to be announced Graduate School of Arts and Science Convocation

June 2005
10 Friday Graduation application deadline via TorchTone, 212-995-4747, for September 2005 degrees
24 Friday Summer session I ends
27 Monday Summer session II begins

July 2005
4 Monday University holiday: Independence Day

August 2005
3 Friday Preliminary dissertations due in the Office of Academic and Student Life for September 2005 degrees
12 Friday Summer session II ends

ACADEMIC CALENDAR • 11
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**


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.

**William Easterly**, Professor, Economics. Ph.D. 1985 (economics), Massachusetts Institute of Technology; B.A. 1979 (economics), Bowdoin.

Economic development; economic growth; African development; ethnic conflict; American race relations; foreign aid; international macroeconomics.


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. 1972 (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.

**Clyde Taylor**, Professor, Gallatin School of Individualized Study. Ph.D. 1968, Wayne State; M.A. 1959, B.A. 1953, Howard.

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.


Political economy, development; applied game theory; comparative politics; political methodology.


Art history; museum studies; photography; African American photography and visual culture.

**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; Ada Ferrer, History; Phillip Brian Harper, English (American Studies); Martha Hodes, History; Richard Hull, History; Adelbert H. Jenkins, Psychology; Walter Johnson, History; Barbara Krauthammer, History; Paule Marshall, English; Elizabeth McHenry, English; Pamela Newkirk, Journalism and Mass Communication; Yaw Nyarko, Economics; Jeffrey Sammons, History; Mary Schmidt-Campbell, Tisch School of the Arts; John Singler, Linguistics; Robert Stam, Cinema Studies; Constance Sutton, Anthropology; George Yudice, Spanish and Portuguese Languages and Literatures (American 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 institutions in New York City (such as museums, etc.) may be taken for 4 points. Students are assigned advisors 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?

**Exodus: The Politics of Black Liberation** G11.2610 4 points.


**To the Mountaintop: The Movement for Civil Rights** G11.2612 4 points.

Seminar on the struggle to end racial segregation and discrimination in the former slave societies of the United States. Focuses on the “American” side of what W. E. B. DuBois called the Afro-American “double-consciousness.”

**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**

**African 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.

**African Slavery and the Atlantic Slave Trade** G57.2555 4 points.

**Race, Civil War, and Reconstruction** G57.2607 4 points.

**Urban Blacks in 20th-Century America** G57.2714 4 points.
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**


- 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 (modern 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.


- Modern U.S. history; African American history; urban history; comparative racial politics; cultural economy.


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


- Nineteenth-century America; capitalism; race; slavery.


- Screen studies; radio; new media; class; gender; race; sport; cultural theory; citizenship; social theory; cultural studies; political theory; cultural policy.

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

- Labor and work; urban and suburban studies; intellectual history; social and political theory; science; ecology and technology; cultural studies.

**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 and Portuguese), Illinois; B.A. 1970 (Spanish and chemistry), Hunter College (CUNY).

- Transnational politics and culture; globalization; civil society.

**AFFILIATED FACULTY**

**Thomas Bender**, History; **Manthia Diawara**, Comparative Literature (Africana Studies); **Troy Duster**, Sociology; **Ada Ferrer**, History; **Faye Ginsburg**, Anthropology; **Jeff Goodwin**, Sociology; **Linda Gordon**, History; **Christine Harrington**, Politics; **Barbara Kirshenblatt-Gimblett**, Performance Studies; **Barbara Krauthamer**, History; **Emily Martin**, Anthropology; **Randy Martin**, Art and
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 32 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 GSAS Application for Admission and Financial Aid.
Courses

Gender, Race, and Imperialism G13.2303
Individual Research Seminar G13.2306
U.S. and the Long Twentieth Century G13.2307
Inter-American Studies G13.2308
Technology and Nature G13.2310
Social Theories of Citizenship G13.2311
American Capitalism G13.2304
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.

Typical Cross-Listed Courses

African Literature and Culture G11.2803 Diawara.
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.
Modern City Culture G57.2754 Bender.
The Cold War G57.2779 Young.
19th-Century Caribbean G57.2800 Ferrer.
Social Movements G93.2153 Goodwin.
Sociology of Knowledge G93.2422 Duster.
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 Africa, Australia, Oceania, East Asia, India, the Middle East, Europe, South America, the Caribbean, Mexico, and the United States. Faculty interests converge around gender relations; personhood; religion and belief systems; expressive culture and performance; the anthropology of history; colonialism; nationalism; the cultural context of social and political institutions in complex societies; transnational processes; science and health; 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; class inequality and urbanism; and the development and collapse of chiefdoms and early states. A diversity of theoretical perspectives, including cultural ecology, political economy, and symbolic archaeology, are represented and encouraged. The geographic scope of faculty research includes the Near East, Egypt, South Asia, Europe, and North America.

The biological anthropologists in the department are involved in research on primate socioecology, comparative primate morphology, molecular anthropology, paleoanthropology, primate paleontology, and skeletal morphology. In addition to these specialist areas, faculty research is unified by a conceptual and intellectual foundation in genetics, evolutionary theory, ecology, and behavior. These are core themes in a common enterprise that can be referred to as evolutionary primatology—the study of human beings and other primates within an evolutionary context. Faculty research is based on a solid foundation of traditional approaches and concepts in physical anthropology, an appreciation of the multidisciplinarity of the subdiscipline, and technical and theoretical proficiency in newly emerging specialty areas. The research and training program in our department is distinguished by its unique commitment to
integrating laboratory-based and field-based research. We have state-of-the-art laboratories in population genetics and molecular systematics and in paleoanthropology, with superb facilities for both research and teaching in these areas. The faculty’s research takes them and their students to primatological and paleoanthropological field sites in Nicaragua, Costa Rica, Venezuela, Bolivia, Greece, Gabon, Cameroon, Zambia, Tanzania, Ethiopia, Malaysia, Indonesia, and China.

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, ancient and contemporary languages, film, history, and the humanities to enrich their understanding of particular problems.

Faculty

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

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


Biological anthropology; human evolutionary morphology; skeletal and developmental anatomy; human paleoanthropology; evolution and dispersal of genus Homo; Asia, Africa, and the Pacific.


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; North America.

Arlene Dávila, Associate 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 Di Fiore, 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.

Michael Gilsenan, David B. Kriser Professor of the Humanities; Professor, Middle Eastern and Islamic Studies. Anthropology; Chair, Department of Middle Eastern and Islamic Studies. 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. Kriser Professor of Anthropology; Director, Program in Culture and Media; Director, 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; disability; cultural activism; United States.

Terry Harrison, Professor; Associate Chair, Department of Anthropology. Ph.D. 1982 (physical anthropology), B.Sc. 1978 (anthropology), University College London.

Biological anthropology; early hominids; hominoid evolution; fossil primates; East Africa, Asia, and Europe.


Biological anthropology; human evolution; cranial morphology; morphometrics; Europe.


Cultural anthropology; ethnographic film and anthropology of media; social movements and popular politics; indigenous middle classes and capitalism; film in Latin America, Bolivia, and the Andes.

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

Biological anthropology; primatology; population biology; Africa.


Race and ethnicity; social stratification; theory and method in diaspora studies; religion; the Caribbean and Latin America.


Linguistic anthropology, queer theory, language/gender/sexuality; language shift; language socialization; Brazil, Scandinavia, Papua New Guinea.
**Requirements**

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.

**MAJOR 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.

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 (G14.1656).
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 archaeology; (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.

Biological 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; (2) all three of the New York Consortium for Evolutionary Primatology (NYCEP) core courses; and (3) Seminar: Physical Anthropology I (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. graduate courses 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 petition to enter the Ph.D. program, as described below. No student 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 apply for admission directly through the Graduate School of Arts and Science. Students enrolled in the M.A. program petition for entry into the Ph.D. program at the beginning of the fourth semester in residence. 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 consists of 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 coursework 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 no 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.

CERTIFICATE PROGRAM IN CULTURE AND MEDIA

(See the Certificate 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, integrated with Ph.D. work in either of those departments, leading to the Advanced Certificate in Culture and Media. Core faculty are Professor Faye Ginsburg, director, and Assistant Professors Margaret McLagan and Jeff Himpele 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; work for the certificate is integrated with graduate work for either of those departments.

The certificate 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 special	ized 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 a critical approach to 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 semester beyond the M.A. degree and consists of an original project and eight courses, two of which may be count toward the M.A. degree, two toward the Ph.D. Courses include seminars that critically address the history and theory of ethnographic film and issues in culture and media, production courses in fi lm 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 pursuing an M.A. or a Ph.D. in cinema studies or a Ph.D. in anthropology at NYU. Students with prior training in media may be able to substitute other courses from the extensive curriculum offered in cinema studies, anthropology, or media production—including other forms such as photography and new media.

Internships: The program also arranges 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 the Margaret Mead Film Festival, the Museum of the American Indian, the Asia Society, and the Jewish Museum.

The program works closely with the Center for Media, Culture, and History (see page 23).

THE NYCEP PROGRAM
New York University participates in the New York Consortium for Evolutionary Primatology (NYCEP), a graduate training program in evolutionary primatology that includes City University of New York, Columbia University, the Wildlife Conservation Society at the Bronx Zoo, and the American Museum of Natural History. The consortium provides an integrated training program that allows students to take courses, seminars, and internships at any of these institutions given by more than 40 physical anthropologists, primatologists, and vertebrate paleontologists participating in the program.

In addition to the departmental requirements, students in biological anthropology must take three NYCEP core courses. These are the foundation courses Primate Behavior, Ecology, and Conservation; Evolutionary Morphology; and Genetics and Evolutionary Theory. Students also gain practical experience through required internships, where they work individually on research projects with NYCEP faculty. Most students are provided the opportunity to travel abroad during the summer to conduct research at active field sites.

JOINT PH.D. PROGRAM IN ANTHROPOLOGY AND FRENCH STUDIES
The Department of Anthropology and the Institute of French Studies offer a joint Ph.D. degree for students interested in the anthropology of France. The degree prepares a student for teaching and research as a Europeanist in departments of anthropology or as a civilization specialist in departments of French.

Students must be admitted to both the Department of Anthropology and the Institute of French Studies. Fluency in French is required. Students normally begin by completing the M.A. in French studies and petitioning for admission into the Ph.D. program in anthropology in the fall of the second year in residence. 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 Ecole Normale Supérieure, 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 M.A. core courses in anthropology, 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.

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

In addition, the faculty is engaged in ongoing research at field sites in Africa, Europe, and South America. Professor Anthony Di Fiore conducts research on the behavior, ecology, and population genetics of New World monkeys at the Proyecto Field Site in Ecuador. Professor Clifford Jolly is codirector of a long-term field project studying the social behavior and genetics of a hybrid population of baboons in the Awash National Park, Ethiopia. Professor Terry Harrison is director of an international team of scientists investigating the geology and paleontology of the fossil hominid locality of Laetoli in Tanzania. Professor Katerina Harvati conducts paleoanthropological research at Paleolithic sites in Greece.

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. International links are maintained with academic institutions in Ethiopia, Tanzania, Kenya, China, Malaysia, Ecuador, and Europe.

The many libraries and museums in New York that are available to students enrolled in the department include the incomparable collections at the American Museum of Natural History.

The department is affiliated with the M.D.-Ph.D. program in biological and social sciences.

Through NYCEP, the department sponsors a special lecture and workshop series in biological anthropology to which leading international scholars are invited to present their latest research.

Production classes and facilities in 16 mm film are provided at New York University’s Department of Film and Television in the intensive summer workshop Cinema: The Language of Sight and Sound, and in documentary workshops taught by award-winning filmmakers George Stoney, Chris Choy, and Jim Brown. Students produce their own documentaries in a small, intensive, yearlong digital video documentary production seminar for advanced culture and media students using digital video cameras as well as Final Cut Pro editing systems. The Department of Anthropology has a film and video screening theatre, the David B. Kriser Film Room, as well as an excellent and expanding collection of over 350 ethnographic documentaries, including most of the classics, important recent works, and a unique collection of works by indigenous media makers. The Department of Cinema Studies has a collection of over 400 films in its Film Study Center, and the Avery Fisher Center for Music and Media in Bobst Library contains nearly 2,000 tapes of films and documentaries as well as videodisc facilities 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 Broadcasting, and the film and video collection of the Museum of the American Indian.

The culture and media program sponsors frequent activities that offer students invaluable opportunities to meet and see the works of key figures in the field such as Jean Rouch, David and Judith MacDougall, Dennis O’Rourke, and others. Symposia and conferences on special topics, from showcases of indigenous film and filmmakers to the uses of new media, are regularly held.

The program works closely with the Center for Media, Culture, and History, directed by Professor Faye Ginsburg. The Center sponsors fellowships, screenings, lectures, and conferences and integrates concerns of faculty and students from the Departments of Anthropology, Cinema Studies, History, and Performance Studies as well as other programs. The Center addresses issues of representation, social change, and identity construction embedded in the development of film, television, video, and new media worldwide. For more information about the Center, visit their Web site at www.nyu.edu/gsas/program/media.

A new program, established in 2002 in conjunction with the Program in Religious Studies, is devoted to the study of religion and media.

Throughout the year the department sponsors many events to which distinguished scholars are invited. A colloquium is presented by an invited guest on Thursday afternoons. The Annual Annette Weiner Memorial Lecture is held each spring in honor of our former colleague. Recent lecturers have included Terence Turner, Jane Schneider, Marshall Sahlins, and Shirley Lindenbaum. Periodically, the department hosts other events.

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the GSAS Application for Admission and Financial Aid.
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 each term.

CORE COURSES

These 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 Subfield 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, Martin, Myers, Kapp, 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 anthropological 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 biological anthropology. DiFiore, Distell, Harrison, Jolly. 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, Kulick. 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.

ANTHROPLOGICAL ARCHAEOLOGY

Civilization in the New World G14.1200 4 points.

Emphasis is on the origin and development of prehistoric American 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 biases 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 representative art. 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 human cultures. 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 ethnoarchaeology, 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 (pre)historical context.

Technology in Preindustrial Societies G14.2210 White, Wright. 4 points.
The craftsperson in society; a culture-historical and functional analysis of technology in the non-industrial world. Consideration of prehistoric and contemporary examples, problems, and technologies.

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.

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.

Cultural and Social Anthropology

Culture and Media I G14.1215 Open only to graduate students. No credit for B.A. students. Prerequisites: G14.2210 through G14.2214.
Study of the history of the genre of ethnographic film, the central debates it has engaged, 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. This course 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 par-
ticular 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 keystone of film theory, 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 and Final Cut Pro nonlinear editing systems. Students devote the spring semester to intensive work on the project, including shooting 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.

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.

Explores 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 of a specifically anthropological perspective on the nature of symbolic processes. Close examination of important theoretical discussions 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.

Ethnographic Traditions: East Asia
G14.1315 Abercrombie. 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 Beddelman. 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. Topics: community studies; the changing forms of family and kinship; culture and bureaucracy; patronage; Christianity in different locales; elites; and the relations between history, education, and culture.

Ethnographic Traditions: India G14.1318 Staff. 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 Khan. 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 Gilman. 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 Eastern Studies G14.1322 Intended primarily for graduate students and advanced undergraduates majoring in fields other than anthropology. Gilman. 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.

Theories of Modernity G14.1323 Limited to 15 students. Prerequisite: G14.1010 or permission of the instructor. Grant. 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."

Ethnographic Traditions: Australia G14.1324 Myers. 4 points.

As preeminent examples of small-scale societies, the indigenous people of Australia have long been of interest in general social theory for ritual, art, gender, and sociopolitical processes. As encapsulated minorities within the Australian nation-state, dominated by other cultural traditions, their contemporary cultural life is equally significant as the capacity and practices of Aboriginal people to reproduce themselves and their traditions in their own terms has been limited, undermined, co-opted and, on occasion, ironically reinforced. This course pursues the range of Aboriginal forms of social being, ranging from relatively autonomous foraging societies to the indigenous formations of urban social life where the construction of Aboriginal identities is central. It considers the ways in which identity is being challenged and constructed in a variety of contact domains. Some of the domains to be examined are education, social/development policy, visual and performing arts, religion, land claims, literature, film, and mass media.

Ethnographic Traditions: The Pacific G14.1325 Myers, Schieffelin. 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.

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.


Focuses on ethnographies of and about the United States, examining the epistemology of fieldwork in a society where "the natives read what we write," as well as on the imperative of linking structure and action and local knowledge with larger processes. More generally, takes a sociology of knowledge approach, relating what anthropologists have written about American culture to both the context of the development of anthropology as well as to the changing character of American society and culture. Explores chronologically and topically how anthropologists studying American culture are simultaneously engaged in constructing it.

Art and Society G14.1630 Myers. 4 points.

Considers art and aesthetic practice as both specific historical categories and as a dimension of human activity. Considers non-Western 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, Rogers. 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, Troeltsch, and Sombart.

Political Systems G14.1633
Beidelman, McLagan, Myers, Rapp, Stu. 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. Khan, McLagan, Stu. 4 points.
Focuses on studies of “deteriorialized” 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.
Compares 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, Myers, Rapp, 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, relation between biology and culture, functionalism, and structuralism.

Anthropological Perspectives on New Social Movements G14.1637
Ginsburg, McLagan. 4 points.
Examines forms of collective action referred to as “new social movements” (e.g., women’s grassroots and international 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
Khan, 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 cum ethnocultural identities; and the environmental justice movement as a contemporary terrain of struggle in the elaboration of a politics of difference.

Anthropological Theory G14.2310
Beidelman, Grant, Martin, Myers, Rapp. 4 points.
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.

Ethnography: Theory and Techniques G14.2312
Beidelman, Ginsburg, Martin, Myers, Rogers. 4 points.
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, Khan, McLagan, Myers, Zito. 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 Abercrombie, Ginsburg, Grant. 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, Myers, Rapp, Rogers. 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
Ginsburg, Grant, Kalick, 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 significations. 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 Beideman, 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

Staff. 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.


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 Martin, Rapp, 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 Staff. 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. Geographical or cultural areas selected.

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 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 Kulick, Schieffelin. 4 points.

Critically explores the notion of “practice” from a number of perspectives, including symbolic interactionism, phenomenology, ethnomethodology, 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.

BIOLOGICAL 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 Di Fiore, 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 Di Fiore, 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 oncogeny of the individual behavioral repertory. These data are then related to the explanatory frameworks provided by socioculturalistic 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, Harvati. 4 points.
An in-depth survey of the various ways in which biological anthropologists employ human osteology, the study of bones and the skeleton. In addition to presenting a detailed review of the anatomy of the human skeleton and its associated musculature, the course examines a series of thematic issues and topics that emphasize the multidisciplinary nature of the study of skeletal morphology. Topics include bone biology and development, comparative osteology, biomechanics, bioarchaeology, forensic anthropology, and taphonomy.

Biological Variation Among Human Populations G14.1517 Disotell, Harvati, 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 Disotell, 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, Harvati. 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 and paleobiology of hominid species, rationale for taxonomic decisions, and interpretation of phylogeny.

Paleopathology G14.2516 Disotell, Harvati. 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.

Human Evolution: Problems and Perspectives G14.2519 Harrison, Harvati, Jolly. 4 points.
Major problems raised by 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 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 Disotell, DiFiore, Harrison, Harvati, Jolly. 4 points per term.
Designed for advanced graduate students and faculty who present and discuss their research and current topics in the literature.

GENERAL SEMINARS
Proseminars in Anthropology G14.1930 to 1935 Open to undergraduates 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 4 points per term.
Professionalization seminars.

Topical Seminar G14.3390 to 3399 4 points per term.
Theoretical topics selected by students and faculty in consideration.

Reading in Anthropology G14.3910 to 3914 Variable points.

Research in Anthropology G14.3990 to 3999 4 points per term.
Atmosphere Ocean Science

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

Oliver Bühler, Assistant Professor, Mathematics (Atmosphere Ocean Science). Ph.D. 1996 (applied mathematics), Cambridge; Diplom 1992 (applied physics), Technical University of Berlin; M.S.E. 1990 (aerospace engineering), Michigan.
Geophysical fluid dynamics; waves and vortices in the atmosphere and ocean; statistical mechanics; sea ice dynamics.

David M. Holland, Associate 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.

K. Shafer Smith, Assistant Professor, Mathematics (Atmosphere Ocean Science). Ph.D. 1999 (physics), California (Santa Cruz); B.S. 1992 (physics and mathematics), Indiana.
Large-scale atmospheric and oceanic dynamics; climate dynamics; geostrophic turbulence; waves and instabilities; balanced dynamics.

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.
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.

Program and Requirements

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 in the graduate division of the Department 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 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.
Basic Medical Sciences /
The Sackler Institute
School of Medicine and the Graduate School of Arts and Science

PROGRAMS IN

Faculty


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 text in either biology or chemistry. Personal interviews are always 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 $25,000 for the 2003-2004 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 January 4. 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 32 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 at least 32 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: 212-263-3648
Fax: 212-263-7600
E-mail: sackler-info@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 broader 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: E. Lynette Wilson, Ph.D., Department of Cell Biology
Hannah L. Klein, Ph.D., Department of Biochemistry
Telephone: 212-263-5360
E-mail: CMB.Program@popmail.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 prepare 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, trypanosomes, 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.

Director: Claudio Basilico, M.D.
Graduate Advisers:
- Dan Eichinger, Ph.D., Department of Medical and Molecular Parasitology
  E-mail: eichid01@popmail.med.nyu.edu
  Telephone: 212-263-8160
- Michael Garabedian, Ph.D., Department of Microbiology
  E-mail: garabm01@popmail.med.nyu.edu
  Telephone: 212-263-7662
Training 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 parasitic 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: Angel Pellicer, M.D.
Graduate Adviser: David Levy, Ph.D.
Telephone: 212-263-8192
E-mail: levyd01@popmail.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: Michael Garabedian, Ph.D.
Telephone: 212-263-7111
E-mail: hannah.rose@med.nyu.edu

Training Program in Neuroscience and Physiology: This program trains predoctoral candidates in the areas of membrane physiology, cellular physiology, synaptic transmission, cellular neurophysiology, developmental neurobiology, molecular neurobiology, brain cell microenvironment, computer-based anatomy, and neuronal modeling. The curriculum includes courses in biochemistry, cellular and molecular biology, core course neuroscience (areas studied include molecular, cellular, and systems neuroscience), neuroanatomy, and special topics in neuroscience.

Director: Rodolfo Llinás, M.D.
Graduate Adviser: Stewart A. Bloomfield, Ph.D.
Telephone: 212-263-5770
E-mail: bloomfi01@med.nyu.edu

Training Program in Structural Biology: This unique program, operated in conjunction with the National Institutes of Health (NIH) through the NIH's Graduate Partnership Programs, trains students to study the structural basis of molecular and cellular function using multiple methodologies, including x-ray crystallography, cryoelectron microscopy, mass spectrometry, magnetic resonance imaging, and computational methods. The curriculum includes a broad base of course work in cellular and molecular biology together with specialty classes in concepts and techniques of structural biology. During their first year, students perform research rotations with faculty at NYU or at an NIH campus. The latter usually is an option during the summers. After exploring all the thesis research options available, students select a faculty research supervisor at either the NIH or NYU. Depending on the thesis research area, students may perform research at either or both institutions and have an advisory committee composed of both NIH and NYU faculty. After meeting all requirements, students receive their Ph.D. degree from New York University.

NYU Program Director: David Stokes, Ph.D.
NYU Graduate Adviser: Da-Neng Wang, Ph.D.
Telephone: 212-263-8634
E-mail: sb-grad@saturn.med.nyu.edu

NIH Program Director: David Davies, Ph.D.
NIH Graduate Adviser: Srim Subramaniam
Telephone: 301-496-4295
E-mail: David.Davies@nih.gov or sb-grad@nih.gov

M.D.-Ph.D. Program (Medical Scientist Training Program, or MSTP): This program provides a select group of aspiring medical scientists not only with the broad biomedical and clinical insights of a physician but also with the rigorous research training in a specific discipline that is characteristic of a Ph.D. degree program in basic science. M.D.-Ph.D. students are simultaneously registered in the School of Medicine and the Graduate 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. The program allows a limited number of students the opportunity to pursue a combined degree in medicine and the social sciences.

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.
All M.D.-Ph.D. candidates receive full financial support, which includes tuition, fees, and an annual stipend ($25,000 for 2003-2004). 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 July 14 but no later than November 14. They should ensure that transcripts, letters of recommendation, and other supporting data are received at the School of Medicine by that date. Those who apply but are not selected for the M.D.-Ph.D. program are considered for regular admission to the School of Medicine in the usual manner and without prejudice.

Applications may be obtained from the Committee on Admissions, New 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 L. Salzer, M.D., Ph.D. Codirector: Mark R. Philips, M.D. Administrative Officer: Ms. Arlene Kohler Telephone: 212-263-5649 E-mail: kohler01@popmail.med.nyu.edu

Faculty Research Interests by Department

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


**PATHOLOGY**


**PHARMACOLOGY**


**PHYSIOLOGY AND NEUROSCIENCE**


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**Courses**

Enrollment is primarily limited to students matriculated at the Sackler Institute. Students in other GSAS programs can enroll in Sackler courses with permission of the instructor. Check the 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 each term.
Scientific Methods: Survival Techniques for Young Investigators in Biomedical Research G16.1999
Required of all first-year Ph.D. and M.D.-Ph.D. students. Sun. 0 points.  
This noncredit five-session course assists graduate students in learning how to select a good project, get their experiments to work reproducibly and predictably, analyze scientific literature actively, write scientific papers, and become an effective seminar speaker.

Scientific Integrity and the Responsible Conduct of Research  
G16.2000 Required of all first-year Ph.D. and M.D.-Ph.D. students, postdoctoral trainees, and clinical research fellows at NYUSOM. Highly recommended for Honors Program students. Dr. Oppenheim and Ms. Debra stalk coordinate the course. Assisted by a number of faculty volunteers, they are responsible for inviting guest lecturers. 0 points.

This noncredit ethics course meets weekly during the spring semester for approximately 1 1/2 hours. Written materials including bibliographies and other resources related to the topic are given out each week. To evaluate the trainees’ comprehension and retention of information presented during the course, a written examination is given and must be passed.

I offered every fall; II offered every spring. Prerequisites: basic biochemistry and cell biology. Lecture and conference. Borowiec and staff. 6 points per term.

Intensive, two-semester advanced course. Provides a broad overview of nucleic acid metabolism, cell biology and cell signaling, and genetics. The fall semester covers DNA metabolism, including DNA replication, repair, and recombination; chromatin structure; RNA transcription and processing; and translation control mechanisms. The spring semester covers various aspects of cell biology, signal transduction, and genetics. Topics include biogenesis of cellular membranes; vesicular transport; the cytoskeleton; cell differentiation and development; concepts in receptor signaling; and genetics of model organisms. Each semester is comprised of two or three modules that differ somewhat in organization, including the number of required lectures. Each module places significant emphasis on student-led discussions. The reading of primary research articles is heavily stressed. Grades are assigned on the basis of examination, essay, and discussion scores.

Principles of Structural Biology G16.2004  
Offered every fall. Hubbard. 3 points.

The goal of this course is to provide students with an in-depth understanding of the structures of proteins and nucleic acids, the modes of interaction that underlie protein-protein and protein-nucleic acid recognition, and how knowledge of macromolecular structure leads to an understanding of biological processes. Topics include enzyme structure and mechanism, membrane proteins, ligand-receptor recognition, protein-protein interactions in signal transduction, molecular machines, and protein-nucleic acid recognition. The class meets three times per week—two lectures and one discussion session.

Introduction to Cellular Neuroscience G16.2005  
Offered every fall. Lecture and conference. Gardner, staff. 6 points.

Introduction to the anatomy, cell biology, molecular structure, and physiology of neurons and glial cells. Equips students with the skills necessary to read the contemporary neuroscience literature as well as provides a grounding in the fundamental concepts of cellular neurobiology. 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 Integrative, Developmental, and Cognitive Neuroscience G16.2006  
Offered every spring. Lecture and conference. Gardner, staff. 6 points.

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. Prerequisites: G16.2003. Lecture, laboratory, and conference. Rey, Walton, staff. 6 points.

Molecular Parasitology G16.2010  
Lecture and conference. Eichinger, Zavaleta, 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.

School of Medicine course. Lecture and conference. Bogart, staff. 6 points.

Medical Microbiology G16.2202  
Offered every spring. Lecture, laboratory, and conference. Vileek, 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 cov-
ers 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. Prerequisite: biochemistry and microbiology (G16.2202 or equivalent). Lecture and conference. Mohr, 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** G16.2213

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 immunology, 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; immunological 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 autoimmune disease; innate immunity, antigen processing/presentation, V(D)J recombination, T cell development and thymic selection, co-stimulation and energy, 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: G16.2013. Lecture, laboratory, and conference. Defendi, staff. 6 points.

**Molecular Oncology** G16.2318

Offered in the spring of even-numbered years. Prerequisite: G16.2103. Lecture. Pellicer, Teebor. 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.

**Molecular Pharmacology of Receptors** G16.2401

E. Levy. 3 points.

This course gives an overview of the principles in pharmacology, modern approaches to studying pharmacology, and molecular aspects of receptors and signal transduction. The course is divided into three parts. The first part, introduction to molecular pharmacology, focuses on some of the basic concepts in signaling, drug-receptor interactions, and pharmacokinetics. The second part, modern approaches to pharmacological research, emphasizes methods such as crystallography, mass spectrometry, and genetic studies with *Drosophila* and *C. elegans* as pharmacological tools. The third part, applications of pharmacology research, focuses on the structure and function of tyrosine kinase receptors, receptor phosphatases, G protein receptors, insulin receptors, steroid/thyroid hormone nuclear receptor gene family, glycoproteins and proteoglycans of the nervous system, recycling and internalization of receptors, exocytosis and receptors for neurotransmitters, and proteolytic processing of receptors and ligands. Classes include lectures as well as weekly discussions on selected papers.

**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. 4 points.

This course, divided into two parts, focuses on modern drug design and discovery. In the first part, lectures relating to modern drug design discuss structure/function analysis, rational drug design, combinatorial chemistry, automation, target discovery, and gene-based therapies. In the second part, lectures relating to drug discovery as it applies to biology and medicine discuss peptides as inhibitors of amyloidosis, receptors and AIDS, angiogenic inhibitors, anti-obesity peptides, vaccine development for malaria, inflammation, anticaner drugs, and factors that control neuronal survival/death. Each student is expected to write a research paper related to one of these topics. One session is devoted to business considerations in drug development, including interactions between academia and industry. At the end of the course, each student writes a plan for developing a new drug that is related to topics in the course or that utilizes methodology discussed in the course. This plan includes a short introduction, a description of the experimental design, and a discussion of the expected outcomes.

**Special Topics in Pharmacology**

G16.2406

Sap, staff. 3 points.

Current topics in pharmacology: adhesion molecules, signal transduction pathways, proteoglycans, antithrombin, antineoplastic drugs, and chemical carcinogenesis.

**Mammalian Physiology** G16.2503

School of Medicine course. Prerequisites: vertebrate or human anatomy, biochemistry, and histology. Lecture, laboratory, and conference. Rey, Walton, staff. 9 points.

**Tutorials in Medical Sciences**

G16.2603-2611

1.5-4 points per term.

Advanced instruction in a limited topic.
This practical course in bioinformatics emphasizes the use of computers as a tool in molecular biology research. The course devotes approximately equal time to applications available on the Web and to those available at the School of Medicine’s 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 G16.2613 Offered every spring.
Hillman, 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, 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. Clarkson, Jr., staff. 3 points.

Epidemiology G16.2706 School of Medicine course. Lecture. Freedman-Jimenez. 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 Microbiology G16.3201–3202 Basilico, Belasco, Blaser, Darvin, Derkatch, Ernst, Garabedian, Littman, Maniakhani, Mohr, Novick, Perez-Perez, Schneider, Tanese, Vlcek, A. Wilson, Wisniewski. 1–12 points per term.


SEMINARS

Seminar in Biochemistry G16.3111, 3112 H. Klein, staff. 1.5 points per term.

Seminar in Cell Biology G16.3115, 3116 E. 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 G16.3511, 3512 D. Levy, staff. 1.5 points per term.

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

Seminar in Physiology and Neuroscience G16.3507, 3508 Bloomfield, staff. 1.5 points per term.

Seminar in Structural Biology G16.3713 Stokes, 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 (GRE) 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 Graduate Management Admission Test (GMAT) and GRE 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.

**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.


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

Richard L. Borowsky, Associate Professor. Ph.D. 1969 (biology), M.Phil. 1967 (biology), Yale; B.A. 1964 (biology), Queens College (CUNY).

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 (CUNY).

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 conformation 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.


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.


Evolution of morphology and development at the genetic and molecular levels; developmental genetics of male tail morphogenesis in *Caenorhabditis elegans*; molecular systematics and phylogeny of nematodes related to *C. elegans*.

Kristin C. Gunsalus, Research Assistant Professor. Ph.D. 1997 (genetics and development), B.A. 1984 (biology/chemistry), Cornell.

Bioinformatics; functional genomics; integration of biological data.

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; engineering ion channels to exhibit novel properties.

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.

specification of photoreceptors in the compound eye; patterning of rhodopsin gene expression for color vision.
Nikolai Kirov, Clinical Assistant Professor. Ph.D. 1985 (molecular biology), Institute of Molecular Biology (Sofia, Bulgaria); B.S. 1979 (biochemistry), Kharkov (Ukraine).
Molecular biology.

Functional analysis of the genome; systematic approaches to characterize gene function during embryogenesis in C. elegans; molecular genetics and evolution of embryonic patterning in C. elegans and related nematodes.

Nikolaus Rajewsky, Assistant Professor. Ph.D. 1997 (theoretical physics), Diploma 1995 (theoretical physics), B.S. 1993 (mathematics and physics), Cologne (Germany).
Bioinformatics; developing strategies for identifying regulatory elements in genomic sequences and for analysis of genomic expression data.

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

Carol Shoshkes Reiss, Professor. Ph.D. 1978 (microbiology), Mr. 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.

Alexander D. Reyes, Assistant Professor. Ph.D. 1990 (physiology and biophysics), Washington; B.A. 1984 (chemistry), Chicago.
Biophysical basis of information processing in single neurons; synaptic interaction of neurons in cortical networks.

Developmental genetics.

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. Clews 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.

Transcriptional control of body form in early embryogenesis; role of gradients in pattern formation; enhancer mechanisms.

Guenther Stotzky, Professor. Ph.D. 1956 (agronomy-biochemistry), M.S. 1954 (agronomy-microbiology), Ohio State; B.S. 1952 (soil science), California Polytechnic State.
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.

Ignatius Tan, Clinical Assistant Professor; Head of Electron Microscopy Facility. Ph.D. 1997 (cell biology), Fordham; M.S. 1986 (bioengineering), Polytechnic (Brooklyn); B.A. 1981 (biology), St. Thomas.
Implications of gap junctions on cell differentiation and development using the tests 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.

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.

Development, morphology, and evolution of vertebrates, especially snakes.

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; modeling 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

Economic botany.

Molecular biology.

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


Robert A. Martienssen, Visiting Research Assistant Professor. Ph.D. 1986 (plant molecular genetics), B.A. 1982 (natural sciences), Cambridge. Professor, Cold Spring Harbor Laboratory. Plant genetics; transposons; development; gene regulation; DNA methylation.


AFFILIATED FACULTY

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). The GRE general test is required of all applicants to the M.S. and Ph.D. programs. The advanced GRE test in biology is also required of all applicants to the Ph.D. program. 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 Admission 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 (G23.3034-3035) 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 their interests with the advice and guidance of faculty from both departments. For additional information regarding the EHS program, students should contact Professor Suse Broyle 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 David Fitch.
Courses

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 Stephen Small.

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 Silver Center 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, covering a full city block at the southeast corner of Washington Square and housing more than 3.3 million volumes, 20 thousand journals, and over 3.5 million microforms, 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, zoology, physiology, biochemistry, microbiology, biophysics, and neural science. 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 students. 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 Graduate Enrollment Services office or the Office of 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 GSAS Application for Admission and Financial Aid.

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 each 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. Lippmann. 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 Identical to G48.1006. Not open to students who have taken G23.2310 or G48.2310.
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
G23.1035 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 of 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. 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.

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. Maenza-Gmelch. 4 points.
Concentrated course in the study of plant-environment interrelationships, floristics, plant systematics, and sampling techniques.

Molecular Controls of Organismal Form and Function G23.1072
Prerequisites: V23.0011, 0012, V23.0021, 0022, V25.0101-0102, and V25.0103-0104, or permission of the instructor. Coruzzi, Deplan. 4 points.
Covers metabolism, signaling, and development, highlighting use of molecular and genetic studies in model plant and animal systems.

Biotic Resources: Integrative Approaches to Biodiversity and Conservation G23.1073 DeSalle. 4 points.
Covers population genetics, conservation biology, and biogeography.

Neotropical Field Botany G23.1074
Prerequisites: G23.1072 and 1073, or equivalent. Lecture and fieldwork. 2 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. 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.

**Animal Virology G23.1080**
Lecture. Reiss. 4 points.

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

**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.

**Neuronal Plasticity G23.1101**
Prerequisite: V23.0021, 0022 or V23.0100. Lecture. Azmitia. 4 points.

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

**Drugs and the Brain G23.1102**
4 points.

Introduction to biochemical 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.

**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. 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. Novotney. 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 post-surgical care, diseases of laboratory animals, pathology and post-mortem techniques, occupational health, animal room environment, and facility design.

**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. Kirou; Rubelken. 4 points.

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

**Genetics and Genomics**

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**Fundamentals of Electrophysiology G23.1400**
Tranchina. 4 points.

Introduction to analysis of the physical mechanisms underlying electrical sig-
naling in nerve and muscle cells. Given 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. Peskin, Tranchina. 4 points.

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

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

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

Structure-Function Relationships in Cellular Macromolecules

G23.2017 Prerequisites: college-level molecular and cell biology or biochemistry, physics, general chemistry, and organic chemistry. Lecture, Broyde, Scicchitano. 4 points.

Cellular macromolecules, particularly nucleic acids and proteins, are the key molecules that provide cells with functional diversity. The nucleic acids DNA and RNA act as the informational storage and transmission molecules of cells, while proteins execute and regulate most cellular activities and provide crucial structural elements. The tools of the biochemist and molecular biologist have provided scientists with unprecedented structural detail of these macromolecules, so much so that an understanding of the critical relationships between macromolecular structure and macro-molecular function can now be made.

This course emphasizes key structure-function relationships for DNA, RNA, and proteins. The detailed structures of these molecules are examined; important methods and tools used to elucidate their structural elements are described; and the relationship between microstructure and function are emphasized.


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. 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 Prerequisites: V23.0050 or G23.1011 or G16.2306 or equivalent, and G23.1027 or equivalent. Seminar. Reiss. 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.

Communication Skills for Biomedical Scientists G23.2025 Identical to G48.2025. Prerequisite: permission of the instructor. Nadziejko. 4 points.

Basic principles of effective scientific communication are presented in this course. Lectures and hands-on practice sessions cover (1) poster presentations for scientific meetings, (2) brief verbal presentations, and (3) writing papers for publication in a scientific journal. Students are encouraged to use their own data for the various communication formats. Students are expected to attend and to critique seminars given at Sterling Forest by outside speakers sponsored by the Department of Environmental Medicine; these seminars are given on the same day as the class.

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 Identical to G48.2035. B. Cohen. 4 points.

Instrumentation, procedures, and strategies for quantitative evaluation and control of hazardous exposures. Emphasis is on airborne contaminants, including particles, gases, and bioaerosols, plus physical agents, including ionizing and nonionizing radiations, noise, and abnormal temperatures. Decision-making criteria are considered for each agent, as is 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.

Genetic Susceptibility/Toxicogenomics G23.2042 Identical to G48.2042. Shore, Wirgin. 4 points.

Genetic variation at many loci has been described in human and wildlife populations. Recent studies have explored the relationships between this variation and susceptibility to diseases. This course examines the extent of genetic variation in genomes, the techniques by which sensitive genes and allelic variants are identified, and the consequences of genetic variation on phenotypic expression. Emphasis is on the relationship between genetic variation and susceptibility to environmentally induced diseases, such as cancers, through effects on toxicant metabolism, DNA repair, and signal transduction genes. The role of genetic adaptations to resistance of natural populations of
wildlife is also presented. In addition, emphasis is on epidemiological tech-
niques used to explore relationships between polymorphisms and disease
and the moral and legal ramifications of
access to this data.

Neuropeptides G23.2103
Prerequisite: an introductory course in neu-
ral science, V23.0025, 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 hor-
mones, endogenous opiates, neuro-
transmitters, and neuromodulators.
Considers central, peripheral, de-
velopmental, and behavioral effects.

Molecular Genetics G23.2127
Prerequisites: 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 prob-
lems addressed in eukaryotic model sys-
tems, including pattern formation, cell
signaling, and transcriptional regula-
tion. 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, con-
cepts, and methodologies of modern
inquiry into the genetic and epigenetic
mechanisms of development through
lectures, readings in the primary litera-
ture, and laboratory work. Topics
include embryonic axis determination,
region-specific gene expression, cell
specification through cell-cell interac-
tion, gastrulation, and organogenesis.

Vertebrate Physiology G23.2219
Prerequisites: college courses in vertebrate
anatomy and physiology. Recommended:
biochemistry. 4 points.
Regulation of water balance, circula-
tion, reproduction, and respiration,
with emphasis on neuroendocrine con-
trol mechanisms.

Developmental Neurobiology
G23.2221 Prerequisite: permission of the
instructor. Lecture. Desplan, Sanes.
4 points.
Recent advances in genetic model sys-
tems as well as the development of
new tools in vertebrate embryology
have allowed much insight into the
development of the central nervous sys-
tem (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 neu-
robiology are increasingly successful.
This course examines the interface of
genetics, molecular biology, and behav-
ior. Special topics focus each year on a
particular research area in neurobiology.
Emphasis is on using different
approaches to examine a research area
to encourage students to look at a sci-
entific problem using a wide array of
technical approaches.

Endocrine Physiology G23.2247
Prerequisite: college courses in vertebrate
anatomy, embryology, and physiology, or
equivalents. Scott. 4 points.
Analyzes the regulatory mechanisms
for the synthesis and secretion of the
principal vertebrate hormones. Studies
the hormonal control of major physio-
logical 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. Stevenson.
4 points.
Intensive course providing a back-
ground for the recognition of the prin-
cipal 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 dissec-
tions, 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 stu-
dents of plant resources.

Radiological Health G23.2301
Identical to G48.2301. N. Cohen. 4 points.
Introduction to the physical and bio-
geological 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 trans-
fer, 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.
4 points.
Introduction to probability and statisti-
cal methods utilized in the analysis and
interpretation of experimental and epi-
demiologic data. Statistical techniques
associated with the normal, binomial,
Poisson, t, F, and chi-squared distribu-
tions, plus an introduction to nonpara-
metric methods. Applications in biology,
medicine, and the health sciences.

Toxicology of the Nervous System
G23.2308 Identical to G48.2308.
Prerequisite: G23.1006, G23.2310, 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 chemical warfare agents, metals,
solvents, and pesticides. Nervous system
functions are studied using behavioral,
physiological, and biochemical respons-
es. Students learn to critically evaluate
research publications in this field.

Principles of Toxicology I G23.2310
Identical to G48.2310. Prerequisites: bio-
chemistry and cell biology, or permission of
the instructor. Chen. 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 underly-
ing the absorption, metabolism, and
edition of chemicals are discussed.
Toxicokinetics, specific classes of toxic
responses, and experimental methods
used to assess toxicity are reviewed.

Organ System Toxicology G23.2311
Identical to G48.2311. Prerequisite:
G23.1006, G23.2310, or permission of
the instructor. Zelikoff. 4 points.
Overview of the types of injury that
may be produced in specific mam-
malian organs and organ systems by exposure to chemical toxicants.

Environmental Immunotoxicology
G23.2315 Identical to G48.2315. Prerequisite: general biology, G23.1006, G23.2310, or permission of the instructor. M. Cohen, Zalikoff. 4 points.
Overview of the components and functions of the immune system in order to set the stage for a discussion of how toxicants impact the immune response and alter host susceptibility to disease. Provides students with the opportunity to investigate and discuss a relevant topic in the field of immunotoxicology.

Aquatic Toxicology
G23.2316 Identical to G48.2316. Virgin. 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 Biology
G23.2851, 2852 Identical to G63.2851, 2852. Recent topics: viruses and procaryotes, mathematical immunology, molecular modeling, genome analysis, computational genomics, neuronal networks.

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 multi-disciplinary topics in detail.

Molecular Neural Science Journal Club
G23.3008 May be repeated for credit with permission of the instructor. Seminar. Azmitia. 2 points. Students critically discuss selected papers from current neural science literature.

The Molecular Basis of Biological Rhythmicity
G23.3011 May be repeated for credit with permission of the instructor. Seminar. Blau. 2 points. Students critically evaluate selected papers from current literature on biological rhythmicity, including circadian and developmental rhythms.

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. 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. 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. Fitch. 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. Lecture and laboratory. 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.
The research track leading to the Master of Science degree in biology 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 bone cell metabolism, connective tissue biochemistry, oral immunology, periodontal and caries microbiology, chemical carcinogenesis, mechanisms of mineralization, periodontal wound healing, saliva and salivation, taste mechanisms, and tumor immunology. The courses are taught at the College of Dentistry in these areas of research and are supplemented with pertinent basic courses offered in the Graduate School of Arts and Science.

### Faculty

Robert Boylan, Associate Professor (periodontal pathogens); Ronald G. Craig, Associate Professor (periodontal wound healing); Robert M. Davidson, Associate Professor (electrophysiology of mineralogenic cells); John S. Evans, Associate Professor (biominalization); Joseph B. Guttenplan, Professor (chemical carcinogenesis); Kathleen Kinnally, Professor (mitochondrial electrophysiology, programmed cell death); Lidia Kiremidjian-Schumacher, Professor (tumor immunology); Racquel Z. LeGeros, Professor (mechanisms of mineralization); Jane A. McCutcheon, Associate Professor (molecular immunology); Douglas Morse, Assistant Professor (epidemiology of oral cancer and precancer); Joan Phelan, Professor (HIV and oral health in women); Peter G. Sacks, Associate Professor (cancer biology); Jonathan Ship, Professor (oral health and aging); David Sirois, Associate Professor, (clinical aspects of oral cancer); Andrew I. Spielman, Professor (peripheral mechanisms of taste); Louis Terracio, Professor (muscle tissue engineering).

### 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 and letters of recommendation and an assessment of their 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 230 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 GSAS Application for Admission and Financial Aid.
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.

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.

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. Explores 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 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, 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. 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.

Cell Biology G23.1051  Prerequrisites: G23.1046, 1047. 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.

ORAL BIOLOGY • 53
The Department of Biomaterials Science of the Graduate School of Arts and Science is also known as the Department of Biomaterials and Biomimetics of the New York University College of Dentistry. It is located at the New York University College of Dentistry campus. As part of the cooperative program with the Metallurgy Department and the Polymer Department at Polytechnic University, the course of study leads to a Master of Science degree in biomaterials science. The purpose of the program is to produce graduates who are thoroughly trained in the fundamentals of material science for careers in teaching, research, and industry.

The program utilizes the faculty and facilities of the Department of Biomaterials Science and of the Calcium Phosphate Research Laboratory for both the core curriculum in biomaterials as well as various electives. Those courses in the Graduate School of Arts and Science and Polytechnic University that are appropriate for this program are also available to the student.

The Department of Biomaterials Science is involved in materials science research in areas of metallurgy, polymer chemistry, and ceramics. The areas of present activity are in ceramic materials, dental cements, dental resins, dental and orthopedic implant surfaces and coatings, calcium phosphate-based biomaterials, biominalization, cell/material interactions, and tissue engineering. The following research equipment is available for graduate student research projects: mechanical testing equipment (Instron; Alexandra I instrumented indenter with Romulus IV universal material tester, including breaking point platform and shear module; Chatillon tensile tester with bencor multi-t attachment; Endurate Elf 3300 biaxial fatigue testing system with mouth motion wear simulation); a thermocycling device; a Sabri oral simulating posterior composite wear test apparatus; scanning (SEM) and transmission (TEM) electron microscopes; X-ray diffraction (XRD) unit; an image analysis system; energy dispersive X-ray analysis (EDAX); Fourier transform infrared (FTIR) spectroscopy; inductive coupled plasma (ICP); and thermogravimetry (TGA/DTA).

**Faculty**


**Racquel Zapanta LeGeros, Professor; Associate Chair, Department of Biomaterials; Director, Calcium Phosphate Research Laboratory.** Ph.D. 1967 (biochemistry), M.S. 1957 (organic chemistry), New York; B.S. 1954 (chemistry), Adamson (Philippines). Calcium phosphates in calcified tissues; calcium phosphates associated with dental caries, dental calculus, vascular calcification; preparation and characterization of calcium phosphate-based biomaterials (bioelectronics, composites, implant coatings, cements, scaffolds); implant surface modifications; biominalization; tissue engineering.

**Bapanaiah Penugonda, Associate Professor.** M.S. 1982 (dental materials science), New York; B.D.S. 1974 (bachelor of dental surgery), Osmania (Hyderabad, India). Clinical research; evaluation and development of dental restorative biomaterials.

**Dianne Rekow, Professor; Director, Translational Research, Department of Basic Sciences and Craniofacial Biology and Orthodontics, NYUCD.** Ph.D. 1988 biomedical engineering, M.S.M.E. 1979, Minnesota; M.B.A. 1978, St. Thomas; B.S.M.E. 1970, B.S. 1966 (physics and mathematics), Minnesota. Performance and properties of brittle materials; tissue response to scaffolds; machinable ceramics—optimizing performance and properties.
Program and Requirements

Admission: The program is open to qualified applicants 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 show high promise of achievement. The director of the graduate studies, in consultation with the departmental admissions committee, screens the applicants to determine their acceptance into the program.

All students are assigned a faculty adviser and, in some cases, a co-adviser from other departments or from Polytechnic University.

Duration of the Program: The Master of Science degree program in biomaterials science is available to part-and full-time students. Full-time students could complete all the requirements in one and one-half years; part-time students might require more than two years.

MASTER OF SCIENCE

Formal requirements for the Master of Science degree in biomaterials science are the satisfactory completion of graduate studies with a total of at least 32 points, of which a minimum of 4 and a maximum of 8 points are required for the research project and thesis. With the approval of the director, students may elect to take relevant courses in other schools of New York University or at Polytechnic University.

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 GSAS Application for Admission and Financial Aid.

Courses

The following courses are lectures unless otherwise indicated.

Principles of Biomaterials Science G17.1000 J. LeGeros, Thompson. 3 points.
Covers the scientific principles underlying the area of materials science, including concepts of kinetics, thermodynamics, diffusion, and quantum mechanics, etc., as they relate to the structure and properties of materials. Also discussed are the role of interfaces on absorption, nucleation, phase diagrams of interest to materials scientists, the role of dislocations and other defects in the macroscopic deformation associated with materials, the solidification of metals and alloys, and mechanisms of strengthening alloys.

Metals G17.1001 J. LeGeros, R. LeGeros, Pines. 3 points.
Covers the structure and properties of metals and alloys generally used in dentistry and medicine and their criteria for clinical applications. Also discussed are fundamental processes involving deformation, precipitation, order-disorder transformations, principles involving phase diagrams, recent advances in the development of titanium and titanium and other alloys for dental and orthopedic implants, low golds, and nonprecious alloys.

Polymers G17.1002 Upton. 3 points.
Covers the chemistry, structure, and properties of polymers used in dentistry and medicine, both inorganic and organic. Topics include the science of large macromolecules, molecular weights and measurements, polymerization mechanisms, mechanical properties of polymers, thermoplastic and thermosetting resins, chemistry of poly-siloxanes, emulsion and suspension polymerization, polymers associated with restorative materials, sonic polymers, silicates, poly-methylmethacrylate, Bis-GMA, reinforced polymers, composites, etc.

Ceramics G17.1003 J. LeGeros, R. LeGeros, Rekow. 3 points.
Covers the preparation, structure, chemical compositions, and thermal and mechanical properties of crystalline and glassy phases of ceramics used in dentistry and medicine.

ADJUNCT FACULTY


John P. LeGeros, Adjunct Professor. Ph.D. 1969, Western Ontario; M.S., B.S. 1956, South Dakota State. Implant coating technology (plasma-spray, electrochemical deposition); implant or devices surface modifications; calcium-phosphate-based biomaterials (bioceramics).


Hanna Lujon Upton, Adjunct Assistant Professor. Ph.D. 1995 (organ-ic/polymer chemistry), B.S. 1987 (chemistry), New York. Polymer synthesis, hydrogels, dental restorative materials research.
Testing Methods in Biomaterials
G17.1004 Lecture and laboratory. Pines, Ricci. 2 points.
Covers the principles governing tensile tests, compressive tests, creep tests, thermal and setting expansions, corrosion and tarnish tests, microstructural examination, and familiarization with the testing and use of instruments.

Biomaterials-Tissue Interface I, II
G17.1005, 1006 R. LaGere, Ricci. 3 points per term.
Provides background knowledge on the response of the cells in vitro and the response of the tissues in vivo to different types of biomaterials used in dentistry and medicine.

Degradation and Corrosion of Dental and Medical Biomaterials
G17.1007 Pines, Ricci. 2 points.
Covers the principles and testing of in vivo and in vitro corrosion. Describes electrochemical mechanisms, corrosion tendency and electrode potentials polarization and corrosion rates, passivity, and crevice corrosion. Also discussed are testing methods involving anodic potentiostatic and potentiodynamic polarization techniques, stress corrosion cracking, intergranular corrosion, corrosion fatigue, oxidation and tarnish phenomena, and principles governing corrosion resistant alloy development.

Introduction to Scanning (SEM) and Transmission (TEM) Electron Microscopy for Biomaterials
G17.1008 Lecture and laboratory. Pines, Ricci. 3 points.
Covers the physical construction of the scanning and transmission electron microscope and the theory of its use, the signals emitted when a high velocity beam of electrons is allowed to scan a specimen target, and principles of resolution and contrast. Also covered is familiarization of students with specimen preparation, instrumental use for microstructural examination, and interpretation. The course provides hands-on experience.

Physical Methods of Analysis in Biomaterials
G17.1011 Lecture and laboratory. J. LeGeros, R. LeGeros, Ricci. 3 points.
Introduces students to the principles and techniques used in the study of materials and hard tissues, including X-ray diffraction, infrared spectroscopy, inductive coupled plasma, and mechanical testing. The course provides hands-on experience.

Experimental Design in Biomaterials Research
G17.1012, 1013 J. LeGeros. 3 points (1012), 2 points (1013).
Covers mathematical and statistical tools that are useful in biomaterials research. Students are trained to (1) evaluate the technical and economic feasibility of a study; (2) design research protocols taking into account required statistical power and sample size; (3) use appropriate statistical analysis tools; and (4) interpret the significance of the experimental results.

Seminars in Biomaterials
G17.1015 Kazimiroff, Penugonda, Ricci. 3 points.
Covers aspects of the materials used in clinical dentistry and medicine, including restorative materials, alloys, cements, impression materials, gypsum products, and cells-biomaterials interaction.

Readings in Biomaterials and Biomimetics
Covers reviews of scientific literature related to biomaterials and biomimetics. Requires students to prepare extensive reviews of selected topics.

Research in Biomaterials
G17.3000 Laboratory. 1-8 points.
Representative Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Biochemistry and Molecular Biology G300</td>
<td>5 credits</td>
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<tr>
<td>Cell and Developmental Biology G305</td>
<td>5 credits</td>
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<tr>
<td>Responsible Conduct of Research G312</td>
<td>1 credit</td>
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<tr>
<td>Introduction to Journal Club G315</td>
<td>1 credit</td>
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<tr>
<td>Introduction to Biostatistical Methods G319</td>
<td>2 credits</td>
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<tr>
<td>Biostatistics Concepts and Applications G320</td>
<td>3 credits</td>
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<tr>
<td>Mathematical Modeling G325</td>
<td>3 credits</td>
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<tr>
<td>Mathematical Methods G330</td>
<td>3 credits</td>
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<tr>
<td>Computational Structural Biology G335</td>
<td>3 credits</td>
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<tr>
<td>Fundamentals of Immunobiology G340</td>
<td>5 credits</td>
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<tr>
<td>Special Topics in Pharmacology G345</td>
<td>2 credits</td>
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<tr>
<td>Systems and Organizational Neurobiology G350</td>
<td>4 credits</td>
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<tr>
<td>Cellular and Molecular Neurobiology G351</td>
<td>4 credits</td>
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<tr>
<td>Neural Basis of Behavioral Plasticity and Cognitive Processes G355</td>
<td>4 credits</td>
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<tr>
<td>Electron Microscopy G360</td>
<td>2 credits</td>
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<tr>
<td>Introduction to Computer Modeling and Macromolecules G365</td>
<td>3 credits</td>
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<tr>
<td>Theoretical Molecular Biophysics G370</td>
<td>3 credits</td>
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<tr>
<td>Cellular Physiology and Ion Channels G375</td>
<td>2-3 credits</td>
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<tr>
<td>Genetics and Genomic Sciences G380</td>
<td>1-3 credits</td>
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<tr>
<td>Genetics and Genomic Sciences G381</td>
<td>1-3 credits</td>
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<tr>
<td>Disease and Therapy for Integrated Systems G385</td>
<td>1-4 credits</td>
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<tr>
<td>Molecular Mechanisms of Disease G386</td>
<td>1-4 credits</td>
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<tr>
<td>Survey of Biophysics, Structural Biology, Bioinformatics G390</td>
<td>3 credits</td>
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<tr>
<td>Developmental Biology G600</td>
<td>3 credits</td>
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<tr>
<td>Advanced Topics in Molecular and Cellular Biochemistry and Developmental Science G605</td>
<td>1-3 credits</td>
</tr>
<tr>
<td>Advanced Signal Transduction G610</td>
<td>4 credits</td>
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</tbody>
</table>

The Graduate School of Biomedical Sciences at the Mount Sinai School of Medicine of NYU offers graduate education in diverse, cutting-edge areas of biomedically important basic sciences, leading to the Ph.D. degree in the doctoral program and the Medical Scientist Training Program (MSTP, the M.D.-Ph.D. program). The program model for predoctoral education reflects the multidisciplinary nature of contemporary biomedical sciences. It also provides an environment in which students can learn to recognize and maximize creative opportunities for translation of basic research findings into insights and therapies applying to human disease. All Ph.D. and MSTP students enter without a formal commitment to a particular training area. Initially, they take the Core Curriculum as well as Introduction to Journal Club and Responsible Conduct in Research, while pursuing a laboratory rotation sequence and beginning individualized curricula that relate to their specific interests. After choosing a research mentor from over 230 highly collaborative research preceptors, students select one of six Multidisciplinary Training Areas: Biophysics, Structural Biology, and Biomathematics; Genetics and Genomics Sciences; Mechanisms of Disease and Therapy (includes areas of concentration such as cancer biology, gene therapy, immunobiology, infectious disease, pathobiology, pharmacology, and diverse aspects of systems physiology); Molecular, Cellular, Biochemical, and Developmental Sciences; Microbiology; and Neurosciences.
Advanced Molecular and Cellular Immunobiology G615  1-3 credits.

Advanced Virology G620  2 credits.

Advanced Topics in Cancer Biology G625  1-3 credits.

Advanced Topics in Gene Therapy G630  2 credits.

Advanced Topics in Human Genetics G635  3 credits.

Conceptual Foundations of Biostatistical Inference G640  3 credits.

Probability Theory for Biomedical Problems G645  3 credits.

Computational Molecular Biology G650  3 credits.

Methods in Molecular and Cellular Biophysics G655  1-3 credits.

Biophysics of Proteins and Nucleic Acids G660  3 credits.

Biophysics of Membranes and Membrane Proteins G665  3 credits.

Integrative Physiology of Disease Processes G670  2 credits.

Bacterial Physiology and Pathogenesis G671  3 credits.

Advanced Topics in Physiology G675  2 credits.

Advanced Topics in Pharmacology G677  5 credits.

Pharmacogenics: The Genetic Basis for Personalized Drug Therapy G678  2 credits.

Neurophysiology G680  3 credits.

Neuroendocrinology G681  3 credits.

Developmental Neurobiology G685  3 credits.

Advanced Neuroanatomy G690  4 credits.

Neurobiology of Aging and Adult Development G695  3 credits.
Faculty

Paramjit S. Arora, Assistant Professor. Ph.D. 1999 (chemistry), California (Irvine); B.S. 1992 (chemistry), California (Berkeley). Organic chemistry, bioorganic chemistry and molecular recognition.

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), Chicago; B.S. 1968 (chemistry), Massachusetts Institute of Technology. Physical chemistry: luminescence and energy transfer in condensed phases; optical and magnetic resonance studies of molecular crystals and biological systems.


James W. Canary, Professor; Associate Chair, Department of Chemistry. Ph.D. 1988 (organic chemistry), California (Los Angeles); B.S. 1982 (chemistry), California (Berkeley). Organic chemistry; stereochemistry; coordination chemistry; metalloprotein models.

Young-Tae Chang, Assistant Professor. Ph.D. 1996, M.S. 1994, B.S. 1991 (chemistry), Pohang University of Science and Technology (Korea). Combinatorial and bioorganic chemistry; chemical biology; and functional genomics.

John Spencer Evans, Associate Professor. Ph.D. 1993 (chemistry), California Institute of Technology; D.D.S. 1982, Illinois; B.S. 1978, Northwestern. Biomimetic or “nature”-based materials; macromolecule-interfacial interactions; biominalerization; nuclear magnetic resonance spectroscopy; protein structure determination; mass spectrometry; and computational chemistry.

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. 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.
Physical and biophysical chemistry; interaction of polycyclic aromatic carcinogens with nucleic acids; laser studies of fluorescence mechanisms and photoinduced electron transfer.


Neville R. Kallenbach, Professor, Ph.D. 1961 (physical chemistry), Yale; B.S. 1958 (chemistry and mathematics), Rutgers. Biophysical chemistry of proteins and nucleic acids; structure, sequence, and site selectivity in DNA-drug interactions; protein folding, model helix and beta sheet structures.

Kent Kirshenbaum, Assistant Professor. Ph.D. 1999 (chemistry), California (San Francisco); B.A. 1994 (chemistry), Reed College. Biorganic chemistry; biomimetic chemistry; protein conformation and dynamics; macromolecular design.


Barry Rugg, Associate Professor. Ph.D. 1972 (chemical engineering), M.S. 1967 (chemical engineering), B.S. 1965 (chemical engineering), New York. Development of chemistry teaching programs.

Johannes Schelvis, Assistant Professor. Ph.D. 1995 (biophysics), Leiden (Netherlands); B.S. 1990 (physics), Free University (Amsterdam). Biophysical chemistry: steady-state and time-resolved vibrational and optical spectroscopy of biological systems, structure-function relationship in proteins, and enzyme catalysis.

Tamar Schlick, Professor, Chemistry, Computer Science, Mathematics. Ph.D. 1987 (applied mathematics), M.S. 1985 (mathematics), New York; B.S. 1982 (mathematics), Wayne State. Computational chemistry and biology; molecular dynamics; simulations of proteins and nucleic acids; DNA supercoiling; protein folding; DNA/protein interactions; polymerase mechanisms.

David I. Schuster, Professor. Ph.D. 1961 (chemistry and physics), California Institute of Technology; B.A. 1956 (chemistry), Columbia. Mechanisms of photochemical reactions; thermal and photochemical routes to new derivatives of C60 and C70; purification, characterization, and cloning of sigma receptor proteins.

Nadrian C. Seeman, Professor. Ph.D. 1970 (biochemistry and crystallography), Pittsburgh; B.S. 1966 (biochemistry), Chicago. Structure and topology of branched, knotted, and catenated DNA molecules, as they relate to genetic recombination and to nanotechnology.

Robert Shapiro, Professor. Ph.D. 1959 (organic chemistry), M.A. 1957 (chemistry), Harvard; B.S. 1956 (chemistry), City College (CUNY). Nucleic acid chemistry; mutagenesis; carcinogenesis.

Mark Tuckerman, Associate Professor. Ph.D. 1993 (physics), M.Phil. 1988 (physics), Columbia; B.A. 1986 (physics), California (Berkeley). Ab initio molecular dynamic simulations; statistical mechanics.


Marc Anton Walters, Associate Professor. Ph.D. 1981 (chemistry), Princeton; B.S. 1976 (chemistry), City College (CUNY). Bioinorganic chemistry; study of redox potentials in electron transfer proteins; noncovalent influence on the modulation of the redox potentials.


Yingkai Zhang, Assistant Professor. Ph.D. 2000 (computational and theoretical chemistry), Duke; B.S. 1993 (chemistry), Nanjing. Computational biochemistry and biophysics: multiscale modeling of biological systems, enzyme catalysis, and biomolecular recognition.

ADJUNCT FACULTY


VISITING FACULTY

Burt Goldberg, Visiting Professor. Ph.D. 1989, Cardiff (Wales); M.Phil. 1984, M. Sinai School of Medicine (CUNY); B.S. 1974, Pace.

FACULTY EMERITI

Thomas W. Davis, Paul Delahay, Alvin I. Kosak, Jules Moskowitz, Martin Pope, Benson Sundheim.

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 (GRE) 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 (TSE) or the Test of English as a Foreign Language (TOEFL).

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 Reactions (G25.1311)
- Structure and Theory in Organic Chemistry (G25.1313)
- Organic Analysis (G25.1326) and 12 points selected from the following: Special Topics in Organic Chemistry (G25.2261, 2262)
- Bioorganic Chemistry (G25.2261)
- Strategies in Synthetic Organic Chemistry (G25.1312)
- Organic Reaction Mechanisms (G25.1314)
- Total Synthesis (G25.2232)
- Combinatorial Chemistry (G25.2264)

Biomolecular/Biophysical Chemistry Track:
- Biophysical Chemistry (G25.1814)
- Macromolecular Chemistry (G25.1815)
- Advanced Biophysical Chemistry (G25.1818)
- Biochemistry I (G25.1881)
- Biochemistry II (G25.1882)
- Molecular Modeling (G25.2601)

Theoretical/Physical Chemistry Track:
- Molecular Dynamics (G25.2600)
- Molecular Modeling (G25.2601)
- Chemical Dynamics (G25.2641)
- Statistical Mechanics (G25.2651)
- Quantum Chemistry (G25.2655)
- Quantum Mechanics (G25.2666)

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 examination 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 examination 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 projects. At the beginning of the fourth year of graduate study, a written and oral research proposal examination 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 examination 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 GSAS Application for Admission and Financial Aid.
Courses

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 each term. The following courses are lectures unless otherwise indicated.

Inorganic Chemistry G25.1111 Walters. 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.

Organic Reactions G25.1311 4 points.
Survey of the major classes of organic reactions, reagents, mechanisms, stereochemistry, and protecting groups. Discusses the origins of chemo-, regio-, and stereoselectivity and the planning of organic synthesis.

Organic Reaction Mechanisms G25.1314 Prerequisite: G25.1313. 2 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, carbamions, free radicals, and photochemistry.

Organic Analysis 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 $^1$H and $^1$C 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 G25.1011. Prerequisite: one year of physics and one semester of calculus. 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 4 points.
Structure and properties of macromolecules of biological importance: thermodynamics of polymer solutions; determination of molecular weight and conformation of biopolymers; and polyelectrolyte theory.

Macromolecular Chemistry G25.1815 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. Evans. 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.

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; biological 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 electrophoresis; isolation and characterization of biomolecules; kinetic analysis of enzymatic activity; and analysis of protein-protein and protein-DNA interactions that direct basic biochemical pathways.

Total Synthesis G25.2232 Prerequisite: G25.1312. 2 points.
Modern synthetic methods in organic chemistry centered on significant synthesis. 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 spectrophotometric technique by research chemists; mass spectroscopy,
NMR, and infrared spectrometry through a problem-solving approach; and topics from current literature and research areas to complement the core courses.

**Combinatorial Chemistry G25.2264**
2 points.
Survey of the history, tools, and techniques of combinatorial chemistry, including solution and solid-phase synthesis of chemical libraries, as well as discussion of synthesis instrumentation, high-throughput screening, and the biological technique of phage display.

**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 Dynamics G25.2600**
4 points.
Introduction to techniques used in modern theoretical/computational research. Special emphasis on the molecular dynamics and methodology. Topics include an introduction to the Hamiltonian and Langrangian formulations of classical mechanics, the principle of least action, generalized coordinates and constraints, and numerical integration methods for classical equations of motion.

**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.

**Chemical Dynamics 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**
Bažić. 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 G25.2666**
Prerequisite: G25.2665. Bažić, Zhang. 4 points.
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.

**Organic Chemistry Seminar G25.3011**
2 points.

**Physical Chemistry Seminar G25.3012**
2 points.

**Biomolecular Chemistry Seminar G25.3013**
2 points.

**Bioorganic Chemistry G25.2884**
4 points.
Covers a broad range of topics at the interface between organic chemistry and biology, based on the most recent advances in bioorganic chemistry, chemical biology functional genomics, and molecular evolution.
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 during the academic year.

Most courses in cinema studies include extensive film screenings that are supplemented by a weekly cinematheque. 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 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.


Mona Jimenez, Research Assistant Professor. B.A. 1990 (studio art with video concentration), SUNY (Brockport). Independent media; electronic media; archiving and preservation.

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 (CUNY). Modernism and the arts; Soviet film.


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.


Robert Stam, Professor. Ph.D. 1976 (comparative literature), California (Berkeley); M.A. 1966 (English literature), Indiana.
Third World film; U.S. independent film; semiotics.

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 (Columbus). Sex and gender; video art; feminist film theory; queer theory.

Allen Weiss, Instructor; Cinema Studies, Performance Studies. Ph.D. 1989 (cinema studies), New York; Ph.D. 1980 (philosophy), SUNY (Stony Brook); B.A. 1974 (philosophy), Queens College (CUNY). History and theory of avant-garde cinema, theatre, and sound.


AFFILIATED FACULTY IN OTHER DEPARTMENTS

Manthia Diawara, Comparative Literature (Africana Studies); Faye Ginsburg, Anthropology; David Slocum, Academic and Student Life; George C. Stoney, Film and Television.

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, critics, and educators as well as filmmakers, screenwriters, and industry professionals.

The M.A. Program in Moving Image Archiving and Preservation is a two-year course of study that provides moving image archivists with an international, comprehensive education in the theories, methods, and practices of moving image archiving and preservation and includes, in addition to film, the study of video, broadcast television, and digital media. The curriculum covers all aspects of moving image archiving, including film history/historiography and film style; conservation, preservation, and storage; legal issues and copyright; laboratory techniques; moving image cataloging; curatorial work and museum studies; programming; use of new digital technologies; and access to archival holdings.

This program takes full advantage of the New York City area resources. Students work with archives, museums, libraries, labs, and arts organizations. They do internships and practicums with New York City organizations during two academic years and with repositories either in New York or elsewhere during the intervening summer. They also have the opportunity to engage with other programs at New York University, such as the museum studies program, the paper-based archives program in the Department of History, and the conservation program of the Institute of Fine Arts.

Although the program trains students to deal with all types of moving image material in all settings, it also pays attention to problems posed by works that have no institutional stewardship (orphan, independent, avant-garde, documentary, non-institutional Web sites, etc.). The program also addresses the ties between the practices of moving image archiving and the practices of scholarly research.

The Ph.D. Program in Cinema Studies prepares students to develop teaching competence and to pursue research in cinema and media 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 onto 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. A complete application consists of three letters of recommendation, transcripts, and GRE scores. In addition to materials required by the Tisch Office of Graduate Admissions, the applicant should send the following:

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) describing 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. 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:

- A personal statement describing 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. 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:

- A personal statement describing 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. 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:

- A personal statement describing 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. 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:
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.

MASTERS 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 are not counted toward another 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) Television: History and Culture (H72.1030). 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.

MASTERS OF ARTS PROGRAM IN MOVING IMAGE ARCHIVING AND PRESERVATION

Course of Study: Students must complete 64 points over two years.

Required during the first academic year are (1) Introduction to Moving Image Archiving and Preservation; (2) Film History/Historiography; (3) Film Form and Film Sense; (4) Television: History and Culture; (5) History and Culture of Museums, Archives, and Other Repositories; (6) Conservation and Preservation of Moving Image Materials—Principles; and (7) Collection Management.

Examinations: The examination consists of five questions, of which the student must answer two. The questions are drawn from the exam filmography and bibliography, material on the M.A. comprehensive examination, which is completed within five years of matriculation. Students with substantial training in any of these areas of study may request a waiver on a course-by-course basis.

The M.A. Program in Moving Image Archiving and Preservation does not accommodate part-time students.

The degree must be completed within five years of matriculation into the program.

Internships: Students must complete three internships during the course of three semesters.

They also must complete an intensive internship (20-40 hours/week) during the summer at the end of their first year, at a moving image repository approved by the director. Though the student may specialize in one particular department/task within the institution, over the course of the summer they are expected to obtain a broad knowledge of how the various departments of that institution work together. Work done during the internship experience may serve as the core research and preparation for the final thesis project. Students are encouraged to engage in this internship outside the United States to view how repositories operate differently in different countries.

Thesis or Portfolio: Each student is required to complete a capstone project in the form of either a well-developed thesis or a portfolio. The student is expected to work with their adviser beginning in their second semester to make sure that their capstone project reflects their learning experience in the program. The portfolio must include a written essay synthesizing the wide variety of topics learned during the program as well as good examples of projects that the student has completed. The portfolio may serve as an example of what the student might present to a potential employer. The portfolio must be turned in by the 10th week of the student's final spring semester, and at the end of that semester the student must orally present their portfolio to a committee of faculty and working professionals who evaluate whether or not the student is ready to be granted the degree.

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) for a total of 72 points; three qualifying exams; a foreign language requirement; an oral defense of a dissertation proposal; a doctoral dissertation; and a dissertation defense open to faculty and students. Students are permitted to take up to two classes outside the department or as independent study. A student interested in independent study must obtain approval from a full-time faculty member after submitting a statement of purpose and a proposed bibliography.

First Year

Fall semester: three courses.
Spring semester: two courses and first qualifying exam.

Second Year

Fall semester: two courses and second qualifying exam.

Third Year

Begin dissertation writing.

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 from a liaison at the institution and from a faculty adviser is required for such work.

**Incompletes:** The department strongly discourages grades of “incomplete” 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 question 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. Six languages are accepted toward fulfilling the Ph.D. language requirement: Chinese, 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;
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. For information, call the SCPS Foreign Language Program, 212-998-7030.

Students who have met the language requirement in another graduate school no 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 no 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 Elaine Bajana at 212-998-1600.

**Ph.D. Dissertation 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. The committee chair must be a full-time faculty member of the Department of Cinema Studies. In the exceptional case, an affiliated NYU faculty member approved by the chair.

**Doctoral Committee:** Each student must select two faculty members to serve as members of the core committee alongside his or her adviser. Students must select two additional readers for the examining committee soon after their core committee is in place. The examining committee consists of five members: the student’s core committee and two additional readers. At least three members of the examining committee must be graduate faculty of New York University. Advance approval by the dissertation adviser and the Graduate School of Arts and Science is necessary for any non-NYU member.

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 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 is defended in the Ph.D. oral defense. 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 the 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 the project. A 250-word abstract and a bibliographymust be attached to the proposal.

**Ph.D. Oral Defense:** At the end of their fourth semester of Ph.D. course work, students sit for an oral defense conducted by a faculty committee. In this defense, students are questioned on their third area examination and their dissertation proposal. If a student fails the oral defense, she or he will have the opportunity to sit again for it in the next semester. The oral defense 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. All students must have their dissertation proposal approved by their adviser and two oral defense committee members to be eligible to receive a
dissertation award. Approval should be certified by having the adviser sign and date the front page of the proposal. This process usually takes place at the conclusion of the Ph.D. oral defense. The signed copy should then be submitted to the department office to be filed. Completion of all course work, comprehensive examinations, and the language requirement is also necessary to obtain this dissertation award.

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. When the final draft of the dissertation has been approved by the core committee, the student works with her/his adviser and department contact Ventura Castro (212-998-1600) to establish 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.”

The candidate is required to submit one copy of the officially submitted dissertation to the department.

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.

MASTER OF PHILOSOPHY

The Master of Philosophy is conferred only on students who have been accepted 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 successful 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 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. or Ph.D. program in cinema studies or the Ph.D. program in 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 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.

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)
- Video Production Seminar I, II (G14.1218, 1219) or Documentary Workshop (H56.1041)

Required Course for Anthropology Students:

- Television: History and Culture (H72.1026)
Required Course for Cinema Studies
Students:
Social Anthropology: Theory and Practice (G14.1010) or approved elective in social anthropology or advanced production course

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 multisystem 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 commitment of 600 hours; and a limited number of scholarships (fellowship points and named scholarships), which provide full or partial tuition remission.

Financial aid in the form of fellowship points and assistantships is available on a competitive basis to students who are not U.S. citizens.

A complete application for financial aid consists of two separate forms:
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. 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. See the Web site at www.nyu.edu/financial.aid, for more information.

Teaching assistantships are available in the Expository Writing Program, 212-998-8860. Resident assistantships are available through the Office of Residence Life, 212-998-4600.

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. IN CINEMA STUDIES CORE CURRICULUM

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.

Television: History and Culture
H72.1026 McCarthy. 4 points.
Examines the background, context, and history of radio, television, video, and sound. Topics include politics and economics of media institutions; audiences and reception; cultural and broadcast policy; aesthetic modes and movements.

M.A. IN MOVING IMAGE ARCHIVING AND PRESERVATION CURRICULUM

Film Form and Film Sense
H72.1010 4 points.
See description above.

Film History and Historiography
H72.1015 4 points.
See description above.

Television: History and Culture
H72.1026 McCarthy. 4 points.
See description above.

Introduction to Moving Image Archiving and Preservation
H72.1800 Besser. 4 points.
Introduces all aspects of the field, contextualizes them, and shows how they all fit together. Discusses the media themselves (including the technology, history, and contextualization), conservation and preservation principles, organization and access, daily practice with physical artifacts, restoration, curatorship and programming, legal issues and copyright, and new media issues.

History and Culture of Museums, Archives, and Other Repositories
H72.1801 4 points.
On a macro level, examines the different types of institutions that collect moving image material and explains how cultural institutions differ from one another and from other institutions that collect and manage moving image collections (including corporate institutions). On a micro level, examines
what the various departments within a collecting institution do. Students learn about missions and ethics, as well as about accessioning, budgeting, and fund raising. Aspects of project management and handling competing interests within the organization are also covered. The course also looks at the history of moving image archives and related organizations.


Explains the principles of conservation and preservation and places moving image preservation within the larger context of cultural heritage preservation. Raises questions of originals vs. surrogates and covers the wide variety of variant forms. Also covers the tension between conservation and access. Students learn the principles of collection assessment and how to write a preservation plan. They also learn about dealing with laboratories, writing contracts, etc. On a more pragmatic level, they learn about optimal storage conditions and handling.

Access to the Moving Image Collection H72.1803 4 points.

Addresses reference, user services, research, and other practices to make moving image material available. Topics include where to go to find particular moving image material or ancillary support material (such as stills, pressbooks, festival programs, posters, scripts, manuscripts, memos, correspondence, etc.) and how to work with scholars visiting your collection and make this material available to your clients. Teaches principles of reference and of user services.

Copyright, Legal Issues, and Policy H72.1804 2 points.

What type of legal restrictions encompass moving image material? What kind of complex layers of rights does one have to clear before attempting to preserve or restore a work? And how do these rights affect mainstream exhibition and distribution of a preserved work? This course helps students make intelligent decisions and develop appropriate policies for their institution.

Handling New Media H72.1805 4 points.

This seminar 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. After studying the history and context of new media, the course examines some of the special issues and circumstances arising in the archiving and conservation of television, video, and new media. The course addresses such questions as: Is it film? Or is it digital? Will we have “hard” copies? Should video art be preserved on tape or DVD? Can museums collect Web sites? How do we preserve early television, which was registered largely on film? What can we preserve of early, live television broadcasts? The course studies definitions of analog vs. digital media, considering the archaeology of the new media. The course includes visits to relevant laboratories and collections in the New York area and benefits from presentations by experts in the profession.

Curating, Programming, Exhibiting, and Repurposing/Recontextualizing Moving Image Material H72.1806 4 points.

This course focuses on the practice of film exhibition and programming in museums, archives, and independent exhibition venues. It examines the goals of public programming, the constituencies such programs attempt to reach, and the cultural ramifications of presenting archival materials to audiences. Students study 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). They study how these methods of circulation provoke interest, study, and appreciation of archive and museum moving image collections. The seminar also treats such themes as individual vs. collective access; film programming design, budget, documentation, and print control; legal issues; projection and theatre management; archival loans; the “archive film”; stock footage services; and film stills archive services.

The course includes visits to a number of New York institutions that program moving images, such as the Film and Media 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.

Digital Preservation and Restoration H72.1807 2 points.

Digital file formats. Architectures for persistent digital repositories. How metadata formats such as METS, SMIL, and various MPEGs can help with digital persistence. OAIS models and sample submission, administration, and dissemination agreements. Students get hands-on experience with attempts to restore older multimedia works.

Directed Internships H72.2910, 2911, 2912 4 points per term.

Over the course of the first three semesters, each student engages in three different 10-hour/week internships, each lasting approximately 10 weeks. Internships may be paid or unpaid. Students meet biweekly as a group with the instructor to contextualize the internship experience. (At least one internship must be involved with the daily management of a moving image collection, and another must be involved with restoration.)

Elective or Independent Study H72.2920, 2921, 2922, 2923, 2924, 2925 4 points.

All students are required to take an elective or independent study to explore more fully a topic of choice. Additional electives or independent studies may be substituted if students are waived out of other courses. The elective may be a media course, a course in cultural institutions and practices, or a course in preservation. The media elective might be taken either in the Department of Cinema Studies or in various other departments or programs (such as history, French, Italian, German, American studies, Africana studies, etc.). The elective also might be a course in the museum studies program, the history department’s archives program, or the Institute of Fine Arts’ conservation program.

The Archive, the Collection, the Museum H72.3009 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.
Collection Management H72.3401
2 points.
Examines the daily practice of managing a moving image collection, as well as collections of ancillary materials (posters, stills, pressbooks, scripts, etc.). Students learn about inventorying, cataloging, physical storage, and registration activities, as well as about print inspection, cleaning, and other forms of handling moving image material.

Film Restoration H72.3402 2 points.
Formats and speeds, type of releases, etc. Types of decay and restoration methods (with both an understanding of the chemistry and of the history/style). Includes lab work.

Video Restoration H72.3403 2 points.
Formats and speeds, types of releases, etc. Types of decay and restoration methods (with both an understanding of the chemistry and of the history/style). Includes lab work.

Advanced Seminar in Preservation Studies H72.3490 4 points.
This individual and small-group study is used to cover advanced topics. It also helps students to finalize their capstone thesis or portfolio requirement.

GRADUATE FILM THEORY ELECTIVES

Problems and Topics in Narrative Film H72.2003, 2004 Simons. 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 works of a number of European auteurs.

Classical Film Theory H72.2134
Laut. 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 Straayer. 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
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 criticism and cultural studies. To a lesser extent, the course 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

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.

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
Laut. 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
Straayer. 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 cine-
matic 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 Immamura 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, Janco, 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 Zhen. 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 Zhen. 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, women 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 points.
Examines 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.

**Soviet Cinema: Theory and Practice** H72.2000 Michelson. 4 points.
The cinema of the postrevolutionary period from 1925 to 1935 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, Kalatazov, 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, Marta 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 situations. 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-Brahma, Kluge, Fassbinder, Wollen, Rainer, von Prauheim, Warhol, Greenaway, Gidal, and Potter.

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 not 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 Lant, 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 films as opposed to literary intertextuality? What kinds of stylistic equivalencies 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’ 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 projects 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 narrative 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.
A 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 Allen. 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. Provides 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 Strasayer. 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. Prerequisite: H72.1402 is the prerequisite to H72.1403. 4 points per term.
Part I of this seminar considers both classic and recent works in ethnographic film; questions of method, representation, and ethics; and their relationship to anthropological and film theory. Part II looks at indigenous media, new uses of archival collections, experimental works, ethical and political issues in ethnographic film, and the intersection of anthropology with the mass media.

Film Comedy H72.2300 Michelon. 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 H72.2303 Michelon. 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.

Reflective Cinema I, II H72.2304, 2306 Stam. 4 points per term.
Historical survey and theorization of the various forms of self-reflective cinema, which includes films that draw attention to their 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 transformational, 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 auteurist documentaries. It is designed for cinema studies graduate students 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 material 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, cul-
ture, 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 post-structuralist 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**  
H72.3905, 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. The University is also a member of the Inter-University Doctoral Consortium, an association of universities in the metropolitan area whose members include Columbia University; CUNY Graduate Center; Fordham University; Graduate Faculty, New School University; Princeton University; Rutgers University; Stony Brook University; and Teacher’s College, Columbia University. For further details, see page 324 of this bulletin.

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 Medieval and Renaissance Center. 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.

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.

Michèle Lowrie, Associate Professor, Ph.D. 1990 (classics), Harvard; B.A. 1984 (classics), Yale.

Latin literature; Augustan poetry; Greek and Latin lyric poetry.

John Marincola, Assistant Professor, Ph.D. 1985 (classics), Brown; B.A. 1979 (classics), Pennsylvania.

Greek and Roman historiography; Greek history; ancient rhetoric.

Phillip T. Mitsis, Alexander S. Onassis Professor of Hellenic Culture and Civilization; Director, Alexander S. Onassis Program in Hellenic Studies.

Ph.D. 1982 (classics), Cornell; B.A. 1974 (classics and philosophy), Williams College.

Ancient philosophy and its later reception.

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.

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.


Latin literature (especially Augustan poetry, literary patronage); Greek poetry (especially Hellenistic and tragedy); classical tradition.

David Sider, Professor, Ph.D. 1969 (classics), M.A. 1963 (classics), Columbia; B.A. 1961 (mathematics), City College (CUNY).

Greek poetry and philosophy.

FACULTY EMERITI

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 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: 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.

4. Greek and Latin literature examination
   This examination is based on Reading Lists I and II for Greek and Latin and assumes a general knowledge of Greek and Latin literary history. The examination is in two parts. The first consists of brief identification and comment on three out of six passages in Greek and three out of six in Latin; both prose and poetry must be chosen in each language. This written part of the examination is then followed by an oral session. The literature examination should be taken at the end of the fifth semester.

Note: In exceptional cases the department may permit a delay of one term in taking the Greek and Latin translation and literature examinations. Each examination may be repeated once in case of failure. For reading lists and a description of the examinations, see the separately published Reading Lists for Graduate Examinations and Guidelines for Graduate Examinations.

Dissertation Proposal: The student must submit a dissertation proposal to a committee consisting of the adviser and at least two other members of the faculty. After review, the student circulates the proposal to the department faculty as a whole. An oral presentation is scheduled before the committee and any interested member of the graduate faculty. The proposal should be approved by the committee in consultation with the graduate faculty by the end of the semester following the completion of the qualifying examinations.

Dissertation: The required 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 readers, an oral defense is scheduled before a committee of at least five faculty members, including two of the dissertation readers. A successful defense requires the approval of four of the five members of the committee.

Inter-University Doctoral Consortium: Students who have qualified for the doctoral program and have obtained the approval of the department and the course instructor may register for courses offered at the Graduate Center of the City University of New York, Columbia University, Fordham University, and New School University.

Interdepartmental Curricula: Prospective candidates for the degree of Doctor of Philosophy with a major in classics and a minor in classical archaeology or ancient art history are referred to the appropriate adviser at the Institute of Fine Arts for the minor requirements. Prospective candidates for the degree of Doctor of Philosophy in classical art and archaeology with a minor in classics should consult the adviser in classics for the minor requirements.
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; paleography; 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, Paucius, Plautus, Terence, Caecilius, Cato, 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 intensive 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.

Caesar and Lucan

G27.2814 4 points.
Considers 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 Annales and Historiae. 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 fear of death, whether poetry is merely a didactic tool, language as a model for physics, and theories of the origins of civilization.

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, philosophi- cal, or epistolary corpora. The focus of the course varies accordingly; in all, however, close reading is accompanied by a consideration of the orator/philosopher/citizen in his social and historical context.

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 comparanda 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 litera-
ture (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 polytoics, the long poems, and the elegiaca—are examined as separate genres. Topics include what it meant to be a poeta nova in Republican Rome, Catullus’s polemical poetics, 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 poetry’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.

Vergil G27.2882 4 points.
Study of the Eclogues and Georgics or the Aeneid. With the former, attention is paid to the symbolic function of the countryside as a moral space, poetic exchange as a model for society, poetry as political discourse, and Vergil’s modification of generic traditions. In the Aeneid, students examine an epic tradition that both embodies and questions traditional heroic values. Topics include the influence of non-epic genres, the new Roman hero, the sacrifice of private life, and the extent to which the Aeneid is a patriotic poem.

Ovid G27.2887 4 points.
Overview of Ovid’s poetic output (including love, elegy, didactic, epistolary, and epic poetry); concentrates on a particular poem or related group of poems. Topics include Ovid’s reaction to Vergil, the influence of the declamatory schools, Ovid’s creation of a new narrative style for epic poetry, and the poet’s response to Augustus.

Herodotus G27.2912 4 points.
Study of the “father of history,” focusing on the development of prose literature in fifth-century Greece, Herodotus’s relation to the scientific and scholarly tradition in Ionia, narrative structure and themes, history as self-definition, the barbarian, and Herodotus and tragedy.

Thucydides G27.2914 4 points.
Thucydides’ place in the ancient historiographical tradition, particularly in relation to Herodotus, is considered. Topics may include the nature of evidence, Thucydides’ use of speeches and narrative, sophistic influence, and the effect of Thucydidean history on later writers.

Greek and Roman Biography G27.2918 4 points.
Reading of biographical prose to be selected from the following authors: Gorgias, Isocrates, Xenophon, Plutarch, Nepos, Tacitus, and Suetonius. Topics of study may include the development of the genre, encomium, portrayal of character as related to each author’s purpose, and the historical context.

Plato G27.2932 4 points.
Study of selected dialogue(s). Readings and topics vary with the instructor; possible focus includes Plato’s portrayal of Socrates and the Socratic method, the construction of the ideal state, the relationship between poetry and philosophy, Plato and the Sophists, and the teaching of virtue.

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. Particular attention is paid to the challenges he posed to the “proper” tragic form, the influence of Aeschylus and the relationship between Sophocles and Euripides, contemporary political and intellectual influences, and the role of ritual and the divine in Euripidean art.

**Aristophanes G27.2970 4 points.** Study of the structure and content of old comedy as represented by the surviving comedies of Aristophanes. Includes political invective and satire; literary parody; u-topianism; comic language, gesture, and costume.

**Greek Lyric Poetry G27.2971 4 points.** Representative selections (as in Campbell’s edition) of lyric poetry from the beginning through Hellenistic times. The particular focus and readings vary; sample topics include the development and specialization of generic, dialect, and metrical conventions; the influence of Homer; and the personal versus the choral poetic voice.

**Menander G27.2973 4 points.** Study of recently discovered comedies of Menander in terms of dramaturgy, social setting, characterization, and Roman comedy.

**Theocritus G27.2976 4 points.** The writer of the *Idylls* situated in his literary and cultural milieu. Close attention is paid to the literary movements and controversies of the Alexandrian period, including the genre of bucolic poetry, its conventions, characters, and genres, and Theocritus’s poems in praise of his Ptolemaic patrons.

**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. (hons) 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 (CUNY). 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. Literary theory; the intersection of literary and visual culture; literature and culture of modernity; the novel.


**Ana Maria Dopico**, Assistant Professor, Comparative Literature, Spanish and Portuguese Languages and Literatures. Ph.D. 1998 (comparative literature), M.Phil. 1993 (comparative literature), M.A. 1988 (English and comparative literature), Columbia; B.A. 1985 (English history). Taifis. 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.


**Timothy J. Reiss**, Professor. Ph.D. 1968 (French and comparative literature), M.A. 1965 (French), Illinois; B.A. 1964 (French), Manchester. Classical and Renaissance literature, philosophy, and history; 18th-century literature, history, and politics; history and theory of theatre; Caribbean culture; cultural and political theory.

**Andrew Ross**, Professor; Director, Program in American Studies. Ph.D. 1984 (English and American literature), Kent (Canterbury); M.A. 1978 (literature), Aberdeen. Intellectual and cultural history; science, technology, ecology; urban studies; social and political theory; media and cultural studies.
Kristin Ross, Professor. Ph.D. 1981 (French literature), M.A. 1977 (French literature), Yale; B.A. (honors) 1975 (French studies), California (Santa Cruz).

French literature and culture of the 19th and 20th centuries; Francophone Caribbean literature; urban history, theory, and politics; literature, culture, and ideology.

Nancy Ruttenburg, Associate Professor; Chair, Department of Comparative Literature. Ph.D. 1987 (comparative literature), M.A. 1982 (comparative literature), Stanford; B.A. 1980 (English), California (Santa Cruz).

American colonial through antebellum literature and culture; 19th-century Russian literature and culture; democratic theory; novel theory; theories of authorship; political/literary subjectivity.


Comparative poetics; history and theory of translation; sociocriticism; romanticism; symbolism; modernism.

J. Keith Vincent, Assistant Professor, Comparative Literature (East Asian Studies). Ph.D. 2000 (Japanese literature), M.Phil. 1995 (Japanese literature), Columbia; B.A. 1990 (comparative literature and East Asian studies), Kansas.

Modern Japanese literature and popular culture; queer theory; psychoanalytic theory; globalization and sexuality; translation and language reform.


Modern Chinese literature, film, culture; theory and politics of culture; intellectuals and society.

ASSOCIATED FACULTY IN OTHER DEPARTMENTS

Emily Apter, French; Ulrich Baer, German; Thomas Bishop, French; John Freccero, Italian Studies; Sylvia Molloy, Spanish and Portuguese Languages and Literatures; Mary Louise Pratt, Spanish and Portuguese Languages and Literatures; Avital Ronell, German.

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 extraterritorially, 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 GSAS Application for Admission and Financial Aid), the Department of Comparative Literature requires scores of the GRE general test for all applicants. A writing sample is also required of all applicants. In addition, international students must provide TOEFL scores. Both GRE and TOEFL scores must be available at the time of application deadlines. Demonstrated proficiency in two foreign languages is highly recommended. Applications are only considered for fall 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 term paper to meet the publication standards of a serious journal. The finished work must be approved by two readers.

The Ph.D. examination consists of a 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 literatures 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 in criticism before 1800. Seminar in Literature: Research Methods and Techniques—Politics and Theory is also a required course.

Students matriculated in literature departments who are not majoring in comparative literature may enroll in Department of Comparative Literature courses.

Language Requirements: Languages should be elected on the basis of applicability to the candidate's special interests and thesis research. The master's degree requires certification in two languages in addition to English. The Ph.D. requires certification in three languages 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 GSAS Application for Admission and Financial Aid.

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 Chiodes. 4 points.

European Renaissance Literature I G29.1500 Jarvisch. 4 points.
Studies in Renaissance genres.

European Renaissance Literature II G29.1550 Jarvisch. 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 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 G29.1833 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 4 points.
Historical context; ideological debates; cult of the irrational studied in prose, poetry, film, and the fine arts.

The 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 Chiotes. 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  Reiss. 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 Prose Genres G29.2300 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  Reiss. 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 G29.2500  Identical to G41.2965. Jaivitch. 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. Lackbridge. 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  Jaivitch, Santirocco. 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 4 points.

Topics in Caribbean Literature I G29.2650  Jaivitch. 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  Brathwaite. 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 literature by women.

The Realist Novel in Europe G29.2690 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 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  Doppo. 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  Jaivitch. 4 points.
Homer, Virgil, Tasso, and Milton.

The Nature of Tragedy G29.2821  Chirole, Reiss. 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; opera; public display and spectacle; dance; contemporary media; 19th- and 20th-century France, Italy, and North America.

Special Topics in Spanish American Literature G29.2906  Identical to G95.2906. 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  Reiss. 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  Beauprie. 4 points.
Examination of Western ideas on poetics from the viewpoint of other cultures, literate and nonliterate. Consideration of Greek, Chinese, Kaluli (New Guinea), and West African poetics.

Mythopoiesis G29.3511  Chirole. 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  Ross.  
4 points.
Examination and analysis of specific literary theories. Variable topics: hermeneutics, deconstruction, formalism, Marxism.

Topics in Black Literature  
G29.3625  4 points.
Studies in the literatures and cultures of the African diaspora.

Topics in African Literature  
G29.3630  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  4 points.
Feminist writers who reflect on the 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.
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 information technology. 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 algorithmics, databases, artificial intelligence and data mining, graphics, visualization and multimedia, computational biology and genomics, programming languages, cryptography, real-time systems, parallel and distributed computing, computer systems design, natural language processing, computer vision, optimization, scientific computing, verification, 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, scientific computing; software engineering, compiler optimization techniques, computer graphics, user interfaces, formal methods in software construction, distributed computing, multimedia, networks, cryptography and security, application servers, 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**

**Clark Barrett,** Assistant Professor. Ph.D. 2002 (computer science), M.S. 1998 (computer science), Stanford; B.S. 1995 (mathematics, computer science, and electrical engineering), Brigham Young. Formal methods; hardware verification; cooperating decision procedures; Boolean satisfiability; symbolic simulation; model checking.

**Marsha Berger,** Professor; Computer Science, Mathematics. 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.
Christoph Bregler, Assistant Professor. Ph.D. 1998 (computer science); M.S. 1995 (computer science), California (Berkeley); B.S. 1993, Karlsruhe (Germany).
Computer vision; computer graphics; animation; biomedical applications.

Design and analysis of combinatorial algorithms; string and pattern matching; approximations; algorithmic visualization.

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.

Programming languages; compilers; architecture.

Yevgeniy Dodis, Assistant Professor. Ph.D. 2000 (electrical engineering and computer science), M.S. 1998 (electrical engineering and computer science), Massachusetts Institute of Technology; B.A. 1996 (computer science), New York.
Cryptography; approximation algorithms; information theory; lower bounds; combinatorics.

Davi Geiger, Associate Professor. Computer Science, Neural Science. Ph.D. 1990 (physics), Massachusetts Institute of Technology; B.S. 1980 (physics), PUC-Rio (Brazil).
Computer vision, learning, memory, and their applications.

Benjamin Goldberg, Professor. Ph.D. 1988 (computer science), M.S., M.Phil. 1984 (computer science), Yale; B.A. 1982 (mathematical sciences), 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.

Robert Grimm, Assistant Professor. Ph.D. 2002 (computer science), M.S. 1998 (computer science and engineering), Washington; M.Eng. 1996 (computer science and electrical engineering), B.S. 1996 (computer science and engineering), Massachusetts Institute of Technology.
Operating systems, distributed systems, and the interaction between programming languages and systems.

Ralph Grishman, Professor. Ph.D. 1973 (physics), Columbia; B.A. 1968 (physics), Columbia College.
Natural language processing.

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.

Natural language processing; machine learning; systems engineering.

Computer science; algorithmic algebra; robotics; computational aspects of biology and finance.

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.

Computer graphics; simulation; computer/human interface; multimedia; animation. Research site: mrl.nyu.edu/perlin.

Amir Pnueli, Professor. Ph.D. 1967 (applied mathematics), Weizmann 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.

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 (CUNY).
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 science), Yale.
Pattern discovery in biology, chemistry, and linguistics; software for tree and graph matching and searching; design and tuning of large database systems; data mining in financial and environmental databases; puzzles and mathematical thought.

Victor Shoup, Associate Professor. Ph.D. 1989 (computer science), M.S. 1985 (computer science), Wisconsin (Madison); B.S. 1983 Wisconsin (Eau Claire).
Cryptography; algorithms.
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 the Graduate Record Examination (GRE) scores. The general test of the GRE is required of all M.S. applicants. Ph.D. applicants must submit GRE general test scores; the computer science subject test is recommended. Applicants whose native language is not English must submit the Test of English as a Foreign Language (TOEFL) scores.

The minimum 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 may be conditionally admitted with the proviso 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.

For more information, see the Web site at [www.cs.nyu.edu/csweb/Academic/Graduate](http://www.cs.nyu.edu/csweb/Academic/Graduate).

**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 in computer science, a student must satisfy the following requirements:

1. Satisfy a breadth requirement, intended to ensure overall knowledge of computer science.
2. Satisfy a depth requirement, which has two purposes: testing the knowledge of the student’s chosen research area and ensuring the student’s ability to do research.
3. Submit a written thesis proposal and make an oral presentation about the proposal.
4. Write a Ph.D. thesis that must be approved by a thesis committee and present an oral defense of the thesis.
5. Satisfy GSAS regulations concerning graduate study duration, credit points, GPA, and time to degree requirements.

The breadth requirement includes four parts: algorithms, systems, applications, and free-choice. Complete rules and a list of classes that can be used to satisfy breadth requirements can be found at [www.cs.nyu.edu/csweb/Academic/Graduate/phdrules.html](http://www.cs.nyu.edu/csweb/Academic/Graduate/phdrules.html).

The depth requirement is satisfied by passing an examination that has two parts: an oral presentation of the student’s research work and a test of the student’s knowledge of his/her research area.

Breadth and depth requirements must be completed by the end of the second year.
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. Maintain a 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 within two attempts. The examination is based on the following courses:
   a. Fundamental Algorithms (G22.1170), Programming Languages (G22.2110), Compilers and Computer Languages (G22.2130), and Design of Operating Systems (G22.2250), plus additional material posed on the department’s Web site at www.cs.nyu.edu.
   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. 

**Specialty Areas and Courses:**
Examples of 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 Design (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 Design (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 (G22.3053), Programming for the World Wide Web (G22.3053), Real-Time Programming (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 at 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.

Detailed course descriptions may be accessed each semester from the “Course Home Pages” links on the department’s Web site.

PREPARATORY ACCELERATED COURSE (PAC)

Applicants to the master’s programs who have insufficient background in computer science but are otherwise admissible are referred to PAC. These two courses (part one, which is offered in the fall, and part two, in the spring) are designed to fulfill 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 should apply for their ultimate degree objective rather than for PAC, even if they expect to be required to take these courses.

Intensive Introduction to Graduate Study in Computer Science I (PAC I) G22.1133 Prerequisite: programming experience in any language. 4 points.

An accelerated introduction to the fundamental concepts of computer science for students who lack a formal background in the field. Topics include algorithm design and program development; data types; control structures; subprograms and parameter passing; recursion; data structures; searching and sorting; dynamic storage allocation and pointers; abstract data types, such as stacks, queues, lists, and tree structures; generic packages; and an introduction to the principles of object-oriented programming.

Concepts are implemented using the Ada programming language as a representative modern high-level imperative language, emphasizing packages as a means to develop skills in effective software design and development. Students should expect an average of 12-16 hours of programming and related course work per week.

Intensive Introduction to Graduate Study in Computer Science II (PAC II) G22.1144 Prerequisite: G22.1133 or departmental permission. 4 points.

Builds directly on the foundation developed in PAC I and extends this two ways: down, to the lower levels of programming abstraction, using Java and object-oriented programming techniques. Topics include

1. Assembly language programming for the Intel chip family, emphasizing internal data representation, the logic of machine addressing, registers, the system stack, component development and techniques for communication among the components.

2. Programming in the C language, a relatively high-level systems programming language that also provides low-level capabilities similar to those of assembly language.

3. Programming in Java, which shares much of the syntax of C, removing pointer management and introducing object-oriented programming concepts.

4. An overview of common Unix commands and shell-script programming.

Examples and assignments reinforce and refine those first seen in PAC I and often connect directly to topics in the core computer science graduate courses, such as Programming Languages, Compilers, Fundamental Algorithms, and Operating Systems.

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 abstraction. 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 Prerequisites: G22.1170 or one semester of undergraduate algorithms, and 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 Prerequisites: 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.

High Performance Computer Architecture G22.2243 Prerequisite: a course in computer organization and knowledge of assembly language programming. 3 points.  

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, set, grep, tar); networking tools; news readers; etiquette and Internet databases and facilities; 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.

Advanced Topics in Operating Systems Design G22.2251 Prerequisite: G22.2250. 3 points.  
The process model; defining and using resources; scheduling; capabilities; deadlock detection, recovery, and avoidance; file systems; examples of operating systems (Unix etc.); monitors and managers. A large programming project (possibly involving multitudent teams) may be required.

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 driver 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 wavelets 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 G22.2453 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 G22.2454 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 interations, 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.

Honors Operating Systems G22.3250 Prerequisites: one undergraduate course in algorithms and one in C or C++ programming. 4 points.  
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 Topics in Artificial Intelligence G22.2561
Prerequisite: G22.2560. 3 points.

Natural Language Processing G22.2590 3 points.
Survey of the techniques used for processing natural language. Syntactic analysis: major syntactic structures of English; alternative formalisms for natural language grammar; parsing algorithms; analyzing coordinate conjunction; parsing with graded acceptability. Semantic analysis: meaning representations; analysis of quantification structure; semantic constraints; anaphora resolution; analysis of sentence fragments. Analysis of discourse and dialog. Text generation. Students get some experience using a natural language parser and a natural language query interface. Brief weekly written assignments and a term project involving a mixture of library research and programming (mostly in Lisp).

Advanced Topics in Natural Language Processing: Statistical and Corpus-Based Methods G22.2591 3 points.
One of the roadblocks to improving the performance of natural language systems is the difficulty of acquiring large amounts of knowledge about the properties of language: which words can meaningfully combine in linguistic structures and how words are semantically related. The recent availability of very large machine-readable corpora has sparked increased interest in acquiring this information automatically from text, using a combination of symbolic and statistical analysis.

This course reviews some of the recent work in this area, including the following topics: statistical models of language; entropy and perplexity; n-gram word models: acquisition and smoothing, part-of-speech models; finite state models: hidden Markov models, acquisition procedures; probabilistic context-free grammars: acquisition procedures; semantic models: word-concurrence, word classes; applications in information retrieval, speech recognition, and machine translation.

THEORETICAL COMPUTER SCIENCE

Theory of Computation G22.2350
Identical to G63.2271. 3 points
Finite automata and regular sets, context-free languages, computability, universal programs, Turing machines, unsolvable word problems, computational complexity theory, intractable problems.

Introduction to Cryptography G22.3210 3 points.
The primary focus of this course is on definitions and constructions of various cryptographic objects, such as pseudorandom generators, encryption schemes, digital signature schemes, message authentication codes, block ciphers, and others time permitting. The class tries to understand what security properties are desirable in such objects, how to properly define these properties, and how to design objects that satisfy them. Once a good definition is established for a particular object, the emphasis will be on constructing examples that provably satisfy the definition. Thus, a main prerequisite of this course is mathematical maturity and a certain comfort level with proofs. Secondary topics, covered only briefly, are current cryptographic practice and the history of cryptography and cryptanalysis.

Advanced Cryptography G22.3220
Prerequisite: G22.3210. 3 points.

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 G63.2100. 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.

Numerical Methods II G22.2421
Prerequisite: G22.2420. 3 points.

Linear Programming G22.2730
3 points.
Linear programming problems (i.e., linear optimization problems with linear constraints) arise in a wide variety of applications in economics and the social and physical sciences. This course gives a modern and self-contained study of linear programming theory and algorithms. Topics include
problem formulation; optimality conditions and duality theory; the simplex method, including implementational details such as sparsity and numerical stability; complexity of the simplex method; interior point methods (e.g., Karmarkar’s method); selected applications; network flow problems and the network simplex method. Students are(316,136),(975,963) expected to do computer programming assignments.

**Topics in Numerical Analysis**
G22.2945 May be identical to G63.2030, G63.2031, G63.2040, G63.2051, G63.2060. Prerequisites vary according to topic. 3 points.

Recent topics have included computational fluid dynamics, finite elements method, particle methods. Current course descriptions are available from the department’s Web site.

**SEMINARS AND RESEARCH**

**Information Technology Projects**
G22.3812 Prerequisite: permission of the faculty project supervisor. 3 points.

Students work in teams undertaking a project lasting one full semester with clients such as local corporations and other institutions. In a seminar setting, project management and network software are studied. Project issues include project specification, consulting project management, technology planning and training, and communicating to management. Network software issues include distributed systems design, software standardization, and technology trends.

**Advanced Laboratory** G22.3813 Prerequisite: permission of the faculty project supervisor, completion of at least 12 points of study, and programming background. May be taken more than once, but only 3 points are applicable toward an M.S. degree for which Master’s Thesis Research points are taken, and only 6 points are applicable toward an M.S. degree with no thesis. 1-3 points per term.

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 advisor or director of graduate studies for the Ph.D. program. 1-3 points per term.

**Special Topics in Computer Science**
G22.3033 Prerequisites vary according to topic. 3 points.

Topics vary each semester. Recent offerings:
- Adaptive Computer Systems
- Advanced Multimedia
- Advanced Object-Oriented Techniques
- 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
- Cryptographic Protocols

**Data Quality**
- Design and Analysis of Cryptographic Protocols
- Design and Programming of Embedded Systems
- Digital Documents
- Distributed Computing and Intelligent Agents
- eCommerce Strategies and Technologies
- Extreme Java
- Formal Methods of Software Engineering
- Formal Semantics
- Heuristic Problem Solving
- 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
- Web Search Engines
- XML for Java Developers
The Certificate Program in Culture and Media provides students with a focused course of graduate studies integrating media production with training in theory and research, while they are pursuing their Ph.D. work. 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 understanding 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.

**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 and Video Festival
2. National Museum of the American Indian, Film and 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 documentaries available to students in its video library facility. In addition, some of the best film, video, and broadcast libraries are available in New York City, including the Donnell Film Library, Museum of Modern Art Film Library, and National Museum of the American Indian Film and Video Archive.

CENTER FOR MEDIA, CULTURE, AND HISTORY
The program works closely with the Center for Media, Culture, and History, directed by Professor Faye Ginsburg. The Center sponsors fellowships, screenings, lectures, and conferences and integrates concerns of faculty and students from the Departments of Anthropology, Cinema Studies, History, and Performance Studies as well as other programs. The Center addresses issues of representation, social change, and identity construction embedded in the development of film, television, video, and new media worldwide. For more information about the Center, visit the Web site at www.nyu.edu/gsas/program/media.

CURRICULUM
Students may not take courses in the Program in Culture and Media unless they are enrolled in an M.A. or a Ph.D. program in cinema studies or a Ph.D. program in anthropology at NYU. To complete the certificate program, they must (1) take the curriculum outlined below; (2) design and complete a project in ethnographic film or video in the form of either a documentary or original research; and (3) complete at least their M.A. degree in anthropology or cinema studies. Students pursuing a Ph.D. may integrate the certificate program into their studies for the advanced degree in consultation with their dissertation committee. Students with prior training in media may be able to substitute other courses from the extensive curriculum offered in cinema studies, anthropology, or media production—including other forms such as photography and new media.

Required Courses for All Students:
1. Culture and Media I
   (G14.1215/H72.1402)
2. Culture and Media II: Ethnography of Media
   (G14.1216/H72.1405)
3. Cultural Theory and the Documentary
   (H72.2001)

4. Recommended course (or approved elective—see list below) in opposite department: For anthropology students, Television: History and Culture (H72.1026); for cinema studies students, Social Anthropology: Theory and Practice (G14.1010)

5/6. The Language of Sight and Sound
   (H72.1998)
7/8. Video Production Seminar I, II
   (G14.1218, 1219)

Note: Anthropology students can count courses 1 and 2 above toward their M.A. and courses 3 and 4 toward their Ph.D. Cinema studies students should contact Professor Toby Miller (toby.miller@nyu.edu) for information on the integration of this program with the M.A. course work in cinema studies.

Approved Electives in Cinema Studies for Anthropology Students:
- Documentary Traditions (H72.1400-1401)
- Third World Cinema (H72.1107 and H72.1109)

Approved Electives in Anthropology for Cinema Studies Students:
- Topical Seminar: Art and Society (G14.1630)
- Topical Seminar: Anthropology of Sound (G14.3392)

Courses

Culture and Media I (G14.1215) Ginsburg, Himpele, 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 knowledge, and the ethical and political concerns raised by cross-cultural representation.

Culture and Media II: Ethnography of Media (G14.1216) Ginsburg, Himpele, 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 empiricist notions of audiences 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.
Cultural Theory and the Documentary H72.2001 Miller. 4 points.
Advanced seminar that considers theoretical, historical, gender, science, sociological, and cultural studies in the light of a range of documentary genres: counter-colonial, direct cinema, ethnographic, instructional, historical, and auteurist.

Television: History and Culture H72.1026 McCarthy. 4 points.
Examines the background, context, history of radio, television, video, and sound. Topics include politics and economics of media institutions; audiences and reception; cultural and broadcast policy; aesthetic modes and movements.

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. Ginsburg, Himpele, McLagan. 4 points per term.
Yearlong 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 and Final Cut Pro 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. It is one of the very few stand-alone master’s programs offered by a top-ten economics department. It is specially tailored to meet the needs of professional economists, government officials, and economic consultants. An increasing number of M.A. students are also using the M.A. degree as groundwork for pursuing graduate programs elsewhere in the United States. The M.A. program may be taken on a full-time or part-time basis. The M.A. program also offers concentrations in international economics and development economics.

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.

Faculty

Jushan Bai, Professor. Ph.D. 1992 (economics), California (Berkeley); M.A. 1988 (economics), Pennsylvania State; B.S. 1985 (mathematics), Nankai (China).
Econometrics; time series econometrics; empirical finance.

William J. Baumol, Professor. Ph.D. 1949 (economics), London; B.S.S. 1942 (economics), City College (CUNY).
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.

International finance.

Microeconomics; game theory; industrial organization.

Alferto 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.

Xiaohong Chen, Associate Professor. Ph.D. 1993 (economics), California (San Diego); M.A. 1988 (economics), Western Ontario (Canada); B.S. 1986 (mathematics), Wabash (China).
Economic theory; nonparametric/semiparametric estimation and testing; sieve methods; nonlinear time series; diffusion models; stochastic approximation; adaptive learning.

Diego Comin, Assistant Professor. Ph.D. 2000 (economics), Harvard; B.A. 1993, Pompeu Fabra (Barcelona).
Macroeconomics.

William Easterly, Professor. Ph.D. 1985 (economics), Massachusetts Institute of Technology; B.A. 1979 (economics and mathematics), Bowling Green.
Economic development; macroeconomics; international economics; political economy.

International trade; economic growth; international capital markets.
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.

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; Chair, Department 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, Clinical Associate Professor. Ph.D. 1992 (economics), Reading; B.M.S. (honors) 1984 (economics and business administration), Waikato (New Zealand).
Austrian economics; law and economics; entrepreneurship.

Boyan Jovanovic, Professor. Ph.D. 1978 (economics), Chicago; M.S. 1973 (economics), B.S. 1972 (economics), London School of Economics.
Growth and development of nations; macroeconomics; industrial organization.

Harilaos Kitsikopoulos, Clinical Assistant Professor. Ph.D. 1994 (economics), New School; B.A. 1984 (economics), Aristotlean (Greece).
Economic history; history of economic thought.

Labor economics.

John Leahy, Professor. Ph.D. 1990 (economics), Princeton; M.S. 1986 (foreign service), Georgetown; B.A. 1984 (history, mathematics, German), Williams College.
Macroeconomics; economic theory.

Marc Lieberman, Clinical Professor. Ph.D. 1982 (economics), M.A. 1979 (economics), Princeton; B.A. 1973 (economics), California (Santa Cruz).
Labor economics; macroeconomics; international finance.

Alessandro Lizzieri, Associate Professor. Ph.D. 1995 (managerial economics and decision sciences), Northwestern; Laurea 1990 (economics), Bocconi (Milan).
Industrial organization.

M. Ishaq Nadiri, Jay Gould Professor of Economics. Ph.D. 1965 (economics), M.A. 1961 (economics), California (Berkeley); M.A. 1963 (economics), Yale; B.S. 1958 (economics), Nebrasla.
Economics of technology; productivity and economic growth; investment theory and modeling.

Game theory; human capital theory; learning theory.

Efe A. Ok, Assistant Professor. Ph.D. 1995 (economics), M.A. 1993 (economics), Cornell; B.A. 1990 (economics), B.S. 1990 (mathematics), Middle East Technical (Turkey).
Microeconomic theory; welfare economics; public economics.

Janusz A. Ordover, Professor. Ph.D. 1973 (economics), Columbia; M.A. 1968 (economics), McGill; B.A. 1966 (economics), Warsaw.
Industrial organization; antitrust economics and policy; applied microeconomics.

Jonas Prager, Associate Professor. Ph.D. 1964 (economics), Columbia; B.A. 1959 (economics), Yeshiva.
Privatization; banking regulation.

James B. Ramsey, Professor. Ph.D. 1968 (economics), M.A. 1964 (economics), Wisconsin (Madison); B.A. 1963 (mathematics and economics), British Columbia.
Nonlinear dynamics; diffusion and stochastic processes.

Debraj Ray, Professor; Silver Professor. Ph.D. 1983 (economics), M.A. 1981 (economics), Cornell; B.A. 1977 (economics), Calcutta (India).
Game theory; development economics; microeconomic theory.

Ronny Razin, Assistant Professor. Ph.D. 2000 (economics), M.A. 1997 (economics), Princeton; B.Sc. 1995 (mathematics and economics), Tel Aviv.
Political economy.

Austrian economics; law and economics; microeconomics.

Thomas J. Sargent, Professor. Ph.D. 1968 (economics), Harvard; B.A. 1964 (economics), California (Berkeley).
Applied time series; macroeconomics; monetary history and policy; macroeconomic theory.

Martin Schneider, Assistant Professor. Ph.D. 1999 (economics), Stanford; Diplom (economics) 1993, Bonn (Germany).
Macroeconomics; international finance; money and banking.

Andrew Schotter, Professor. Ph.D. 1974 (economics), M.A. 1971 (economics), New York; B.S. 1969 (economics), Cornell.
Experimental economics; game theory; theory of economic institutions.

Ennio Stacchetti, Professor. Ph.D. 1983 (computer sciences), M.S. 1980 (computer sciences), Wisconsin (Madison); Mathematicall Engineer 1977, Chile (Santiago).
Game theory; microeconomic theory.

Giorgetto Topa, Assistant Professor. Ph.D. 1996 (economics), Chicago; B.S. (honors) 1990 (economics), Venice (Italy).
Microeconomics; growth and development; econometrics.
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. Applicants for the M.A. program should have mastered intermediate microeconomics, intermediate macroeconomics, at least one semester of calculus, and a course in statistics—all with a grade of B+ or better. They must also obtain GRE quantitative and analytical scores in the 75th percentile and above (e.g., over 700) and have GRE verbal scores in the 50th percentile and above (e.g., over 500). GMAT scores will be accepted in lieu of the GRE. International students should aim for TOEFL scores above 270. Successful applicants may also be required to take a diagnostic language evaluation test at the American Language Institute at NYU and additional English-language courses tailored to the needs of graduate students. Applicants should have a grade point average of at least 3.25 in their undergraduate work. 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.

M A S T E R O F A R T S

A master’s degree in economics is an increasingly essential degree in a global economy. The M.A. program in economics at New York University combines analytical rigor with an applied focus. It provides students with a solid background in advanced economics for a career in business and government.

It enables students to upgrade their technical skills in applied economic and statistical analysis. It is also an excellent preparatory degree for graduate programs (e.g., Ph.D. in economics, law degree) elsewhere in the United States.

Graduates have been employed at Goldman Sachs, Bloomberg, Citicorp, and Credit Suisse. Other graduates have been admitted to Ph.D. programs in economics (e.g., Boston University), law schools (e.g., Columbia University), and public policy schools (e.g., Syracuse University).

The M.A. degree in economics requires a minimum of three semesters of full-time study. The time limit for completion of the degree is five years for both full- and part-time students.

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 and the writing of a special project report. In order to graduate, students must complete at least 24 points within the Department of Economics at New York University (i.e., courses with a G31 prefix). (Transfer credits do not count toward this requirement.) Most courses carry 3 points; the special project carries 2 points. Students must have a cumulative GPA of at least 3.0 (B) with 18 points of B (3.0) or better. Students may take 8 points outside the Department of Economics.

The M.A. degree requires five core courses, five elective courses, and a special project in economic research. The five core courses are Mathematics for Economists (G31.1001), Microeconomic Theory (G31.1003), Macroeconomic Theory I (G31.1005), Applied Statistics and Econometrics I (G31.1101), and Applied Statistics and Econometrics II (G31.1102).

Special Project in Economic Research (G31.3200) is taken in the final or penultimate semester. The aim of the course is to integrate material and tools that have been taught throughout the M.A. program in addressing applied economic and policy problems. Students are encouraged to approach research questions from outside a narrow specialization and to consider linkages between different fields.

Elective courses are selected from the department’s regular course offerings. Students may also select relevant courses at the NYU Leonard N. Stern School of Business. This strategy is designed to give students a well-rounded education that will be useful after graduation in the nonacademic world. In addition to regular courses in economics, students take courses in finance, accounting, international business and operations research at Stern. Highly qualified M.A. students preparing for a Ph.D. program may also take courses in the graduate division of the Department of Mathematics at the Courant Institute of Mathematical Sciences, which offers balanced training in mathematics and its applications in the broadest sense.

Gianluca Violante, Assistant Professor. Ph.D. 1997 (economics), M.A. 1994 (economics), Pennsylvania; Laurea 1992 (economics), Torino (Italy).

Macroeconomics; labor economics; applied econometrics.

Charles A. Wilson, Professor. Ph.D. 1976 (economics), Rochester; B.A. 1970 (economics), Miami.

Economic theory; game theory; decision theory.


Distribution of income and wealth; productivity growth; input-output analysis.
MASTER OF ARTS AND ADVANCED CERTIFICATE PROGRAM IN APPLIED ECONOMIC ANALYSIS

The department offers specialized programs in economic development and international economics. Participating students must take the required core courses (listed above) and complete the M.A. special project report. 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.

Economic Development: This area of study is designed for those concerned with economic study 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 and foreign assistance, and corporations doing business in the less developed countries as well as other private organizations.

Requirements include the core courses: G31.1603; where appropriate, G31.3001, 3002; additional elective points to complete 32 points; and a special project report.

For the advanced certificate, three additional courses must be selected from G31.1605; where appropriate, G31.3001, 3002; International Competition and the Multinational Enterprise (B30.2385); Global Banking and Capital Markets (B40.3387); and International Financial Management (B40.3388). 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 Macroeconomics (G31.2102) or Microeconometrics (G31.2105).

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
- Microeconomic Theory I
- 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
- Macroeconometrics
- 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 GSAS Application for Admission and Financial Aid.
C. V. Starr Center for Applied Economics

The C. V. Starr Center for Applied Economics is the research branch of the Department of Economics at New York University. The Center seeks to bridge the gap between academic research and economic decisions in both business and government. The Center analyzes issues of important economic and social consequences to improve tomorrow’s economic decisions. These goals are pursued by the Center in three ways: analysis of current economic issues, design of tools to facilitate economic decision making in the future, and wide dissemination of research results through publications, seminars, and conferences.

**RESEARCH ACTIVITIES**

The research activities of the Center are organized into two categories: short-term projects and long-term projects.

Short-term projects are major research projects that seek to complete a specific piece of applied economic research in a period not exceeding 12 months.

Long-term projects are major research endeavors focusing on topics of such fundamental intellectual importance that one can expect the project will be continued past the termination of the Center’s funding. These projects typically involve at least two members of the Center/Department of Economics at New York University.

**VISITORS PROGRAM**

Since its inception, the Center has 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.

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**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: (1) graduate course open to qualified undergraduates, (2) advanced graduate course, and (3) 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, (30) 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 each term.

**CORE M.A. COURSES AND SPECIAL RESEARCH PROJECT**

**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 I**

- **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.

**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.

**Applied Statistics and Econometrics II**

- **G31.1102**
  - Prerequisite: G31.1101 or permission of the instructor. 3 points.

**Macroeconomic Theory II**

- **G31.1006 3 points.**

**ELECTIVE M.A. COURSES**

**General Economic Theory**

- **G31.2041 3 points.**

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**Faculty of Arts and Science, 269 Mercer Street, 3rd Floor, New York, NY 10003-6687; 212-998-8936**

**Director:** Professor Jonathan Eaton  
**Assistant Director:** Ms. Anne Stubing  

Graduate students in the Department of Economics at New York University may participate in the research of the internationally renowned C. V. Starr Center for Applied Economics. Students have the opportunity to associate with the Center’s prominent visitors and distinguished research scholars.

**PURPOSE**

The C. V. Starr Center for Applied Economics is the research branch of the Department of Economics at New York University. The Center seeks to bridge the gap between academic research and economic decisions in both business and government. The Center analyzes issues of important economic and social consequences to improve tomorrow’s economic decisions. These goals are pursued by the Center in three ways: analysis of current economic issues, design of tools to facilitate economic decision making in the future, and wide dissemination of research results through publications, seminars, and conferences.

**RESEARCH ACTIVITIES**

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**VISITORS PROGRAM**

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Economic Analysis of Law
G31.2047 3 points.
Application of economic analysis to the study of common law doctrines, institutions, and procedures. Topics include the Coase Theorem.

PUBLIC ECONOMICS AND URBAN ECONOMICS (30)
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.

Urban Economic Growth
G31.2305 3 points.
Explains the spatial aspects of economics and the problems and policies of urban economics. Students are taught to employ the tools of economic analysis to explain the economic structure of urban centers.

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: G31.1003 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: G31.1005 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.

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.

ECONOMIC GROWTH AND DEVELOPMENT (60)
Economic Development I
G31.1603 Prerequisite or corequisite: G31.1003 or permission of the instructor. 3 points.
Latin American Economics
G31.1605 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.

Economic Anthropology 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.

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.

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.

Macroeconomic Theory 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 (04)
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 autoregressions, 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.


Introduces the analysis of wavelets and their use in economic analysis. Discusses modern spectral techniques and their extension to nonstationary processes together with their relevance to economic and financial data. Nonlinear dynamical models, including models with fiscal distortions, productive externalities, and imperfect competition.

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.

Beginning 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. Introduction to 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.

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 (50)

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: G31.1023 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 Pre- or corequisite: 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 aid 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 Primarily for students writing theses under an adviser. Prerequisites: permission of the adviser and the department. 1-6 points per term.

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 five 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 theory and 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 economics 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 by 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, Politics, and Sociology, 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.
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 and American literature with a concentration in creative writing or an M.F.A. degree in creative writing.

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.

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, Erich Maria Remarque Professor of Literature; Dean for the Humanities, Faculty of Arts and Science. 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 (CUNY). Victorian literature and culture; history of the novel; postcolonial literature; critical theory, especially of gender and sexuality.


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.


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 (CUNY). Contemporary American literature and culture; psychology and literature; ethnic identity 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.


Galway Kinnell, Erich Maria Remarque Professor of Creative Writing. M.A. 1949 (English), Rochester; B.A. 1948 (English), Princeton. Creative writing, poetry.


John Maynard, Professor. Ph.D. 1970 (English), B.A. 1963 (history and literature), Harvard. 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.


Sharon Olds, Professor. Ph.D. 1972 (English), Columbia; B.A. 1964, Stanford. Poetry; community outreach; creative writing.


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.
Programs and Requirements

Admission: Applications are accepted for programs leading to the M.F.A. degree, the M.A. degree with a concentration 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 Test of English as a Foreign Language (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 GSAS Application for Admission and Financial Aid 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 M.A. or Ph.D. program in English and American literature must also submit results of the GRE subject test in English and a writing sample (10-12 pages). The department considers applications for the M.A. or Ph.D. program in English and American literature for full admission only.

Applicants for the M.F.A. program or the M.A. program with a concentration 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 12 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 both, nor for drama. The Creative Writing Program considers applications for fall admission only.

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 or will have completed an M.A. or M.F.A. degree at New York University may apply for the Ph.D. program. They must meet all the requirements for the Ph.D. application. They may submit a new statement of purpose, a new writing sample, and additional letters of recommendation. Their applications are considered along with applications submitted by external candidates.

Master of Arts

Requirements for the Master of Arts degree in English and American literature (without a focus in creative writing) include the completion of 32 points, 24 of which must be earned through course work taken within the English department, and the following specific requirements:

1. A mandatory 3-point seminar, Introduction to Advanced Literary Study for M.A. Students, to be taken in the first term of matriculation.

2. One course in English language selected from among the following: G41.1060, G41.1061, G41.2044.
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.

Concentration in Creative Writing

The concentration in creative writing 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 concentration 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 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. Submission of a special project totaling about 9,000 words (i.e., 30 to 35 pages), written under the supervision of a department faculty member within the context of a required 1-point Guided Research course, registered for in an appropriate semester during the student’s period of matriculation. The special project may be a revision of a paper written at an earlier point in the student’s M.A. career or prior to its commencement, or an entirely new undertaking, as deemed appropriate by the student’s faculty adviser and the director of graduate studies. See the department’s Instructions for the Special Project for details.
6. Completion of all requirements listed above within five years.

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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. Submission of a special project totaling about 9,000 words (i.e., 30 to 35 pages), written under the supervision of a department faculty member within the context of a required 1-point Guided Research course, registered for in an appropriate semester during the student’s period of matriculation. The special project may be a revision of a paper written at an earlier point in the student’s M.A. career or prior to its commencement, or an entirely new undertaking, as deemed appropriate by the student’s faculty adviser and the director of graduate studies. See the department’s Instructions for the Special Project for details.
6. Completion of all requirements listed above within five years.

The concentration in creative writing 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 concentration is recommended for students who may want to apply to a Ph.D. program in English literature or to teach literature at the secondary-school level.

Requirements for the Master of Arts degree 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. Submission of a special project totaling about 9,000 words (i.e., 30 to 35 pages), written under the supervision of a department faculty member within the context of a required 1-point Guided Research course, registered for in an appropriate semester during the student’s period of matriculation. The special project may be a revision of a paper written at an earlier point in the student’s M.A. career or prior to its commencement, or an entirely new undertaking, as deemed appropriate by the student’s faculty adviser and the director of graduate studies. See the department’s Instructions for the Special Project for details.
6. Completion of all requirements listed above within five years.
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, 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 G41.3969).

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 seminar 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 medieval; Renaissance; 18th-century British (1660-1800); 19th-century British (1789-1914); 20th-century British; American: beginning to 1865; American: 1865 to present; and modern drama (1860-present). The 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 examination is taken—ordinarily the seventh semester of the program—from the graduate studies to discuss the use of that language to fulfill (or partially fulfill) the requirement.

10. A final oral examination in defense of the dissertation. 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 dissertation candidate, 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.

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, visit the Web site at www.nyu.edu/gsas/dept/english.

LECTURES AND EVENTS

The Medieval and Renaissance Society sponsors lectures and parties.

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.

The Creative Writing Program sponsors readings and lectures by distinguished and emerging writers.

DEPARTMENTAL FINANCIAL AID

All accepted Ph.D. students in English receive four- or five-year support packages, 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 five incoming students and provide stipends of $17,000 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 fellowship support with teaching in hospitals and schools include the Goldwater Hospital Teaching Fellowships and the Starworks Teaching Fellowships. Most
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. Kinnell, Olds, visiting faculty. 4 points per term.

Discussion of students’ own work. Students are expected to bring in a new poem each week. They may be asked to memorize several great poems of their choosing. Regularly scheduled conferences with the instructor.

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 Kinnell, 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 conventions; syntax; the line; revision; and so on. Students may be asked to memorize poems.

The Craft of Fiction G41.1960 Hooper, visiting faculty. 4 points.

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; humanity and 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.


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, Pouey, Poitou. 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 Hoover, Momma. 4 points.

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—Cædmon’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. 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.

fellowships, prizes, and awards appears in the Financing Graduate Education section of the GSAS Application for Admission and Financial Aid.
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. Montmar. 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, 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 Gilman. 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 Chaudhuri, Giffen, 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, Poovey, Spear. 4 points.

Modern Afro-American Novelists
G41.1750 Harper, McHenry. 4 points.
Representative novels by Ellison, Toomer, Williams, Wright, Naylor, Baldwin, and Morrison.

Afro-American Poetry
G41.1755 Harper, 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.

Topcis in Performance
G41.1770 Chaudhuri, Harries. 4 points.

Introductory Topics in the History of the Production of Knowledge
G41.1800 Poovey. 4 points.

Introductory Topics in Criticism
G41.1955 Harper, Haverkamp, Maynard, Meisel. 4 points.

Introductory Topics in Literary Theory
G41.1957 Freedgood, Guillery, Harper, Haverkamp, Hooser, Meisel. 4 points.

Major Works of the 14th Century
Exclusive of Chaucer G41.2252 Dinhua, Rust. 4 points.

Chaucer I, II G41.2266, 2267 Carruthers, Dinhua, Rust. 4 points per term.

Topics in Medieval Literature I, II
G41.2270, 2271 Carruthers, Dinhua, Momma, Rust. 4 points per term.

Medieval and Early Tudor Drama
G41.2295 Staff. 4 points.
Liturgical 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
G41.2355 Gilman, Guillery. 4 points.
Marlowe, Jonson, Kyd, Marston, Tourneur, Webster, Middleton, Rowley, Ford, Chapman.

The Age of Donne
G41.2414 Gilman, Lou. 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, Lou. 4 points.

Milton
G41.2430 Gilman, Guillery, Lou. 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, Starr, 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, Starr. Waters. 4 points per term.

Mid- and Later 18th-Century Poetry and Prose G41.2550 Griffin, Starr. 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 Lockridge, 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 Lockridge, Magnuson. 4 points per term.

Topics in political, philosophical, and critical approaches to romanticism.

Topics in Victorian Literature G41.2650 Freedgood, Maynard, Poovey, Spear. 4 points.

Victorian Studies G41.2661 Freedgood, Maynard, Poovey, Spear. 4 points.

Victorian poetry, fiction, and nonfiction prose in cultural context.

The Victorian Novel G41.2662 Freedgood, Maynard, Poovey, 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 1880s 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 Deer, Meisel. 4 points.

The problem of modernism in English prose fiction from Pater to Joyce and Woolf.

Contemporary British Novel G41.2721 Sandblu. 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, Colum, 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.


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, Jeffer, and others.

American Fiction: 1900-1945 G41.2844 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, Catner, 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 Chandhuri, 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 Freedgood. 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.

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 Literary Theory I, II
G41.2955, 2956 Donoghue, Harper, Haverkamp, Marynard, 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, Gallilory, 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 poems with deconstruction as criticism. First- and second-degree deconstruction. Theory of metaphor and tropes; allegories of reading.

Survey of Critical Theory I, II
G41.2965, 2966 Identical to G29.2500, 2501. Javitch, Lockridge. 4 points per term.

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 only 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, Dinsman, Rais. 4 points per term.

Topics in Renaissance Literature I, II
G41.3323, 3324 Gilman, Gallilory, Lou. 4 points per term.

Topics in 17th-Century Literature I, II
G41.3432, 3433 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 Lockridge, Magnuson. 4 points per term.

Topics in Literary Theory I
G41.3629 Haverkamp. 4 points.

Topics in Victorian Literature I, II
G41.3650, 3651 Freedgood, Marynard, Pusey, Spear. 4 points per term.

Topics in the Literature of the Transition
G41.3700 Marynard, Meisel. 4 points.

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Topics in British Fiction from 1890 to the Present G41.3720 Deer, Meisel. 4 points.

Topics in Irish Literature G41.3730 Donoghue, Waters. 4 points.

Topics in Early American Literature G41.3802 Waterman. 4 points.

Topics in American Literature: 1800-1865 I, II G41.3810, 3811 Collins, Jackson, Posnock, Waterman. 4 points per term.

Topics in American Literature: 1865-1900 G41.3820 Collins, Jackson, McHenry, Patell, Posnock. 4 points.

Topics in American Literature Since 1900 I, II G41.3840, 3841 Harper, Hendin, McHenry, Patell, Posnock. 4 points per term.

Topics in the History of Rhetoric G41.3918 Carruthers. 4 points.

Topics in Criticism I, II G41.3920, 3921 Bloom, Haverkamp, Maynard, Meisel. 4 points per term.

Topics in British and American Poetry I, II G41.3926, 3927 Bloom, Donoghue. 4 points per term.

Topics in Modern Drama G41.3930 Chaudhuri, Harries. 4 points.

Topics in Poetics G41.3954 Collins, Donoghue, Lockridge. 4 points.

Topics in Criticism I, II G41.3957, 3958 Bloom, Haverkamp, Mayrnuos, Patell, Poovey. 4 points per term.

Topics in the History of the Production of Knowledge G41.3961 Poovey. 4 points.
The Program in Environmental Health Sciences (EHSC) provides advanced training in scientific disciplines related to environmental health, with emphasis on major health problems, such as cancer, respiratory illnesses, cardiovascular diseases, and musculoskeletal ailments. The program provides specialized knowledge in an environmental health area (epidemiology, ergonomics and biomechanics, exposure assessment and health effects, molecular carcinogenesis/toxicology, and toxicology), 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 the environmental health sciences.

Faculty

Ilana Belitskaya, Assistant Professor. Ph.D. 2002 (statistic), M.S. 1999 (statistica); Stanford; B.S. 1997 (mathemastica), California (Santa Barbara) and St. Petersburg (Russia).

Applications of statistics to genomics and molecular biology; analysis of DNA microarrays; analysis of flow cytometry data; data mining; cluster analysis.

Opinder S. Bhanot, Professor (Research). Ph.D. 1965 (bioorganic chemistry), Calcutta; M.S. 1960 (organic chemistry), B.S. (honors) 1959 (chemistry), Punjab.

DNA damage, replication, repair, and mutagenesis.

Maarten C. Bosland, Professor, Environmental Medicine, Urology; Director, NYU/National Institute of Environmental Health Sciences (NIEHS) Center Histopathology and Experimental Animal Facility; Codirector, NYU Cancer Institute Genitourinary Cancer Program. Ph.D. 1989 (experimental pathology), D.V.Sc. 1978 (veterinary science), Utrecht (Netherlands).

Hormonal carcinogenesis; prostate cancer chemoprevention; prostate and breast cancer; endocrine disruption; experimental pathology.

Frederic J. Burns, Professor, Ph.D. 1967 (biophysics), New York; M.A. 1961 (physics), Columbia; B.A. 1939 (physics), Harvard.

Cancer prevention and multiple stages in radiation carcinogenesis; patched gene and DNA repair genes in cancer susceptibility; arsenic cocarcinogenesis; DNA repair and proliferation.

Lung Chi Chen, Associate Professor; Director, NYU/NIEHS Center Information Services; Codirector, NYU/EPA Particulate Matter (PM) Health Center Core Facility. Ph.D. 1983 (environmental health), M.S. 1978 (environmental health), New York; B.S. 1976 (public health), National Taiwan.

Inhalation toxicology; exposure-response relationships; air pollution.

Beverly S. Cohen, Professor; Director, NYU/NIEHS Inhalation and Exposure Assessment Facility; Director, NYU/EPA PM10 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.

Mitchell D. Cohen, Assistant Professor (Research). Ph.D. 1988 (toxicology/nutrition), M.S. 1984 (toxicology/nutrition), Florida; B.S. 1981 (chemistry/physics), SUNY (Albany).

Pulmonary immunotoxicology of inhaled pollutants; effects of inhaled pollutants on lung/lung immune cell iron homeostasis; modulation of cytokine biochemistry by metals and complex mixtures; pulmonary/immunotoxicology of World Trade Center dusts.

Norman Cohen, Research Professor. Ph.D. 1969 (environmental health sciences), M.S. 1965 (environmental health sciences), New York; B.S. 1960 (chemistry), Brooklyn College (CUNY).

Radiobiology, -chemistry, and -physics of the biokinetics, metabolism, and toxicity of heavy-metal, bone-seeking radionuclides in primates; environmental ecology of radionuclides, bioassay, internal dosimetry, and assessment of low-level radiation exposures using measurements of internal radioactive contaminants; chelation and other therapeutic techniques for reducing health risks associated with internal deposits of, and exposures to, radioactive materials.

Stromal-epithelial interactions in carcinogenesis; in vitro and animal models of prostate cancer progression and metastasis.

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; histone modifications and epigenetic mechanism of carcinogenesis.

Hugh L. Evans, Professor. Ph.D. 1969 (psychology), Pittsburgh; M.A. 1965 (psychology), Temple; B.A. 1963 (psychology), Rutgers.

Neurotoxicology.

Kryszyna 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-, metal-, 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. 1976 (physics), Rutgers.

Occupational and clinical epidemiology; epidemiology of radiation and cancer; epidemiology of asthma; epidemiologic methods; urban populations.

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.

David Goldsheyder, Instructor, Ergonomics and Biomechanics (ERBI). M.A. 1993 (ergonomics and biomechanics), New York; M.S. 1974 (mechanical engineering), B.S. 1972 (mechanical engineering), Khmelnytsky Institute of Technology (Ukraine).

Biomechanics; workplace design; workstation modification; ergonomics.

Terry Gordon, Associate Professor; Director, Systemic Toxicology Program. Ph.D. 1981 (toxicology), Massachusetts Institute of Technology; M.S. 1977 (toxicology), B.S. 1974 (physiology), Michigan.

Genetic susceptibility of lung disease produced by environmental and occupational agents.


Molecular mechanisms and toxicology of pulmonary inflammation; reproductive toxicology.

Manny Halpern, Research Assistant Professor, ERBI; Senior Manager, Ergonomic Services, NYU/HJD-OIOC. Ph.D. 1999 (environmental health sciences), M.A. 1988 (ergonomics and biomechanics), New York; B.Sc. 1984 (kinesiology), Waterloo (Canada); B.A. 1973 (social sciences), Tel Aviv (Israel).

Ergonomics; workplace intervention; injury prevention methodology; job analysis.


Dosimetry of internally deposited radionuclides; measurement of radiation and radioactivity; risk modeling of radiation carcinogenesis.


Measurement of ultrafine and nanometer aerosols; development of instrumentation for collection and analysis of acidic, radioactive, and biological particles.

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 carcinogenesis caused by ultraviolet radiation, metal compounds, and smoking.

Xi Huang, Assistant Professor. Ph.D. 1991 (toxicology), Paris VI; M.S. 1988 (toxicology), Paris VII; B.S. 1985 (agrochemistry), Beijing Agricultural.

Implication of iron and oxidative stress in human diseases.

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; tobacco smoke toxicology; pulmonary pathophysiology; liver toxicity and pathophysiology; effects of lead and heavy metals on the developing nervous system.

Catherine B. Klein, Assistant Professor; Director, NYU/NIEHS Facility Core; Director, NYU/NIEHS Laboratory Supplies and Services Facility Core; Consultant, NYU/NIEHS Cytogenetics Facility and NYU Cancer Institute. Ph.D. 1988 (environmental health sciences), New York; M.S. 1978 (human genetics), George Washington; B.S. 1975 (biology), 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 Lippmann, 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. Track. Ph.D. 1972 (physics), M.A. 1968 (physics), SUNY (Stony Brook); B.S. 1964 (physics), Queens College (CUNY).

Epidemiology and prevention of HIV/AIDS, tuberculosis, and other
infectious diseases; clinical trials of HIV vaccines and nonvaccine interventions; environmental, occupational, and ophthalmologic epidemiology.

Arthur Nádas, Associate Professor (Research), Ph.D. 1967 (mathematical statistics), Columbia; M.A. 1961 (mathematics), Oregon; B.A. 1959 (mathematics), Alfred.

Mathematical statistics; biostatistics; mathematical biology; statistical design of HIV immunotypes and a broadly effective polyvalent vaccine for HIV; experimental design and analysis using microarrays and gene chips; statistical analysis of telemetry data; mathematical modeling of spontaneous mutagenesis.

Christine Nadziejko, Assistant Professor, Ph.D. 1985 (pathology), M.S. 1981 (pathology), New York Medical College; B.S. 1972 (biology), Simmons College.

Cardiovascular effects of air pollutants in laboratory animals; rodent models of human cardiovascular disease; mechanisms of cardiopulmonary disease from cigarette smoking; pulmonary histopathology in animals exposed to inhaled toxicants.

Margareta Nordin, Research Professor; ERBI Program Director; Director, NYU/HJD-OIOC. Med.Dr.Sc. 1982 (occupational orthopedics), B.S. 1969 (biology), Göteborg, (Sweden).

Occupational musculoskeletal disorders, low back pain; prevention of injury, prevention of disability; motor control; biomechanics; ergonomics.

Qingshan Qu, Assistant Professor, M.D. 1969 (medicine), B.S. 1965 (premedical science), Beijing Medical College (China).

Pulmonary toxicology; biomarker application and risk assessment.

William N. Rom, Professor, Medicine, Environmental Medicine. M.P.H. 1973 (environmental medicine), Harvard; M.D. 1971 (medicine), Minnesota; B.A. 1967 (political science), Colorado.

Environmental and occupational lung diseases; molecular mechanisms of lung cancer; tuberculous (TB)/AIDS; interferon-gamma therapy for TB, and TB vaccine and immune response; environmental policy, wilderness preservation, and global warming.

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, Assistant Professor (Research), 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.

Ali Sheikhzadeh, Research Assistant Professor; ERBI Dottorial Student Adviser; Assistant Director of Research, NYU/HJD-OIOC. Ph.D. 1997 (environmental health sciences), M.A. 1989 (ergonomics and biomechanics), New York; B.S. 1985 (electronics engineering technology), Texas Southern (Houston).

Occupational biomechanics; biomechanical modeling and testing; electromyography; ergonomic product evaluation.

Roy E. Shore, Professor; Director, Epidemiology Program; Director, Program in Epidemiology and Prevention, NYU Cancer Institute. Dr. P.H. 1982 (epidemiology), Columbia; Ph.D. 1969 (psychology and statisticians), 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, Director, Graduate Program in Environmental Health Sciences; Deputy Director, NYU/NIEHS Center; Director, Analytical Chemistry Research, NYU/NCI Cancer Institute. Ph.D. 1972 (physical chemistry), Cornell; B.S. 1966 (chemistry), Brooklyn College (CUNY); Postdoc 1972-1975 (chemical physics), Rockefeller.

DNA carcinogenesis interaction; biological consequences of DNA adducts; mass spectrometry in carcinogenesis and environmental research.

Joseph Stabile, Research Assistant Professor, Ph.D. 1994 (biology), CUNY; M.A. 1989 (biology), City College (CUNY); B.S. 1980 (biology), Fordham.

Toxic algal blooms; population of anadromous fishes.

Bernard G. Steinetz, Research Professor, Ph.D. 1954 (zoology and endocrinology), Rutgers; B.A. 1950 (biology), Princeton.


Ting-Chung Suen, Assistant Professor (Research), Ph.D. 1990 (tumor biology), Texas (Houston); B.S. 1984 (zoology), National Taiwan.

Oncogenes and tumor suppressor genes, breast cancer, transcriptional regulation of gene expression; effects of carcinogens on gene expression; gene chips and microarrays.

Moon-shong Tang, Professor, Ph.D. 1976 (molecular biology), M.S. 1975 (molecular biology), Texas (Dallas); B.S. 1966 (medical technology), National Taiwan.

Carcinogenesis and mutagenesis; DNA damage; 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.


Cancer epidemiology; role of endogenous hormones in the etiology of chronic diseases; influence of diet on endogenous hormones in health and disease; health consequences of human exposure to hormonally active agents in the environment.

Sherri Weiser, Research Assistant Professor, ERBI; Senior Manager, Psychological Services, NYU/HJD-OIOC. Ph.D. 1989 (psychology), CUNY; B.S. 1978 (psychology), SUNY (Stony Brook).

Biopsychosocial models; low back pain; personality and health; occupational stress.
Programs and Requirements

The areas of study offered by the doctoral program are biostatistics, epidemiology, ergonomics and biomechanics (ERBI), exposure assessment and health effects, molecular toxicology/carcinogenesis, and toxicology; the master’s program offers environmental hygiene, environmental toxicology, and ergonomics and biomechanics.

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.

A description of the programs can be obtained from the EHSC Web site at niem.med.nyu.edu/gradprog or the ERBI Web site at www.oioc.org/education/education_home.html.

Admission: Applicants are expected to have the equivalent of an undergraduate major in a biological, physical, or engineering science with average grades of B (3.0) or higher. Graduate Record Examination general test scores are required.

Applicants for admission and fellowship support should contact the EHSC graduate coordinator at 212-255-6690 (ergonomics and biomechanics).

Course of Study: Each student should have a full course of study approved by the assigned academic adviser who also aids 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 EHSC program: G48.1004, G48.2303, and G48.2310 or G48.1006. The following core courses are required of master’s degree candidates in the ERBI program: G48.2039 and G48.2303.

MASTER OF SCIENCE

The Master of Science degree in environmental health sciences is awarded upon satisfactory completion of 36 points and a master’s thesis. The Master of Science degree in ergonomics and biomechanics is awarded upon satisfactory completion of 36 points and a special project completed in Practicum I and II or Practicum I and an Independent Study.

MASTER OF PHILOSOPHY

The Master of Philosophy (M.Phil.) degree can be granted to students accepted as candidates in the doctoral program who have fulfilled all requirements for the doctorate except the dissertation and its defense (i.e., they have completed 72 points and passed both the written and oral qualifying examinations).

DOCTOR OF PHILOSOPHY

The Doctor of Philosophy degree is awarded upon satisfactory completion of 72 points of credit, of which at least 48 are didactic course credits (the remaining are research and tutorial credits), and a doctoral dissertation, that is defended in an oral examination. Students are expected to complete their written prelims within two years of beginning full-time study in the program (after completion of 48 didactic credits). 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 one year of passing the written qualifying examination.

HOUSING

The Graduate School of Arts and Science offers students a variety of housing opportunities through the University’s Department of Housing at 8 Washington Place, 212-998-4600. Housing is also provided in the Sterling Forest apartments. Contact Ms. Cindy McGinnis at 845-731-3500 in Tuxedo, New York, to obtain a housing application.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

Currently, basic fellowship, traineeship, or research assistantship stipends are available for qualified M.S. and Ph.D. candidates (ERBI candidates are not included); the stipend is $5,000/year (M.S. candidates) and $24,000/year (Ph.D. candidates), plus tuition and fees.

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the GSAS Application for Admission and Financial Aid.
Courses

The courses listed below are generally given during the day at NYU’s Washington Square campus in Manhattan or the Research Laboratories for Environmental Medicine at Sterling Forest, Tuxedo, New York (45 miles from midtown Manhattan). All ERBI courses are conducted in the evening at the NYU/HJD-OIOC, located at 63 Downing Street, New York, NY, which is just a few blocks southwest of Washington Square. 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, or the ERBI program administrator, 212-255-6690.

The following courses are lectures unless otherwise indicated.

Environmental Health G48.1004
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.

Ecotoxicology: Hudson River Case Study G48.1005
Identical to G23.1005. Prerequisite: undergraduate biology or chemistry, or permission of the instructor. Wirgin. 4 points.

Ecosystems throughout the country are polluted with a variety of toxic chemicals. This course uses the Hudson River as a model to investigate the sources, transport, transformation, toxic effects, management strategies, and remediation of polluted ecosystems. Over 200 miles of the Hudson River estuary has been designated a U.S. federal Superfund site because of contamination from PCBs, dioxins, and metals. As baseline information, this highly interdisciplinary course initially investigates the geological history of the Hudson River, its hydrology, and inventory of species composition. Those chemical, physical, and biological factors impacting the bioavailability of contaminants to the ecosystem are presented. Efforts to model the trophic transfer of PCBs through the food chain are discussed. Toxic effects (cancer, reproductive disorders, immunological changes, etc.) of these contaminants to Hudson River fish, bird, and mammalian populations are highlighted.

Models of resistance of populations to chemical contaminants are explored. Accumulation of toxicants and possible effects on human consumers of Hudson River resources are introduced. Potential beneficial effects of microbial bioremediation strategies are introduced. Problems and issues in the management of Hudson River Superfund sites are discussed by regulatory officials as are the strategies of advocacy groups to remediate these sites. Impacts of remediation of one site on its natural populations are presented.

Toxicology G48.1006
Identical to G23.1006. Not open to students who have taken G48.2310 or G23.2310. Prerequisite: V23.0025 and V25.0243-0244. Recommended: biochemistry, Jaeger. 4 points.

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

DNA Replication, Damage, and Repair G48.2018
Identical to G23.2018. Prerequisite: biochemistry. Tang. 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.

Communication Skills for Biomedical Scientists G48.2025
Identical to G23.2025. Prerequisite: permission of the instructor. Nadziejko. 2 points.

Basic principles of effective scientific communication are presented in this course. Lectures and hands-on practice sessions cover (1) poster presentations for scientific meetings, (2) brief verbal presentations, and (3) writing papers for publication in a scientific journal. Students are encouraged to use their own data for the various communication formats. Students are expected to attend and to critique seminars given at Sterling Forest by outside speakers that are sponsored by the Department of Environmental Medicine; these seminars are given on the same day as the class.

Tutorials in Environmental Health Sciences G48.2031 1–4 points.

Tutorials arranged on an individual basis with a faculty member for the advanced study of special subjects in the environmental health sciences. A short description must be approved in advance of registering for this tutorial. A comprehensive paper or examination is required.

Aerosol Science G48.2033
Thurston. 4 points.

Comprehensive introduction to the properties, behavior, and measurement of suspended particles, including background on their underlying physical and chemical characteristics. Presents the properties of ambient atmospheric aerosols and their respiratory deposition.

Environmental Hygiene Measurements G48.2035
Identical to G23.2035. B. Cohen. 4 points.

Instrumentation, procedures, and strategies for quantitative evaluation and control of hazardous exposures. Emphasis is on airborne contaminants, including particles, gases, and bioaerosols, plus physical agents, including ionizing and nonionizing radiations, noise, and abnormal temperatures. Decision-making criteria are considered for each agent, as is the performance of environmental control methods, including ventilation and local exhaust systems.

Environmental Hygiene Laboratory I, II G48.2037, 2038
Prerequisite: G48.2035 or G23.2035, and permission of the instructor. Laboratory and field trips. B. Cohen, Heikkinen. 4 points per term.

Covers the instrumental techniques and procedures for the subjects covered in G48.2035.

Introduction to Epidemiology G48.2039
Marmur. 4 points.

Epidemiology, one of the key sciences of public health, is the study of the distribution and determinants of disease in humans. In this course, principles and methods of epidemiology are developed for students intending to conduct independent research on health-related issues. Topics include measures of disease occurrence and risk, designs for observational and interventional studies, sensitivity and
specificity of clinical tests, methods for epidemiologic analyses, and ethical issues regarding conduct of epidemiologic studies. Class time is divided among lectures, discussions evaluating classical and current studies that have used epidemiologic methods, and development of projects that form the basis of term papers. Grades are based on class presentations, term papers, pop quizzes, and midterm and final examinations.

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.

Genetic Susceptibility/Toxicogenomics G48.2042 Identical to G23.2042. Virgin, Shore. 4 points.

Genetic variation at many loci has been described in human and wildlife populations. Recent studies have explored the relationships between this variation and susceptibility to diseases. This course examines the extent of genetic variation in genomes, the techniques by which sensitive genes and allelic variants are identified, and the consequences of genetic variation on phenotypic expression. Emphasis is placed on the relationship between genetic variation and susceptibility to environmentally induced diseases, such as cancers, through effects on toxicant metabolism, DNA repair, and signal transduction genes. The role of genetic adaptations to resistance of natural populations is also presented. In addition, emphasis is placed on epidemiologic techniques used to explore relationships between polymorphisms and disease and the moral and legal ramifications of access to this data.

Epidemiologic Methods G48.2044 Prerequisite: G48.2039. Zelenich-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, G48.2303 or G23.2303, or permission of the instructor. TBA. 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.

Epidemiology of Cancer G48.2046 Prerequisite: G48.2039, college-level biology, or permission of the instructor. Tonisolo. 4 points.

The epidemiology of cancer in its biological context and illustration of how it could be used in the search for cancer etiology and control. Role of viruses, radiation, nutrition, hormones, tobacco, occupational exposures, and genetic factors in the causation of cancer. Strategies for exposure and risk assessment and for cancer control, including screening. Issues of study design and statistical analysis in cancer epidemiology.

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. Shan. 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 Prerequisite: G48.2303 or G23.2303, 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.

Methods of Applied Statistics and Data Mining with Applications to Biology and Medicine G48.2306 Prerequisite: basic statistics course; some programming experience or willingness to learn. Prior familiarity with R or S-plus is not required. Belitshukaya. 4 points.

Survey of applied statistical and data mining methods, including principles, applications, and computational tools. Emphasis is on conceptual understanding and data analysis using the R or S-plus statistical programming language. Topics may vary and include cluster analysis, multidimensional scaling, principal components analysis, resampling methods (e.g., the bootstrap), linear methods for classification and regression, model selection, bias-variance trade-off, modern classification and regression, tree-based methods, randomization, and nonparametric statistics.

Molecular Toxicology of Metals and Trace Elements G48.2307 Costa. 4 points.

Metals represent serious and persistent environmental contaminants. This course describes the sources 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 Identical to G23.2308. Prerequisite: G48.1006 or G23.1006, G48.2310 or G23.2310, 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 chemical warfare agents, metals, solvents, and pesticides. 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 Burn. 4 points.

Introductory course that emphasizes current understandings of how environmental agents contribute to human cancer. The approach integrates information from human and experimental animal studies at the population, cellular, and molecular levels. Emphasis is on the basic mechanisms of cancer causation and how these understandings help to mitigate or prevent the disease.

**Principles of Toxicology** G48.2310

Identical to G23.2310. Prerequisites: biochemistry and cell biology, or permission of the instructor. Chen. 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.

**Organ System Toxicology** G48.2311

Identical to G23.2311. Prerequisite: G48.2310 or G23.2310, G48.1006 or G23.1006, or permission of the instructor. 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.

**Statistical Computing and Database Design** G48.2312

Prerequisite: an introductory course in statistics or permission of the instructor. Lecture and laboratory. Mathew. 4 points.

Basic concepts in database design and management as well as statistical programming are discussed. Topics discussed include use of relational databases in clinical and biological sciences, design and management of relational databases, Structured Query Language (SQL), retrieval of data into SAS, and writing SAS programs for statistical analysis.

**Environmental Immunotoxicology** G48.2315

Identical to G23.2315. Prerequisite: general biology, G48.2310 or G23.2310, G48.1006 or G23.1006, or permission of the instructor. Zelikoff. M. Cohen. 4 points.

Overview of the components and functions of the immune system in order to set the stage for a discussion of how toxicants impact the immune response and alter host susceptibility to disease. Environmental immunotoxicity provides students with the opportunity to investigate and discuss a relevant topic in the field of immunotoxicology.

**Independent Study: Ergonomics and Biomechanics** G48.2100

Prerequisites: G48.2101, G48.2111, G48.2121, and G48.2131, or permission of advisor. Staff. 1-6 points.

Independent study is 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. Students enrolled in this course are encouraged to utilize all appropriate laboratory and computer equipment. 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 submit a written report.

**Biomechanics I** G48.2101

Prerequisite: calculus, physics, or permission of the instructor. Goldsbeyder. 3 points.

Review of the basic concepts and principles of mechanics and their applications to the musculoskeletal system. Forming analogies between mechanical elements and human body parts. Static analyses, constructing free-body diagrams. In-depth analyses of systems in equilibrium. Application equilibrium conditions for analyzing forces involved at and around various joints of the human body.

**Biomechanics II** G48.2102

Prerequisite: G48.2101 or permission of the instructor. Goldsbeyder. 3 points.

In-depth dynamic motion analyses with applications to human movements and sports mechanics. Concepts of linear and angular kinematics and their applications for the analyses of problems involving human motion. Kinetic analyses of systems undergoing translational and rotational motions. Application of work, energy, power, momentum, and impact methods for motion analyses.

**Physical Biomechanics I** G48.2111

Prerequisite: calculus and basic anatomy, or permission of the instructor. Nordin. 3 points.

A review of the 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. The interrelationship of forces and motion in normal musculoskeletal tissues is thoroughly described.

**Physical Biomechanics II** G48.2112

Prerequisite: G48.2111 or permission of the instructor. Nordin. 3 points.

This course explores the pathomechanics of the musculoskeletal diseases and occupation- and sports-related injuries. Specific topics covered include the review of physical biomechanics with increased emphasis on the extremities, foot, and hand; functional anatomy; mechanics of the spine and the upper and lower extremities; injury mechanisms; occupational musculoskeletal disorders; sports and chronic work injuries; injury prevention, evaluation, and treatment; epidemiology; and symptomatology. Special attention is given to various aspects of occupational low back pain and cumulative trauma disorders. Occupational Safety and Health Administration (OSHA) regulations and surveillance systems are also discussed.

**Practicum in Ergonomics and Biomechanics I, II** G48.2121, 2122

Prerequisites: G48.2101 and G48.2303, or permission of instructor for G48.2121; G48.2121 or permission of the instructor for G48.2122. Sheikhtazadeh. 3 points per term.

This two-semester course provides basic knowledge and practical skills required to design and execute human research study in ergonomics and biomechanics. The first part of the course (Practicum I) provides basic understanding of research methodologies and compares limitations and considerations for utilizing each methodology. The course demonstrates necessary steps for design of qualitative or quantitative research and direct or indirect methods of data collection.

The second part of the course (Practicum II) focuses on direct and indirect methods and instruments for data collection and analysis in ergonomics. The course lectures, sup-
plemented by laboratory visits, are
designed to illustrate theoretical and
practical issues with use of various
instruments. Emphasis is on appropri-
ate methods of data collection and
analysis for posture, force, motion, and
electromyography signal. This course
introduces students to the basic princi-
ples underlying the acquisition of a
physiological signal via a digital com-
puter and statistical methods for
analysis and interpretation.

Biomechanics and Ergonomics in
Design of the Workplace I
G48.2131  Prerequisites: G48.2101 and
G48.2111, or permission of the instructor.
Halpern. 3 points.
Taking a systems approach to the
design of work, this course examines
the interactions between the human
worker and the equipment used at
work. The course focuses on the design
of the manufacturing process in the
context of implementing an ergonom-
ics program. In the first half, it
demonstrates how the principles of
physiology and biomechanics apply to
workstation and tool design. The sec-
ond half of the course covers industrial
ergonomics applications: controlling
cumulative trauma disorders of the
upper extremities, office work, and
manual material handling. The course
offers students an understanding of the
ergonomic concerns of the human
worker, an appreciation for the com-
plexities in planning and implement-
ing human-oriented work systems, and
an opportunity to apply theory to
workplace design.

Biomechanics and Ergonomics in
Design of the Workplace II
G48.2132  Prerequisites: G48.2101 and
G48.2111, or permission of the instructor.
Trainor. 3 points.
The course covers environmental influ-
ences in the workplace that are relevant
to the development of musculoskeletal
problems. Emphasis is on recognizing
and designing safe and productive
work environments. Includes sensory-
motor processes, temperature, whole-
body and segmental vibration, noise,
lighting, indoor air quality and organi-
zational factors. This course enables
students to appreciate environmental
issues that affect ergonomic interve-
nions in the workplace.

Departmental Seminar (Ergonomics
and Biomechanics) G48.2133
Prerequisite: permission of the instructor.
Weiser. 3 points.
Series of seminars given by invited
guest lecturers and students enrolled
in the course. Topics presented are
related to the fields of biomechanics,
ergonomics, and occupational health.
Students enrolled in the course are
required to select one topic of interest
and prepare a critical review of the
topic including question(s) for future
research. This review is prepared in
the form of a paper and presented to
the staff and students in the form of a
seminar.

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.
The Center for European Studies (CES) 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, 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 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**

**Jan Tomasz Gross**, Professor; Politics; Associate Director, Center for European Studies. Ph.D. 1975, Yale; M.A. 1972, Oxford; B.A. 1969, Warsaw. Russian and Eastern European politics.

**Willem Maas**, Assistant Professor/Faculty Fellow. Ph.D. 2003 (political science), Yale; M.A. 1998 (political science), Leiden (Netherlands); B.A. 1995 (political science), British Columbia. Citizenship; European integration; nationality and territoriality; migration; sovereignty; federalism and multilevel governance; democratic theory and elections.

**Detlef Pollack**, Max Weber Professor of German and European Studies. Ph.D. 1984 (theology), M.A. 1981, Leipzig (Germany). New social movements; political culture research; system theory.

**Martin A. Schain**, Professor; Politics; Director, Center for European Studies. Ph.D. 1971, Cornell; B.A. 1961, New York. French politics; immigration.

**ADJUNCT FACULTY**

Diverging patterns of U.S. and EU priorities for economic development and international trade.


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 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.

TIRES Consortium: The Center for European Studies at NYU, as part of the TIRES (Transnationalism, International migration, Race, Ethnocentrism and the State) consortium, representing eight U.S. and European universities, 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 TIRES.

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 may take courses at the Europa-Universität Viadrina in Frankfurt (Oder), Germany; the Universiteit van Amsterdam; the Université de Liège; and the Institut d’Etudes Politiques de Paris (Sciences Po).

COMFED Consortium: Also funded by FIPSE, CES/NUY offers students a second study abroad opportunity. As part of the Comparative Federalism Consortium (COMFED), the Center for European Studies offers a program that promotes collaborative teaching and research on issues related to the comparison of the United States and the European Union as political, economic, and legal systems. The underlying objectives of the project are to enhance scientific knowledge of the field of comparative EU-U.S. studies, to educate a new generation of future academic and policy leaders in both the United States and the European Union about the similarities and differences between the two systems, and to promote better understanding between the two sides.

NYU students may take courses at the Universiteit van Amsterdam; the Université Libre de Bruxelles, Belgium.

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 University); Political Transaction in East and Central Europe (Jan Gross, Politics; Andrew Arato, New School University); European Security (Martin Schain, CES/Politics; Anand Menon, University of Birmingham, UK); Immigration and Cultural Diversity (Martin Schain, Politics; Aristide Zolberg, New School University); Gender in Transition: Women in Europe (Sonia Jaffe Robbins, Journalism; Nanette Funk, Brooklyn College); Thinking About Politics (Dick Howard, SUNY Stony Brook); Marxist Theory Workshop (Bertell Ollman, Politics).

Faculty Colloquia: Two series of public lectures are organized by the Center, 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.

PROGRAMS AND REQUIREMENTS

ADVISORY COMMITTEE

Edward Berenson, History, French Studies; Tom Bishop, French, Comparative Literature; Herrick Chapman, History, French Studies; Francesco Erspamer, Italian Studies; James D. Fernández, Spanish and Portuguese Languages and Literatures; Bernd R. Hüppauf, German; Tony R. Judt, History; Phillip T. Mitsis, Classics (Hellenic Studies); Mary Nolan, History; Richard Sieburth, Comparative Literature.


Edward Berenson, History, French Studies; Tom Bishop, French, Comparative Literature; Herrick Chapman, History, French Studies; Francesco Erspamer, Italian Studies; James D. Fernández, Spanish and Portuguese Languages and Literatures; Bernd R. Hüppauf, German; Tony R. Judt, History; Phillip T. Mitsis, Classics (Hellenic Studies); Mary Nolan, History; Richard Sieburth, Comparative Literature.

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 transition, 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 2003 film series, “Women in European Cinema: Radical Choices, Conflict, and Challenging the System,” featured four narratives about women who, in very different ways, actively confront and pose challenges to various social and political issues, which affect not only their individual lives but the fate of the entire societies in which they live. These four films involve themes of political activism, dissent, colonialism, gender roles, and sexual identity, but they also explore the dynamics and different types of relationships between women: Marianne und Jiliane (1981, directed by Margarethe von Trotta); Indochine (1992, directed by Régin Wargnier); Another Way (1982, directed by Károly Makk); Antonia’s Line (1995, directed by Marleen Gorris).

**SPECIAL FACILITIES**

The Center’s offices include a seminar room and a modest document and periodical collection dealing with contemporary Western and Eastern Europe. The latter includes journals, weeklies, and newsletters from European centers and institutions. The NYU Law Library is a depository of official documents of the European Community, and the Elmer Holmes Bobst Library has a wide selection of European newspapers and periodicals in addition to strong book collections on all aspects of contemporary Europe. The Center assists Bobst Library in developing its European holdings.

**DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS**

The Center offers an annual competition for approximately four federally funded Foreign Language and Area Studies (FLAS) Fellowships for students who need to improve their knowledge of Western European languages. It offers a small number of graduate assistantships that provide tuition and stipends for work in the Center. A summer language training fellowship is also available. The Center also has limited funds to subsidize graduate student domestic travel to Europeanist scholarly meetings, for which application can be made throughout the academic year.

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the GSAS Application for Admission and Financial Aid.

**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. Syrjaal. 4 points.*

Study of the construction of Europe as a transnational entity from an anthropological/sociological perspective.


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 counter-currents.

**Europe Since 1989: From Revolution to Restoration**

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**

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**

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**

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**

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**

Identical to G53.3501. 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**

Identical to G31.1509 and G53.3502. Staff. 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**

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.

**The French Fifth Republic: Politics, Policies, and Institutions**

Identical to G46.1730. Schein. 4 points.

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 dedicated 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, a sound knowledge in the history of art and 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, the Institute 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.

Faculty


Günter Kopcke, Avalon Foundation Professor of the Humanities. Ph.D. 1962, Ludwig Maximilians Universität (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, Harvard. Greek and Roman art and architecture; archaeology of Anatolia.


FACULTY EMERITI


James R. McCredie, Sherman Fairchild Professor Emeritus of Fine Arts.

INSTITUTE LECTURERS

George Bisacca, Conservator, Department of Paintings Conservation, Metropolitan Museum of Art. Paintings conservation.

Dietrich van Bothmer, Distinguished Research Curator, Department of Greek and Roman Art, Metropolitan Museum of Art. Greek vase painting.

Keith Christiansen, Jayne Wrightsman Curator, Department of European Paintings, Metropolitan Museum of Art. Italian Renaissance and baroque painting.

Jean Dommermuth, Paintings Conservator. Paintings conservation.

James H. Frantz, Conservator in Charge, Sherman Fairchild Center for Objects Conservation, Metropolitan Museum of Art. Objects conservation.

Leslie Ransick Gat, Objects Conservator. Objects conservation.

Ellen Howe, Conservator, Sherman Fairchild Center for Objects Conservation, Metropolitan Museum of Art. Objects conservation.


Judith Levinson, Conservator, Department of Anthropology, American Museum of Natural History. Conservation of ethnographic materials.

Dorothy R. Mahon, Conservator, Department of Paintings Conservation, Metropolitan Museum of Art. Paintings conservation.

Susan Anne Mathisen, Administrative Conservator, Conservation Center. Textiles conservation.

Christopher W. McGlinchey, Conservation Scientist, Department of Paintings Conservation, Metropolitan Museum of Art. Conservation science.

Joan R. Mertens, Curator, Department of Greek and Roman Art, Metropolitan Museum of Art. Greek vase painting.

Dianne Dwyer Modestini, Paintings Conservator. Paintings conservation.

Linda Nieuwenhuizen, Objects Conservator. Objects conservation.

Ellen Pearlstein, Conservator of Objects, Brooklyn Museum. Objects conservation.

Lucy Freeman Sandler, Helen Gould Sheppard Professor of Fine Arts, College of Arts and Science. Medieval manuscripts.

Shelley Sass, Architectural Conservator; Program Coordinator, Conservation Center. Materials, media, and techniques of art.

Jennifer Sherman, Paintings Conservator. Paintings conservation.

Roland R. R. Smith, Lincoln Professor of Classical Archaeology, Oxford University; Codirector, Aphrodisias Excavations. Roman sculpture.
Hubertus von Sonnenburg, Sherman Fairchild Chairman, Department of Paintings Conservation, Metropolitan Museum of Art.
Paintings conservation.

Jack Sultanian, Jr., Conservator, Sherman Fairchild Center for Objects Conservation, Metropolitan Museum of Art.
Objects conservation.

Richard E. Stone, Conservator, Sherman Fairchild Center for Objects Conservation, Metropolitan Museum of Art.
Objects conservation.

Edward J. Sullivan, Professor of Fine Arts, College of Arts and Science.
Modern Latin American art.

J. Kirk T. Varne doe, Professor of History of Art, School of Historical Studies, Institute for Advanced Study.
Modern art.

Bonna D. Wescoat, Associate Professor of Art History, Emory University.
Greek archaeology, Excavations in Samothrace.

George Wheeler, Research Chemist, Sherman Fairchild Center for Objects Conservation, Metropolitan Museum of Art.
Sculpture conservation.

Programs and Requirements

Admission: In addition to the requirements for admission to the Graduate School of Arts and Science (see the Admission 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 admission 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 admission information, consult the Academic Office, Institute of Fine Arts, 1 East 78th Street, New York, NY 10021-0178; 212-992-5800; E-mail: isfa.program@nyu.edu. Also see the GSAS Application for Admission and Financial Aid.

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 a 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 Graduate 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 Institute 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 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.

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 obtained 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 and first year 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
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 obtained 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. Institute lecturers associated part-time with the Institute may serve as co-sponsors 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 the final examination 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 oral and written portions of 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. Note that the final examination is not completed until the unrelated minor portion is also satisfied.

Character of the Examination: There are three components to the final examination: an oral session on the major and related minor, a two-week written paper on the individual student immediately after the oral portion, and a written examination in the unrelated minor. Students may request exemption from the 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. 1500 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 1380 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), a short bibliography, and, if appropriate, a single image. Twenty copies of the proposal, approved and signed by the Institute faculty sponsor, should be provided to the Academic Office for distribution to the faculty. If the topic should change substantially in the process of research, it may be necessary to submit a new proposal.

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/Aegean; 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 points in classroom art history courses and at least 16 but no more than 32 points in the languages and civilizations of the combined area of study (of these, up to 16 points may be allowed for undergraduate Near Eastern 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 no more than 20 points may be in the history of postclassical Western art. The total of these courses must be 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 at least 48 points in classroom art history courses; they may take up to 20 points in Special Problems courses (8 points for the M.A. degree and 12 additional points for the Ph.D. degree) and up to a total of 16 points in credit courses in language and culture (of which up to 12 points may be for undergraduate study in language).

Architectural Studies: This area of study offers the possibility for students to earn the Ph.D. with a specialization in the history of architecture and urbanism. The purpose of the program is to prepare students for research, teaching, and curating in this area in academic departments, schools of architecture, and museums. Study may include archaeological work as well as courses given outside the IFA framework in both architectural programs and art history departments where such cross-registration is allowed, such as at Columbia University. Certain courses in history, philosophy, and the social sciences may also be considered relevant to this program. In formulating the areas for which the student is responsible in the Ph.D. oral examination, architecture and urbanism may be given greater than normal weight. All such decisions regarding the student’s course of study are determined by a special faculty committee in accordance with the applicant’s background and special interests.

CURATORIAL STUDIES PROGRAM

This program is open only to candidates for the Ph.D. degree in the history of art 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.

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:

1. Curatorial Studies I (G43.2537): This colloquium, focusing on the role and responsibilities of curators in art museums and emphasizing connoisseurship and research methods, 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, storerooms, 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 rigor-
ous 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 conservation 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 (G43.3057): 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 must 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 seek 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 in 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 Academic Office at the Institute of Fine Arts, 212-992-5800.

**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.

Courses
Lecture courses are open to graduate students from other programs at New York University. Each term, the Institute offers a variety of specialized courses circumscribed by 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.

Prehistoric Art of the Old World
African and Oceanic Art
Pre-Columbian and Native North American Art
Early Chinese Art Through the Han Dynasty
Chinese Art from the Northern and Southern Dynasties to the Yuan Dynasty
Chinese Art of the Ming and Qing Dynasties
Japanese Archaeology, Art, and Architecture up to the End of the 12th Century
Japanese Art and Architecture from the Later 12th Century Through 1700
Japanese Art and Architecture from Around 1700 to the Present
Modern Art in East Asia
Art and Archaeology of Eastern Central Asia, Tibet, and Korea
Art of South and Southeast Asia
Islamic Art Before the Mongol Invasion
Islamic Art After the Mongol Invasion
Islamic Art: Thematic and Theoretical Issues
Egyptian Art
Ancient Near Eastern Art
Aegean Art
Greek Art
Roman Art
Early Christian and Early Byzantine Art
Middle and Late Byzantine Art
Early Medieval European Art, ca. 700-1200
Later Medieval European Art, ca. 1100-1500
Italian Art, ca. 1250-1500
Italian Art of the 16th Century
European Art Outside Italy from 1400 to 1600
Art in Italy, France, and Spain from ca. 1580 to the End of the 17th Century
Art of the Netherlands, Germany, and England from ca. 1580 to the End of the 17th Century
Art of the Western World from 1680 to 1790
Art of the 19th Century
Art of the 20th Century
Viceregal Art of Latin America, ca. 1500-1800
Modern and Contemporary Art of Latin America from 1800 to the Present
Transhistorical Studies
Theory and Criticism
Curatorial Studies
Fundamental Conservation Courses (Required)
Conservation Courses for Art Historians
Advanced Conservation Courses (Electives)
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 professors. 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.

**Facility**


Michel Beaujour, Professor; Associate Chair, Department of French; Associate Director, Institute of French Studies. Agrégé de l’Université 1957, Licence ès Lettres 1954, Paris. Renaissance; contemporary poetry; literary theory.


Thomas Bishop, Florence La Caze Gould Professor of French Literature; Professor, French, Comparative Literature; Director, 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.


Assia Djebbar, Professor; Silver Professor. Docteur de l’Université 1999, Paul Valéry (Montpellier III); Licence 1956, Paris-Sorbonne. Francophone literatures; literature and civilization of the Maghreb; theory.


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. Students wishing to complete a doctorate are urged to apply directly to the Ph.D. program, which encompasses the Master of Arts degree.

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. The M.A. program in French language and civilization may be pursued in Paris either full-time during the academic year or over consecutive summers or in New York on a part-time basis during the academic year.

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 predoctoral 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.

Fields of Study: In consultation with the department, doctoral students may enroll in a limited number of courses outside the department in areas related to their interests, or they may choose a field of study of up to five courses in one area: linguistics, a second Romance language, art history, cinema studies, performances studies, or comparative literature.

Certificate of French Studies: Students taking 16 points in summer courses, or 8 points in the year courses at the Institute of French Studies within, or in addition to, their course work for a degree in the department are 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 of 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.

Pредиссертационная экзамен: как и другие обязательные экзамены, не менее двух, но не более двух с половиной часов после успешной защиты двух-часового экзамена, кандидат должен предоставить диссертационный проект на русском языке, а затем он будет окончательно представлен на защиту за дизсертацию. Комитет по приему кандидатур на докторантуру, а затем и на докторантуру, проводится не ранее чем через 18 месяцев после успешной защиты двух-часового экзамена, а затем он будет окончательно представлен на защиту за дизсертацию. Комитет по приему кандидатур на докторантуру, а затем и на докторантуру, проводится не ранее чем через 18 месяцев.

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.

Predissertation Examination: Before the dissertation 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.

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 summers. 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.

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 at the Institute and may qualify for a Certificate of Achievement in French Studies from the Institute. For information concerning the Institute’s programs, admission, and financial aid, see the Institute of French Studies 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 GSAS Application for Admission and Financial Aid. Advanced students who have completed all requirements for the doctorate except the dissertation may be appointed as department instructors for up to two years.

Courses

The courses listed below are among those offered from spring 2000 to spring 2003. 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: Using Technologies Old and New G45.1211 Vitz. 4 points.
In addition to the study of major texts of French medieval literature, the course introduces students to the methodologies of paleography and codicology, as well as the modern technologies of film, slides, CDs and CD-ROMs, digital scriptoria, and online resources. The ongoing themes and issues of the course are the performance of works; relations between image and text; variations among different manuscripts of the same work.

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 moralités and mystères; 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 G45.2232 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).

The Comic 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.

RENAISSANCE

Prose Writers of the 16th Century G45.1331 Zecchi. 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 poetry.

Montaigne G45.2372 Beaujour. 4 points.

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 G45.2390 Zecchi. 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

Women Writing Women in Early Modern France G45.2490 Goldwyn. 4 points.

This seminar examines both the changing socio-historical context of French women writers and the common problems and themes that constitute a female literary tradition, from the 12th to the 18th centuries. What was it like to write as a woman in a particular century? How did the author situate herself in relationship to the literary traditions? Who was her public? Do women write differently in form and/or in content, and can we talk about a specific female aesthetic and a female selfhood?

Pascal and the 17th Century G45.2471 Elmarsafy. 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 and Women G45.2472 Doubrovsky. 4 points.

The particular emphasis is twofold. First, and foremost, a historical approach (general and literary history) 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 Doubrovsky. 4 points.

Corneille’s work in its historical context (general history, history of literature, and, in particular, history of theatre) and from the contemporary viewpoints of philosophical and psychoanalytical analysis.

Racine G45.2475 Elmarsafy. 4 points.

This course is designed with a dual aim in mind. First, it operates as a seminar on Racine’s theatre. Second, it 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. Concentration 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

18th-Century Theatre G45.1521 Deneyi-Tunney. 4 points.


The Age of Enlightenment G45.2561 Deneyi-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 and His Time 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 Deneyi-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 Elmarsafy. 4 points.

This course is conceived as a diptych: 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.

19TH CENTURY

Baudelaire G45.2671 Sieburth. 4 points.

Focuses on the biographical and autobiographical perspectives in Baudelaire; his theorizations of dandyism and modernity; poetics of the city; literary and art criticism; “the condition of music”; and a reading of Les Fleurs du mal from a variety of perspectives—stylistic, structuralist, phenomenological, and psychoanalytic.

Zola and Naturalism G45.2673 Bernard. 4 points.

Focuses on four novels taken from the Rougon-Macquart. Histoire naturelle et sociale d’une famille sous le Second Empire. Students concentrate both on a genetic and genealogical approach (“histoire naturelle d’une famille”) as well as on the development of the chronicle (“histoire sociale sous le Second Empire”) in their articulation within a “story,” the novel of the Rougons and the Macquarts.

Flaubert G45.2676 Bernard. 4 points.

Analysis of the narratological and ideological functioning of the following works in their historical and literary context: Madame Bovary, Salammbô, L’Education sentimentale. “Un coeur simple” (Trois contes), and Bouvard et Pécuchet.

1848: Literature and History G45.2690 Berenson and Sieburth. 4 points.

This course explores, among other things, just what it might mean to call a revolution either a form of repetition or a mode of radical inception. To answer this question, the course looks at the role various contemporary histories of the 1789 Revolution might have played in preparing the “text” enacted by 1848. In addition, it looks at various writings of the 1830s and 1840s on “le peuple” and on broader issues involving socialism and feminism, colonialism and abolitionism, in order to see how they informed the political and ideological climate of 1848.

Exoticism G45.2690 Sieburth. 4 points.

Exploration of the various ways in which French literary texts of the late 18th and 19th centuries deploy fictions of the exotic “other.”

The Notion of the Family in the 19th Century G45.2690 Bernard. 4 points.

Study of the structures, functions, and evolution of the family and perception of the family in the works of patriarchal, utopian, reformist, and romantic thinkers and novelists from the 1820s to the 1870s.
20TH CENTURY

Cinema Culture of France G45.1066
Affron. 4 points.
Introduces 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, auteurism, 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 French Theatre
G45.1721 Bishop. 4 points.
The development of French theatre since the beginning of the 20th century, from early reactions to outmoded conventions of realism to the “flight from naturalism” that has marked its since. Approaches: thematics; dramatic technique; conventions; language; metaphors of the human condition; audience-stage relationship. Apollinaire, Cocteau, Claudel, Anouilh, Montherlant, Camus, Sartre, Ionesco, Beckett, Genet, Sarraute, Duras, le Théâtre du Soleil, recent authors.

Contemporary French Novel
G45.1733 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, Perec, Sarraute.

Contemporary Poetry
G45.2741 Nicole. 4 points.
The crucial works of contemporary poetry challenge language and poetry itself. In search of its own identity, contemporary poetry is the site of a rigorous confrontation between “saying” and “living.” The study of the works enable us to evaluate the importance of the critical inquiry (about poetry or art in general) that penetrates or accompanies them. This course attempts to understand how language links the poet’s relationship to himself, to others, and to objects.

Readings include works by Breton, Michaux, Reverdy, Jaccottet, Du Bouchet, Bonnefoy, Césaire, Char, Ponge.

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. The powerful images of Beckett’s fiction and drama are viewed as grim metaphors of existence, but the tenacity of the Beckettian narrator to speak/write despite all odds may be considered as a possible positive affirmation.

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 (e.g., L’Étranger, La Chute) are studied as highly original literary landmarks.

Autofiction
G45.2790 Doubrovsky. 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.

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.

Sartre G45.2777 Hollier. 4 points.
Overview of Sartre, with a concentration on the novels and the theory of narration. Special emphasis is on the concept of littérature engagee, its archaeology and its implications. For, if Sartre is credited for the concept, there always was and there remains today a great confusion concerning the corpus of works (Sartre’s as well as others) and of genres to which a label that might be more prescriptive than descriptive applies.

Around 1968: Literature, Philosophy, Society G45.2791
Boujour. 4 points.
Exploration of this intellectual nexus, mainly through the close readings (in French) of major works published between 1965 and 1975.

The Deleuzian Century: Theory, Art, and Politics in and Through the Work of Gilles Deleuze
G45.2890 Apter. 4 points.
The seminar draws on the major works of Deleuze to examine problems in aesthetics, politics, and cultural production. Topics include Deleuze on literature; “shizo-analysis”; the group subject and the multitude; the “minor literature” debate; fold, rhizomes, and diagrams in art, music, and architecture; feminist Deleuze; chaosmosis and the technological aesthetic; Deleuzian science and philosophy.

The “New Novel” G45.2731 Bishop and Robbe-Grillet. 4 points.
Deals with the principal writers of the “new novel”: Alain Robbe-Grillet, Claude Simon, Nathalie Sarraute, Michel Butor, Robert Pinget, and Marguerite Duras. Among the pertinent themes: the situation of the French novel in 1950; the “new novel” of the 1950s; subject and subjectivity; the evolution of the “new novel” starting in the 1960s; order and disorder in the narrative; self-reflexiveness of the novel; theory of generators of meaning; the “new novel” since the 1970s; autobiography and the novel.

FRANCOPHONE LITERATURE

Topics in Francophone Literature G45.1990
Selected topics are described below.

Exotism, 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.
The Space of Memory: Narrating the Nation in the Francophone Caribbean  Dash. 4 points.
This course examines novels written in the wake of negritude’s romanticizing of a mythical elsewhere and Fanon’s ideal of erasure through a radicalized individual consciousness. The narratives set out to explore, rethink, and problematize the possibility of a roman du noir. They range from foundational fictions with their nostalgic longing for a homogeneous, grounded community, to more postmodern renderings of the nation as heterogeneous and space as indeterminate. These fictions are treated in the light of theoretical texts that deal with history, memory, and location. Roumain, Chamoiseau, Ollivier, Schwarz-Bart, Condé, Glissant.

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
Selected topics are described below.

Women Writing, South of the Mediterranean Dyebar. 4 points.
Examines the works of Marie Cardinal, Hélène Cixous, Fadhma Arouiche, Assia Dyebar, and André Chedid. How do the places of birth, childhood, and youth take their place in the fiction and nonfiction of these exiled writers: through their presence or, on the contrary, through their absence, which may be experienced as painful rupture? Can a feminine, sometimes postcolonial “Francophonie” define some of these women authors rather than others?

The Two Faces of Algerian “Francophonie” Dyebar. 4 points.
For texts stemming from the Franco-Algerian nexus, it now seems appropriate to deemphasize their sense of belonging to a community (as in a collective history) in favor of a problematics that gives full stress to the absence or the addition of other languages (most often oral) in so many novelists, poets, and dramatists. Thus, following the example of the duo Camus/Kateb, this course studies Dib, Ferraoun, Boudjedra, and Belamri on the one hand but paired with or opposed to Senac, Pelegrí, and Millecam. Does the multilingual ability of the former accentuate the conflicts, the violence, the wounds of their writing?

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.

Textual Analysis G45.1101 Required for M.A. degree in French literature. Beaupré, Bernard, Regalado. 4 points.

Studies in Genres and Modes: Theatre and Drama G45.1121 Bishop. 4 points.
The conventions of theatre. Theatre as performance. Theatre as text. Critical approaches (semiology, viewer response, narratology). The language of the theatre (stylized, and realistic modes, nonverbal theatre, the uses of silence, the theatre of cruelty). The concept of the avant-garde.

Studies in Genres and Modes: Poetry G45.1122 Beaupré, Nicole. 4 points.
The technique of versification and its linguistic bases. The special prosodic and rhythmical 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 Deneyes-Tunney. 4 points.

Studies in Literary History G45.2860
Selected recent topics are described below.

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 poets seek 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.

The Myth of the Golden Age: 16th-18th Centuries 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

Selected recent topics are described below.

Thirty Years of Literary Theory:
1945-1975 Gaillard. 4 points.

Covers what is referred to as “the 30 glorious years of French thought,” in the field of literary studies and in the humanities.

Theories of the Reader from
Diderot to Sartre and Beyond
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 Rousset).

Theory of the Novel and the
Critique of Narrativity 
Hollier. 4 points.

This seminar explores various 20th-century forms of resistance to narrativity, from surrealism to structuralism, both in its theoretical and its fictional modes (literary and nonliterary). It focuses on the exploitation of descriptions, freeze frames, and other narrative devices meant to suspend the grip of diegesis. Students read texts by André Breton, Michel Leiris, Klossowski, Maurice Blanchot, and Robbe-Grillet and by theoreticians from Bergson to Blanchot and Deleuze.

Rhetoric and Literature 
Beaujour. 4 points.

The first half of the course consists of a close study of two classical rhetorical textbooks, Aristotle’s Rhetoric and Cicero’s Ad Herennium. 
The second half examines a few contemporary rhetorical approaches to literature, such as those of Kenneth Burke, Chaim Perelman, Paul DeMan, and Paul Ricoeur.

LANGUAGE AND
CIVILIZATION

Applied Phonetics and Spoken Contemporary French
G45.1002

Campbell. 4 points.

Concepts of phonetic description; review of French phonetics (basic phonemes, syllabification, intonation, rhythm, pauses, etc.) with special emphasis on the specific problems encountered by English-speaking students. Study of expressiveness in the spoken language.

Translation
G45.1009

Beaujour, 
Campbell. 4 points.

Theoretical consideration and practical analysis of the problems of literary translation, English-French and French-English.

French Cultural History
G45.1067

4 points.

Selected recent topics are described below.

French Representations of
Germany Hollier. 4 points.

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.

Political Culture and the Making of Modern France, 1770-1890
Gerson. 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. 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.

Twenty-first-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.

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; Bruce Altshuler, Museum Studies; Emily Aptee, French; Michel Beaujour, French; Claudie Bernard, French; Thomas Bishop, French; Michael Dash, French and African Studies; Denis Hollier, French; Judith Miller, French; Susan Carol Rogers, Anthropology; Jerrold Seigel, History; Richard Sieburch, Comparative Literature and French; Jindrich Zezula, French.

VISITING FACULTY, 1997-2003


Stéphane Beaud, Sociology, Ecole Normale Supérieure (Paris), Université de Nantes.

Pierre Bouvier, Sociology, Université de Paris X Nanterre (Paris).

Ariane Chebel d’Apollonia, Political Science, Institut d’Etudes Politiques (Paris).

Fred Constant, Politics, Université des Antilles-Guyane (Martinique).

Catherine Coquery-Vidrovitch, History, Université de Paris VII Denis-Diderot (Paris).

Eric Fassin, Sociology, Ecole Normale Supérieure (Paris).

David Goldey, Politics, Oxford University.

Nancy Green, History, Ecole des Hautes Études en Sciences Sociales (Paris).


Michel Offerlé, Politics, Université de Paris I Panthéon-Sorbonne (Paris).


Jean-Louis Quermonne, Political Science, Institut d’Etudes Politiques (Paris).


Emmanuelle Sibeud, History, Université Paris VIII Saint-Denis (Paris).

Benjamin Stora, History, Université Paris VIII Saint-Denis (Paris).


Patrick Weil, Political Science, Université de Paris I Panthéon-Sorbonne (Paris).

Programs and Requirements

Admission: All applicants must hold a bachelor's degree and have a working knowledge of French. Because about half of the courses are taught in French, the ability to read French and understand the spoken language is a prerequisite. Entering students typically hold an undergraduate degree in French, history, or one of the social sciences and work toward either an M.A. or a Ph.D. degree. M.A. programs are open to both full- and part-time students although all courses are taught during the day. Ph.D. programs are open to full-time students only.
Submission of Graduate Record Examination (GRE) 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.
ADVICEMENT
The limited enrollment in Institute programs allows close supervision of student progress and careful advise- ment 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 advisers: 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 summer term, 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. Further details on the M.A.-M.B.A. program, see the GSAS application 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, comparative 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 GSAS application 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 212-998-0600.

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 professionals in newspaper, magazine, or broadcast journalism. Courses from both departments are combined to provide the student with specialized knowledge of France and journalistic writing and/or broadcasting skills. The degree is normally completed in two years, including a summer of study and research in Paris. 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 GSAS application 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 studies, focusing on French studies.
Admission: Students applying for a joint Ph.D. with anthropology, French, history, or 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 École des Hautes Études en Sciences Sociales, the Institut d’Études Politiques, and the École Normale Supérieure. 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. therefore normally requires six to seven years of full-time study.

Ph.D. Program in French Studies

The Ph.D. program in French studies provides the student with a broad knowledge of French society and culture as well as a concentration in a specialized field of interest to be defined in consultation with faculty advisers. This program prepares graduates for teaching French studies courses in French departments.

Joint Ph.D. Programs

The joint Ph.D. programs in French studies and anthropology, French, history, and politics combine multidisciplinary approaches to the study of contemporary France with rigorous disciplinary training in one of the social sciences, history, or literature. Joint degree candidates normally pursue programs supervised by advisers from both the Institute and the disciplinary department concerned. Joint degree programs prepare students for teaching in history or social science departments and/or in the “civilization” track of French departments. The joint degree with French prepares for teaching in both the civilization and literature tracks in French departments.

Students in joint degree programs divide their 72 points of course work evenly between the Institute and the disciplinary department, with most Institute course work being completed prior to receiving the M.A. degree and most disciplinary work being completed after receiving the M.A. degree. 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.

DEPARTMENTAL INFORMATION

Graduate Placement: The Institute and New York University’s Office of Career Planning and Placement work closely with students in exploring career opportunities. Ph.D. and M.A. graduates from the Institute have found teaching positions at renowned teaching institutions including Bucknell University, Essex High School (Vermont), Ethical Culture Fieldston School, Georgetown University, Grace Church School, Harvard University, Hofstra University, Lehigh University, Middlebury College, Mount Holyoke College, Pennsylvania State University, Smith College, and Wellesley College.

In the last several years, M.A. graduates from the Institute have held attractive posts in the public and private sectors: project assistant to Senator John Breaux of Louisiana; field accounting coordinator, Transamerica Insurance & Investment Group; membership development manager, The Nation Magazine; managing director, Thales International Malaysia; president of an advertising agency, Manusis & Associates; program officer, Louis Calder Foundation; commercial assistant, Christian Lacroix; president, Alliance Francaise-Baltimore.

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, a library, a seminar room, a 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 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.

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the GSAS Application for Admission and Financial Aid.

Courses

CORE COURSES

French: 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 19th 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
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 G14.1328. 4 points.
Introduction to the analysis of French society and postwar processes of social reproduction and transformation. Local-

SPECIALIZED COURSES

The Cinema Culture of France: 1929-1959
G46.1066 Affron. 4 points.
Religion in French Society
G46.1430  Identical to G93.1824. 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. Schain. 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 François Mitterrand’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 G57.2233. Judi. 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 nationalism and neo-Catholicism; surrealism and politics; French fascism; Vichy, the Resistance, and Gaullism; post-World War II socialism and communism; the crisis of May 1968; and the conservative revival of the 1980s.

The Revolution of 1848: History and Literature
G46.2315  Identical to G45.2690 and G57.2690. Berenson, Sieburth. 4 points.
Examines aspects of France’s Revolution of 1848 by bringing both literary and historical analysis to bear on a variety of key texts from the era. Texts include some important recent works on history and criticism devoted to 1848.

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. 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.
CHAIR OF THE DEPARTMENT:
Professor Avital Ronell

DIRECTOR OF GRADUATE STUDIES:
Associate Professor Ulrich Baer

The department offers programs leading to the Master of Arts and Doctor of Philosophy degrees in German studies. Students gain a comprehensive understanding of the major areas in literature, literary theory, and cultural studies with a focus on the modern period, from the 18th century onward.

The department’s distinguished faculty members represent major fields of German studies, regularly supplemented by eminent visiting professors from the United States and from other 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, historical, 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

Ulrich Baer, Associate Professor, German, Comparative Literature. Ph.D. 1995 (comparative literature), Yale; B.A. 1991 (literature), Harvard.

Nineteenth- and 20th-century poetry; literary theory; intersections of history and literature; theories of photography; Rilke; Celan.

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. Dr. Phil. 1970 (German), Tübingen.

German literary and cultural history of the 19th and 20th centuries; literature and philosophy; representation of war and violence.

Avital Ronell, Professor, German, Comparative Literature. Chair, Department of German. Ph.D. 1979 (Germanic languages and literature), Princeton; M.A. 1974 (German, philosophy, French), Middlebury College.

Literature; technology; psychoanalysis; feminism; philosophy; cyberculture; addiction studies.

Michael Schultz, Senior Language Lecturer; Director, Language Programs. Ph.D. 1991 (Germanic languages and literatures), Pennsylvania; B.A. 1979 (German and English), Loyola College.

Foreign language methodology; teacher training; curriculum development.

Friedrich Ulfers, Associate Professor, Director of Deutsches Haus. Ph.D. 1968 (19th- and 20th-century German literature), M.A. 1961, New York; B.B.A. 1959, City College (CUNY).

German romanticism; 20th-century novel; poststructuralist/deconstructionist theory.

ADJUNCT FACULTY

Robert Cohen, Adjunct Professor. Ph.D. 1988 (German), M.A. 1986 (German), New York.

Weimar modernism and avant-garde; Marxist theory debates of the 1930s; literary representations of the Holocaust; the Nazi period in postwar literature; Brecht; Peter Weiss.

VISITING FACULTY

Susan Bernstein, Visiting Professor.

Jacques Derrida, Global Distinguished Professor of English, French, and German.

Werner Hamacher, Global Distinguished Professor of German.

FACULTY EMERITI

Program and Requirements

Admission: Candidates to the Department of German 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 year 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 examination 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.

It is recommended that every student plan to study at a university in a German-speaking country for at least one semester.

First-Year Review: The academic progress of each student is reviewed and evaluated after the second semester of study by means of a two-hour discussion. Two faculty members are chosen by the student to review the highly individualized course of study and to develop a plan for advancement to the degree. Students who pass this review process are permitted to continue course work toward the Ph.D. degree.

Comprehensive Examination: A comprehensive examination must be taken within one semester after completion of the Ph.D. course requirements. The comprehensive examination concludes with a 20-minute public presentation of one of the exam questions’ findings in the form of a research paper. 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 in a historic building opposite the department at 42 Washington Mews. It provides noncredit language courses; films; lectures and readings by eminent writers, critics, artists, and political figures; concerts; and exhibits of contemporary art and photography. Its program is linked to the department’s areas of research, which are reflected in international conferences, symposia, lecture series, colloquia, 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.

Other fellowships include the Altenhein Fellowship, the Ottendorfer Fellowship, and the Ottendorfer Distinguished Fellowship. A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the GSAS Application for Admission and Financial Aid.
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 Schulz. 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: deconstructionist, hermeneutical, structuralist, poststructuralist; historicist; 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, Lukacs, Adorno, Kraeauer, Althusser, Barthes, Gramsci, Foucault, Derrida, Haraway, and Spivak.

Depropriation: Theories of Subjectivity G51.1114 Ronell. 4 points.
Exploration of works in which an originary deconstitution 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.

Origins of German Critical Thought I G51.1115 Fleming. 4 points.
A systematic introduction to German intellectual history with special emphasis on the role of art. Authors include Baumgarten, Herder, Kant, Schiller, Schlegel, Schelling, and Hegel.

Origins of German Critical Thought II G51.1116 Fleming. 4 points.
A continuation of G51.1115, this course presents Marx, Nietzsche, Heidegger, Gadamer, Adorno, Derrida, De Man, and Luhmann.

Theories of the Comic G51.1300 Fleming. 4 points.
Focuses on the emergence of notions of the comic in 18th-century German (and European) writing, tracing their development into the early 20th-century thought. Careful attention is paid to differentiating between different comic phenomena—wit, irony, the ridiculous, humor—as well as to their increasing centrality in both theoretical and literary works.

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 Fleming. 4 points.
Examination of new German cinema since the 1970s.

Innocence in Literature G51.1400 Baer. 4 points.
Investigates the notions of innocence and its presumed correlates, experience, guilt, corruption, knowledge, etc., 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.

Introduction to Trauma Studies G51.1490 Baer. 4 points.
Introduction to a new field in cultural and literary studies that investigates responses to and definitions of subjective and collective trauma.

Rilke and European Modernism G51.1491 Baer. 4 points.
This seminar explores the poetry and prose of Rainer Maria Rilke in the context of European modernism.

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 Cohen. 4 points.
Topics may include the disintegration of human and sexual relations in the early works; the destruction of identity and the construction of a “collective individuality”; the experience of the modern metropolis; Brecht’s Marxism and his contribution to a new dialectics; Brecht’s formal innovations in drama and poetry; and Brecht’s theatre theories.

Modern German Drama G51.1520 Baer. 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 Baer. 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, Möricke, Eichendorff, George, Trakl, Rilke, Lasker-Schüler, Brecht, Sachs, Bachmann, Celan, Enzensberger, and Grünbein.

Representations of Fascism
G51.1570 4 points.
Demonstrates how 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 Mittenzweig’s attempt at reviving the progressive concepts of the Brecht camp.

Visual Culture
G51.1650 Baer, Hüppauf. 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 4 points.
Explores readings of 20th-century theorists who have altered how we think of interpretation. Readings include Freud, Benjamin, Gadamer, Heidegger, Adorno.

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 contributions 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
G51.1863 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 Hüppauf. 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 Hüppauf. 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 Neue 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 Frankfurt School’s Theories on Modernity and Culture in Context
G51.1920 Hüppauf. 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.
Explores 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.
Postwar Modernism: Max Frisch and Peter Weiss G51.1945 Cohen. 4 points.
Max Frisch and Peter Weiss, outsiders who confronted Germans with the Nazi past and became key figures in the reconstitution of (West) German postwar literature. Emphasis is on the experimental and innovative aspects of their works and on theories of diaristic and autobiographical prose.

The Poetics of Witnessing G51.1992 Baer. 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.

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.

Nietzsche and the Feminine G51.2702 Ulfers. 4 points.
Explores the relation of Nietzsche’s thought to feminine theory. 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 intellec-
tual 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.

Philosophy and Literature G51.2912 Taught annually in conjunction with the Departments of German, English, and Comparative Literature. Ronell. 4 points.
This course is taught together with Professor Jacques Derrida, who presents crucial aspects of his current work. Recent themes include “forgiveness and violence,” “sovereignty,” “the figure of the animal in literature and philosophy.”

Research G51.3000 Open to advanced students with permission of the director of graduate studies and chair of the department. 2-6 points.
CHAIR OF THE DEPARTMENT: 
Professor Lawrence H. Schiffman

ACTING DIRECTOR OF GRADUATE STUDIES: 
Associate Professor Daniel E. Fleming (2003-2004)

DIRECTOR OF GRADUATE STUDIES: 
Professor David Engel (2004-2006)

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 with concentration in museum studies. A dual degree program offered jointly with the Robert F. Wagner Graduate School of Public Service provides opportunities for students to earn an M.P.A. in public and nonprofit management policy 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 Skirball Department cooperates in the Program in Education and Jewish Studies of the Steinhardt School of Education.

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 and Islamic Studies; the Programs in Religious Studies, Medieval and Renaissance Studies, and 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 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, is located near the NYU campus.

The city of New York is an ideal setting for Judaic studies, with a range of academic and cultural resources.

Faculty


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.

(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.

Daniel E. Fleming, Associate Professor. Ph.D. 1990 (Near Eastern languages and civilizations), Harvard; M.Div. 1985 (Bible), Gordon-Conwell Theological Seminary; B.S. 1979 (geology), Stanford.

Assyriology; Hebrew Bible interpretation and cultural history; ancient Syria.

Alfred L. Ivry, Skirball Professor of Modern Jewish Thought; Professor, Middle Eastern and Islamic Studies. D.Phil. 1971 (Islamic philosophy), Oxford; Ph.D. 1963, M.A. 1958 (Jewish philosophy), Brandeis; B.A. 1957 (English and philosophy), Brooklyn College (CUNY).

Medieval Jewish and Islamic philosophy; medieval philosophy; history of philosophy.

Rosalie Kamelhar, Senior Language Lecturer; Coordinator, Hebrew Language Program. Ph.D. 1986 (modern Hebrew literature), New York; M.A. 1975 (Hebrew), Hunter College (CUNY); B.A. 1973 (psychology), Queens College (CUNY).

Hebrew language.

Marion Kaplan, Skirball Professor of Modern Jewish History, Ph.D. 1977 (history), M.A. 1969 (history), Columbia; B.A. 1967 (history), Rutgers.

Modern European history.


Rabbinic literature; ancient Judaism; Jewish law.


Dead Sea Scrolls; Jewish religious, political, and social history in late antiquity; history of Jewish law and Talmudic literature.


Ancient Israelite religion and culture; the Hebrew Bible; Hebrew grammar; the Dead Sea Scrolls; the Ugaritic texts.

Elliot R. Wolfson, Judge Abrahim 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 (CUNY).

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 and Islamic Studies.

FACULTY EMERITUS

Baruch A. Levine, Nathan Winter.

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**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 in public and nonprofit management policy 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 appropriate research language, and a reading knowledge of two modern Western languages, as demonstrated by examination.

STUDIES AND HISTORY

Students who have been admitted to graduate study in Hebrew and Judaic studies or history may apply for a joint doctoral program in both departments. Candidates who have not yet matriculated at New York University may apply directly for admission to the program. Students complete 36 points in Hebrew and Judaic studies and 36 points in history, pass major field written examinations in both departments and a joint oral examination, and meet all language requirements for the Ph.D. degree in Hebrew and Judaic studies. Students interested in this program should consult the director of graduate studies of the Skirimball Department of Hebrew and Judaic Studies or the Department of History.

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 GSAS Application for Admission and Financial Aid.

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.

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 each term.

REQUIRED COURSES FOR INCOMING GRADUATE STUDENTS

Problems and Methods in Hebrew and Judaic Studies G78.1005

Introduction to the field of Hebrew and Judaic studies, in its disciplinary, chronologi- cal, 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. Kamelhar. 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

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. 3 points per term.

Introduction to cuneiform script and to the Akkadian language, with emphasis on grammatical structure.

Akkadian III, IV G78.1103, 1104

Identical to G77.1363, 1364. Prerequisite: G78.1102 or the equivalent. Fleming. 3 points per term.

Reading of Akkadian literature.

Ancient Egyptian I, II G78.1111, 1112

Identical to G77.1359, 1360. Goelet. 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.

Aramaic II: Qumran Aramaic G78.1118 Identical to G77.1379.

Students are encouraged but not required to take Aramaic I prior to enrolling in Aramaic II. Schiffman. 3 points.

Introduction to Aramaic documents found at Qumran and contemporary sites. This represents the intermediate phase of Aramaic and Bar Kokhba texts.

Aramaic III: Syriac Aramaic G78.1119 Schiffman. 3 points.

Introduction to sources preserved by the early Christian communities of the ancient and medieval Near East in Syriac.
Aramaic IV: Talmudic Aramaic
G78.1120 Schiffman. 3 points.
Introduction to Galilean and Babylonian Jewish Aramaic and related texts.

Pentateuch G78.1160 Fleming, Smith. 3 points.
Treats the biblical, archaeological, and comparative ancient Near Eastern evidence for Israelite religion in its origins, change, and conflicts. Emphasis is on questions of definition and focus.

History of Israelite Religion
G78.1215 Fleming, Smith. 3 points.
Treats the biblical, archaeological, and comparative ancient Near Eastern evidence for Israelite religion in its origins, change, and conflict. Emphasis is on questions of definition and focus.

Seminar: Genizah Studies G78.1316 Schiffman. 3 points.
Trains students in the use and analysis of the manuscripts from the Cairo Genizah, which provide a vast treasure trove of information for virtually every aspect of Jewish civilization, history, 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. 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.

The Bible and Literary Criticism
G78.2115 Identical to G65.2112, G90.2113, 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 and G27.2601. 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 the 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

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 ancient Jewish thought and the history of Jewish biblical interpretation.

Rabbinic Texts G78.2140 Rubenstein. 3 points.
Study of the interrelationships of the Mishnah, Tosefta, and Talmuds with one another and the midrashic corpus. Emphasizes the issues that arise from Rabbinic intertextuality from both literary and historical points of view.

Apocryphal Literature G78.2210
Identical to G77.3319. Schiffman, Smith. 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 in Tannaitic Midrash
G78.2370 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 classic 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. Schiffman. 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. 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.
History of Jews in Babylonia
G78.3325 Schiffman. 4 points.

History of the Jewish community in Mesopotamia from the Assyrian and Babylonian exiles through the Achaemenid, Parthian, and Sassanian eras and up through the Islamic conquest. Draws on Jewish, Babylonian, Iranian, and Arabic sources and emphasizes the interplay between Jewish history and that of the surrounding cultures of ancient Iraq.

MEDIEVAL JEWISH HISTORY

Colloquium in Jewish History
G78.2447 Chazan. 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.

The Medieval Church and the Jews
G78.2455 Identical to G90.2455. Chazan. 3 points.

Investigates the diverse impingements of the Church on medieval Jewish life; the evolution of Church thinking, doctrine, and popular impact; and the responses of medieval Jews to their circumstances.

The Medieval Jewish Experience
G78.2456 Identical to G65.2456. Chazan. 3 points.

 Begins by sketching the broad chronological outlines of the medieval Jewish experience; then focuses on a set of key challenges faced by medieval Jews and by the major lines of Jewish response to these challenges.

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 Wolffson. 3 points.

Readings in Hekhalor 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
G78.2410 Feldman. 3 points.

Works of the four luminaries of the classical golden age in Spain—Shmuel haNagid, Shlomo ibn Gaon, Yehuda Halevi, and Moshe ibn Ezra—are studied against the background of their sociohistorical context and poetic tradition 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 Ivry. 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 Ivry. 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 Ivry. 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 Wolfson. 3 points.

Analysis of the ancient Jewish cosmological 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. Wolfson. 3 points.

Exploration of two typologies of contemplative union and ecstasy in medieval Jewish mysticism: the Neoplatonic typology evident in the theosophic kabbalah of Isaac the Blind and his Geronese disciples, Ezra, Azriel, 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 Shu’are Zodeq.

Readings in Zohar
G78.2469 Wolfson. 3 points.

Intensive study of selections from the classic text of medieval Spanish kabbalah, the Zohar. Attention to hermeneutical and exegetical methods employed by the author of the Zohar.

The Mystical Heresy of Sabbatai Sevi and the Sabbatean Movement
G78.2470 Wolfson. 3 points.

Focuses on the mystical heresy surrounding Sabbatai Sevi in the 17th century, which Gershom 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.”

The Circle of the Ba’al Shem: Readings in Hasidism
G78.2471 Wolfson. 3 points.

Intensive study of the main concepts of East European Hasidism through a close reading of the works of the main disciples of the Ba’al Shem Tov R.
Dov Baer of Miedzyrzec and R. Jacob Joseph of Polonnoye. Topics discussed: mystical communion and religious leadership; gender and the social-political formation of community; ascetic eroticism and the cultivation of erotic asceticism; magic, theurgy, and the pietistic ideal.

Readings in Lurianic Kabbalah
G78.2472 Wolfson. 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 Wolfson. 3 points.
Examination of kabbalistic and/or Hasidic elements reflected in the thought of modern Jewish existentialists and postmodern philosophers. Thinkers discussed include Franz Rosenzweig, Martin Buber, Abraham Joshua Heschel, Joseph Soloveitchik, Jacques Derrida, and Emmanuel Levinas.

MODERN JEWISH HISTORY
Modern Responsa Literature G78.1314 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.

History of Contemporary Israel
G78.1693 Identical to G57.1525, G65.1681, and G77.1693. Herzberg. 4 points.
Study of the ideological origins of the State of Israel, its political history, and the formation of its institutions.

Germans and Jews/Jews and Germans from the French Revolution Through World War I
G78.2673 Identical to G57.2673, G65.2673. Kaplan. 4 points.
Explores the complex interactions of Jews and Germans and their perceptions of each other in Imperial Germany (1871-1918), exposing some of the internal social dynamics in Jewish history and in German history. Begins with era of emancipation and examines the developments among German Jews.

History of the Jews in Poland and Russia
G78.2675 Identical to G65.1531. Engel. 4 points.
The history of Russo-Polish Jewry from earliest times to the present, with a focus on modern conditions and problems.

Jews and Germans in Weimar and Nazi Germany
G78.2676 Identical to G57.2676. Kaplan. 4 points.
This course begins with the cataclysmic end of World War I, the feelings of hurt nationalism and revenge, and examines the political, economic, and social changes in German society as well as parallel developments among German Jews. Readings on the Weimar Republic discuss increasing German-Jewish involvement in culture and society as well as the increasing issue of antisemitism. The course focuses on the rise of Nazism, the social insiders and outsiders in Nazi Germany, the persecution and reactions of Jews within Germany, and the role of bystanders.

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.

The Jewish Community
G78.2685 Identical to G57.2683. Diner. 3 points.
This graduate seminar examines the history of the Jewish community in America, focusing on the formal institutions that constituted the communal infrastructure. It considers the development of these institutions from the middle of the 17th century through the present era.

Colloquium in American Jewish History
G78.2686 Diner. 3 points.
Focuses on the social history of the Jewish people in America, broadly exploring the impact of immigration and the particular cultural and economic 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. Kirschbaum-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, Altertumkunde, 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.

The Jewish Community: Classical Institutions and Perspectives
G78.3224 Schiffman. 3 points.
Discussion of the fundamental institutions of Jewish community and social organization as expressed in Jewish thought and as evidenced in Jewish history in all periods, up to the present. Emphasis is on primary sources regarding varying conceptions of group solidarity and mechanisms for attaining it, including the role of the individual, the family, the community, the state, and the Jewish people as a whole.

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 immigra-
tion 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: 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, G65.2453, and G90.2453.
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 G29.1391, 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, and 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.

**Topics in Modern Hebrew Literature**

G78.3592 Feldman. 3 points.
Advanced seminar on specialized topics that change annually (e.g., major authors; critical and theoretical surveys).

**Topics in Modern Hebrew Poetry**

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**

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.

Liana Theodoratou, Senior Language Lecturer; Director, Cultural Program; Director, NYU in Athens. Ph.D. 1992 (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 GSAS Application for Admission and Financial Aid.

**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

Taught in modern Greek. 4 points.
Introduction to representative modern Greek poets of this century, including Cavafy, Sikelianos, Karayotakis, Seferis, Ritsos, Elytis, Galanaki, Laina, and Dimoula, through close reading of selected works. Considers the relation of the works to their historical, cultural, and comparative context.

STUDIES IN 20TH-CENTURY MODERN GREEK LITERATURE G27.1145

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.

STUDIES IN PROSE GENRES: NOVEL

SPACES OF HELLENISM, 1780-1900 G29.2300 4 points.
A reconsideration of conventional assessments of the early modern prose canon, notions of rural or urban realism, the viability of etiographia 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.

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.

MODERN GREEK LANGUAGE AND LITERATURE

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 LANGUAGE AND LITERATURE

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, Seljuk Anatolia, and the persistence of Hellenic cultural and administrative forms.

POLITICAL SCIENCE

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 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 and Islamic 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.

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 (history), Princeton. French history; social history; economic history.

Frederick Cooper, Professor, Ph.D. 1974, Yale; B.A. 1969, Stanford. African history; colonization and decolonization; social sciences and the colonial world.

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 (social 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.


Antonio Feros, Associate Professor, Ph.D. 1995 (early modern European history), M.A. 1992 (early modern European history), Johns Hopkins; M.A. 1986 (early modern Spanish history), B.A. 1984 (history), Autonomous (Madrid). 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.


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.

Manu Goswami, Assistant Professor, History (East Asian Studies), Ph.D. 1998, M.A. 1992, Chicago; B.A. 1989, Hood College. 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 (CUNY). Central America and Latin America; the cold war; nationalism.

Adam Green, Assistant Professor, History (American Studies). Ph.D. 1998 (history), Yale; B.A. 1985 (history), Chicago. Modern U.S. history; African American history; urban history; comparative racial politics; cultural economy.

Fiona J. Griffiths, Assistant Professor, Ph.D. 1999 (medieval history), M.Phil. 1996 (medieval history), Cambridge; B.A. 1994 (history), Toronto. Medieval history.

Harry Harootunian, Professor; Director, Program in East Asian Studies. Ph.D. 1958 (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), Bowdoin College. Nineteenth-century United States; history of sexuality; social history.


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.


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.

Rebecca Karl, Associate Professor, History (East Asian Studies), Ph.D. 1995 (history), Duke; M.A. 1989 (politics), New York; B.A. 1981 (Russian literature), Barnard College. Modern Chinese history; theories of nationalism; nationalism in Asia; gender and radicalism.

Yanni Kotsonis, Associate Professor, Ph.D. 1994 (history), Columbia; M.A. 1986 (Russian history), London; B.A. 1985 (history), Concordia (Montreal). Nineteenth and 20th-century Russia; modern Europe; political economy; historical methods.

Karen Ordahl Kupperman, Professor; Silver Professor. Ph.D. 1978 (history), Cambridge; M.A. 1962 (history), Harvard; B.A. 1961 (history), Missouri. Early modern Atlantic world; colonization; Native American history.

John Joseph Lee, Assistant Professor. M.A. 1965, Manchester; B.A. 1962 (history and economics), College of Dublin. Irish history.

Darline Levy, Associate Professor. Ph.D. 1968 (history), Harvard; B.A. 1960 (history), Barnard College. Intellectual/cultural history; early modern Europe; Enlightenment.

David Levering Lewis, Professor; University Professor. Ph.D. 1962 (modern Europe/France), London School of Economics and Political Science; M.A. 1958 (history), Columbia; B.A. 1956 (history/philosophy), Fisk. African American history.

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. 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 Emeritus, New York University. Ph.D. 1960, M.A. 1957, Syracuse; B.A. 1953, Manhattan College (CUNY). Eighteenth-century Russia; Russian diplomatic history; 18th-century Europe.

Christopher Otter, Assistant Professor. Ph.D. 2002 (history), Manchester; M.A. 1996 (criticism and theory), Exeter (United Kingdom); Postgrad. Cert. of Ed. 1993 (history and English), Keele; B.A. 1991 (modern history), Oxford. Modern Europe.

Jeffrey Thomas Sammons, Professor. Ph.D. 1982 (history), North Carolina (Chapel Hill); M.A. 1974 (history), Telos; 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 (CUNY). 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. 1939 (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.


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.


Marilynn 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 Judic Studies; Stephen F. Cohen, Russian and Slavic Studies; Angela Dillard, Gallatin School of Individualized Study; David Engel, Hebrew and Judic Studies; Khaled Fahmy, Middle Eastern and Islamic Studies; Niall Ferguson, Leonard N. Stern School of Business; Jan Tomasz Gross, Politics; Bernard Haykel, Middle Eastern and Islamic Studies; Adnan Husain, Middle Eastern and Islamic Studies; Zachary Lockman, Middle Eastern and Islamic Studies; Robert D. McChesney, Middle Eastern and Islamic Studies; Michael Peachin, Classics; Francis E. Peters, Middle Eastern and Islamic Studies; Ariel Salzmann, Middle Eastern and Islamic Studies; Richard Sennett, Sociology; Jonathan Zimmerman, Steinhardt School of Education.

OTHER DEPARTMENTS

Fahmy, Associate Professor; History; Religion; and the West; Chinese imperial culture.

HISTORY • 167
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 GSAS Application for Admission and Financial Aid for application deadline information.

M.A. REQUIREMENTS

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 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 student 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 special-

ization 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.

Ph.D. REQUIREMENTS

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

FACULTY EMERITI

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 and Islamic 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
work as is practicable.

soon after the completion of course

graduate studies, but it must be as
time is arranged with the director of

year. For other students, the precise
examination at the end of the second

be from outside the department. No student may sit for
the major field examination without
the previous completion of the lan-
guage proficiency specified for that
field. (As with the qualifying examina-
tion, 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 supervi-
sion of a member of the department
(joint advisers are permitted). The dis-
sertation 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 “litera-
ture of the field” courses and at least
one seminar by the end of the first
year. Although the qualifying exami-
nation 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 exami-
nation.

The third year should be devoted
primarily to the student’s major field,
including the planning of the disserta-
tion project. It may also, if necessary,
be used for completing the second
field.

Choosing a Major Field: Each doctor-
al 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 stu-
dents to teach an upper-level under-
graduate course or a graduate colloqui-
um, but narrow enough so that stu-
dents can develop professional com-
petence in a body of literature and each
student’s own primary research can con-
tribute 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 exam-
ining 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 in 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,
1750-1914; Germany, 1815-1945;
politics and diplomacy in 19th-centu-
ry 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 doc-
torat 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 examination.

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 stu-
dent’s development. In every case, how-
ever, the second field may not be con-
tained 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 manage-
ment and historical editing also qualify
as second fields, without respect to the
major field. Women’s history and pub-
lic history, if comparative, also qualify
as second fields without respect to the
major field.
Courses

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. Ph.D. students may also, with the approval of 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 students’ field in a national or regional history. As they develop dissertation topics, they take a methods course that emphasizes transnational themes and comparative history.

FINANCIAL AID, ASSISTANTSHIPS, AND EXTERNAL FUNDING

Students are admitted into the Ph.D. program only if they receive a fellowship from New York University. NYU fellowships are five-year packages that require students to work as teaching assistants for three years. Students who have outside fellowships (e.g., Javits Fellowships) are also considered.

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 a Foreign Language and Area Studies (FLAS) Fellowship; for details, contact Director, 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.

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 instituted the two 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 students’ field in a national or regional history. As they develop dissertation topics, they take a methods course that emphasizes transnational themes and comparative history.

Atlantic World: Newer comparative analysis builds on studies treating development within one system and therefore complements rather than replaces traditional work. The Atlantic world field builds on the contributions of both the older imperial school and the more recent local studies and incorporates the perspective of newer methodologies such as ethnohistory. All of the continents that rim the Atlantic are seen as equally involved in the creation of the early modern and modern systems; no one tradition is privileged over the others. The department allows students maximum flexibility in shaping this field, so that they can take full advantage of the rich resources of NYU and follow their own interests. Students who elect the Atlantic world field 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 students’ field in a national or regional history. As they develop dissertation topics, they take a methods course that emphasizes transnational themes and comparative history.

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 rethinking the modern West; and the continual reinvention of Africa and the diaspora through culture, political movements, migrations, transformations in communication, and the globalization of the economy.

Courses

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 universi-
ties—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.

**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 Nolan. 4 points.

Identical to G65.1022. Analyzes monographs in the field, drawn from all geographical areas, dealing with major theoretical issues.

**History of Sexuality**

G57.1057 Hudes. 4 points.

Historical constructions of sexuality in the United States from the colonial era through the 20th century.

**Global Encounters: 1300-1800**

G57.1730 Feros, 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 collision. 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 include 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 Hudes. 4 points.

**Women and Social Change**

G57.2290 M. 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 4 points.

**Approaches to Historical Research and Writing**

G57.3603 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 Feros. 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 14TH CENTURY)**

Seminar: 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 apogee 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.

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 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 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.*
Examines 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 *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 Italiam, 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 Kingdom 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 *Salzmann. 4 points.*

Readings in Medieval Greek Sources G57.3116 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 (1450-1789)

Literature of the Field: Early Modern Europe I G57.1150 Required of Ph.D. candidates making this their major field. *Feros. 4 points.*
Surveys major literature and historiographical issues in the early modern field.

Literature of the Field: Early Modern Europe II G57.1151 *Feros, Ley. 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 G57.1165 *Ley. 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; historiographical 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 Lay. 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 polemics; the literary underground; and popular culture and its politicization.

Seminar: Topics in Early Modern Europe: European Society and Religion G57.2162 Feros. 4 points.

State and Society in Early Modern Europe G57.2164 Feros. 4 points.

Early Modern Spain G57.2166 Feros. 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 Lay. 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 Lay. 4 points.

See description under Methods.

MODERN EUROPE (1750-PRESENT)

Culture and Society in the 19th Century G57.1000 Segel. 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. 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 4 points.

19th-Century France G57.1209 Identical to G46.1610. Judit. 4 points.

The impact of revolutions and economic changes on 19th-century French society.

20th-Century France G57.1210 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 Stahl. 4 points.

Major diplomatic events from 1879 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 Stahl. 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 1668 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 4 points.
Irish and European Migration to America G57.1419 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 4 points.
The French Economy Past and Present G57.1910 Chapman. 4 points.

Italian Fascism G57.1982 Ben-Ghiat. 4 points.

Seminars:
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 Lavy. 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.

Russian Revolution as Memoir G57.2183 Kotsonis. 4 points.

History and Memory in Europe/World War II G57.2184 Judt. 4 points.


Colloquium: Paris, Vienna, and the Cultures of Modernism G57.2230 Seigal. 4 points.
Study of modernist culture in two of its most prominent settings, the Paris of the Third Republic and Vienna in the last years of the Hapsburg Empire. Introduction to political and social conditions that provided the framework for modernist currents and to representative figures in social theory, philosophy, literature, and the arts.

20th-Century French Political Thought G57.2253 Judt. 4 points.


Colloquium: Weimar Germany G57.2248 Stehlin. 4 points.
Explores strengths and weaknesses of Germany during its transition from a monarchy in 1918 to totalitarianism in 1933: the legacies of World War I, economic problems, foreign affairs, culture, and the enemies of the republic.

Post-World War II Germany G57.2250 Nolan. 4 points.

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: Topics in Working-Class History, 1870-1945 G57.2259 Nolan, Siclaff. 4 points.
Concentrates on the working class in Britain, France, Germany, and Italy. Investigates 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 Judt. 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 Seigal. 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.

Seminar: Britain and Ireland Since 1750 G57.2427 Scally. 4 points.
Introduces the interpretive and primary literature in modern English history, with emphasis on recent scholarship and methodology in English social and cultural history. Readings and discussions of social class structure, the Victorian city and village, labor unions, public education and literacy, criminality, prostitution, and health.

Mediterranean Europe in the 20th Century G57.2503 4 points.
Discusses the ways individual countries of Mediterranean Europe experienced similar patterns of political and social change and the extent of a common and distinct overall pattern of historical evolution in Mediterranean Europe in the 20th century.

The Global Economy G57.2560 Nolan. 4 points.
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.
Historiographic 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 micro-historical 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.

Topics in Latin American History: Culture and Politics in Latin America G57.2803 4 points.

Seminar: Politics and Culture in Latin America G57.2804 4 points.

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 4 points.

History of Apartheid in South Africa Since 1962 G57.1577 Hull. 4 points.
Study of racial and ethnic conflict and cooperation in southern Africa since the late 17th century. Emphasis is on South Africa, Mozambique, and Zimbabwe.

Islam in West Africa G57.2007 Gomez. 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 4 points.

ASIA

Literature and Politics in Modern China G57.1195 M. 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 
M. Young. 4 points. 
See description under Methods, Transnational, Comparative.

Culture of Imperialism G57.2557 
M. 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 
4 points.

Studies in Culture and Politics in Modern Japan G57.2917 
4 points.

MIDDLE EAST

History of the Ottoman Empire G57.1125 
Salsmann. 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. Husain. 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. Salsmann. 4 points.

Revolution in the Islamic Middle East G57.1517 
Identical to G77.1616 and G93.1616. 4 points.

Topics in Medieval Islamic History G57.1521 
Husain. 4 points.

Islam in the Modern World G57.1522 
Identical to G77.1803. 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. Chelkowski. 4 points.

Islamic Middle East, 1200-1800 G57.1641 
4 points.

History of the Middle East: 1750-Present G57.1642 
4 points.

Literature of the Field: Modern Middle Eastern History G57.1643 
4 points.

Late Ottoman Empire G57.1652 
Salsmann. 4 points.

Seminar in Modern Middle Eastern History I G57.1653 
4 points.

Seminar in Modern Middle Eastern History II G57.1654 
4 points.

Problems and Methods in Middle Eastern and Islamic Studies G57.2513 
Identical to G77.1687. 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. 4 points.

Surveys major literature and historiographical issues in the American field from European contact to 1865.

The American Colonies to 1763 G57.1601 
Kutperman. 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. 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 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 in 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.

U.S.-East Asian Relations G57.1737 M. 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 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.

His torical 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 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.

Seminar: 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 G57.2255 Diger. 4 points.

Right-Wing Politics in U.S. History G57.2306 Duggan. 4 points.
Transition from Slavery to Freedom in the United States G57.2553
Kelley, Sammons. 4 points.

Colloquium: Topics in Colonial American History G57.2600 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.

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, Walrowitz. 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 prescriptive 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
M. Young. 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 M. 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 adviser. 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 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 Methods, Transnational, Comparative.

**Colloquium: Feminist Theory**

G57.2291  P. Johnson, Levy, M. 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 Methods, Transnational, Comparative.

**Colloquium: Women's Political Culture**

G57.2750  4 points. See description under United States (Contact to Present).

**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.

Focusses 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.

Focusses 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
4 points.

Oral History: Theory and Practice G57.2012 Bernstein. 4 points.
Fieldwork with emphasis in archival research and interviewing. Students complete a 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 history with an Advanced Certificate in Archival Management and Historical Editing. The certificate program is also open to students with an M.A. or a Ph.D. degree in another appropriate social science- or humanities-based discipline. 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 those 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 G57.1010 Required core course in archives program. Wbus. 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. Katz. 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. Wbus. 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.

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:amc 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 and Islamic 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 Karsa, 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 innovative interdisciplinary study in the humanities and social sciences that is both flexible and rigorous. The program is founded on a belief in the unique value of cross-disciplinary research that brings together methods and materials from historical, cultural, artistic, political, literary, and other fields.

Students choose from a broad range of courses to create individualized programs of study. The flexibility of the Draper curriculum allows students to establish the links among disciplines that best suit their intellectual goals and interests. Students integrate these varied elements with extensive faculty advising and gain a solid methodological foundation from the program’s core courses. The program is structured around six areas of inquiry:

- Art Worlds
- The City
- Gender Politics
- Global Histories
- Literary Cultures
- Science Studies

Introductory courses familiarize students with the essential background, the fundamental questions, and the most current theories and scholarship in each area, thoroughly preparing students to participate in larger scholarly conversations.

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 Draper courses must be taken; the remaining courses may be taken in other departments and programs of the Graduate School of Arts and Science.

Either full-time or part-time study is possible, with most courses offered in the evening. Average time to complete the degree is between two and three years; 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 members of the University’s outstanding faculty, and enjoy the vibrance of New York City. They also draw on the University’s extensive resources, including libraries, galleries, transportation resources, housing help, and athletic facilities.

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 help to maintain connections to the rest of the Graduate School.

A Draper faculty fellow is also chosen for each area of inquiry. Faculty fellows are top-ranked junior scholars, selected through 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, 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 almost 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.

Julian Carter, Assistant Professor, Gender Politics; John W. Draper Faculty Fellow; Ph.D. 1998 (history), California (Irvine); B.A. 1990 (history), Bryn Mawr College.

U.S. sexualities; critical theory; sexual identity and the raced body; queer studies; mass and popular culture; marriage and sex education.
Robert Dinin, 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 European literature and culture; English Restoration and French neoclassical theatre; history of affect; literature and music.

Riaz Khan, Assistant Professor, Global History; 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.

Micki McGee, Assistant Professor, Art Worlds; John W. Draper Faculty Fellow. Ph.D. 2002 (sociology), CUNY (Graduate Center); M.A. 1983 (visual arts and theory), B.A. 1979 (visual arts and communication), California (San Diego).

Sociology of culture/culture studies; feminist and gender studies; social psychology; sociology of work.

Robin Nagle, Director, John W. Draper Interdisciplinary Master’s Program in Humanities and Social Thought. Ph.D. 1994 (anthropology), M.Phil. 1991 (anthropology), B.A. 1989 (anthropology), Columbia; B.A. 1987 (anthropology), New York.

Consumption; garbage; material culture; urban studies.


Science and politics; postsocialism in Russia; transnational migration; nationalism.

Shireen R. K. Patell, Assistant Professor, Literary Cultures; John W. Draper Faculty Fellow. Ph.D. 2001 (comparative literature), M.A. 1991 (comparative literature), California (Berkeley); B.A. 1987 (French), Princeton.

Literature and philosophy; poststructuralism; ethics, alterity, and difference; psychoanalysis; gender; identity; race.

Jessica Sewell, Assistant Professor, The City; John W. Draper Faculty Fellow. Ph.D. 2000 (architecture), California (Berkeley); B.A. 1988 (Harvard).

Urban studies; history of architecture; material culture; feminist theory and gender studies.

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, German, Comparative Literature; Chair, Department of German. Ph.D. 1979 (Germanic languages and literature), Princeton; B.A. 1974 (German, philosophy, French), Middlebury College.

Feminist philosophy; French and German literature; theory.


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

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 recommended minimum score of 650 (or 280 on the computerized version).

Master of Arts Requirements:

Degree Requirements: To qualify for the Master of Arts degree, students must fulfill the following within five years after their 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 adviser and with the program’s approval.

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 courses carry 4 points. The list below is representative, not exhaustive.

ART WORLDS

Art Worlds and Life Worlds: Life as Work of Art? G65.1006
Interrogates the notion that one’s life ought to be understood as a work of art. This idea has evolved in tandem with the breakdown of boundaries between art and life in various vanguard art-making practices. This course investigates (1) to what extent individuals can be understood as “authors” of their lives; (2) to what extent this can be understood as an ideological fantasy of late capitalism; and (3) what implications the notion of one’s life as a work of art may have for progressive political change.

Introduction to Art Worlds I
G65.1106
The first of a two-course sequence designed to explore debates about the production, consumption, distribution, and interpretation of the arts. Incorporating methods and insights from anthropology, history, philosophy, and sociology, this course introduces students to issues in and methods for cultural analysis. Readings include texts by Adorno, Benjamin, Becker, Bourdieu, Weber, Williams, and others.

Introduction to Art Worlds II
G65.1116
Focuses on questions of reception and interpretation, particularly on the distinctions between “high” culture and other cultural designations. How have avant-garde notions and systems contributed to the “culture wars”? What role do class distinctions have in the evolution of cultural controversies? How do notions of good and poor “taste” emerge, and how are they defined? To what extent do debates over cultural freedom serve as proxies for other political struggles?

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. Students 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
Introduces a wide range of approaches to the study of the city, which is defined in very different ways by different disciplines. Students read texts by scholars from a broad range of disciplines, including geography, urban planning, anthropology, sociology, literary criticism, and history. The aim is to give students a broad overview of approaches to the city and an understanding of the connections between the city as a physical object, a cultural phenomenon, and a social and economic force.

Gender, Sexuality, and the City
G65.1111
The anonymity of the modern city has made it a space of illicit sexualities and nonconformist gender practices. At the same time, the structures and cultures of cities inscribe normative gender and sexuality. Through readings in feminist and queer theory, urban theory, social history, geography, and sociology, this course explores how gender and sexuality are constitutive of, and are constituted by, urban form and urban life.

The Public City
G65.1115
Urbanity centers on public and semi-public spaces, including streets, plazas, boulevards, parks, cafés, and shops. This course explores the contested nature of the “public,” what defines a space as public, who “the public” is, and the mechanisms and nature of the public sphere. These questions are set in the context of historical and contemporary case studies of public space and the public sphere in urban contexts.

Garbage in Gotham: The Anthropology of Trash
G65.1813
Traces changing definitions of value and worthlessness through Enlightenment, modern, and post-modern 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
Students learn about and experiment with a wide range of methods for studying the city. We explore what can be learned through various historical records, from novels and films, from the physical city itself, and from observing and interviewing city dwellers, and read analyses of urban life that use these different methods.

GENDER POLITICS

Introduction to Gender Politics I
G65.1205
Investigates the relationship of the shape of the body to the shape of the self. Focuses on psychoanalytic discourse and its legacy in academic, artistic, and popular culture. Students read texts by Freud, Riviére, Fanon, Butler, and Segwick, as well as other scholars in feminist and queer theory, and study material representations of sexuality in fiction, philosophy, photography, and dance.

Sexuality in Culture and Politics:
The Explanation for Everything
G65.1207
Explores current critical literature that uses sexuality to engage important subjective, cultural, and political phenomena. What is “sexuality” and what can it explain? What tools can sexuality studies offer for thinking about modern life, about global politics, and about scholarly work? Topics include sex education; sexual geography; race, class, and the ethics of colonialism; and the queer renaissance of the 1990s.

Introduction to Gender Politics II
G65.1213
Focuses on Foucault’s thinking about sexuality, power, knowledge, and the body. Students read several of Foucault’s most influential works and discuss the critical reception of his ideas and their application by a range of scholars in the decades since his death.

GLOBAL HISTORIES

Introduction to Global Histories I
G65.1107
Surveys world historical trends by examining spaces and practices outside the normative expectations of national histories. Students read accounts of human encounters on and across the world’s major seas and oceans—“contact zones” that blur conventional territorial and cultural definitions—and
review related concepts, tools, and methodologies.

**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 is paid to ways in which the medium affects content and perspective.

**African Slavery and the Atlantic Slave Trade** G65.2051  
*Identical to G57.2555.*

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

Examines accounts of travel, conquest, and migration between distant lands and populations from the 16th century onwards. While these migratory practices appear as exceptional events in national histories, they appear in global history as recurrent and constitutive features of modern society.

**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**

**The Passions of the Mind: Affect, Literature, and Music in Europe, 1600-1850** G65.1005

Explores relations among affect, literature, and music in the theory and practices of early modern Europe. Examines the theory of the passions in explicit contrast with the late modern constructions of emotion.

**Introduction to Literary Cultures I** G65.1301

Examines major concepts in contemporary literary and cultural theory through readings of works from antiquity through the Renaissance. Engaging discourses from diverse fields—literature, philosophy, linguistics, psychoanalysis, sociology, and literary theory—students investigate the relation of language to the formation of the subject and the social networks that claim that subject.

**The Ethics of Literary Interpretation** G65.1305

Explores the relation of “theory” to “practice” as the space of an ethics of interpretation. Focuses on the ethical implications of the performative act of interpretation itself with particular attention to the concurrent yet sometimes competing claims of text and context. Readings include texts by Kant, Levinas, Lacan, Duran, Douglass, Morrison, Kafka, and others.

**Posthumanism** G65.1306

What is posthumanism? While the term has gained currency across the humanities and the social sciences, it casts such a wide semantic and theoretical net as to remain fairly obscure. To address the questions and problems introduced by the circulation of this term, students read a variety of works from a number of disciplines, including literature, philosophy, political theory, psychoanalysis, film, and cultural studies.

**Introduction to Literary Cultures II** G65.1321

Interrogates the relation of “literature” and “culture” by examining the regime of reason and the self-possessed subject, from the Enlightenment and its precursors through the subsequent anxieties of modernity and beyond. Readings include literary, philosophical, theoretical, and psychoanalytic texts.

**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.

**SCIENCE STUDIES**

**Science, Colonialism, and the State** G65.1105

Examines how science and technology have been used both to support and to subvert colonialist and nationalist projects. Examines political contests over the meaning of the “traditional” and the “modern,” focusing on technology, medicine, museums, schools, and weapons.

**Introduction to Science Studies I** G65.1109

Surveys science from a variety of philosophical, sociological, historical, linguistic, anthropological, and critical perspectives. Explores debates over constructivism, relativism, and the uses to which scientific knowledge is put by examining how cultural boundaries between science and nonscience are constructed and maintained.

**Introduction to Science Studies II** G65.1110

Examines how new and emerging knowledges and technologies, such as cold fusion, genetics, cloning, organ transplantation, and assisted conception, are problematizing boundaries that are assumed to be natural and fixed, while at the same time remaking the social structures that support science.

**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.
CHAIR OF THE DEPARTMENT:
Professor John Freccero

DIRECTOR OF GRADUATE STUDIES:
Assistant Professor Maria Luisa Ardizzone

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, the Master of Arts degree in Italian studies, and the Ph.D. degree in Italian. Courses are taught by an outstanding faculty with specialization in key areas of Italian literature and cultural history. 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 recently 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.

Faculty

Maria Luisa Ardizzone, Assistant Professor. Laurea 1967 (history), Palermo. Medieval poetry, philosophy, and science; contemporary poetry; intellectual history.


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**
The M.A. program in Italian 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 years 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 advisory 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.

**MASTER OF PHILOSOPHY**

Students who have been accepted as candidates in the doctoral program and who have fulfilled all the requirements for the doctorate (except the dissertation and its defense) are quali-
Courses may be given either in Italian or in English.

GENERAL

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 Scola; literary texts by D’Annunzio, Lampedusa, Verga, Moravia, Boccaccio, Bassani, Tarchetti, and others.

Variable content course. 4 points.
Recent topics: intellectuals and politics (Erspamer); cultures of tradition and modernity (Lumley).

Textual Criticism and Exegesis
G59.2081 Jointly taught via teleconference with the University of Rome. Erspamer. 4 points.
Introduction to the history and methods of textual criticism and interpretation.

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 Girard, 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 Pending faculty approval. Caserovino. 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).

Topics in Italian Literature
G59.2192 Variable content course. 4 points.
Studies a theme 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 course ranges from sociology of immigration to anthropology of ethnic identity, to Italian American fiction, to the contribution of Italian Americans to the visual and performing arts.

Guided Individual Reading G59.2891 4 points.

Literary Theory G59.3080 Variable content course. Formerly Methods of Literary Research. 4 points.

MIDDLE AGES

Divina Commedia I, II G59.2311,
2312 Fracnero, Ardizzone. 4 points per term.

Dante and Medieval Thought G59.2314 Ardizzone. 4 points.
Dante’s minor works and, in particular, Vita Nuova, 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.

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.

DEPARTMENTAL INFORMATION

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

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 GSAS Application for Admission and Financial Aid.
The “Scuola Siciliana”: Poetry and Multiculturalism in the 13th Century G59.2315 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 intellectuals 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 history of the soul, the brain, and the internal senses (imagination, memory).

Petrarch G59.2321 Ardizzone. 4 points.

Reading of Boccaccio

Monasticism: Asceticism and Writing G59.2324 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.

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 G59.2389 Variable content course. 4 points.

Recent topics: bodies, passion, and knowledge (Ardizzone); Scinovisti: poetry and intellectual history (Ardizzone).

RENAISSANCE AND EARLY MODERN

Eugenio Garin Seminar in Italian Humanism and the Renaissance G59.2441 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 Frascero. 4 points.

Reading of the Prince 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).

Studies in Early Modern Literature G59.2689 Variable content course. 4 points.

Recent topic: the baroque mind (Erspamer); literature and the visual arts (Nigro).

Vico G59.2731 4 points.

Vico as a landmark in the formation of modern literary and aesthetic theory, between ancient rhetoric, classical poetic, and the romantic orientations.

19TH AND 20TH CENTURIES


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.

Italian Colonialism G59.1983 Ben-Ghiai. 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, students 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.

Leopardi G59.2821 4 points.

Reading of the Cantos 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.

Italy During World War II: Resistance, Collaboration, and the Problem of Memory G59.2882 Ben-Ghiai. 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.

Studies in 19th-Century Literature G59.2889 Variable content course. 4 points.

Recent topics: D’Annunzio and fatalism.

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.

Decadent Italy, 1860-1930 G59.2982 Erspamer. 4 points.

Readings in turn-of-the-19th-century Italian fiction and nonfictional prose, with emphasis on the theory of fic-
tional genres and recurrent themes in the modern novel; Verga, Svevo, D’Annunzio, Pirandello, and Tozzi.

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.

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, Luzi, 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 the relation between poetry and the visual arts.

Neorealism G59.2986 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.

Studies in 20th-Century Literature G59.2989 Variable content course. 4 points.
Recent topic: Calvino and postmodernism.

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.

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.

Italian Feminism and Theories of Sexual Difference G59.2993 Cavarero. 4 points.

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, our teaching professionals, features working journalists 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 one-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 certificate program in business and economic reporting; and a certificate 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

Robert Boynton, Assistant Professor. M.A. 1988 (political science), Yale; B.A. 1985 (philosophy and religion), Haverford College.
Culture, ideas, books, politics, and religion.

Air, space, and national security reporting.

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.

Mark Dery, Assistant Professor. B.A. 1982 (English), Occidental College.
New media; the digital age; unpopular culture; cybercrit.

Brooke Kroeger, Associate Professor. M.S. 1972 (journalism), Columbia; B.S. 1971 (journalism, political science), Boston.
Women in journalism; foreign reporting.

Susie Linfield, Associate 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.

Broadcast journalism; radio and television; journalism ethics.

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 substate 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.

Marcia Rock, Associate Professor; Director, Broadcast Journalism. Ph.D. 1981 (communications), New York; M.S. 1976 (film and television), Brooklyn College (CUNY); 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. Sternhell, Associate Professor; Associate Chair, Department of Journalism and Mass Communication. Ph.D. 1981, 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 Willis, Professor; Director, Cultural Reporting and Criticism. B.A. 1962 (English), Barnard College.
Cultural journalism; popular culture; cultural politics.
Programs and Requirements

MASTER 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.

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 (48 points). Students receive an M.A. degree in journalism and a certificate in science and environmental reporting. Contact Professor William E. Burrows at 212-998-7970 or william.burrows@nyu.edu.

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.

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.

Science and Environmental Reporting
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JOINT MASTER’S PROGRAMS

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 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 newspaper, magazine, or broadcast 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.

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 212-998-5786 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 D. Solomon at 212-998-7995 or business.journalism@nyu.edu.

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 or 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 Examination (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 at an institution where English is the primary language of instruction. 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/gsas.

Applications are accepted for fall admission only. Please adhere to the deadline dates published in the GSAS Application for Admission and Financial Aid. Applications submitted after the due date are considered on a rolling admission basis if seats remain, but many programs fill rapidly.

**DEGREE REQUIREMENTS**

Students take 36 to 49 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; Specialized 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 Feature Writing Workshop, a seminar, or an elective | 12 points |
| Semester 2: Writing, Research, and Reporting Workshop II; Feature Writing Workshop (if not taken in Semester 1); 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 Feature Writing Workshop, a seminar, or an elective | 12 points |
| Semester 2: Writing, Research, and Reporting Workshop II; Feature Writing Workshop (if not taken in Semester 1); and remaining seminar or elective | 12 points |
| Semester 3: Magazine Writing; Magazine Editing and Production; and one skills course or an internship | 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 a seminar | 12 points |
| Semester 3: Advanced TV Reporting; a seminar or The Journalistic Tradition; and an internship or elective | 12 points |

**Cultural Reporting and Criticism**

**Required courses:** Writing, Research, and Reporting Workshop I (Cultural Writing) 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 II: 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 |
| Semester 2: Writing, Research, and Reporting Workshop II or equivalent; The Journalistic Tradition; and a seminar or an elective | 12 points |
| Semester 3: Topics in Cultural Journalism; a seminar or an elective; and an internship | 12 points |

**Business and Economic Reporting**

**Note:** At the discretion of the director, students who have already taken any of the listed business courses may be placed in higher-level classes.

**Required courses in journalism:** Writing, Research, and Reporting Workshop I and II; Specialized Reporting (business coverage); Television Reporting (business coverage); Social Impact: Reporting How Corporations Affect Their Communities; Topics in Financial Accounting, Financial Markets, and Corporate Finance; Internship or Directed Reading.
Courses

Not all courses are offered every semester. All courses carry 4 points per term.

The Law and Mass Communication G54.0011 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 G54.0012 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 G54.0014 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 G54.0015 With the Kerner Commission Report as a backdrop, this course examines the portrayals and perspectives of “minorities” in today’s media, looking at issues of representation, access, and power.

History of the News G54.0018 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.


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.

Net Culture and New Media: Issues in Digital Journalism G54.1025
Students delve deep into the social, legal, and ethical issues generating buzz in digital culture, from Napster to hackers, on-line gender-bending to weblogging, or “blogging.” Past guest speakers have included Net guru Clay Shirky, Steven Johnson (Emergence: The Connected Lives of Ants, Bees, Cities, and Software), and editors from Nerve and The Smoking Gun. Students write several papers, which are published in the department webzine, ReadMe.

Magazine Editing and Production G54.1030 Prerequisite: G54.1231.
Covers all editorial and production aspects of 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.

Television Reporting I G54.1040 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. They mainly use small DV cameras and linear editing systems as well as a few nonlinear editing systems. Completed pieces are aired on NYU Tonight, a live weekly newscast.

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 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.

Reporting New York City G54.1152 Prerequisite: G54.1021.
With New York City as a backdrop, students 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.

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 G54.1171 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 II G54.1172 Prerequisite: G54.1040.
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, 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: ReadMe G54.1191**
Skills course.
Combines an advanced course in digital journalism with the experience of being on the staff of a working webzine, ReadMe, the department’s student-run on-line magazine about new media and Net culture. With the professor acting as executive editor, students assume masthead positions from managing editor to marketing director. As well, every class member builds an on-line clip file by writing articles for the magazine. Students receive course credit for their work on ReadMe.

**Digital Journalism: On-Line Reporting Workshop G54.1192**
Prerequisite: G54.1021. Graduate skills course.
Students master the basics of Web production and the tools of the wired reporter, from search-engine techniques to the art of the E-mail interview to distinguishing hard facts from dirty data on the Net. In the process, students explore ethical, legal, and cultural issues unique to on-line journalism. For their final project, students conceive, design, and build a webzine and then create the content—the in-depth, heavily reported articles—to fill it.

**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, G54.1181, and G54.1184.
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.

**Science Survey I, II G54.2000, 2001**
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 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) at New York University is an interdisciplinary teaching, research, and public information program. It opens channels of communication and encourages the sharing of ideas and observations across disciplinary boundaries, to the mutual benefit of both faculty members and students. Forty-nine NYU faculty members and from two to ten visiting and adjunct professors each semester constitute the directly associated staff of the Center.

The Center has a special interest in Caribbean issues and in the relations between U.S. society and Caribbean/Latin American nations. While not ignoring the more traditional approaches to the region, 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 simply providing a window through which North Americans may observe Latin America and the Caribbean, the Center seeks to serve as a bridge between them. Additionally, the Center faculty have special expertise in cultural studies and culture-economy-development policies, relating to communications, media, arts, and cultural institutions in Latin America and the Caribbean and in the United States (particularly as relates to Latinos and immigrant communities). This is especially appropriate for an institution located in New York City, a cosmopolitan hub of migration, communications, and decision making involving and directly affecting Latin America and the Caribbean.

CLACS offers a Master of Arts program in Latin American and Caribbean studies with three different options: a concentration in Latin American and Caribbean studies, a concentration in museum studies, or a concentration in Latin American and Caribbean studies with an advanced certificate in museum studies. CLACS also offers a dual degree M.A.-J.D. program with the NYU School of Law and a joint M.A. program with the Department of Journalism and Mass Communication.

**Faculty**

Toby Miller, Professor, Cinema Studies (American Studies), Latin American and Caribbean Studies. Ph.D. 1991 (humanities), Murdoch; B.A. 1980 (history and political science), Australian National. Cultural policy; media; sport; theories of citizenship.

Markus S. Schulz, Assistant Professor/Faculty Fellow. Ph.D. 2003, M.A. 1997 (sociology), New School; B.A. 1993 (philosophy), Free University of Berlin. Media sociology.

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 and Portuguese), Illinois; B.A. 1970 (Spanish and chemistry), Hunter College (CUNY). Transnational politics and cultural policy studies; globalization; civil society.

**AFFILIATED FACULTY IN OTHER DEPARTMENTS**

Tom Abercrombie, Anthropology; Gerard L. Aching, Spanish and Portuguese Languages and Literatures; Asale Ajani, Gallatin School of Individualized Study; 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 Cañeque, Gallatin School of Individualized Study; Mary Coffey, Museum Studies; Youssef Cohen, Politics; Juan E. Corradi, Sociology; Regina Cortina, The Steinhardt School of Education; J. Michael Dash, French; Arlene Dávila, Anthropology (American Studies); Ana M. Dopico, Comparative Literature, Spanish and Portuguese Languages and Literatures; James D. Fernández, Spanish and Portuguese Languages and Literatures; Raquel Fernández, Economics; Antonio Feros, History; Ada Ferrer, History; Shepard Forman, Center on International Cooperation; Jeffrey R. Goodwin, Sociology; Gregory Grandin, History; Guillermina Jasso, Sociology; Flora Kaplan, Museum Studies; Kenneth L. Krabbenhoft, Spanish and Portuguese Languages and Literatures; Christopher Mitchell, Politics; Sylvia Molloy, Spanish.
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.

Cross-listed courses are offered at CUNY and Columbia University.

Admission: Students should have earned a Bachelor of Arts degree in the social sciences or the humanities or a Bachelor of Science degree from an accredited college or university and graduated with a cumulative average of at least a B (3.0). Students should also have a working knowledge of Spanish, French, or Portuguese.

Students must submit scores for the Graduate Record Examination (GRE). 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 must take two core, integrating courses offered by the Center in fall and spring, respectively. Four courses (16 points) are taken in the department within which the student chooses to concentrate (anthropology, cinema studies, economics, history, politics, etc.) or in a discipline in which the student chooses to concentrate (migration studies, development studies, cultural policy, etc.). Students may also elect a concentration in business by enrolling in courses offered through the Langone Program at 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 concentration. 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 concentration or in an integrating course may satisfy this requirement. Students must complete the degree within five years.

Language competency in Spanish, French, or Portuguese must be proven through either option “1” (course work) or “3” (examination) as defined in the Degree Requirements section of the this bulletin.

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
Students should check a current class schedule each semester to see which courses are being offered. Many classes are offered in the evening. All courses carry 4 points per term unless otherwise noted.

**CORE COURSES**

Master's degree candidates must take G10.1001 (offered every fall) and G10.2001 (offered every spring). These core courses are open to graduate students from other departments and to certain qualified undergraduate students with the Center's permission.

**Introduction to Latin American and Caribbean Studies G10.1001**

Begin with a history of the emergence of Latin American and Caribbean studies and continues as a wide-ranging survey of the various disciplinary and interdisciplinary approaches to the area. Some of the readings are meant to explore the boundaries of the established disciplines that are applied to Latin American and Caribbean studies.

**Research Seminar in Latin American and Caribbean Studies G10.2001**

In this seminar, students gain proficiency in a major field of scholarship, under the supervision of the CLACS director and affiliated faculty. The seminar refers to neither a region nor a discipline, but a broad set of thematic concerns grouped under such rubrics as development studies; social movement and democratic transition studies; inter-American relations; violence and conflict resolution; gender and sexuality studies; immigration and ethnic studies; tourism studies; sport studies, communications and cultural policy studies, etc., all of which traverse several disciplines and are best approached by constructing a conceptual and categorical map reflecting the ways scholarship structures these fields.

**OTHER COURSES OFFERED BY CLACS AND OTHER DEPARTMENTS**

Following is a list of selected courses with Latin American or Caribbean foci that may be included in a CLACS master's program. Shown below is a representative sample, not a complete list, of courses. A separate list of the courses offered during each semester is issued by CLACS before the registration period. Students may petition the director if they wish to include courses not mentioned on the GSAS list in their degree program at the Center. Selected courses at Columbia University and CUNY are also listed in the class schedule, and students follow the same registration procedure as they normally do for NYU courses.

**CLACS**

- **CLACS Visiting Course G10.1002**  
  *Spring. Topic changes every spring.*

- **Contemporary Inter-American Relations G10.1004**  
  *Fall. Identical to G53.2765.*

- **Seminar in Latin American Studies G10.1008**  
  *Spring. Topic changes every spring.*

**DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS**

Each year CLACS conducts a competition for summer field study awards; on average, 10 projects proposed by graduate students can be supported each summer. A limited number of faculty awards are available as well. Recipients receive round-trip airfare to their research site. Those interested should call the Center for details on applying; full applications are usually due during the third week of February for summer projects.

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the GSAS Application for Admission and Financial Aid.
**BUSINESS**
The following courses are offered at the Leonard N. Stern School of Business.

Global Business Environment B01.2303  
Global Perspectives B30.2338  
Emerging Economies B50.2335  

**CINEMA STUDIES**
The following courses are offered at the Tisch School of the Arts.

Third World Cinema H72.1107  
Mexican Cinema H72.1155  
Brazilian Cinema I, II H72.2117, 2118  
Latin American Avant-Garde and New Media H72.2061  

**COMPARATIVE LITERATURE**
Topics in Caribbean Literature I, II G29.2650, 2651  
Haiti in Caribbean Context G29.2652  
Society and Literary Imagination G29.3135  

**ECONOMICS**
Microeconomics Theory G31.1003  
Macroeconomics Theory G31.1005  
International Trade G31.1505  
International Finance G31.1506  
Economic Development I G31.1603  
Latin American Economics G31.1605  
Identical to G10.1018.  

**INTERNATIONAL EDUCATION**
The following courses are offered at the Steinhardt School of Education.

School and Society Here and Abroad E23.2007  
Technical Assistance in Education Abroad E23.2861  

**FINE ARTS**
Modernism in Latin America G43.2034  
Visual Culture in the 20th-Century Caribbean G43.2344  
Arts of Brazil G43.3034  

**HISTORY**
Seminars in Latin America G57.1801, 1802  
U.S. Policy in the Caribbean, 1898 to Present G57.1812  
Religion and Power G57.2800  

**JOURNALISM**
The United States, Latin America, and the Media G54.0001  
Identical to G10.1015.  
Covering Latino and Caribbean Stories in the United States G54.1019  
Identical to G10.1019.  
Writing and Reporting Workshop I G54.1021  
International Reporting G54.1183  
Editing Workshop G54.1123  
Feature Workshop G54.1125  
Broadcast Writing Workshop G54.1070  

**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  
Museum Education Seminar G49.3330  
Exhibition Planning and Design G49.3332  
Internship G49.3990  

**PERFORMANCE STUDIES**
The following courses are offered at the Tisch School of the Arts.

Performing Brazil H42.2320  
Borderlands and Barrios: Globalization and Migration H42.2380  
Negotiating Latin American Performance H42.2381  
Latin American Theatre H42.2822  
Politics and Performance: Performing Colonialism H42.2406  
Possession and Performance H42.2666  

**POLITICS**
Comparative Politics G53.1500  
Latin American Government and Politics G53.2621  
Identical to G10.1017.  
Contemporary Inter-American Relations G53.2765  
Identical to G10.1004.  

**PORTUGUESE**
Brazilian Novel G87.1831  
Brazilian Literature: Realismo to the Present G87.1812  
Contemporary Brazilian Literature G87.2810  
Autobiography in Brazil G87.2967  
The Development of Brazilian Poetry G87.2841, 2842  
Literary History and Criticism in Brazil G87.2852  

**SOCIOLOGY**
Sociological Theory: Marx to the Present G93.2111  
Comparative Modern Societies G93.2133  
Political Sociology G93.2441  
Contemporary Sociological Theory G93.2115  
Social Movements G93.3153  

**SPANISH**
Special Topics in Latin American Literature G95.2967, 2968
Dixon, Jo

Associate Professor, Sociology; Associate Director, Institute for Law and Society (Law/GSAS). Ph.D. 1989, Indiana; M.A. 1981, Emory; B.A. 1972, North Carolina.

Law and society; law and social policy; courts; legal profession; gender and law; human rights; criminology; violence; Central Europe.

STEERING COMMITTEE


Real estate transactions; employment discrimination; lawyering; property; race and legal scholarship.


Civil litigation in social and cultural context; comparative civil procedure.

Paul G. Chevigny, Joel S. and Anne B. Ehrenkranz Professor of Law; Law. LL.B. 1960, Harvard; B.A. 1957, Yale.

Relations between the citizen and the state; criminal and civil rights litigation; police abuse in the global South.


Sociology and history of punishment; crime control and criminal justice policy; sociology of law; social theory; history of criminal ideological ideas.

Christine B. Harrington, Associate Professor, Politics/Law and Society; Affiliated Associate Professor, Law; Founding Director, Institute for Law and Society (Law/GSAS). Ph.D. 1982, M.A. 1976, Wisconsin; B.A. 1974, New Mexico.

Politics and ideology of law; legal culture; legal profession; dispute processing and litigation; administrative law and regulatory politics; constitutional law and society; law and state formation in American political development.

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.


Organizational/social psychology; social justice; the psychology of authority; legal psychology; survey research/field research.

CORE FACULTY

Derrick A. Bell, Visiting Professor, Law. LL.B. 1957, Pittsburgh; B.A. 1952, Duquesne.

Civil liberties; racism and American law.

Jerome Bruner, Professor, Psychology; University Professor; Affiliated Professor, Law. Ph.D. 1941, Harvard; B.A. 1937, Duke.

Cognitive psychology; rules, language, and culture of legal practices.

Peggy Cooper Davis, John S. R. Shad Professor of Lawyering and Ethics, Law. 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 the development of law.

Deviance; sociology of law; criminology; quantitative methods; sociology of sex; sociology of science.


Islamic law and society; Yemeni society and history.


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, Law; Codirector, Arthur Garfield Hays Civil Liberties Memorial Program (Law). J.D. 1968, New York University; B.A. 1964, Antioch College.

Civil rights issues; social policies; women's and minorities' rights; culture and law; health law.

Holly Maguigan, Professor, Law. J.D. 1972, Pennsylvania; M.A. 1969, California (Berkeley); B.A. 1966, Swarthmore College.

Criminal law, criminal procedure, evidence; global public service lawyering.


Legal history and scholarship; legal history of 20th-century New York; history of common law in America.

Jerome Skolnick, Claire Clements Dean's Chair Emeritus, California (Berkeley); Affiliated Professor, Law; Codirector, Center for Research in Crime and Justice (Law). Ph.D. 1957, M.A. 1953, Yale; B.B.A. 1952, City College (CUNY).

Criminal justice policy; policing and courts.


Japanese law and society; urban politics; economic regulations; minorities' and women's rights.

AFFILIATED FACULTY


International law; international organizations; human rights; children's rights.


Clinical legal education; evidence; criminal law and procedure; law and psychiatry; lawyering theory.


Environmental justice; land use.

Jean-Pierre Benoît, Professor, Economics. Affiliated Professor, Law; Ph.D. 1983, Stanford; B.A. 1978, Yale. Economic theory; game theory; industrial organization; law and economics.


Intellectual property; law and science; civil procedure.


Administrative law; constitutional law; law and religion; comparative law; intellectual history of legal theory.


Twentieth-century U.S. social, political, and social policy history; women and gender; family; U.S. Southwest.


Global social movements; media; human rights; expressive culture; Tibet/Tibetan diaspora; the United States.


Bias in the legal system; intimate violence; psychodynamics of the legal system.


American politics; civil liberties; prescriptive and operating freedoms of speech; theory of tolerance in mass liberal democratic society; censorship and social control.


Law of the fur trade and the mountain men; law of the American West, especially the Overland Trail to the Pacific; English, British, and American legal and constitutional theory prior to the American Revolution.


Law of the fur trade and the mountain men; law of the American West, especially the Overland Trail to the Pacific; English, British, and American legal and constitutional theory prior to the American Revolution.


Ethics; philosophy of law; philosophy and social theory; justice, gender, and sexual preference.


Linguistic anthropology; discourse analysis; language and gender; language socialization; language ideology; language and the legal process; Papua New Guinea and the Caribbean.


First Amendment issues; civil liberties; women's rights.

FACULTY EMERITUS

Wolf V. Heydebrand.
Programs and Requirements

The Institute's academic program offers a Ph.D. degree in law and society, a Ph.D.-J.D. dual degree, and an M.A.-J.D. dual degree. The Law and Society Program (LSP) is designed to study law in light of changing cultural, economic, social, and political forces. In addition, the Institute supports a colloquium, a workshop, conferences, and visiting scholars.

The graduate program 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 sociological 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 sociological 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.

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 52 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. This must be approved by the director of graduate studies and completed by the end of the first year of study.

Course of Study: Each student is assigned an adviser on entering the program. Students enrolled in the Law and Society Program 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 sociological theory, social and legal policy, and comparative and global perspectives. All students are required to take the two-semester Sociological Studies I and II, designed to provide students with a foundation in social theories, concepts, approaches, and methodologies. All students are required to take two semesters of graduate-level methods courses 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. Students are also required to attend the Law and Society Workshop during the first year.

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, not 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. The comprehensive examinations are given twice a year. The four-hour 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, 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, and the dissertation committee form. The dissertation abstract is distributed to all Institute for Law and Society faculty members. At this point, the student is formally advanced to candidacy for the doctorate. Once the adviser has approved a copy of the completed dissertation, the student submits copies of the dissertation to all members of his or her 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.-Ph.D. degrees in law and society. 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. Students are required to take a total of 98 credits for the two degrees (74 for the J.D. and 24 for the Ph.D.). Students in this program are expected to complete the curriculum within four years.

Language Requirement: Reading proficiency in a foreign language is required, demonstrated by any of the methods accepted by the Graduate School of Arts and Science; during the remaining years, courses are taken at both schools. Students are also required to attend the Law and Society Workshop during the first year. It is possible to complete this program in three years.

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 150 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 Graduate School of Arts and Science, including the two required sociological seminars. Thereafter, the course of study is constructed in consultation with the student’s advisor. Students are also required to attend the Law and Society Workshop during the first year. 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, above.

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, above.

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, above.

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.

Course of Study: The School of Law requires 82 credits of study for the J.D. degree; however, in the dual degree program, 8 credits for courses taken in the Graduate School of Arts and Science are applied to the J.D. degree. The Graduate School requires 32 credits of study for the M.A. degree; however, in the dual degree program, 8 credits for courses taken in the School of Law are applied to the M.A. degree. Students in this program are required to take a total of 98 credits for the two degrees (74 and 24 credits, respectively). Typically the first year is spent at the Graduate School of Arts and Science; during the remaining years, courses are taken at both schools. Students are also required to attend the Law and Society Workshop during the first year. It is possible to complete this program in four years.

Language Requirement: Reading proficiency in a foreign language is required, demonstrated by any of the methods accepted by the Graduate School of Arts and Science. See Language Requirement under Doctor of Philosophy, above.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

A comprehensive list of University and Graduate School fellowships, prizes, and awards appears in the School of Law Bulletin and in the Financing Graduate Education section of the GSAS Application for Admission and Financial Aid. Only students admitted to the Ph.D. or J.D.-Ph.D. degree program qualify for awards from the Graduate School.
Courses

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.

Courses offered in the Law and Society Program combine theoretical and empirical approaches to studying law in its social context. They can be grouped under the following three headings: (1) Sociolegal Theory, (2) Social and Legal Policy, and (3) Comparative and Global Perspectives.

Course numbers listed in the course descriptions below refer to the following:

Law and Society Course: Open to law and society (Ph.D., Ph.D.-J.D., M.A.-J.D.) and other GSAS students.

Cross-Listed Law and Society/Law Course: Open to law and society (Ph.D., Ph.D.-J.D., M.A.-J.D.) and School of Law students.

Law Course: Open to law and society (Ph.D., Ph.D.-J.D., M.A.-J.D.) with permission and School of Law students.

Cross-Listed Law and Society/GSAS Course: Open to law and society (Ph.D., Ph.D.-J.D., M.A.-J.D.) and other GSAS students.

GSAS Course: Open to law and society (Ph.D., Ph.D.-J.D., M.A.-J.D.) and other GSAS students.

Cross-Listed Law and Society/Law/ GSAS Course: Open to law and society (Ph.D., Ph.D.-J.D., M.A.-J.D.), GSAS, and School of Law students.

I. SOCIOLEGAL THEORY

The Sociolegal Seminar G62.1001 (Law and Society)/G53.2358 (Politics)/L06.3500 (Law) Chesnigry, Harrington, Upham.

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.

Introduction to Legal Philosophy

G62.1003 (Law and Society)/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.

Sociology of Law

G62.1103 (Law and Society)/G93.2434 (Sociology) Dixon, Greenberg.

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.

Seminar in the Sociology of Law

G93.3534 (Sociology) Dixon, Garland, Greenberg.

This course is designed to allow students to conduct research on a topic covered in G62.1103. Students are required to enter the course with a well-formulated research proposal.

Law and Modern Society

G62.1004 (Law and Society)/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 are 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 regulation; and 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 (Law and Society)/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.

Culture and Disputing

G62.1301 (Law and Society)/L06.3500 (Law) Bruner, Chase, Chesnigry.

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 theo-
retical 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.

Alternative Dispute Resolution
L09.3523 (Law) Chase.

This course concerns “alternate” methods of dispute resolution. By this is meant the processes used to resolve disputes that are different from, and therefore alternative to, formal civil litigation. These “alternate” processes include arbitration, mediation, and negotiation. This course focuses on the legal rules that regulate the use and methodology of these processes. It also explores the policy justifications and the problems that are raised by these alternatives: To what extent should such alternatives be permitted, encouraged, or required by government? Further, the course tries to understand the social forces that further or impede their adoption.

Language and Problem Solving:
The Legal Process and Narrated Self
G14.1702 (Anthropology) Schuettler.

Analysis of language as a particular type of problem-solving activity. Views language as a significant form of social action and, as such, 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 genres—disputing and narrating— focusing on legal and political developments.

State, Law, and Politics in Society
G62.1102 (Law and Society)/L06.3565 (Law)/G53.2356 (Politics) 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 sociolgal theories of interpretation. Investigates the ideology of law in legal formalism, both contemporary and in the past; law and society; and critical legal studies.

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 discontents 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 (Law and Society)/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 better understanding of the many factors, neither stated nor even recognized, can influence the judicial process.

Constitutional Theory of Emergency Powers
L01.3533 (Law) Forejohn, Pasquino.

The seminar discusses from a historical perspective models of constitutionalization of emergency power, specifically: the Roman dictatorship; Machiavelli, Rousseau, and the revival of the constitutional emergency power in the republican tradition; Locke and the king’s prerogative; Montesquieu, the “veil on liberty,” and the “suspension” of the constitution during the French Revolution (the Revolutionary government); Lincoln and the suspension of habeas corpus during the American Civil War; Carl Schmitt and the Diktaturgewalt of Article 48 of the Weimar Constitution; De Gaulle and Article 16 of the constitution of the French Fifth Republic; Article 115a of the Bonner Grundgesetz; emergency power in India, Israel, Northern Ireland, and Latin America. The seminar considers, moreover, the recent American debate: Guantanamo and after.

State and Local Government
G62.1105 (Law and Society)/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.
The Law of Democracy L01.3010 (Law) Pildes.
The democracy we experience is a product not of innate cultural forces, but of legal rules and institutional structures. This course seeks to enhance understanding of the ways in which the law might structure democracy, as well as to explain the historical, institutional, and legal forces that have shaped the democracy the United States has today. The course is an applied course in democratic theory and history. Topics include the 2000 presidential election dispute; the design of democratic institutions, including the development of the one-vote, one-person doctrine; the constitutional role of political parties in the democratic system; campaign financing issues; direct democracy; questions of minority representation in majoritarian institutions; the history of the right to vote; and similar issues. The course should be considered an advanced course in constitutional law.

Seminar in Labor Law Theory
G62.1026 (Law and Society)/L07.3560 (Law) Estreicher.
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, and development of labor and employment law systems of other countries.

Law and Economics G62.1024 (Law and Society)/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 (Law and Society)/L06.3035 (Law) Benoliel.
This course first addresses the properties of various voting methods and procedures. It 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 course 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.

Law and Social Science G62.1403 (Law and Society)/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 areas 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.

Justice and Authority in Groups
G62.1029 (Law and Society)/G89.3404 (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, organizations, 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.

American Legal History G62.1202 (Law and Society)/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 (Law and Society)/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.

Seminar in Sociology of Law:
Gender Politics and Law G62.1021 (Law and Society)/G93.3534 (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.

Gender Issues in Law and Culture
G62.1028 (Law and Society)/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.

Race and Legal Scholarship
G62.1022 (Law and Society)/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 the 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 (Law and Society)/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.

Large-Scale Organizations
G62.1104 (Law and Society)/G93.2132 (Sociology) Dixon, Gathrie.
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.

Law and Literature
L06.3510 (Law) Gellers, Stimpson.
How does literature use law as a source of structure and theme? How does literature view law and legal institutions? What can literature and literary imagination bring to the performance of legal tasks, including “telling stories” about cases? What different (or similar) interpretive rules do lawyers and literary critics employ in construing a text? How are human passions and the human condition differently described and treated in law and literature? In fall 2002, the class read Merchant of Venice, several Sherlock Holmes short stories, A Jury of Her Peers (Susan Glaspell), The Trial (Franz Kafka), Lawyerland (Lawrence Joseph), Bartleby the Scrivener (Herman Melville), The Death of Ivan Ilych (Leo Tolstoy), Anatomy of a Murder (Robert Traver), and Brothers and Keepers (John Edgar Wideman).

II. SOCIAL AND LEGAL POLICY

Law and Social Policy
G62.1002 (Law and Society)/G93.2360 (Politics)/G93.3534 (Sociology)/L06.3580 (Law) Dixon.
Scholars have debated for centuries whether law leads or follows changes in society. Regardless, most agree that law and society are intertwined such that law constitutes a field where social policies are created, reinforced, and transformed. This course is divided into three parts, each using social policy as a venue for examining the relationship between law and society. The first part analyzes the potential and limitations of law for dispute resolution, social control, and social change. The second part explores the relationship that law and social policies have to legal professions, legal organizations, interest groups, and social movements. The third part examines law and social policies in transitional societies such as postcommunist regimes, across cultures, across historical periods, and in the context of globalization. The course analyzes substantive social policies such as (1) crime control and criminal justice (policing-courts), (2) family (divorce-custody-domestic violence), and (3) race, sex, and gender (affirmative action-pregnancy-abortion-gay marriage).

Criminology
This course provides a critical evaluation of the historical development of the study of crime. The 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 in examining the construction, violation, and punishment of crime.

Seminar in Criminology
G93.3513 (Sociology) Dixon, Garland, Greenberg.
This course is designed to allow students to conduct research on a topic covered in G62.2021. Students are required to enter the course with a well-formulated research proposal.

Juvenile Justice
L04.3019 (Law) Jacobs.
This course covers the full range of criminal procedures applicable to juveniles: searches and seizures, pretrial interrogation, confidentiality, diversion, pretrial detention, transfer to adult court, right to counsel, sentencing, conditions of confinement, etc. In addition, the casebook is augmented with some materials on juvenile crime, juvenile criminal records, and the handling of juvenile offenders in other countries.

Child, Parent, and State
L08.3030 (Law) Guggenheim.
The legal rights, responsibilities, and disabilities of parents and children in the American legal system, including the historical and philosophical background and development of juvenile court, issues relating to juvenile delinquency, abuse and neglect laws, foster care, and students, and issues related to adolescents including sex-related medical treatment and informed consent to medical care.
The Sociology of Punishment
G62.1020 (Law and Society)/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.


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.

Death Penalty G62.2028 (Law and Society)/L06.3577 (Law) Garland.

The aim of this seminar is to develop an in-depth analysis of the institution of capital punishment and to address a series of questions to which it gives rise. Using historical and sociological research, the seminar explores how the forms, functions, and social meanings of capital punishment have changed over time and what social forces have driven these changes. Thereafter, the course focuses on the modern American death penalty and the specific characteristics of the institution that has taken shape in the post-Furman era.

Race, Poverty, and Criminal Justice
G62.2027 (Law and Society)/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 jurors, and litigation and other reform strategies aimed at bias against racial minorities and the poor are discussed.

Policing in Democratic Societies
G62.2023 (Law and Society)/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.

Gun Control G62.2025 (Law and Society)/L04.5525 (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 the 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).

Regulation of Vice G62.2024 (Law and Society)/L04.3559 (Law) Skolnick.

What is vice and how does it differ from crime? If we criminalize it, can we regulate it? And if we decriminalize 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.

Corruption and Corruption Control
G62.2026 (Law and Society)/L04.3510 (Law) Goldstock.

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 antigratuity statutes; the federal role in investigating and prosecuting state and local corruption under the Hobbs Act and mail statutes; conflict of interest and financial disclosure laws; government contracting; campaign financing; regulatory lobbyists; inspectors general; auditing and accounting controls; and civil service and administrative enforcement strategies and sanctions.

Deviance and Social Control
G62.2020 (Law and Society)/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 and conditions 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.


Considers how the law influences the availability, quality, and cost of medical care, and demands a sophisticated
Land Use, Housing, and Community Development in New York City G62.1106 (Law and Society)/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 sociolegal methodology. Fieldwork reports provide an opportunity for students to integrate empirical investigation with theory building.

Sex Discrimination Law G62.2006 (Law and Society)/L08.3508 (Law) Ellis, Goldschied

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 (Law and Society)/L08.3509 (Law) Ettelbrick.

Begins with the development of constitutional, medical, and theoretical connotations 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.

Intimate and Family Violence L08.3501 (Law) Mills.

Lawyers and social workers are often unprepared for the unique emotional, legal, and cultural challenges posed by working with survivors of intimate abuse. In part, the tension lies between the public feminist discourse on domestic violence and the individual realities of battered women's lives. Drawing on legal and related social work research and methods, this interdisciplinary course for law and social work students explores how to reconcile cultural, political, mental health, and safety concerns as they are reflected in the movement to address domestic violence. Using empirical studies as a platform for exploring diverse approaches to working with battered women, their batterers, and their children, this course develops a method that lawyers and social workers can use to traverse such issues as the batterer's recidivism and the victim's autonomy. Developing a critique of feminist theory from the survivor's point of view is key to improving existing strategies for addressing domestic abuse.

Rights of the Mentally Disabled G62.2008 (Law and Society)/L08.3535 (Law) Levy.

Study of the delicate balance between government benevolence and individual autonomy. This 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.

Free Speech, Censorship, and Culture G62.1204 (Law and Society) 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.

III. COMPARATIVE AND GLOBAL PERSPECTIVES

Comparative Law and Social Change G62.3001 (Law and Society) G93.3534 (Sociology)

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, Hurot, 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 Frenkel, 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.

History and Theory of International Law L06.3539 (Law) Kingsbury.

This course explores the intellectual foundations of contemporary international law. The aim is to embed thinking about international law in wider bodies of political and legal theory. The course considers the competing approaches to international order developed by Grotius, Pufendorf, Hobbes, and some of their modern successors, including fundamental concepts of sovereignty, anarchy, and society, and rights and law in international relations; the approaches to imperialism and colonial expansion taken by Vitoria, Gentili, Locke, and 19th-century British liberals, and the interaction of international law with colonial and postcolonial projects; the vitality of alternative models of international order and alternative histories of international law; the theoretical underpinnings of the positivist-progresivist mainstream of international law in the 20th century, with a particular focus on Oppenheim and on the relations of law to power; the imagination and problems of international law as law and as a discipline and of the roles of international lawyers.

Indigenous Peoples in International Law L05.3547 (Law) Kingsbury.

Issues concerning indigenous peoples (including descendants of precolonial inhabitants in the Americas and Australasia and groups in Asia and elsewhere) are increasingly significant in many countries and in the United Nations, the World Bank, the Organization of American States, and other international institutions. This seminar discusses challenges to the standard liberal concepts and to democratic theory posed by such issues as the meaning and problems of the concept of indigenous rights; the nature and meaning of the right to self-determination (including native peoples’ self-determination if Quebec secedes from Canada and important developments in indigenous peoples’ rights in Latin American states); tensions between individual rights and group rights (e.g., in discriminatory membership rules); minority rights regimes in international law; tensions between indigenous peoples’ rights and environmental law; and indigenous peoples’ rights under international trade and intellectual property regimes.

Children’s Rights in International Law L05.3563 (Law) Alston.

This seminar focuses on the evolution of children’s human rights within the context of international law and the extent to which they have influenced the content and institutional arrangements for the promotion of human rights. The United Nations convention on the Rights of the Child, the most widely ratified human rights treaty in history, provides the framework for discussions. The seminar considers the background drafting of the 1989 Convention and ways in which the broader international law framework impacts upon children. It explores conceptual dilemmas involved in the recognition of these rights; the content of the major principles enshrined in the Convention (notably the principles of nondiscrimination; the best interests of the child; and children’s right to participate). The focus is on key topics such as abortion; juvenile justice; corporal punishment; child soldiers; inter-country adoption; refugee children; and child sexual exploitation.

International Human Rights L05.3034 (Law) Alston.

This course provides a general introduction to the role of human rights in the 21st century. It examines the historical origins of the concept, its international legal context, and its normative structure. Themes that run throughout the course include cultural relativism, the relationship between rights and duties, the “public-private” distinction, and the changing conceptions of statehood and sovereignty. The course concentrates on the United Nations system, dealing with both charter-based and treaty-based arrangements. In order to illustrate the functions and processes of institutions, the course looks at issues such as disappearances, arbitrary detention, female circumcision, homosexuality, political participation, and democratization. The role of nonstate actors, and corporations in particular, is examined.

War Crimes and International Criminal Courts L05.3552 (Law) Alston.

This seminar traces the evolution of International Humanitarian Law from the 19th century through Nuremberg to its current application by the international criminal tribunals. Particular emphasis is on aspects of the International Criminal Court, which will be in the process of being established as the seminar progresses. Judge Richard Goldstone of the South African Constitutional Court and former prosecutor of the ICTY (International Criminal Tribunal for the former Yugoslavia) will be contributing to part of the seminar.
Constitutional Justice and Comparative Perspective L01.3528 (Law) Kramer, Parquino.
This course focuses on the decision-making procedures, the type of deliberation, and the reasons-giving rhetoric of constitutional courts in different countries (notably France, Germany, Italy, Spain—other national cases are considered according to the interest, the nationality, and the linguistic competencies of the students). More specifically, students read and discuss opinions of the courts and analyze the role these institutions play in the structure of constitutional governments. The origins of judicial review and tensions between democratic accountability and constitutional adjudication are also discussed.

Law and Development L06.3554 (Law) Holmes, Upham.
This course examines the various theories of the role that law and legal institutions play in national economic, social, and political development and use empirical evidence from selected countries to critique these theories. Approaches range from neoclassical economics to cultural determinism to institutional sociology and include the work of authors like Douglas North, Amartya Sen, Chalmers Johnson, and Hernando de Soto. The course considers themes such as the definition of the rule of law for developing societies; the meaning of development; the impact and influence of economic globalization; the role of external organizations such as the World Bank, the WTO (World Trade Organization), or USAID (U.S. Agency for International Development); and the role of factors such as culture, history, and race.

Race and the Law: The United States and South Africa G62.3003 (Law and Society)/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 (Law and Society)/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 a research paper instead. 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 (Law and Society)/L05.3009 (Law) Sogin.
Deals with the development of the indigenous Chinese legal tradition, within the context of the Confucian, legalist, and Taoist philosophies; the reform of law in modern China; and the emerging legal framework for foreign investment in China. The Confucian legal tradition is at 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 (Law and Society)/G77.1852 (Middle Eastern and Islamic Studies)/L05.3560 (Law) Haykel.
Acquaints students with the ways Islamic law has treated women in theory and practice. Students are exposed to medieval and modern texts regarding the status of women as believers, daughters, wives, mothers, and legal persons. Case studies from different periods of Islamic history as well as writings from contemporary anthropology are read and discussed. The aim is to examine the ways in which Islamic law has been variously defined, invoked, implemented, or not implemented, in different contexts. Emphasis is on the strategies women have sought to transgress “the law” in order to achieve a better outcome for themselves. In addition, students look at the ways in which modern legislation in the Muslim world has treated women and discuss the debates over their rights and identity that have taken place amongst feminists (both Muslim and non-Muslim) and Islamists and in international bodies such as the United Nations.

Comparative Criminal Justice Clinic: Focus on Domestic Violence L02.2504 (Law) Das Dajupta, Maguigan.
Domestic violence occurs everywhere, with different resonances in different cultures. Every country has a criminal justice system, but the attempt to use arrest and prosecution as tools against domestic violence is far from universal. Within each nation where domestic violence is prosecuted, there is debate about whether a criminal-court approach will ever make more than a
Legal Changes After Communism
L05.3522 (Law) Holmes.
This yearlong seminar focuses on the main issues of postcommunist legal development, with an emphasis on Russia and the countries of Eastern Europe, including problems of judicial review, federalism, separation of powers, legislative oversight, rights enforcement, electoral law, and corruption.

Transitional Justice in Times of Transition
L05.3536 (Law) Boraine, Van Zyl.
This course deals with the historical, political, social and, especially, legal questions arising from transitions in countries emerging from dictatorship or authoritarian governments to new forms of democracy. In particular, the emphasis is on how countries deal with their past in building a new future. Many countries have experienced grave violations of human rights, and the course examines the various ways of addressing these violations. The focus is on tribunals and truth commissions. The course considers the period of the Nuremberg Trials until the contemporary conflicts in the Balkans.

Case Studies in Transitional Justice
L05.3540 (Law) Prerequisite: L05.3536. Boraine, Van Zyl.
Case studies, historical and contemporary, of countries experiencing transition are discussed in the course. In each case study, documents related to the specific country are made available to the students prior to the class. Examples of some of the countries considered include Peru, East Timor, Ghana, Sierra Leone, Mexico, Northern Ireland, Afghanistan, Burma, and Zimbabwe. Students select one case study for their semester paper.

Topics in Advanced Property
G62.3002 (Law and Society)/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.

Global Public Service Lawyering: Theory and Practice
L05.4510 (Law) Magrissen, Upham.
This seminar examines the history and theory of public interest lawyering from a global perspective. Topics include the effectiveness of impact litigation versus other approaches to social change, the appropriateness of public interest law for non-Western societies, the impact of economic markets on the developing world, the role of international legal and political norms on domestic law, and the consideration of the role of lawyers and legal institutions in addressing these issues.

The Empowered Self: Law and Society in the Age of Individualism
L06.3551 (Law) Franck.
This seminar examines the gradual emancipation of the individual in national and international law, including the right to nationality, religion, choice of career, and name. These and other issues of personal emancipation are studied in the context of various legal systems and cultures. The emerging rights pertaining to gender and political participation are discussed by reference to the historic evolution of human rights and civil rights.

Topics in Law and Society
G62.3300 (Law and Society) Staff. Special topics.

Reading and Research
G62.3304 Staff. Independent study.

RESEARCH METHODS
Research Methods and Statistics I: Introduction to Methods of Sociological Research
G93.2331 (Sociology) Arum.
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 G93.2331 or permission of the instructor, Greenberg.
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.

SOCIOLEGAL COLLOQUIA COURSES
Colloquium in Legal, Political, and Social Philosophy
L06.3517 (Law) Dworkin, Nagel.

Interpretation, the Human Sciences, and the Law: The Lawyering Theory Colloquium
G62.1401 (Law and Society)/L06.3555 (Law) Amsterdam, Bruner, Davis, Moravec.

Colloquium on Constitutional Theory
L06.3501 (Law) Freedman, Kamen, Sager.

Colloquium on Law, Economics, and Politics I and II
L06.3531 and L06.3535 (Law) Fall-year course. Ferejohn, Kornhauser.

Legal History Colloquium L06.4515 (Law) Full-year course. Nelson.

Colloquium on Culture and Law L06.3587 (Law) Bruner, Chase.

Globalization and Its Discontents Colloquium L05.3557 (Law) Fox, Kingsbury, Stewart.

Colloquium on Innovation Policy L12.3534 (Law) Dreyfuss, First.

SOCIOLEGAL COLLOQUIA SERIES/WORKSHOPS

Law and Society Colloquium (Institute for Law and Society)

Law and Society Workshop (Institute for Law and Society) Dixon, Greenberg.

Hoffinger Criminal Justice Colloquium (Center for Research in Crime and Justice/Law) Jacobs, Garland, Skolnick.
The main strengths of the department are in the core areas of grammar (phonology, syntax, semantics) and in urban sociolinguistics. Research by faculty and graduate students seeks to combine theoretical depth and empirical richness.

The department has strong ties to the Departments of Anthropology, Philosophy, 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 academia and industry.

Faculty

Arto Anttila, Assistant Professor. Ph.D. 1998 (linguistics), Stanford, M.A. 1990 (general linguistics and English philology), Helsinki (Finland). Phonology; morphology; language variation.

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.


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.


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.
Admission: The applicant should have 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. 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 alongside all new applicants. 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, which add up to 24 of the 32 points required for the M.A.

   The courses that the student takes for the remaining 8 points are determined by the student in consultation with the student's adviser. The tracks are listed below.

   **Computational Linguistics:** G61.1210, G61.1510, G61.1340, G61.1830
   **Syntax:** G61.2310, and a second course in computational linguistics.
   **Historical Linguistics:** G61.1210, G61.1220, G61.1310, G61.1410, G61.1510, and a second course in historical linguistics.
   **Phonology:** G61.1210, G61.1220, G61.1310, G61.2110, a third course in phonology, and one of the following: G61.1410 or G61.1510.
   **Sociolinguistics:** G61.1210, G61.1220, G61.1310, G61.1510, and two of the following: G61.2110, G61.2530, or G61.2540.
   **Syntax:** G61.1210, G61.1310, G61.1340, G61.2310, a third course in syntax, and one of the following: G61.1220, G61.1410, G61.1510, or G61.1830.

   Any proposed substitution of some other course for a “track” course must be approved both by the student's adviser and the director of graduate studies.

2. Reasonable proficiency in a foreign 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 foreign 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 foreign language proficiency 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 foreign 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.

The department does not normally transfer credits for previous graduate course work. In exceptional circumstances, a small number of graduate credits may be transferred. The student will be advised by the director of graduate studies concerning equivalencies. Requests for transfer of credits for particular courses must be made within the student's first year in the department.

2. Reasonable proficiency in a foreign 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 foreign 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 foreign language proficiency 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 foreign language examination.

The department does not normally transfer credits for previous graduate course work. In exceptional circumstances, a small number of graduate credits may be transferred. The student will be advised by the director of graduate studies concerning equivalencies. Requests for transfer of credits for particular courses must be made within the student's first year in the department.

2. Reasonable proficiency in a foreign 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 foreign 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 foreign language proficiency 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 foreign language examination.

The department does not normally transfer credits for previous graduate course work. In exceptional circumstances, a small number of graduate credits may be transferred. The student will be advised by the director of graduate studies concerning equivalencies. Requests for transfer of credits for particular courses must be made within the student's first year in the department.
Ph.D. Degree Requirements:

1. A Master of Arts degree in linguistics, as described above.

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.

3. In addition to the foreign language requirement for the M.A. degree, the student must demonstrate reasonable proficiency in a second foreign 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 foreign 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 foreign language proficiency 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 foreign language examination.

4. Qualifying papers in two different areas of linguistics. A qualifying paper (QP) is called "qualifying" because by it a student demonstrates that she/he is qualified to do a dissertation. It contains original thought, a command of the literature, sound linguistic analysis and argumentation, and clear presentation. Length of the paper. Each paper must be no more than 50 pages, double-spaced, in length (tables, charts, spectrograms, footnotes, and bibliography included). Qualifying paper committee. Each qualifying-paper committee will consist of the committee chair and two other faculty members.

5. Dissertation proposal. After a student has completed the second qualifying paper, the student then begins work on a dissertation proposal. Once the student has selected the area in which she/he wishes to write a dissertation, the student should meet with her/his potential dissertation adviser and obtain that faculty member's agreement to serve in that capacity. Together the student and the dissertation adviser will explore potential topics for the dissertation. Students may incorporate one (or both) of the qualifying papers into the dissertation proposal if appropriate. Similarly, it is fully expected that large sections of the dissertation proposal
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.

Phonology I G61.1210 Anttila, Gafos. 4 points.

Phonology II G61.1220 Prerequisite: G61.1210 or permission of the instructor. Anttila, Gafos. 4 points.

Syntax G61.1310 Baltin, Starke, Szabolcsi. 4 points.

Evaluation of Linguistic Theories G61.1320 Dougherty. 4 points.

Semantics I G61.1340 Elbourne, Szabolcsi. 4 points.

Historical Linguistics G61.1410 Costello. 4 points.

Theory and Methods of Etymology G61.1420 Costello. 4 points.

Sociolinguistics G61.1510 Blake, Gafos, Singler. 4 points.

African American English G61.1520 Blake. 4 points.

Philosophical Foundations of Language Study G61.1710 Dougherty. 4 points.

Introduction to Programming for Linguists G61.1830 Dougherty. 4 points.

Acoustic Phonetics G61.2110 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, Kayne, Starke. 4 points.

Using Wolfram’s Cellular Automata as Models of Human Communication G61.1825 Dougherty. 4 points.

Lexical Representation G61.2340 Baltin. Prerequisite: G61.2310 or permission of the instructor. 4 points.

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. Elbourne, Szabolcsi. 4 points.
Indo-European Grammar and Phonology G61.2410 Costello. 4 points.
Sanskrit Grammar and Phonology G61.2420 Costello. 4 points.
Languages in Contact G61.2450 Prerequisite: G61.1410, G61.1510, or permission of the instructor. 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.
Gender and Language G61.2550 Prerequisite: G61.1510 or permission of the instructor. 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 G61.2930 With permission, may be repeated for credit. 4 points.
Computational Morphology G61.2950 Dougherty. 4 points.
Seminar in Phonetics G61.3110 Prerequisites: 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. Anttila, Gafos. 4 points.
Theoretical Issues Across Subfields of Linguistics G61.3220 Prerequisite: background in one of the following: introductory syntax, semantics, phonology, or sociolinguistics. Anttila, Fong. 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, Starke. 4 points.
Seminar in Semantics G61.3330 Prerequisite: G61.2370 or permission of the instructor. With permission, may be repeated for credit. Elbourne, Szabolcsi. 4 points.
Recurring Themes in Generative Grammar G61.3550 Baltin, Postal. 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 in Neurolinguistics G61.3710 Prerequisite: Graduate status in linguistics, psychology, or neuroscience, or permission of the instructor. Pykkänen. 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.
Ethnographic Methods G14.2700 4 points.
Identity and Language G14.3392 4 points.
Linguistic Field Methods G14.3394 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.
Seminar in Verbal Learning and Verbal Behavior G89.3250 3 points.
Russian and Slavic Studies
Roman Jakobson: Poetics, Linguistics, Semiotics G91.2119 4 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 Ph.D. program in atmosphere ocean science and mathematics. The master’s programs provide professional training in financial modeling and computation and mathematical and computational techniques of scientific computing, as well as in traditional core areas of mathematics. A new master’s program in computational biology is planned.

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 computational science. 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 externally 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 324 of this bulletin), whose members include City University of New York Graduate Center; Columbia, Fordham, New School, Princeton, Rutgers, and Stony Brook Universities; and Teachers College, Columbia University. 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. Every Ph.D. student has a workstation on his or her desk. In addition, workstations and PCs are available in public locations. 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


Gerard Ben Arous, Professor. Ph.D., 1981 (mathematics), Paris VII; DEA 1979 (probability), Paris VI; DEA 1979 (statistics), Orsay; Maîtrise 1978 (mathematics), Paris VII. Probability theory and applications; large deviations; statistical mechanics; spectra of random matrices; stochastic processes in random media; partial differential equations.

Simeon M. Berman, Professor. Ph.D. 1961 (matematical statistics), M.A. 1938 (matematical statistics), Columbia; B.A. 1935 (economics), City College (CUNY). Stochastic processes; probability theory; applications.


Oliver Bühler, Assistant Professor, Mathematics (Atmosphere Ocean Science). Ph.D. 1996 (applied mathematics), Cambridge; Diplom 1992 (applied physics), Technical University of Berlin; M.S.E. 1990 (aerospace engineering), Michigan. Geophysical fluid dynamics; waves and vortices in the atmosphere and ocean; statistical mechanics; sea ice dynamics.


W. Stephen Childress, Professor; Deputy Director, Courant Institute of Mathematical Sciences. 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; random matrix theory.


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.


C. Sinan Güntürk, Assistant Professor, Ph.D. 2000 (applied and computational mathematics), Princeton; B.S. 1996 (mathematics and electrical engineering), Bogaziçi (Istanbul, Turkey). Harmonic analysis; information theory; signal processing.


Melvin Hauser, Professor. Ph.D. 1951 (mathematics), Princeton; B.S. 1948 (mathematics), Brooklyn College (CUNY). Combinatorics; geometry; nonstandard analysis.


David M. Holland, Associate Professor, Mathematics (Atmosphere Ocean Science). Ph.D. 1993 (atmospheric and oceanic sciences), McGill; M.S. 1986 (physical oceanography), B.S. 1984 (physics), Memorial (Canada). Ocean-ice studies; climate theory and modeling.

Richard Kleeman, Associate Professor, Mathematics (Atmosphere Ocean Science). Ph.D. 1986 (mathematical physics), Adelaide (Australia); B.S. 1980 (theoretical physics), Australian National. Predictability of dynamical systems relevant to the atmosphere and ocean; climate dynamics.


Fang-Hua Lin, Professor; Silver 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.

Henry P. McKean, Professor; Silver Professor. Ph.D. 1955 (mathematics), Princeton; B.A. 1952 (mathematics), Dartmouth.

Probability; partial differential equations; complex function theory.

David W. McLaughlin, Professor, Mathematics, Neural Science; Provost, New York University. Ph.D. 1971 (theoretical physics), M.S. 1969 (physics), Indiana; B.S. 1966 (mathematics and physics), Creighton.

Applied mathematics; nonlinear wave equations; neural science.

Charles M. Newman, Professor; Acting Director, Courant Institute of Mathematical Sciences. Ph.D. 1971 (physics), M.A. 1968 (physics), Princeton; B.S. 1966 (mathematics and physics), Massachusetts Institute of Technology.

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, Mathematics, Computer Science. Ph.D. 1962 (number theory), New York; B.A. 1956 (philosophy and mathematics), Brooklyn College (CUNY).

Algorithms in real algebraic geometry; discrete geometry; computational geometry.


Computational neuroscience; nonlinear dynamics of neurons and neural circuits; sensory processing.

Eileen Rodriguez, Clinical Assistant Professor; Coordinator, Quantitative Reasoning, Morse Academic Plan. M.S. 1997 (mathematics), New York; B.A. 1995 (mathematics, economics), Queens College (CUNY).

Mathematics education; curriculum development and assessment.

Peter Sarnak, Professor. Ph.D. 1980 (mathematics), Stanford; B.Sc. 1974 (mathematics and applied mathematics), Witwatersrand (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 (CUNY).

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; variational problems with applications to physics.


Partial differential equations; analysis.


Applied mathematics and modeling; visual neuroscience; fluid dynamics; computational physics and neuroscience.

K. Shafer Smith, Assistant Professor, Mathematics (Atmosphere Ocean Science). Ph.D. 1999 (physics), California (Santa Cruz); B.S. 1992 (physics and mathematics), Indiana.

Large-scale atmospheric and oceanic dynamics; climate dynamics; geostrophic turbulence; waves and instabilities; balanced dynamics.

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.


Physical processes in the atmosphere and ocean; turbulence.

Anna-Karin Tornberg, Assistant Professor. Ph.D. 2000 (numerical analysis), Licentiate 1998 (numerical analysis); Royal Institute of Technology (Stockholm, Sweden); M.S. 1997 (engineering physics), Uppsala (Sweden); M.S. 1996 (mechanical engineering), Houston.

Numerical analysis; computational fluid dynamics; moving boundary problems.

Daniel Tranchina, Associate Professor, Biology, Mathematics, Neural Science. Ph.D. 1981 (neurobiology), Rockefeller; B.A. 1979 (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.
Horn-Tzer Yau, Professor. Ph.D. 1987 (mathematical physics), Princeton; B.S. 1981 (mathematics), National Taiwan.

Lai-Sang Young, Professor. Ph.D. 1978 (mathematics), M.S. 1976 (mathematics), California (Berkeley); B.A. 1973 (mathematics), Wisconsin (Madison).

Jun Zhang, Assistant Professor, Physics. Mathematics. Ph.D. 1994 (physics), Copenhagen; M.S. 1990, Hebrew (Jerusalem); B.S. 1985 (physics), Wuhan (China).

Dynamical systems and ergodic theory.

Lai-Sang Young, Professor. Ph.D. 1978 (mathematics), M.S. 1976 (mathematics), California (Berkeley); B.A. 1973 (mathematics), Wisconsin (Madison).

Marsha J. Berger, Computer Science; Kit Fine, Philosophy; Michael L. Overton, Computer Science; Nicolaus Rajewsky, Biology; Tamar Schlick, Chemistry, Computer Science.

ASSOCIATED FACULTY IN OTHER DEPARTMENTS

Marsha J. Berger, Computer Science; Kit Fine, Philosophy; Michael L. Overton, Computer Science; Nicolaus Rajewsky, Biology; Tamar Schlick, Chemistry, Computer Science.

AFFILIATED FACULTY IN OTHER DEPARTMENTS

Bhubaneswar Mishra, Computer Science; Robert Shapley, Neural Science; Eero P. Simoncelli, Neural Science; Alan Sokal, Physics; Demetri Terzopoulos, Computer Science; 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 on the Web 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 (Peter P. Carr, 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 (Yu Chen, 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.

Computational Biology (Leslie Greengard, Tamar Schlick, Directors): This new program was established in response to increased interest in computational areas related to mathematical biology, computational biochemistry, bioinformatics, and structural biology. The program provides broad training in areas important to modern quantitative research in the life sciences, including numerical analysis, modeling, and the use of modern computing environments. It aims to provide students with useful skills for both the industrial and academic sectors. The requirements for this master’s degree include the completion of 27 points of course work and 9 points toward a computational master’s thesis. This program is pending final approval and is targeted to begin in the fall 2003 term.

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 preliminatory 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
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 are available in the office of the department and on the Web at www.math.nyu.edu.

ALGEBRA AND NUMBER THEORY

Linear Algebra G63.2110, 2120

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, primitive roots in arithmetic progression, quadratic reciprocity, the arithmetic of quadratic fields.

Special Topics in Number Theory G63.2250, 2260
Recent topic: analytic theory of automorphic forms.

GEOMETRY AND TOPOLOGY

Topology G63.2310, 2320
Prerequisites: elements of point-set topology and algebra.


Special Topics in Topology G63.2333, 2334
Recent topic: toric varieties and their applications.

Differential Geometry G63.2350, 2360

Special Topics in Geometry G63.2400, 2410
Recent topics: holomorphic curves in contact; global geometry and topology of Kaehler manifolds; degeneration of Riemannian metrics; isoperimetric inequalities, nonlinear spectra and concentrated spaces, Ricci curvature.

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
functional analysis. Measure theory and convergence theorems.

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.

Special Topics in Functional Analysis
G63.2561, 2562
Recent topic: spectral theory.
Harmonic Analysis
G63.2565
Prerequisites: linear algebra, complex variables, and real variables.

Special Topics in Partial Differential Equations
G63.2610, 2620
Recent topics: weak convergence methods, complex Ginzburg-Landau equations and vortex dynamics, free-boundary problems in finance, compressible-incompressible limits, variational methods.

Special Topics in Ordinary Differential Equations
G63.2613, 2616
Recent topics: Hamiltonian mechanics, bifurcation theory, nonlinear dynamics and chaos.

Special Topics in Analysis
G63.2650, 2660
Recent topics: KdV, holomorphic curves in contact and symplectic geometry, Schrodinger equation; nonuniform hyperbolic theory, elliptic functions, dynamical systems, and ergodic theory.

NUMERICAL ANALYSIS

Numerical Methods

Selected Topics in Numerical Analysis
G63.2011, 2012
Recent topics: parallel algorithms in scientific computing and 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.

Advanced Numerical Analysis:
Initial Value Problems for Differential Equations
G63.2032 Identical to G22.2945. Prerequisite: elements of the theory of ordinary and partial differential equations.

Advanced Numerical Analysis:
Finite Element Methods
G63.2040 Identical to G22.2945. Prerequisites: elements of Hilbert space and theory of elliptic equations.

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
Prerequisites: multivariate calculus and 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 port-
Applied Mathematics

MATHEMATICAL PHYSICS

tion, stochastic optimization. Dynamic programming and decision problems, tree and finite difference methods, Monte Carlo methods for diffusions, variance reduction, stochastic optimization.

APPLIED MATHEMATICS AND MATHEMATICAL PHYSICS

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 Prerequisites: 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 G22.2730. 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, queueing 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: vorticity and incompressible flow, geophysical fluid dynamics, computational methods for atmosphere ocean science, waves and mean flows; waves in the atmosphere and ocean: the tropics, asymptotic expansions, variational problems from materials science, quantum mechanics, and electronic structure.

Special Topics in Biology G63.2851, 2852. Identical to G23.2851, 2852.

Recent topics: viruses and procaryotes, mathematical immunology, molecular modeling, genome analysis, computational genomics, neuronal networks.

Special Topics in Mathematical Physiology G63.2853, 2856 Identical to G23.2853, 2856.

Recent topics: physiological control mechanisms, 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.
Special Topics in Mathematical Physics G63.2863, 2864
Recent topics: quantum computation, supersymmetry, quantum dynamics, hydrodynamical limit of nonreversible particle systems, spin glasses.

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, Faddeev formulation, and bounds on expectations.

Statistical Mechanics and Kinetic Theory G63.2883, 2884
Prerequisites: elements of mechanics, and fluid dynamics.
Fundamentals of statistical mechanics, ergodic problems, irreversibility.
Statistical thermodynamics, entropy, macroscopic causality, Boltzmann equation, existence, approach to equilibrium, fluid dynamics and slip flow, finite mean free-path flows, kinetic theory of ionized gases.

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 G63.2901

Stochastic Calculus G63.2902
Prerequisite: G63.2901 or equivalent.
An applied course in stochastic processes from an analytical point of view. Markov chains, diffusions, forward and backward equations and Ito calculus. Basic ideas of measure theory without proofs.

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: superdiffusivity of interacting particle systems, applied stochastic analysis and methods, random graphs, random matrix theory, stochastic differential equations and stochastic control, introduction to statistical mechanics.

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

Discrete and Computational Geometry G63.2063
Algorithms for geometric problems involving points, lines, and convex sets. Topics: convex hull formation, planarity testing, and sorting. Applications to robotics.

Special Topics in Discrete and Computational Geometry G63.2163, 2164
Recent topics: algorithms in real algebraic geometry, random graphs, combinatorial geometry.

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 and Islamic 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 studies, 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 and Islamic 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 and Islamic 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 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.

*Approval is pending to change the name of this department from Department of Middle Eastern Studies to Department of Middle Eastern and Islamic Studies.*
Programs and Requirements

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 (GRE) scores; graduates of undergraduate institutions where instruction is in a language other than English must also submit scores from the Test of English as a Foreign Language (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 and Islamic 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.

DOCTOR OF PHILOSOPHY

Admission: Students already in the department working toward the M.A. degree who wish to continue graduate study and pursue the Ph.D. degree should apply to the department for permission by the beginning of the semester in which they will complete all requirements for the M.A. degree. That application should include a statement of research interests, an outlined plan of study, and at least three letters of recommendation from NYU faculty. Departmental permission to continue graduate work toward the Ph.D. degree would then be granted by the department working toward the M.A. degree.


Foreign language pedagogy; gender and pragmatics in Hindi and Sanskrit; historical Indo-Aryan linguistics; medieval Indian poetics.


Classical and modern Arabic literature (poetry and prose); wine poetry; modern vernacular Arabic poetry.

Mohammad M. Khorrami, Senior Language Lecturer. Ph.D. 1996 (French and Persian literature), Texas (Austin); M.A. 1991 (French literature), Houston; B.A. 1980 (sociology), Tehran.

Computer-based language training; modern Persian literature.

Zachary Lockman, Professor, Middle Eastern and Islamic Studies. History. Director, Program in Near Eastern Studies; Director, Hagop Kevorkian Center. Ph.D. 1983 (history and Middle Eastern studies), M.A. 1977 (Middle Eastern studies), Harvard; B.A. 1968 (classics), Princeton.

Classical Arabic and Islamic philosophy; adeeb; law and theology.

Ariel Salzmann, Assistant Professor, Middle Eastern and Islamic Studies, History. Ph.D. 1995 (history), M.Phil. 1985 (history), Columbia; M.A. 1981 (comparative literature), SUNY (Binghamton); B.A. 1978 (comparative literature), Massachusetts (Amherst).

Political economy of the Ottoman Empire; comparative history.

Ellia Shohat, Professor, Art and Public Policy, Middle Eastern and Islamic Studies. Ph.D. 1986 (cinema studies), M.A. 1982 (cinema studies), New York; B.A. 1981 (philosophy and comparative literature), Bar-Ilan (Israel).

Cultural studies; postcolonial theory; transnational and gender studies.

ASSOCIATED AND AFFILIATED FACULTY IN OTHER DEPARTMENTS

Katherine E. Fleming, History (Hellenic Studies); Finbarr Barry Flood, Fine Arts; Michael Gomez, History; Alfred L. Ivry, Hebrew and Judaic Studies; Deborah Anne Kapchan, Performance Studies; Farhad Kazemi, Politics; Timothy P. Mitchell, Politics.

FACULTY EMERITUS

James Carse.
is neither automatic nor guaranteed; students to whom the department denies permission to continue graduate study receive the M.A. as their terminal degree, provided they have met all the requirements for that degree. Students who already have, or are about to receive, an M.A. degree from another department, program, or university should apply for admission in accordance with the procedures specified by the Graduate School of Arts and Science. At the department’s discretion, students may be granted up to 32 points of degree credit for graduate-level course work done elsewhere.

Course of Study: Students must complete 72 points of graduate coursework, including at least three graduate seminars and Problems and Methods in Middle Eastern and Islamic 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 Islamic studies; 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 and Islamic Studies and History. Admission to the joint program is contingent on outstanding academic performance and is 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 and Islamic 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 study. 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 and Islamic 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 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 three readers and two examiners participate.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS
The Department of Middle Eastern and Islamic 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 GSAS Application for Admission and Financial Aid.

Courses

Regularly offered Middle Eastern and Islamic 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 and Islamic studies in accordance with departmental rules and requirements.

Problems and Methods in Middle Eastern and Islamic 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 Goedt. 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. Goedt. 4 points per term.

Advanced readings in ancient Egyptian texts.

Note: Advanced readings courses in hieroglyphic texts, Old Egyptian, and Coptic are also offered.

ARABIC LANGUAGE AND LITERATURE

Prerequisite for advanced Arabic language courses: Intermediate Arabic or the equivalent.

Advanced Media and Literary Arabic I, II G77.1005, 1006 Prerequisite: Advanced Arabic or the equivalent. Ferhadi. 4 points per term.

Advanced Arabic I, II G77.1112, 1113 Prerequisite: Intermediate Arabic or the equivalent. Ferhadi. 4 points per term.

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: Qur’an and Tafsir G77.1116 Kennedy. 4 points.

Readings from the Qur’an 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. Staff. 4 points.

Selected topics in 20th-century Arabic literature from a global perspective.

Recognition and Anagnorisis 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.

Introduction to Islamic Texts G77.1705 Haykel, Katz. 4 points.

Acquaints students with the most important tools for the understanding, contextualization, and critique of classical Arabic texts.

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 Mikhal. 3 points.
This seminar 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 Literature II G77.3197 Staff. 4 points.
Selected topics in modern Arabic literature.

See also the Arabic language courses listed in the College of Arts and Science Bulletin under Middle Eastern and Islamic Studies.

PERSIAN LANGUAGE AND LITERATURE
Prerequisite for the following courses: Intermediate Persian or the equivalent.
Staff: Chelkowski, Khorrami, 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
Note: 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.

Note: 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, cultural, 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.

Islamic Institutions G77.2855 Staff. 4 points.
Origins, evolution, and significance of key political, social, cultural, and religious institutions of premodern Islamic societies.

Note: 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 AND ISLAMIC 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. Gilsenan. 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 G90.1377 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 Qur’an G77.1857  Identical to G90.1502. Peters. 4 points. Life, times, and works of Muhammad and the Qur’an 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 G33.2590 (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 a course of study in contemporary theory and practice of museum work. The program prepares those who seek careers as directors; curators; educators; registrars; collections managers; and development, media, and public relations specialists. Our graduates are working around the world in museums of fine arts, history, anthropology, science and technology, and natural history; in arboretums, national parks, and science centers; with private and corporate collections; and in government agencies, historical societies, and art galleries.

The program offers a Master of Arts degree in museum studies and an Advanced Certificate in museum studies. It also offers a concentration in museum studies to those enrolled for a master’s degree in one of the following NYU departments or programs: Africana Studies, Hebrew and Judaic Studies, Latin American and Caribbean Studies, and Near Eastern Studies.

The 32-point Master of Arts Program in Museum Studies is an innovative program employing an interdisciplinary approach to the study of museums and preparation for museum work. We welcome a diversity of academic backgrounds in our applicants and encourage in-depth education in subjects related to the type of museum or institution in which a student intends to work after graduation. Our courses cover the history and theory of museums as well as practical training in vital areas of museum work, taught by a faculty consisting of both scholars from a variety of fields and museum professionals.

The 24-point Advanced Certificate Program in Museum Studies is designed to prepare those who have a strong graduate education in a particular discipline for a museum career. This course of study is intended for those who already have master’s or doctoral degrees in the humanities, social sciences, or sciences or who currently are enrolled or have been admitted into an M.A. or Ph.D. program at New York University or another highly reputed university in the United States or abroad. In order to be awarded the advanced certificate, students must complete both the Program in Museum Studies and their graduate degree requirements.

A maximum of 8 points in museum studies may be applied 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.

**Faculty**

**Bruce J. Altshuler**, Director, Program in Museum Studies; Adjunct Professor, Fine Arts, Ph.D. 1977 (philosophy), M.A. 1974 (philosophy), Harvard; B.A. 1971 (philosophy), Princeton.

History of exhibitions; museum history and theory; modern and contemporary art.

**Mary K. Coffey**, Assistant Professor/ Faculty Fellow, Ph.D. 1999 (art history), M.A. 1996 (art history), Illinois; B.A. 1990 (English literature), Indiana.

History and theory of museums; Latin American and contemporary art.

**Jeffrey D. Feldman**, Assistant Professor/Faculty Fellow, Ph.D. 2002 (anthropology), Virginia; M.S. 1995 (ethnology and museum ethnography), M.Phil. 1993 (modern Jewish studies), Oxford; B.A. 1989 (English), Carleton.

Museum anthropology; ethnography, history, science, and Jewish museums.

**Flora Edouwaye S. Kaplan**, Professor, Ph.D. 1976 (anthropology), CUNY; M.A. 1973 (anthropology), Columbia; B.A. 1951 (cum laude), Hunter College (CUNY).

Non-Western art of Africa and the Americas; political anthropology; material culture.
Program and Requirements

Admission: Applications for admission to the Master of Arts program are accepted from those who have received a bachelor’s degree from an American college or university or those with international credentials that are equivalent to an American bachelor’s degree.

Applications for admission to the advanced certificate program are accepted from those who already have a master’s or doctoral degree in hand or who are currently applying to, have been accepted into, or are 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.

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.

M A S T E R O F A R T S

The Master of Arts degree requires completion of 32 points, of which at least 24 must be within the Program in Museum Studies. Students must complete five core courses. Three core courses provide an understanding of the historical and theoretical ground of current museum practice, both nationally and internationally (Museum Studies I, G49.1500); a focused introduction to the creation of exhibitions and the management of collections (Museum Studies II, G49.1501); and a comprehensive account of the administrative, strategic, and financial aspects of museum management (Museum Studies III, G49.1502). Students also enroll in the Museum Studies Research Seminar (G49.3991); write an M.A. thesis; and enroll in the Museum Studies Internship (G49.3990), a project-based, 300-hour internship in a museum or appropriate cultural institution. Students must successfully complete Internship (G49.3990) and Research Seminar (G49.3991) with grades of B or better to receive the degree. Attendance at the internship meeting scheduled during the academic year is compulsory for those doing an internship.

In addition to this broad grounding, students take four electives related to their particular interests: at least two courses in museum studies, and, if the student so chooses, one or two courses within a discipline connected to the sort of museum in which the student intends to work (history, anthropology, art history, etc.). All students in the Program in Museum Studies must arrange appointments for advisement each semester they are in the program, whether or not they are taking courses.

The M.A. program must be completed within five years of admission.

A D V A N C E D C E R T I F I C A T E

Students in the 24-point advanced certificate program 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 advanced certificate curriculum comprises five core courses and two electives. The core courses are Museum Studies I, II, III (G49.1500, 1501, 1502); Internship (G49.3990); and Research Seminar (G49.3991). Students must successfully complete
Internship (G49.3990) and Research Seminar (G49.3991) with grades of B or better to receive the certificate. Attendance at the internship meeting scheduled during the academic year is compulsory for those doing an internship. Electives may be chosen either from the museum studies curriculum or from course offerings cross-listed from other departments.

All students in the Program in Museum Studies must arrange appointments for advisement each semester they are in the program, whether or not they are taking courses. The advanced certificate program must be completed within three years of admission.

CONCENTRATIONS
All concentrations in museum studies combine in-depth knowledge of a particular discipline with museum theory and practice. 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), a master's essay, and a full summer internship in a museum or cultural institution. Those planning careers in cultural affairs, art, government, and museums are encouraged to apply.

For more information, contact Professor Manthia Diawara, director, Program in 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
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.

For more information, see the Hagop Kevorkian Center Program in Near Eastern Studies section of this bulletin or contact the Program in Near Eastern Studies, 212-998-8877, or the Program in Museum 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.

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), a master's essay, and a full summer internship in a museum or cultural institution. Those planning careers in cultural affairs, art, government, and museums are encouraged to apply.

For more information, contact Professor George A. Yudice, 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 of Art, Brooklyn Historical Society, New York State Museum, Museum of the City of New York, Metropolitan Museum of Art, Museum of Modern Art, New Museum of Contemporary Art, New York Hall of Science, New York Public Library, Solomon R. Guggenheim Museum, 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 studies and practical skills 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 and/or by other institutes and academic units at NYU. Students assisted with installation of an exhibit for the public conference, "Art and Optics: An Evaluation of David Hockney's New Theories Regarding Opticality in Western Painting of the Past 600 Years," which was organized by the New York Institute for the Humanities at NYU (December 1-2, 2001). 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 at the New York Transit Museum (Metropolitan Transit Authority).
Courses

REQUID COURSES

Museum Studies I: History and Theory of Museums G49.1500
Coffey. 4 points.
Introduction to the social, cultural, and political history of museums. This course focuses on the formation of the modern museum with an emphasis on the U.S. context. Museums of natural history, anthropology, science, technology, history, and art are addressed from a variety of disciplinary approaches that explore the institution and its practices with respect to governance, colonialism, nationalism, class, gender, ethnicity, and community. Frequent visits to New York museums are required, along with weekly writing assignments, and a short final paper.

Museum Studies II: Museum Collections and Exhibitions G49.1501 Gear. 4 points.
Close examination of current theories, methodologies, and technologies of objects, collections, and exhibitions. Time is divided between the theoretical (how collections and exhibitions shape knowledge) and the practical (documenting and processing collections and curating exhibitions). The material studied includes collections of art, history, living history, natural history, and science. Assignments include oral presentations and written proposals.

Museum Studies III: 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.

Internship G49.3990 Required of all M.A. and advanced certificate candidates. Coffey. 2 points.
Students nearing completion of their master’s in museum studies, or their certificate and their academic degree, must apply in writing to the program internship coordinator. 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 M.A. or advanced certificate.

Research Seminar G49.3991 Required of all M.A. and advanced certificate candidates. 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 M.A. or advanced certificate.

ELECTIVES

Topics in Museum Studies: Exhibiting the “Latin Boom” in the U.S.A. G49.3330 Coffey. 4 points.
Examines exhibitions around, about, and for the diverse groups captured by the rubric “Latin” in its current usage in the United States. By focusing on signal exhibitions from the last three decades, examines not only how these culture categories have been produced in museum exhibition, but also how they have changed as a result of critical pressures brought to bear by the groups they claim to represent. Contextualizes this “boom” with respect to the political economy of free trade, globalization, and privatization; the cultural politics of nationalism, diaspora, and citizenship; and the distinct histories of populations designated by these broad labels.

Topics in Museum Studies: Museums and Contemporary Art G49.3330 Altshuler. 4 points.
Investigates historical, theoretical, and practical aspects of the collecting and exhibiting of contemporary art in museums. Following a survey of the history of museums’ exhibition of contemporary works, the course focuses on current issues of display and acquisition. Topics include curatorial strategies for exhibition and collection development, biennialism, special problems relating to new media, conservation issues, and recent museum architecture designed for the display of contemporary art. The course also investigates conflicts of interest that can arise for museum staff and trustees in collecting and exhibiting contemporary art and art works created as a critique of the museum. Two short essays, a class presentation, and a final paper are required.

Topics in Museum Studies: Museums of Science, Nature and Industry G49.3330 Feldman. 4 points.
Examines the history and practice of science museums from Aldrovandi’s museum in 16th-century Bologna to Sea World. Students investigate a full range of museum types, including museums of industrial history, medicine, aviation, space, natural history, and technology. The syllabus focuses on the key paradigms in the history of science museums, starting with the theatre of nature and then moving through the great industrial displays, progress exhibitions, corporate museums, and science centers. Through readings, discussion, and independent projects, students consider the historical and political contexts germane to the various science museum paradigms, as well as arguments about class, race, gender, and nation that they articulate. The goal of the course is to develop a dynamic, historically grounded conception of science exhibits that incorporates material culture, education, and critical theory. Readings include cultural history, mission statements, and professional training literature.

Topics in Museum Studies: Anthropology Museums, Museum Anthropology G49.3330 Feldman. 4 points.
Examines the history, structure, and social life of anthropology museums and the study of museums by anthropologists, focusing on a broad range of examples from the mid-19th century to the present. The syllabus traces the role played by museums in developing various anthropological paradigms, including evolutionary ethnology, physical anthropology, fieldwork, cultural relativism, natural history, repatriation, and postmodernism. The challenge is to understand the global processes and politics of building ethnographic collections, displays, and
education programs, as well as the shifting role of the anthropology museum in the academy and the culture industry. Students examine the emergence of the museum as the celebrated focus of anthropological teaching, its subsequent demise, and then its reemergence as the subject of ethnography itself.

Topics in Museum Studies: Heritage and Memory in History Museums G49.3330 Feldman. 4 points.
Examines the controversial subject of museums that represent heritage, history, and memory. Considering cases as diverse as Colonial Williamsburg, Mexican American heritage museums, slavery museums in Africa, Holocaust museums, and museums of Native American history, seeks out common themes and problems that define museum representations of the past. Topics covered include authenticity, race, cultural property, cultural brokers, nationalism, interpretation, multivocality, photography, contact zones, context, multiculturalism, and community outreach. The objective is to examine the connections and distinctions between the theory and practice of exhibiting history and to understand how material culture, social process, and historical events converge in the social production of collections and institutions. The focus is on museums not merely as containers of history, but as social arenas that influence and determine the politics, value, and experience of the past. Accordingly, students are expected to develop a theoretical toolkit for contextualizing and addressing controversies in the heritage industry.

Research in Museum Studies G49.3915 1-4 points.
Independent research on a topic determined in consultation with the program director.

Development, Fund-Raising, and Grantsmanship G49.2221 Himmelrab. 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.

Conservation of Collections: Care, Handling, and Examination of Artifacts G49.2222 Wharton. 4 points.
Introduction to conservation techniques of ethnographic, archaeological, historical, and natural history. As an introduction to artifact conservation, combines hands-on experience, museum laboratory visits, and lectures on conservation issues. The first part of the course concentrates on basic conservation techniques of care, handling, and examination. The second part addresses cultural conflicts in conservation. 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.

Museum Education G49.2224 Barsky, Saidenberg. 4 points.
Overview of issues and concepts in museum education. Addresses education and the museum subculture, working with community groups, programming, and the future of museum education.

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 Seow, 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.

Museums, Art, and the Law G49.3910 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 designed for the professionally minded student who plans a career combining college-level teaching with continuing research and/or composition. We feature three degree tracks:

- Ethnomusicology
- Historical Musicology
- Composition and Theory

Student research and interests are not expected to conform to narrow interpretations of these tracks. Indeed, our students work on a wide variety of topics including jazz, popular music, film music, world musical traditions, western art music, and musical theatre. Recent graduates hold academic appointments in some of the most prestigious universities in the United States and Canada, and they are making distinguished contributions to scholarship and musical composition on both the national and international levels. The graduate program in music is deliberately small, admitting six to eight students each year. The curriculum is research oriented; most courses are concerned with extending the boundaries of current knowledge.

Located in the largest private university in the world and in the world’s most exciting city for arts and culture, the NYU Department of Music has access to unmatched facilities and resources. The department houses the American Institute for Verdi Studies, containing 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 professional concerts each year devoted to the most recent music of our time.

The University is rich in supporting resources, including the Elmer Holmes Bobst Library, which houses an important collection of music, books, periodicals, and microfilms of early musical sources. The Avery Fisher Center in the Bobst Library has a leading 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 World Music Ensembles make use of the Affelder Collection, which contains a growing variety of instruments from throughout the world.

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, the Center for Traditional Music and Dance, CityLore, the World Music Institute, the Archives for Contemporary Music, 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, Mark Slobin, Jessie Ann Owens, Joshua Rifkin, Allan Atlas, and Lydia Goehr.
Faculty

Gage Averill, Professor; Chair, Department of Music. Ph.D. 1989, B.A. 1984, Washington. Caribbean music; Haitian popular music; North American vernacular harmony; culture industries; music and politics; emotion; musical time; nostalgia.


Elizabeth Hoffman, Assistant Professor. D.M.A. 1996, Washington; M.A. 1988, SUNY (Stony Brook); B.A. 1985, St. Barnabas College. Composition (including computer-generated); analysis of 20th-century music; aesthetic criticism.


Jairo Moreno, Associate Professor. Ph.D. 1996, Yale; M.A. 1993, Queens College (CUNY); B.M. 1986, North Texas State. Music theory; Latin American music.


VISITING FACULTY


Irish music in North America; music and immigration; music in vaudeville; early recording industry.

ADJUNCT FACULTY


ASSOCIATED WITH THE DEPARTMENT


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 composition and theory, by demonstrated creative ability.

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. Applicants in composition should submit three or four musical works with their application, with accompanying tapes or CDs if possible. Applicants to the other tracks should submit one or two writing samples that demonstrate their analytical and writing abilities. Students applying from North America should submit Graduate Record Examination (GRE) scores.

Entering students should possess a solid background in harmony, counterpoint, and analysis, and must take a diagnostic examination in these areas in their first semester of study. 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.

Ph.D. students who transfer to the department with a master’s degree from another university are required to
take the general examination. They may, however, transfer some of their previous course credits with the approval of the director of graduate studies.

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.

GRADUATE GUIDELINES
The description in this bulletin represents the Department of Music, its policies, its faculty, and its programs as of spring 2003. A major curricular overhaul will be effected after this bulletin goes to print, and so for up-to-date information on the requirements for the program and the courses offered, please consult the Web site at www.nyu.edu/gsas/dept/music.

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY
All graduate students in the Department of Music are enrolled for the Ph.D. degree and take a total of 72 points of course work. However, after completing 36 points of credit and passing the general examination, the theory diagnostic, and one language examination, students are eligible for the M.A. as an interim degree. The M.A. degree is not automatically awarded; students must apply for it. However, we strongly recommend that qualified students take the degree and that they apply for it as soon as they are eligible. The application should be made in advance of the date of the degree; the deadlines and procedures are outlined in this bulletin and on the Graduate School of Arts and Science Web site.

Graduate Program Requirements
Full-time Status: All graduate students receiving MacCracken fellowships are required to maintain full-time status over the duration of their fellowship—in most cases for five years. Full-time status means the following:

1. While enrolled in classes, a student must be registered for 24 points of credit each year. Ordinarily, these 24 points are distributed evenly over the fall and spring semesters. Foreign students holding student visas must register for 12 points each semester; if for some reason they register for fewer points, the department must officially confirm their full-time status to the Office of International Students and Scholars (OISS). Any student who registers for fewer than 8 points in a given semester, whatever her or his status, whatever the reason (see the following), must fill out a “Full-time/Half-time Form” in the department. It is the student’s responsibility to do this.

2. Although not encouraged to do so, a student may carry a reduced course load of 8 points of course work during the semester preceding the general examination.

3. During the final year of course work, a student may, if she or he no longer has 24 points of work remaining, take a reduced load equal to the number of points still to be completed for the Ph.D.

4. A student who has completed all course work for the Ph.D. and is still being supported under the MacCracken program must maintain matriculation for each semester in order to retain full-time status. This requires formal registration, as though for a course. Maintenance of matriculation is free for the remainder of the student’s MacCracken fellowship and for six semesters thereafter. After that, a fee will be charged by the University. It is crucial that students maintain their full-time status during their MacCracken period, and that thereafter they maintain matriculation until they complete their doctorate. Foreign students in residence on student visas risk losing their visa by not doing so. Students with outstanding student loans risk having their loans recalled. Beyond that, back fees will quickly accumulate, placing a potentially crippling burden on these students when they come to graduate, since they will not be permitted to receive their degree until all fees have been paid. To reiterate: It is the student’s responsibility to see that she or he is properly registered as a full-time student, and later that she or he maintains matriculation.

Academic Standing: Students are expected to be in good academic standing at all times. In the Department of Music, “good academic standing” means the following: (1) a grade point average of 3.5 or better; (2) no more than two grades lower than B over the course of the student’s career, and no grades of F or N; (3) no more than two grades of Incomplete over the course of the student’s career;

(4) passage of the general examination and satisfaction of other degree requirements in a timely manner, as described in this bulletin and on the department’s Web site. Students who fail to meet the criteria for good academic standing may be placed on academic probation for up to one semester, during which time they can work with the director of graduate studies and other faculty to resolve their academic difficulties. Students on probation who do not return to good academic standing by the end of the probationary semester risk termination of their fellowship.

Arts and science doctoral students in good standing who are beyond their first year of doctoral study are eligible to take graduate courses at the following distinguished universities throughout the greater New York area:

1. Columbia University, GSAS
   www.columbia.edu/gsas
2. CUNY Graduate Center
   www.gc.cuny.edu
3. Fordham University, GSAS
   www.fordham.edu/gsas
4. Graduate Faculty, New School University
   www.newschool.edu/gf/index.htm
5. Princeton University
   www.princeton.edu/psu
6. Rutgers University, New Brunswick
   www.rutgers.edu
7. Stony Brook University
   www.sunysb.edu
8. Teacher’s College, Columbia University
   www.tc.columbia.edu

Outside Work: In general, GSAS does not permit graduate students on MacCracken fellowships to engage in outside work. This is stated in the fellowship award letter issued by the Graduate School. Students wishing to work must obtain the permission of the director of graduate studies; if this is obtained, the request must be forwarded to Dean Roberta Popik by the department for her approval. The department will try to accommodate student needs in this regard, but it is required to maintain strict oversight of such activity.

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 comprehen-
sive examinations, students must demonstrate reading knowledge in a second language (students in composition are exempted from this requirement). For students in historical musicology, the second language is normally 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 and should be able to create and support thoughtful lines of argument from a wide range of evidence. For historical musicology, the examiners require of the students a thorough general knowledge of all periods of Western musical history and of the changing styles employed. Students are expected to cite and discuss recent writings in historical musicology 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 are also 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 examination:

1. A student may pass the examination at a level deemed appropriate for continued studies toward the Ph.D. and in so doing qualify for the M.A. in music.

2. A student may pass the examination at the M.A. level (and qualify for the M.A.) but not at a level considered acceptable for further studies in the department. Students may then retake the examination only once, one year after the original, and may register for further study only provisionally until the examination is passed.

3. A student may fail the examination outright. Students who fail the examination may repeat it only once, one year after the original, and may register for further study only provisionally until the examination is passed.

After the general examination, students are expected to begin preparing research papers or 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.

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 from the departmental faculty to form a dissertation committee. In certain cases, a member of the committee may come from outside the department, or, more rarely, 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. It 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 a 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 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. In their dissertation proposal, composers must include a brief description of the intended composition and discuss scoring, the texts to be set, and the planned structure and size; they should also discuss the thesis as described above.

The dissertation must be distributed to all committee members a month before it is submitted to the department, and all committee members must approve the work before final submission to the department and the Graduate School. The deadline for submission of the dissertation to the department is the same as the deadline for submission to GSAS.

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. The defense must be held during the fall or spring term. Candidates should be careful to determine submission deadlines for any given semester and to coordinate their progress accordingly.

The Degree Tracks and Their Course Requirements

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 include the following minimum requirements:

1. Introduction to Musicology (G71.2101)
2. Ethnomusicology: Theory and History (G71.2136)
3. A course in musical analysis

Students should take courses from a range of periods of Western music history.

Ethnomusicology: The training in ethnomusicology explores 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 carry out fieldwork-based research projects, perform library and archival research, explore a
range of multimedia approaches to analysis and publication, and engage in applied/public ethnomusicology. The EthnoLab incorporates digital workstations and recording equipment for documenting and studying performance traditions. World Music 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.

Minimum course work requirements in ethnomusicology include the following:

1. Introduction to Musicology (G71.1001)
2. Ethnomusicology: Theory and History (G71.2136)
3. Musical Ethnography (G71.1066)
4. one other graduate course from the department
5. a course in anthropology or performance studies
6. four semesters of the ethnomusicology ensembles

Composition and Theory: This track is designed to provide training in composition through original creative work and through analytical study of other composers’ works. 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 in department-sponsored series such as First Performance and the Washington Square Contemporary Music Society series. 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 Strauss, and Severine Neff, among others.)

Course work requirements comprise the following:

1. 20th-century Analysis (G71.2163) or Music Since 1945 (G71.2132)
2. Tonal Analysis (G71.2130) or Studies in Music Theory (G71.2134)
3. two semesters of Techniques of Music Composition (G71.2162)
4. 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 musicological 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 musicological background is essential.

Students seeking admission should normally 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 the following:

1. Introduction to Musicology (G71.1001)
2. Notation and Editing of Early Music (G71.2102)
3. 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

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the GSAS Application for Admission and Financial Aid.

Additional information can be found on the Department of Music Web site at www.nyu.edu/gsas/dept/music.

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 each term.

Collegium Musicum G71.1001, 1002 Admissions by audition. May be repeated for credit. Boorman, Panovsky. 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.

World Music Ensembles G71.1003, 1004 Admissions by audition. May be repeated for credit. Averill, Dujunco, Gaunt. 2 points per term.
Performance ensemble specializing in musical repertoires from outside the Western classical tradition. The ensemble concentrates on a different repertoire each semester. Examples have included Chinese classical music, Caribbean music, Irish music, and Klezmer.

Topics in Performance Practice G71.1101, 1102 Boorman, Roesner. 4 points per term.
Aspects of the authentic performance traditions of music from the Middle Ages through the 18th century, considering a variety of evidence from iconographic data to performance treatises and the implication of the notation itself.

From Mahler to Weill: German Music in the 20th Century G71.1137 Bailey. 4 points.

German music in the early 20th century. Individual composers’ confrontations with music from the past, musical dramaturgy, the multiplicity of individual musical languages. Additional composers studied include Richard Strauss, Busoni, Pfitzner, Reger, Schoenberg, Webern, Berg, and Hindemith.

Introduction to Musicology G71.2101 Boorman, Roesner. 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, Roeiner. 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 Roeiner. 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 Roeiner. 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 Roeiner. 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 Roeiner. 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, Barrow. 4 points.
Secular music in Italy, 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 Barrow, Cusick. 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 Barrow, Cusick. 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 eighteenth-century continuo keyboard realization: style for different repertories, contemporary theoretical rules and demonstrations, surviving manuscript examples; decline of the continuo in the early 19th century; and partimento. 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.

Background of the 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.

Background of the Classical Concerto G71.2118 4 points.
The classic 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 quintet, the Unfinished Symphony, or 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 Bailey. 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-Webern 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 G71.2135 Yelin. 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 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 studied include significant current work by musical and critical theorists.

Schenkerian Analysis G71.2164 Hoffman. 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 G71.2165 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/synthesis, digital sound editing, granular synthesis. Course involves study of computer music repertoire of past 20 years.

Seminar in American Music G71.2155 Yelin. 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. May be taught as a case study on the work of a single composer.

**Music and Ritual** G71.2147  Averill, Dujunco, Gaunt. 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, Gaunt. 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, Gaunt. 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, Gaunt. 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, Gaunt. 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 for credit with a changed topic. 4 points per term.

**Reading and Research** G71.3119, 3120  May be repeated, but not more than once per year unless all course requirements have been met. 1-4 points per term.

Independent study with a faculty supervisor. Must have the approval of the director of graduate studies and the proposed supervisor.
HAGOP KEVORKIAN CENTER PROGRAM IN
Near Eastern Studies

DIRECTOR OF THE CENTER:
Professor Zachary Lockman
ASSOCIATE DIRECTOR OF THE CENTER:
Adjunct Assistant Professor Shiva Balaghi
DIRECTOR OF GRADUATE STUDIES:
Assistant Professor Julia Elyachar

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 and Islamic 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; and annual symposia in fields such as Ottoman history, postcolonial theory, Arabic literature, and law and society.

Special events at the Center in the last three years have addressed such topics as “Andalusian Aesthetics: the Artistic Legacy of Islamic Spain”; “Celebrating Naguib Mahfouz: Reflections on His Oeuvre and His Influence”; “Covering Islam Revisited”; “Development After Development: Towards a New Geography of Justice in the Middle East?”; “The Future of Iraq: Human Rights and the Sanctions Regime”; and “Modern Iranian Visual Culture.” 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 International Center for Advanced Study); with Princeton, Columbia, and other universities in the New York area; and with organizations such as the Lincoln Center for the Performing Arts, the Brooklyn Museum, the Women’s Learning Program, 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 one semester include Michel Callon, Professor of Sociology, Ecole Nationale
Supérieur des Mines; Cornell
Fleischer, Ottoman and Turkish
Studies, University of Chicago; Ayse
Bugra Kavalu, Professor of Economics
and Director, Center for Comparative
Institutional and Economic Change,
Boğaziçi Universitesi; Isam Khafaji,
Political Economy and International
Relations, Universiteit van Amsterdam;
Elias Khouri, novelist; Haggai Ram,
Associate Professor of Middle Eastern
Studies, Ben-Gurion University of the
Negev; Sanjay Subrahmanymam,
Directeur d'Études, Ecole des Hautes
Études en Sciences Sociales; Salim
Tamar, 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 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 educa-
tion about the Middle East. The Center
runs teacher training workshops and
summer institutes for high school
teachers and produces Web-based cur-
ricular units and other classroom teach-
ing 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 and Islamic 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 lab-
atory for research and language study,
and the Richard Etinghausen Library,
which includes current journals, refer-
ence works, and study areas. The library
and lobby of the building incorporate
decorative elements from an 18th-cen-
tury Damascene house, including a mosaic
fountain, boiserie, and a muqarnas (sta-
lactite) niche.

Faculty

Zachary Lockman, Professor, Middle
Eastern and Islamic Studies; History;
Director, Program in Near Eastern
Studies; Director, Hagop Kevorkian Center.
Ph.D. 1983 (history and Middle Eastern
studies), M.A. 1977 (Middle Eastern
studies), Harvard; B.A. 1974 (Near
Eastern studies), Princeton.
Modern Middle East history; Egypt
and Palestine.

Shiva Balaghi, Adjunct Assistant
Professor; Associate Director, Hagop
Kevorkian Center. Ph.D. 1998,
Michigan; B.A. 1988, Emory.
Iranian cultural history; gender stud-
ies; history of colonialism and nation-
alism in the Middle East.

Julia Elyachar, Assistant Professor/ Faculty Fellow, Hagop Kevorkian Center.
B.A. 1982 Columbia.
Middle East anthropology; economic
anthropology; political economy; glob-
alization and development; nongovern-
mental organizations (NGOs).

Note: Courses in the program are
taught primarily by faculty from the
Departments of Middle Eastern and
Islamic Studies, Anthropology, Com-
parative Literature, History, and Poli-
tics. Individual faculty research inter-
est is listed under their home depart-
ments and in more detail on the
Center’s Web site.

AFFILIATED FACULTY IN
OTHER DEPARTMENTS
Modern Middle East

Peter J. Chelkowski, Middle Eastern
and Islamic Studies; Assia Djebar,
French; William Dowell, Journalism
and Mass Communication; David Engel,
Hebrew and Judaic Studies; Sibel Erol,
Middle Eastern and Islamic Studies;
Khaled Fahmy, Middle Eastern and
Islamic Studies; Yael Feldman, Hebrew
and Judaic Studies; Ahmed A. Ferhadi,
Middle Eastern and Islamic Studies;
Katherine E. Fleming, History
(Hellenic Studies); Michael Gilsenan,
Middle Eastern and Islamic Studies;
Anthropology; Michael Gomez, History;
Bernard Haykel, Middle Eastern
and Islamic Studies; Rosalie Kamelbar,
Hebrew and Judaic Studies; Farhad
Kazemi, Politics; Mehdi Khorrami,
Middle Eastern and Islamic Studies;
Zachary Lockman, Middle Eastern
and Islamic Studies; Robert D. McChesney,
Middle Eastern and Islamic Studies;
 Mona N. Mikhail, Middle Eastern
and Islamic Studies; Ali Mirsepassi,
Gallatin School of Individualized Study;

Theodore Fleischer, Ottoman and
Turkish Studies, University of Chicago; Ayse
Bugra Kavalu, Professor of Economics
and Director, Center for Comparative
Institutional and Economic Change,
Boğaziçi Universitesi; Isam Khafaji,
Political Economy and International
Relations, Universiteit van Amsterdam;
Elias Khouri, novelist; Haggai Ram,
Associate Professor of Middle Eastern
Studies, Ben-Gurion University of the
Negev; Sanjay Subrahmanymam,
Directeur d’Études, Ecole des Hautes
Études en Sciences Sociales; Salim
Tamar, Sociology, Birzeit University,
and Director, Institute for Jerusalem
Studies; Shawkat Mahmood
Toorawa, History, University of
Mauritius; and Mohamed Tozy,
Political Science, Université Hassan II.
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 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 and Islamic 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 Eastern 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. The program encourages all students to pursue language training through the advanced (graduate) level.

**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 at the end 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.

**Grades:** Students are expected to maintain a minimum grade point average (GPA) of 3.0 throughout their graduate career. A student whose GPA drops below 3.0 or who has more outstanding incompletes than semesters in attendance may be placed on academic probation for one semester or terminated from the program.

**MASTER OF ARTS PROGRAM IN JOURNALISM AND NEAR EASTERN STUDIES**

The joint degree program gives students professional training for careers as newspaper, magazine, or broadcast journalists, combined with study of the politics, history, and cultures of the Middle East.

Students must complete 42 points of course work, including 20 points of journalism courses, 20 points of Middle Eastern courses, and a 2-point final project that consists of a professional journalism assignment focusing on a Middle Eastern subject. 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 Master of Arts program in Near Eastern studies with a concentration in museum studies is designed for those who intend to pursue careers in museums and cultural organizations and for those currently employed in the field who wish to acquire formal training. The program combines a comprehensive knowledge of the contemporary theory and practice of museum work with a substantive curriculum in Middle Eastern studies. It offers individualized internships in a wide variety of museums, cultural organizations, and nonprofit institutions in the United States and abroad.

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
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, or the Program in Museum Studies, 212-998-8080.

NEAR EASTERN STUDIES WITH A BUSINESS TRACK

The Master of Arts program in Near Eastern studies with a business track 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 course work, 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 Understanding Firms and Markets (B01.1303), Statistics and Data Analysis (B01.1305), Financial Accounting and Reporting (B01.1306), Global Business Environment I: Trade and Investment (B01.2123), and Global Business Environment II: International Macroeconomics and Finance (B01.2125). The distribution requirement can be met by enrolling in one of the following courses: Managing Organizations (B01.1302), Marketing: Delivering Value to Customer and Business (B01.2310), or Foundations of Finance (B01.3211). Students entering the program should have enrolled in undergraduate economics and calculus courses before beginning the program and are required to enroll in two noncredit 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).
Courses

Descriptions of selected courses are provided below. Consult the listings of the Departments of Middle Eastern and Islamic Studies (G77), Anthropology (G14), Hebrew and Judaic Studies (G78), History (G57), and Politics (G53); the Institute of Fine Arts (G43); and the Program in Religious Studies (G90) for additional course offerings and descriptions.

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 and Islamic 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.

Economic Anthropology of the Middle East: Culture, Power, and Property G68.1781 Identical to G31.1608 and G77.1781. Elyachar. 4 points.
This course draws on debates within anthropology about property and power to see how they can illuminate processes of social change under way in the Middle East today. Economic anthropology views property as a field of social and cultural relations, which illuminates the symbolic and material contexts through which power is consolidated and identities are formed. The course examines current debates about the Middle East from different perspectives: economic globalization, the informal economy, and cross-border financial networks.

Topics in the Economic and Social History of the Middle East: Political Economy of Development G68.1782 Identical to G31.1609 and G77.1782. Staff. 4 points.
Political economy is broadly defined as the interaction of the political and the economic. This course introduces theories and themes of development and discusses the historical experiences of Middle Eastern countries. Topics include the incorporation of the Middle East in the world economy, state-led development, 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 the Sociology of the Modern Middle East G77.1612 Staff. 4 points.

JOURNALISM

Reporting the Middle East G68.1720 Identical to G54.1720 and G77.1720. 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**

*Gender, Empire, and the Nation in the Middle East and South Asia* G68.1999 Balaghi. 4 points.

Examines 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, and the alchemy of race, gender, and ethnicity figured prominently in the formation of anticolonial nationalisms. The historical memory of empire continues to play an important role in the discourses of postcolonial antifeminist movements. Examines the history of women in Iran, India, and Algeria in the 19th and 20th centuries.

*History and Memory in the Middle East and South Asia* G68.2000 Balaghi. 4 points.

Examines the contentious politics of memory at moments of rupture, dislocation, and displacement in the construction of nationalism in the Middle East and South Asia. Nations 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. Movements of peoples, advances in transportation, and developments in the new media in the 19th and 20th centuries gave rise to particular expressions of national memories with commensurate modes of political behavior.

*History of the Middle East, 600-1200* G77.1640 Husain. 4 points.

*History of the Middle East, 1200-1800* G77.1641 McChesney, Salzmann. 4 points.

*History of the Middle East, 1750-Present* G77.1642 Fahmy, Lockman. 4 points.

*Topics in Medieval Islamic History* G77.1646 Husain. 4 points.

*The Late Ottoman Empire* G77.1652 Salzmann. 4 points.

*Seminar in the History of the Modern Middle East I, II* G77.1653, 1654 Fahmy, Lockman. 4 points per term.

*Modern Iran (1800 to the Present)* G77.1661 Chelkowski. 4 points.

*Egypt in Modern Times* G77.1664 Lockman. 4 points.

*History of Muslim Central Asia* G77.1666 McChesney. 4 points.

*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 Qur’an* G77.1857 Peters. 4 points.

*Seminar in Islamic Philosophy* G77.3111 Ivry. 4 points.

*Islam in the Modern World* G90.1580 Chelkowski, Gilsenan. 4 points.

*LITERATURE AND ART*

*Art and Architecture in the Islamic Mediterranean* G43.2015 Soucek. 4 points.

*Medieval Arabic Literature: Prose* G77.1114 Kennedy. 4 points.

*Classical Arabic Literature: Qur’an and Tafsir* G77.1116 Kennedy. 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 Erol. 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.

*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 neurochemical mechanisms within single nerve cells, functional neural circuits consisting of small numbers of neurons, the behavior of large systems of neurons, and the relationship between the activity of elements of the nervous system and the behavior of organisms.

The 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.
Admission: Admission to the program is limited to qualified students, usually documented by high scores on the Graduate Record Examination (GRE), 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 36 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 research area and made arrangements for research sponsorship at the time of admission. Others do not make this decision until they have completed the core courses described below, including rotations through the research laboratories of the staff of the Center, which expose the student to the interests and techniques of neuroscience. The final decision on the doctoral research to be undertaken depends on a mutual agreement between the student and the appropriate sponsor for the research.

Departmental Fellowships, Prizes, and Awards

Financial support is provided for students in the program through University fellowships, research assistantships, research traineeships, and teaching assistantships, in order to permit students to devote their full time to the pursuit of their studies.

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the GSAS Application for Admission and Financial Aid.

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 neural science 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 each 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, readings, and laboratory exercises 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. Semple, staff. 3 points per term.
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 neuroanatomy, 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 neuroanatomy, cognitive neuroscience, learning, memory, and emotion.

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 only to doctoral candidates in neural science. 3 points per term.
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 Prequisite: permission of the instructor. Desplan. Sane. 4 points.
Provides an understanding of current molecular and genetic approaches to neural development, emphasizing phylogenetic comparison.

Simulation and Data Analysis
G80.2233 Identical to G80.223. Prequisite: a statistics course. G80.2206, or permission of the instructor. 3 points.

Linear Systems
G80.2236 Identical to G89.2236. Prequisite: a semester of calculus or permission of the instructor. 3 points.

Function and Dysfunction of Central Auditory Processing
G80.2522 Prequisite: G80.2201, 2202, or permission of instructor. 3 points.
Explores the relationship between central auditory physiology and psychoacoustics and those elements of the central auditory system that may change with deafness.

Special Topics in Neural Science
G80.3041, 3042 3 points per term.

Special Topics in Neural Science
G80.3201, 3202 3 points per term.
Advanced seminars led by the faculty to provide in-depth consideration of specific topic areas in neural science.

Neural Basis of Color Perception
G80.3234 Prequisite: G80.2202 or equivalent. Shapley, staff. 3 points.
Lectures and readings on the major phenomena of color perception (color mixing, color induction and constancy, color spaces) and on its retinal and cortical substrates. Readings are from research papers and some secondary sources. Students present critical reviews of one of the papers on the reading list. A paper is required by the end of the course on a topic mutually agreeable to student and instructor.

Information Processing and Visual Pathways
G80.3235 Prequisite: G80.2202 or equivalent. Shapley, staff. 3 points.
Seminar and lecture course in visual signal processing and visual pathways. The aim of the course is to reach an understanding of vision from a systems analysis point of view. Readings are from research papers and some secondary sources. Students present critical reviews of one of the papers on the reading list. A paper is required by the end of the course on a topic mutually agreeable to student and instructor.

Classic Papers in Vision Research
G80.3236 Prequisite: G80.2202 or equivalent. Krauskopf. 3 points.
Reading and discussion of important papers in vision. Each student leads the discussion of one or more papers.

Neural Basis of Eye Movement
Control G80.3238 Glimcher. 3 points.

Behavioral Neuroscience
G80.3241 LeDoux, Matthews. 3 points.

Neuroanatomy
G80.3242 3 points.

Dissertation Research and Seminar
G80.3301, 3302 1-3 points per term.

Reading Course in Neural Science
G80.3305, 3306 May be repeated for credit. 1-3 points per term.

Stress, Arousal, and the Amygdala
G80.3307 LeDoux. 3 points.

Beyond Filtering: Selected Topics in Visual Perception
G80.3310 Offered in the spring semester, every two years. Prequisite: G80.2202 or equivalent, graduate course in perception, or permission of the instructor. Rubin. 3 points.
Critical examination of modern approaches to vision research. Emphasis is on the interplay between theory and experiment.

Research Problems in Neural Science
G80.3321, 3322 May be repeated for credit. 1-3 points per term.

Neural Control of Movement
G80.3331 May be repeated for credit. Glimcher. 1-3 points.

Computational Neuroscience Forum
G80.3350 Rinzel. 3 points.
Lecture/seminar course on computational aspects of neural function at cellular/circuit/system levels. Case study approach with four- to six-week segments that focus on specific topic areas. Registered attendees are expected to complete a project and to present one or more journal articles on course-related topics.

Fellows’ Seminar
G80.3380, 3381 May be repeated for credit. 1-3 points per term.
One-hour research colloquium given by members of the Center for Neural Science.

Seminar in Current Topics
G80.3390, 3391 May be repeated for credit. 1-3 points per term.
Weekly one-hour research colloquium given by the Center for Neural Science faculty or outside speakers.

DEPARTMENT OF BIOLOGY

Genes and Animal Behavior
G23.1082 Blau. 4 points.

Neuronal Plasticity
G23.1101 Azmitia. 4 points.

Drugs and the Brain
G23.1102 4 points.

Laboratory Animal Science
G23.1119 Prequisite: permission of the instructor. Lecture and laboratory. Nosotny. 4 points.

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. Kirou, Rushlow. 4 points per term.

Fundamentals of Electrophysiology
G23.1400 Tranchina. 4 points.

Mathematics in Medicine and Biology
G23.1501 Prequisite: one semester of calculus. Pekin, Tranchina. 4 points.

Computers in Medicine and Biology
G23.1502 Prequisite: G23.1501 or permission of the instructor. Recommended: familiarity with a programming language such as FORTRAN or BASIC. Pekin, Tranchina. 4 points.

Endocrine Physiology
G23.2219 Prequisite: college courses in vertebrate anatomy and physiology. Recommended: biochemistry, 4 points.

Vertebrate Physiology
G23.2219 Prequisite: 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 instructor. Azmitia. 2 points.
Immunology Journal Club
G23.3013 Seminar. May be repeated for credit with permission of the instructor. Reiss. 2 points.

DEPARTMENT OF CHEMISTRY

COURANT INSTITUTE OF MATHEMATICAL SCIENCES
Special Topics in Biology G63.2851, 2852 Peskin. 3 points per term.
Special Topics in Mathematical Physiology G63.2855, 2856 Peskin, Tranchina. 3 points per term.

DEPARTMENT OF CHEMISTRY

COURANT INSTITUTE OF MATHEMATICAL SCIENCES
Special Topics in Biology G63.2851, 2852 Peskin. 3 points per term.
Special Topics in Mathematical Physiology G63.2855, 2856 Peskin, Tranchina. 3 points per term.

DEPARTMENT OF CHEMISTRY

COURANT INSTITUTE OF MATHEMATICAL SCIENCES
Special Topics in Biology G63.2851, 2852 Peskin. 3 points per term.
Special Topics in Mathematical Physiology G63.2855, 2856 Peskin, Tranchina. 3 points per term.

DEPARTMENT OF PHYSICS
Electronics for Scientists G85.1500, G85.1501 Prerequisite: V85.0012 or V85.0011. Two lectures and four hours of laboratory per week. 4 points.
Statistical Physics G85.2002 4 points.

COURANT INSTITUTE OF GRADUATE BIOMEDICAL SCIENCES

DEPARTMENT OF PSYCHOLOGY
Cognitive Development G89.2209 Part of core curriculum for doctoral students in cognition and perception. Adolph. 3 points.
Computational Models of Cognitive Science G89.2219 Marcus. 3 points.
Cognition G89.2221 Part of core curriculum for doctoral students in cognition and perception. McElree. 3 points.

Mathematical and Computational Methods in Psychology G89.2222 Part of core curriculum for doctoral students in cognition and perception. Maloney. 3 points.

Perception G89.2223 Part of core curriculum for doctoral students in cognition and perception. Landy. 3 points.
Animal Cognition G89.2227 Part of core curriculum for doctoral students in cognition and perception. Matthews. 3 points.

Simulation and Data Analysis G89.2233 Prerequisites: elementary calculus and some programming in any language. Part of core curriculum for doctoral students in cognition and perception. Maloney. 3 points.

Seminar in Sensation and Perception G89.3233 Carrasco, Landy, Pelli. 3 points.
Seminar in Memory and Cognition G89.3326 McElree, Snodgrass. 3 points.
Area Seminar in Cognition and Perception G89.3390 3 points.


Neuroscience G16.2009 School of Medicine course. Prerequisite: G16.2503. Lecture, laboratory, and conference. Rey, Walton. 6 points.


Molecular Signaling and Drug Development G16.2404 Lecture and conference. Sap, staff. 3 points.

Special Topics in Pharmacology G16.2406 Prerequisite: G16.2402. Deri, staff. 3 points.

Mammalian Physiology G16.2503 School of Medicine course. Prerequisites or corequisites: vertebrate or human anatomy, biochemistry, and histology. Lecture, laboratory, and conference. Rey, Walton. 9 points.

Tutorial in Neuroanatomy G16.2611 Offered every spring. Robinson, staff. 3 points.

Area Seminar in Cognition and Perception G89.3390 3 points.

SACKLER INSTITUTE OF GRADUATE BIOMEDICAL SCIENCES

Performance Studies
Tisch School of the Arts

CHAIR OF THE DEPARTMENT: 
Associate Professor Barbara Browning

ASSOCIATE CHAIR OF THE DEPARTMENT: 
Associate Professor José Esteban Muñoz

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 supplemented 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, 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

Barbara Browning, Associate Professor; Chair, Department of Performance Studies. Ph.D. 1989 (comparative literature), M.A. 1987 (comparative literature), B.A. (summa cum laude) 1983 (comparative literature), Yale. Brazil and the African Diaspora; dance ethnography; race, gender, and post-coloniality.

Deborah Anne Kapchan, Associate Professor. Ph.D. 1992 (folklore and folklife), Pennsylvania; M.A. 1987 (linguistics), Ohio; B.A. 1981 (English), New York University. Narrative; feminism; music; poetics and aesthetics; North Africa and the Middle East.

Barbara Kirshenblatt-Gimblett, Professor; University 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.

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.


Richard Schechner, Professor; University Professor. Ph.D. 1962 (theatre), Tulane; M.A. 1958 (English), Iowa; B.A. (honors) 1956 (English), Cornell. Comparative performance; performance theory; experimental theatre.

Programs and Requirements

Admission: Applicants must follow the admissions procedures set forth by the Tisch School of the Arts. Applicants are encouraged to contact the department to discuss degree requirements and financial aid and to arrange for class visits. Admissions decisions are based on the applicant's particular qualifications for study in the department, in addition to grades, degrees, and letters of recommendation.

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 below 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: At orientation, students sign up for 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.

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 semester-long, formal courses in the department with a grade of B or better, primarily with the permanent faculty.

There are two required courses for master's students: Introduction to Performance Studies (H42.1000), taken in the first semester, and Projects in Performance Studies (H42.2000), taken during the final semester.

Master's students are permitted to take only one practical workshop as part of their course work. The only practical workshop course that is counted toward an M.A. in performance studies is the department's Performance Composition (H42.2730). Up to 4 points of academic course work may be taken outside the department or transferred from another institution, with permission of the chair. A master's student may appeal to the chair to register for a second Performance Composition workshop in lieu of taking 4 points outside the department.

PERMISSION TO PROCEED TO THE PH.D.

Students enrolled in the M.A. program who are interested in continuing immediately into the Ph.D. program should submit an application dossier to the department at the start of the spring semester. An internal application dossier includes the following:

1. A list of all courses taken in performance studies 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 of course work with a grade of B or better, satisfy the foreign language requirement, pass the area examination, and write and orally defend a dissertation.

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 chair to determine allowable transfer credit. Students who have received an 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.

There are three required courses for Ph.D. students: Advanced Readings in Performance Studies (H42.2201) and Resources and Methods in Performance Studies (H42.2616), taken during the first year of doctoral course work, and Dissertation Proposal (H42.2301), taken upon completion of the language requirement, 76 points of course work, and the area examination.

The department’s Performance Composition (H42.2730) workshops are the only practical workshops counted toward the degree. Ph.D. students are permitted to take two Performance Composition courses as part of their course work. Up to 12 points of academic course work may be taken outside the department or through the Inter-University Doctoral Consortium with permission of the chair.

A doctoral candidate must complete all degree requirements no later than ten years after entering the M.A. program or seven years after entering the Ph.D. program. For details regarding degree conferral, see the Degree Requirements section of this bulletin.

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 two areas of their design. The areas are developed in consultation with the students’ advisers and must be approved by a faculty committee two semesters prior to the examination semester. The two topic areas may be (1) a theory area, (2) a history area, (3) a genre of performance, or (4) a geographical or cultural area’s performance. Students prepare preliminary and final reading lists for their advising committee’s review. The advising committees draft each student’s examination questions according to the approved reading lists and topic area statements. Students must answer one question in each area. If a question is failed, a student must take the question again the following year. 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 required in the spring semester after the student has passed the area examination. When the dissertation proposal is completed, it must be reviewed and approved by a three-member faculty committee. Consult the department for the 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.

DEPARTMENTAL FINANCIAL AID

The Department of Performance Studies makes every effort to help students finance their graduate education. Students are eligible for the following forms of financial aid from the department: graduate assistantships, which carry full tuition remission plus a stipend, in exchange for work commitments 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 at 212-998-1918.

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 editorial staffs, positions in the Performance Studies Archive, and as professors’ assistants. The department may also recommend students for positions in other departments, such as the Tisch School of the Arts Department of Drama, Undergraduate, or Arts and Public Policy, or the College of Arts and Science Expository Writing Program.

Application: 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 10012-1119; 212-998-4444. Alternatively, they may submit the FAFSA electronically (see the Web site at www.nyu.edu/financial.aid 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 (EWP) with the approval of the department. These positions are not federally funded and consequently do not require U.S. citizenship. Students should request an application to EWP through the Department of Performance Studies.

Resident Assistantships: The Office of 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 Residence Life, New York University, 33 Washington Square West, New York, NY 10011-9154; 212-998-4311.
Courses

The following list includes courses offered in the recent past and ones projected for the near future. Approximately 55 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 for the near future. Approximately 35 courses are offered each year, with an asterisk (*) indicating 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 journal encourages dialogue among performers, theorists, and spectators by providing a forum for feminist critical theory in theatre, dance, film, video, music, and ritual. It discusses feminist aesthetics and includes performance documentation, articles on women in historical performance, reviews, scripts, and resource listings. Students on staff work in various phases of production, including writing, copyediting, proofreading, layout, paste-up, advertising, circulation, and distribution.

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 and artistically 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 form—for example, conversational humor and storytelling, improvised play and traditional games, competitive street dance, domestic rituals, and neighborhood 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. Each semester, courses in performance composition and movement are offered.

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.

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Body Politics: Foucault and the Production of Self H42.2032
Muñoz. 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; and readings from Blanchot, Bordieu, deCerteau, Derrida, Guattari, Le Doeuff, and Nietzsche.
Experimental Performance: Interculturalism and the Avant-Garde
H42.2060* Limited to graduate students with strong acting, directing, and research interests in African, Asian, and Euro-American traditions of performance. Schechner. 4 points.

Western avant-garde performance theories and techniques drawn from non-Western cultural practices. Sources, transformations, and results of the works of Craig, Artaud, Brecht, Grotowski, Brook, and Schechner.

European Performance: Seminar on Antonin Artaud
H42.2202* Weiss. 4 points.

Considers 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* Schechner. 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 Martin. 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 tearooms, activism around AIDS and HIV, ‘zine culture and pornography, and antipornography debates.

Topics in Politics and Performance
H42.2225* Taylor. 4 points.

An exploration of 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.

Gender and Performance: Feminist Ethnography
H42.2238 Browning. 4 points.

The complications involved in staking a sexual-political position in a multicultural context. Close readings of a wide array of ethnographies from diverse historical moments are aimed at specifying our ideas about what constitutes 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: 76 points 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* Martin. 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.

Studies in Dance: Still Acts—Dance, Phenomenology, Resistance
H42.2504 Lapinski. 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 ontological and undermines the very notion of being.

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.

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.
The Department of Philosophy welcomes applicants who wish to pursue the Master of Arts or the Doctor of Philosophy degree. The department has particular strengths in the areas of logic, metaphysics, philosophy of mind, philosophy of language, philosophy of logic and mathematics, moral and political philosophy, and some areas of history of philosophy. The M.A. degree may also be taken in dual degree programs with the New York University School of Law and with the New York University School of Medicine. There is also a Ph.D.-J.D. dual degree program with the NYU School of Law. Many of the department offerings are of wide significance and helpful in developing the capacity to assess arguments and analyze ideas. Our small classes give ample opportunity for discussion and allow close consultation on writing.
Sharon Street, Assistant Professor. Ph.D. 2002 (philosophy), Harvard; B.A. 1995 (philosophy), Amherst.

Ethics.

Peter Unger, Professor. D.Phil. 1966 (philosophy), Oxford; B.A. 1962 (philosophy), Swarthmore College.

Ethics; metaphysics; epistemology.

Roger White, Assistant Professor. Ph.D. 2000 (philosophy), Massachusetts Institute of Technology; B.A. 1993 (philosophy), New South Wales (Australia).

Philosophy of science; epistemology; metaphysics.

AFFILIATED FACULTY IN OTHER DEPARTMENTS

Phillip T. Mitis, Classics; Liam Murphy, Law.

VISITING FACULTY

Derek Parfit, Global Distinguished Professor of Philosophy. B.A. 1964, Oxford.

Ethics; metaphysics; philosophy of mind.


Philosophy of mathematics; philosophy of language; epistemology.

RAZIEL ABELSON

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. Third-year review. In the fifth 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. Third-year prospectus examination. In their sixth semester in the program, students submit a short proposal for a thesis.

4. Proficiency in one formal language or a natural language other than English.

5. Thesis and oral examination.

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 Finishing Graduate Education section of the GSAS Application for Admission and Financial Aid.

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 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/antirealism; 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.

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Advanced Introduction to Epistemology G83.1101 Belot, Boghossian, Field, Peacocke, Unger. White. 4 points.
Advanced introduction to central issues 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 the instructor and faculty interests. Examples of topics that may be covered are

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 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 Richardson, 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 the works of Plato.

Aristotle G83.1192 Richardson. 4 points.
Examination of selected topics in the 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 4 points.
Historical development of American philosophy from its colonial beginnings, culminating in an analysis of pragmatism.

Kant’s Critique of Pure Reason G83.2109 4 points.
Detailed examination of this important Kantian text.

Clinical Ethics G83.2222 4 points.
Theoretical and practical medical ethics, combined with observation in a clinical setting.

Political Philosophy G83.2280 Murphy, Nagel. 4 points.
Traditional and contemporary theories of the relation between individuals and the state or community. Topics include political obligation, distributive justice, social contract theory, individual rights and majority rule, the nature of law, political and social equality, and liberty and coercion.

Philosophy of Law G83.2282 Murphy. 4 points.
Discussion of recent developments in legal theory; the relation of legal, political, and moral argument; the objectivity of legal interpretation; the significance of precedent; the place of judicial review in democratic theory; and the grounds of legal obligation.

Contemporary Ethical Theory G83.2284 Murphy, Nagel, Parfit, Unger. 4 points.
Varieties of normative ethical theories and the nature and justification of moral judgment, with special attention to issues of moral objectivity.

Ethics: Selected Topics G83.2285 Murphy, Nagel, Parfit, Ruddick, Unger. 4 points.
Seminar on different topics in ethical theory and applied ethics, varying yearly. Some of the following topics (as well as others of research interest to the instructor and students) may be considered: concepts of duty, virtue, and right; kinds of moral failure; the moral distinction between actions and omissions; the relation of individual ethics to group ethics and politics; morality and the law.

Hegel’s Phenomenology G83.2307 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.

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, 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, a week in advance, copies 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. Field, Fine, Peacocke, Schiffer, Unger, White. 4 points.

Selected topics in metaphysics.

Topics in Ethics
G83.3005  Prerequisite: permission of the instructor. Kamm, Murphy, Nagel, Unger. 4 points.

Selected topics in ethics.

Topics in Moral and Political Philosophy
G83.3006  4 points.

Thorough study of certain concepts and issues in current theory and debate. Examples: moral and political rights, virtues and vices, equality, moral objectivity, the development of moral character, the variety of ethical obligations, and ethics and public policy.

Topics in the History of Philosophy
G83.3007  4 points.

Careful study of a few topics in the history of philosophy—either one philosopher's treatment of several philosophical problems or several philosophers' treatments of one or two closely related problems. Examples: selected topics in Aristotle, theories of causation in early modern philosophy, and Kant's reaction to Hume.

Philosophical Research  G83.3300, 3301  1-8 points.

Thesis Research  G83.3400  1-8 points.

For Ph.D. students who have completed core requirements.

Associated Writing  G83.3500  4 points.

Required writing course for Ph.D. students.
The Department of Physics offers courses leading to the degrees of Master of Science and Doctor of Philosophy. There are opportunities for study and research in both experimental and theoretical physics. Areas of specialization include astrophysics and cosmology, atomic and molecular physics, condensed matter physics, earth system sciences, elementary particle physics, quantum field theory and string theory, low-temperature physics, many-body and statistical physics, nuclear physics, quantum optics, and sports physics. Although the curriculum is designed primarily to meet the needs of full-time students, opportunities also exist for part-time students.

Faculty

Theoretical physics; biomechanics.

Experimental plasma physics and atomic physics.

Burton Budick, Professor. Ph.D. 1962, California (Berkeley); B.A. 1959, Harvard.
Experimental atomic and nuclear physics; weak interactions.

Theoretical particle physics and cosmology.

Theoretical particle physics, astrophysics, and cosmology.

Andrei Gruzinov, Associate Professor. Ph.D. 1995, California (San Diego); M.S. 1987, Moscow Institute of Physics.
Theoretical astrophysics.

Climatic change; oceanography; biogeochemical cycles.

David Hogg, Assistant Professor. Ph.D. 1998, California Institute of Technology; B.S. 1992, Massachusetts Institute of Technology.
Observational astrophysics; astronomy.

Observational astrophysics.

Condensed matter physics; mesoscopic magnetic systems; superconductivity.

Theoretical condensed matter physics; magnetic thin films and superlattices.

Nonlinear dynamics and chaos.

Allen Mincer, Professor; Chair, Department of Physics. Ph.D. 1984, Maryland (College Park); B.S. 1978, Brooklyn College (CUNY).
Experimental high-energy particle physics; astroparticle physics.

Experimental high-energy particle physics; astroparticle physics.

Statistical physics; mathematical physics; biophysics.

Massimo Porrati, Professor. Laurea 1984 (fisica), Pisa (Italy); Dip. di Sci. 1983, Scuola Normale Superiore (Pisa).
Theoretical elementary particle physics; quantum field theory; string theory.

Theoretical low-temperature physics; many-body and statistical physics; energy studies.
Theoretical atomic, molecular, and laser physics.

Leonard Rosenberg, Professor. Ph.D. 1939, M.S. 1934, New York; B.S. 1932, City College (CUNY).
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 Sleator, 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 atomic, molecular, low-temperature, and nuclear physics; optical spectroscopy.

Cosmology.

George M. Zaslavsky, Professor. Dip. 1978, Krasnoyarsk State (Russia); Ph.D. 1964, Novosibirsk State (Russia); M.A. 1957, Odessa State (Ukraine).
Nonlinear dynamics and chaos; statistical physics; quantum chaos.

Jun Zhang, Assistant Professor, Physics, Mathematics. Ph.D. 1994, Copenhagen; M.S. 1990 Hebrew (Jerusalem); B.S. 1985, Wuhan (China).
Nonlinear dynamics; fluid dynamics, biomechanics, complex systems.

Theoretical elementary particle physics and quantum field theory.

FACULTY EMERITI

Benjamin Bederson, Lawrence A. Bornstein, Sidney Borowitz, Alfred E. Glassgold, 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 scores from the general and subject tests of the Graduate Record Examination (GRE). Applicants whose native language is not English must also submit scores from the Test of English as a Foreign Language (TOEFL).

Colloquia and Seminars: Faculty and students attend the weekly departmental colloquium, 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, post-doctoral 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 Neuroscience (program for theoretical neuroscience), 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 in residence at the Graduate School and at least 16 in the Department of Physics) and a grade point average (GPA) of B (3.0) or better. They are further required to pass at least five of the following seven courses:

1. Dynamics (G85.2001)
2. Statistical Mechanics (G85.2002)
3. Electromagnetism I (G85.2005)
4. Electromagnetism II (G85.2006)
5. Quantum Mechanics I (G85.2011)
6. Quantum Mechanics II (G85.2012)
7. 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 courses with an average grade of B or better. For each course, the student has the option of

1. enrolling in the course;
2. taking the midterm and final examination of the course if the student is not enrolled; or
3. taking the relevant preliminary examination, given just before the start of the fall term.

**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. Special talks by faculty members describing their research programs help students learn about 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 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.

**Core Course Requirements**

The aim of the Ph.D. program 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 program is required to get a B or better in each part of four core subjects:

1. Dynamics
2. Statistical Mechanics
3. Electromagnetism (Parts I and II)
4. Quantum Mechanics (Parts I and II)

**Other Options for Satisfying Core Course Requirements**

A student who has taken a course elsewhere that is equivalent to one of the core courses need not enroll in that course; instead, he or she may satisfy the relevant requirement by achieving either

1. an average grade of B or better based on the midterm and final examination of the course or
2. a grade of B or better on the relevant preliminary examination given just before the start of the fall term. Each examination is designed to be completed in two hours (three hours are allowed to avoid time pressure) and covers the material of the corresponding course at the level of midterm and final examinations.

**Deadline for Core Course Requirements**

In order to make satisfactory progress toward the Ph.D., a student must complete all core course requirements by the beginning of his or her second year. If a student fails to get a B or better in a core course (or in one of the alternative options) during his or her first academic year, the student is obliged to take the relevant preliminary examination just prior to his or her second year. If one or more of the core course requirements are not satisfied at the start of the student's second year, the Ph.D. qualification committee will review the student’s entire record and decide what action to take. Such action might include a recommendation to the faculty that the student be discontinued from the Ph.D. program. Termination of a student from the program requires a vote of the faculty.

**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 [G85.2090]) 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: 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.

**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 ensure 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
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; electrostatics 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; Mössbauer 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.

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 on 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 GSAS Application for Admission and Financial Aid.
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 G85.2055  
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; Raman algebras; 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: G85.2003, 2005. 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  
Prerequisite: 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.

Statistical Mechanics and Many-Body Problems G85.2055  
Prerequisites: G85.2002 and G85.2011, 2012. 4 points.  
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; Lie groups and Lie 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.

General Relativity G85.2060  
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 G65.2863, 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.

Plasma Physics G85.2065, 2066  
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 super-
symmetry, 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 $\alpha\to 0$ 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. 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.
Poetics and Theory

Program in

The Program in Poetics and Theory is a transdisciplinary advanced certificate program that provides an institutional framework for diverse theoretical initiatives and practices at New York University. By offering an integrated approach to theoretical concerns in the humanities, it responds to frequently voiced desires for a theory initiative across the disciplines. Rather than pure theorizing, the program focuses on sharing theoretical approaches and fosters interdisciplinary and international collaboration.

The program traces a historical progression from the ancient practices of poetics and rhetoric to their modern theoretical heirs. The intimate but vexed relations between aesthetics and hermeneutics, philosophy and literature, social institutions and the work of art, form the core of study.

The transdisciplinary orientation of the certificate program complements disciplinary study and sharpens students’ career profiles.

Faculty

Eva Geulen, Associate Professor, German. 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.

Anselm Haverkamp, Professor, English; Director, Program in Poetics and Theory. 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.

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

Eligibility: All students enrolled in Ph.D. and M.A. programs in the Graduate School of Arts and Science are eligible. Students holding the MacCracken Fellowship pay no additional tuition or fees.

Admission: Students already enrolled in a Ph.D. or an M.A. program at New York University should submit a statement of purpose, a letter of recommendation, clearance from the departmental director of graduate studies, and the first two pages of the regular GSAS application form to the codirectors.

For those not already enrolled at NYU, admission to the advanced certificate program is by application to the Graduate School of Arts and Science, New York University, P.O. Box 907, New York, NY 10276-0907.

ADVANCED CERTIFICATE

A total of 20 points of course work is required (a maximum of 8 points may overlap with the credits required for the M.A. or Ph.D.): Proseminar in Poetics and the Origins of Literary Theory (G40.2001); Poetics and Theory Seminar (G40.2002); and three additional courses, of which one must cover either philosophy or rhetoric or be a theory survey, and two must be listed outside the student’s home department (cross-listing in the home department is allowed).

In addition to the five courses, students seeking the advanced certificate must present a paper at least once at one of the yearly workshops or conferences offered by the Program in Poetics and Theory. Students planning on participating in a conference or...
workshop develop a paper in the context of the Poetics and Theory Seminar, which focuses on a topic leading to the conference. This paper may be a chapter of the dissertation.

CONFERENCES
The Program in Poetics and Theory runs annual workshops with a large conference every three years, organized in cooperation with the Kleist Institute at the European University Viadrina in Frankfurt an der Oder (Berlin), Germany.

EXCHANGE PROGRAM AND TRAVEL
Ph.D. students may take advantage of an exchange between New York University and the Kleist Institute at the European University Viadrina in Frankfurt an der Oder (Berlin). The timing of the exchange is subject to approval by the student’s department and by the directors of the advanced certificate program. Students may take their MacCracken Fellowships abroad during a year in which they have no teaching responsibilities. Qualified students may also apply for stipends from the Deutsche Forschungsgemeinschaft for a sixth year of funding.

Courses

Proseminar in Poetics and the Origins of Literary Theory
G40.2001
Introduces students to the most important developments in the Western history of theorizing literature, its production, and its interpretation. Since many courses at NYU survey 20th-century literary theory, this course offers some historical background: it brings into conjunction pre- and post-18th-century traditions that rarely come into contact in the curriculum and are unlikely to be taught in one course. Issues include the definition of literary genres, differences in registers of style, the relation of pleasure to morality, of the practical to the aesthetic, and the transformation of these issues in post-Kantian theories of interpretation.

Poetics and Theory Seminar
G40.2002
One course every year is identified as the Poetics and Theory Seminar, which focuses on the subject matter of the conference so that students have a curricular framework for preparing a paper for the conference. This course is meant for students who are already at an advanced stage in their research.
The Department of Politics offers a Ph.D. degree in politics and terminal M.A. degrees in politics and in political campaign management. 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 comparative politics, international relations, 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 standard fields of political science and learn basic social science research skills.

**Faculty**

**Nathaniel Beck**, **Professor;** Ph.D. 1977, M.A. 1969, Yale; B.A. 1967 (mathematics and political science), Rochester. Political methodology; political economy; conflict (international and domestic); American politics.


**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; Silver Professor; Chair, Department of Politics.** Ph.D. 1971 (political science), M.A. 1968 (political science), Michigan; B.A. 1967, Queens College (CUNY). International conflict; foreign policy formation; the peace process.


**Youssef Cohen**, **Associate Professor.** Ph.D. 1979, M.A. 1975, Michigan. Comparative politics; methodology; formal theory.

**David B. H. Denoon**, **Professor.** Ph.D. 1975 (political science), Massachusetts Institute of Technology; M.P.A. 1968 (economics and public policy), Princeton; B.A. 1966 (economics), Harvard. Political economy; national security; U.S. foreign policy.


**George W. Downs**, **Professor; Dean for Social Sciences, Faculty of Arts and Science.** Ph.D. 1976, Michigan; B.A. 1967, Simon 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.

**Michael J. Gilligan**, **Associate Professor.** Ph.D. 1993, Harvard; M.A. 1989, Princeton; B.A. 1986, Wisconsin (Madison). International relations; political economy; international organization.

Jan Tomasz Gross, Professor; Associate Director, Center for European Studies. Ph.D. 1975 (sociology), Yale. Totalitarian regimes; East European politics; social consequences of war.

Catherine Hafer, Assistant Professor. Ph.D. 2001 (political science), Rochester; B.S. 1993 (economics), California Institute of Technology. Political economy; institutions; property rights; constitutional design.

Russell Hardin, Professor. Ph.D. 1971 (political science), Massachusetts Institute of Technology; B.A. 1964 (mathematics), Oxford; B.A. (highest honors) 1962 (mathematics), B.S. (high honors) 1962 (physics), Texas. Moral and political philosophy; rational choice; collective action.

Christine B. Harrington, Associate Professor. Ph.D. 1982 (political science, law minor), M.A. 1976 (political science), Wisconsin; B.A. 1974 (political science, history minor), New Mexico. Law and politics; the place of law in state formation, in the construction of political consciousness, and in social movements; litigation, dispute processing, and popular justice.

Anna L. Harvey, Associate Professor. Ph.D. 1995 (political science), M.A. 1990 (political science), Princeton; B.A. 1988 (political science), Ohio. Political economy; electoral politics; political parties.


James C. Hsiung, Professor. Ph.D. 1967 (political science), Columbia; M.A. 1961 (journalism), Southern Illinois; B.A. 1955 (comparative literature), National Taiwan. International law, politics, and organization; the interplay of the above three components, among others, of international relations; Asian Pacific international relations.

Farhad Kazemi, Professor; Politics, Middle Eastern and Islamic Studies. 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.

Dimitri Landa, Assistant Professor. Ph.D. 2002, Minnesota; B.A. 1994, California State. Social and political theory; philosophy of social science; political economy.

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); Agrégation 1973 (philosophy), École Normale Supérieure (Paris). Democratic theory; constitutional theory; history of political thought.

Fiona McGillivray, Assistant Professor. Ph.D. 1995, Rochester; B.A. 1987, Strathclyde (Glasgow). Comparative politics; international relations; political economy.

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. 1974 (political science); B.A. 1966 (government), Harvard. Latin American politics; U.S. foreign policy; political aspects of international migration.

Timothy P. Mitchell, Professor; Politics, Middle Eastern and Islamic Studies. Ph.D. 1984 (politics), Princeton; B.A. 1977 (law and history), Cambridge. Middle East politics; political economy; postcolonial theory.


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.


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.


Leonard Wantchekon, Associate Professor. Ph.D. 1995 (economics), Northwestern; M.A. 1992 (economics), British Columbia; Baccalauréat Série C 1977 (mathematics and physics), Benin (Nigeria). Political and economic development; comparative politics.

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 to 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 must complete 32 points of course work in the department, which must include the required courses listed under M.A. Program in Political Management in the Courses section. Before graduation, students must complete a major project applying their newly mastered skills to a practical problem in political campaigning under the guidance of a faculty member. 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 conjuction 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 a grade point 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 examination or by completing an intermediate-level foreign language 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.

VISITING FACULTY


Latin American politics; comparative politics; U.S.-Latin America relations.

FACULTY EMERITI

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 an 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 point 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 an M.A. degree from an equivalent institution 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 receive 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 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 receive an M.A. waiver) are required by the department to leave the program, save for exceptional circumstances.

Dissertation: After completing the qualifying examination, 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 receive 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 specify 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 dissertation 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 approves the dissertation and the dissertation committee agrees 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, comprising 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 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 passing 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 circumstances. 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.

Ph.D. Degree Program in Politics with an Emphasis in Near Eastern Studies: The program enables political scientists to acquire a regional specialization in the Near East. The program includes six courses on the Near East (four of them taken outside the Department of Politics) and several electives. For details, see the director of graduate studies.

Joint Ph.D. Degree Program in Politics and French Studies: For students interested in French and European politics, the department offers a joint Ph.D. degree program with the
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 the 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 each term.

POLITICAL PHILOSOPHY AND THEORY

Advisers: Brams, Hardin, Landa, Manin, Ollman.

History of Political and Social Thought G53.1100 Core course. Landa, Manin, Ollman. 4 points.
Major political thinkers of past and present. Special reference to enduring problems in political theory.

Methods of Political and Social Analysis G53.2106 Ollman. 4 points.
Nature and functions of theory, particularly Marxist dialectic, that attempt 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 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 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 Landa. 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 counterrevolutionary 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 Justice G53.2180 Brams. 4 points.
Survey of formal approaches to concepts of justice, fairness, and equity. Analysis of voting rules, apportionment systems, fair-division schemes, etc.

Seminar 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


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, Hafer. 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 Beck, Cohen. 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 decision theory, game theory, and social choice theory.

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. Hafer, Smith. 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 Beck, Cohen, Nagler. 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 Back, Nagler. 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

Advisors: Back, Gordon, Harrington, Harvey, Mead, Morton, Nagler, Randall.

American Political Institutions and Processes G53.1300 Core course. Gordon, Harvey, Mead, Morton. 4 points. Overview of public policymaking process; political participation, organization, and structure; governmental institutions.

American Legislative System G53.2302 Gordon. 4 points. Theory of councils and representation, legislative structures and behavior, reform of representative government.

Political Survey Research G53.2303 Pre- 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 Harvey, Nagler. 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 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 Prerequisite: 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 macroeconomic, 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 Brams.
Theories of Justice G53.2180 Brans.
Analytical Introduction to Political Economy G53.2502 Przeworski.
The Political Economy of Development G53.2536 Wood.
Diplomacy and Negotiation G53.2704 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 Gilligan.
International Political Economy 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, the 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.

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 G53.2533 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 postcommunist 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 specific Mexican traits. 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, Satyanath. 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 policymaking 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.


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 G53.277A 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.


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 the legal relationship 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 generally 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 without the permission of the director of graduate studies.

Required Courses

Introduction to Quantitative Political Analysis I G53.1120  Beck, Cohen. 4 points
See description under Political Methodology, above.

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.

Fund-Raising for Political Campaigns G53.1350 2 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.

Political Survey Research G53.2303 Pre- or corequisite: G53.1120. 4 points.
See description under American Politics, above.

Campaigns and Elections G53.2324 Harvey, Nagler. 4 points.
See description under American Politics, above.

Electives

Grassroots Mobilization G53.1303 4 points.
Strategies and techniques of mobilization are explored at the local level. Emphasis is on local elections and state and national level. Discussion includes use of local media, civic and nonprofit organizations, and special-interest groups.

Crisis and Issues Management G53.1304 2 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. Comparisons with 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 2 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 have 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 2 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 perspectives. Psychologists in the cognition and perception program focus on perception, action, memory, attention, language, and thinking. Social psychologists study persuasion and attitude change, stereotyping and prejudice, judgment and decision making, and how relationships form and develop. Community psychologists consider how social systems and social context influence development and functioning.

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 three specialty areas but can declare a minor specialty in a second area or declare a minor in quantitative psychology. 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. Developmental psychologists examine both cognitive and social functioning as it changes over the life span.

At the master’s level, students have the opportunity to sample graduate courses in a wide variety of topics and may participate in tracks in either industrial/organizational psychology or in general psychology.

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), California (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.

John A. Bargh, Professor; Silver Professor. Ph.D. 1981 (social psychology), M.A. 1979 (psychology), Michigan; B.S. 1977, Illinois. Automatic effects on perception, evaluation, and social behavior; consciousness; unconscious motivations.

Ned Block, Professor, Philosophy, Psychology. 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, Professor; Chair, Department of Psychology. Ph.D. 1989 (psychology), M.A. 1986 (psychology), Princeton; Licentiate in psychology 1984 (human experimental psychology), National Autonomous University of 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.

Barry H. Cohen, Director, M.A. Program. Ph.D. 1983 (experimental psychology), New York; M.A. 1975 (psychology), Queens College (CUNY); B.S. 1970 (physics), SUNY (Stony Brook). Psychophysiology; mental imagery; motor theory of thinking.


Clayton Curtis, Assistant Professor. Ph.D. 1999, M.A. 1997, Minnesota (Minneapolis); B.A. 1992, Texas (Austin). Working memory; inhibitory control; event-related functional magnetic resonance imaging (fMRI); psychophysiology.

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.


Leo Goldberger, Professor. Ph.D. 1958, New York; B.A. 1951, McGill. Stress and coping; the Holocaust and altruistic behavior; psychoanalytic theory.

Peter Gollwitzer, Professor. Ph.D. 1981, Texas (Austin); M.A. 1977, Ruhr-Bouhau (Germany); B.A. 1973, Regensburg (Germany). Self theory, global mind-sets, human motivation.

David Heeger, Professor, Psychology, Neural Science. Ph.D. 1987 (computer science), B.A. 1983 (mathematics), Pennsylvania. Postdoctoral fellow 1987-1990, Massachusetts Institute of Technology Media Lab. Functional magnetic resonance imaging (fMRI); visual pattern discrimination; stereo depth perception; visual motion perception; visual attention; visual awareness; visual impairments in developmental dyslexia.

Madeline E. Heiman, 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.

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.

Scott P. Johnson, Associate Professor. Ph.D. 1992 (developmental psychology), M.A. 1988 (developmental psychology), B.S. (honors) 1985 (psychology), Arizona State. Infant development; cognitive development; perceptual development; visual perception; eye movements; attention; computational modeling; neurophysiological foundations of vision and cognition; neurophysiological development.

John T. Jost, Associate Professor. Ph.D. 1996 (social psychology), M.Phil. 1993, M.S. 1992, Yale; M.A. 1993 (philosophy), Cincinnati. System justification theory; social cognition; interpersonal and group processes.


Joseph E. LeDoux, Henry and Lucy Moses Professor of Science; Professor, Neural Science, Psychology. Ph.D. 1977 (psychology), 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. Computation vision; measurement theory and methodology; mathematical models of perception and cognition.

Gary E. 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, Neuro Science; Vee Duan, 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 R. 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 Cleus 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.


Tom R. Tyler, Professor. Ph.D. 1978 (social psychology), M.A. 1974 (social psychology), California (Los Angeles); B.A. 1973, Cambolumbia. 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. 1931, Illinois; B.A. 1949, Queens College (CUNY). 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 (CUNY). Clinical judgment; cognitive styles; psychotherapy; psychoanalytic theories.

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 program 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 achieve a score of at least 530 in the verbal and quantitative sections as well as a score of 4.5 or above in the analytical writing section. In addition, international applicants must achieve a score of at least 600 (250 for 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 (G89.2016) 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: G89.2066, 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).

**FACULTY EMERITI**


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 at 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 general psychology (circle “Nondegree” at the top of the application form). Nondegree status is not available for I/O students. 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. 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-oriented 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 cognition and perception, community psychology, and social psychology. Students may also specialize in developmental psychology in conjunction with the cognition and perception, community psychology, or social psychology 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 and introductory statistics. The Graduate Record Examination (GRE) general test is required of all applicants. The GRE psychology test is not required. 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 Test of English as a Foreign Language (TOEFL), including the writing test.

Degree Requirements: Formal requirements for the doctorate in psychology include the satisfactory completion of 72 points, (at least 32 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 the equivalent; and presentation of an acceptable dissertation. After completion of the required number of points, doctoral students maintain matriculation by fee each semester until completion of the dissertation. 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.

Five years of postbaccalaureate study are usually required to complete the Ph.D. degree; however, no more than seven years may elapse between matriculation and the completion of all degree requirements. 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 completion of research that contributes significanly 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

Cognition and Perception: Research programs in cognition and perception focus on six areas: perception and attention (Carrasco, Hawken, Heeger, Johnson, Kaufman, Krauskopf, Landy, Lennie, Maloney, Movshon, Pelli, Rubin, Shapley, Simoncelli); memory and cognition (Aaronson, Carrasco, Curtis, Glanzer, McElree, Phelps, Rehder, Snodgrass); language and psycholinguistics (Aaronson, Marcus, McElree, Murphy); the physiological bases of behavioral, cognitive, emotional, and sensory processes (Coons, Curtis, 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 reading, syntactic and 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 the 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, development, 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 three years of the program, students take a variety of courses covering issues such as the conceptualization and measurement of transactions between people and settings, the design and implementation of preventive interventions, statistics, and methodology. They also complete a one-year supervised practicum in which they are engaged in community action. Students are involved in research throughout their academic career and publish articles and present papers in seminars and at national conferences. Students are funded with research assistantships, teaching assistantships, and fellowships.

NYU has been a part of community psychology since its inception as a field. The University’s New York City location provides students with opportunities to focus on important issues in the lives of diverse populations, including immigrant families, homeless adults and children, and racially diverse and gay and lesbian youth. At present, faculty and student research interests include effects of homelessness on children and families, racial socialization practices within black families, school transitions among urban adolescents, cultural differences in adolescent parent-peer relationships, and HIV risk and prevention.
Social Psychology: The social psychology program offers research training within a unifying social-cognition and social-interaction framework; ensures extensive training in advanced statistical techniques; and provides opportunities for active collaboration with cognitive, developmental, and organizational psychologists. Research in the program is funded in part by government grants, which contribute to the computerized laboratory environment as well as provide support for many students for their first four years in the program. All faculty are on editorial boards of major journals in social, developmental, and personality psychology, and all have served as editors of these journals as well.

The program encourages faculty-student interaction, and students regularly present papers at regional and national psychology association meetings. Recent graduates have joined the faculty of major universities and have taken positions in both public (e.g., medical schools) and private sectors. An active colloquium series regularly features leading figures from around the world. Visiting faculty and postdoctoral students also contribute to students’ training.

Faculty research interests include attitudes and persuasion; automatic processes in social perception, motivation, and behavior; affect and cognition; developmental social cognition, sex roles, and social comparison processes; judgment and decision making; relationships, health psychology, and stress; stereotyping and trait inferences; sex bias in work settings, dynamics of stereotyping, and consequences of preferential selection procedures; conflict and negotiation, mediation; and social justice, organizational/social psychology, psychology of authority, legal psychology, and survey research/field research. The social psychology laboratories provide computer-based experimental facilities to study cognitive, affective, and motivational responses to social stimuli in a controlled environment; a place for social interaction (either in person or over the Internet); rooms for small groups and personality research; and extensive computer facilities for data analysis and experiment preparation. There is also a large subject pool of undergraduates each semester, and diverse subject populations are available off-site.

See also Developmental Training Program, below.

Developmental Training Program: The Department of Psychology at New York University offers a unique program of study in developmental psychology. Students who participate in the training program enroll in the developmental concentration within one of the department’s core areas (cognition and perception, community psychology, or social psychology). 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 present their research at the seminar, and students have the opportunity to discuss their work with them. The developmental concentration at New York University is certified by New York State and will therefore be registered on the student’s transcript.

Quantitative Psychology: Quantitative psychology involves mathematical representations of behavioral data, using statistical analysis and measurement models as well as direct mathematical models of psychological phenomena. All areas of psychology can be approached from a quantitative perspective, so it is possible to pursue a quantitative minor from any of the doctoral specialty programs.

To qualify for the quantitative minor, students take elective courses in advanced statistical and/or mathematical topics and demonstrate an ability to communicate mathematical approaches clearly. Quantitative faculty research interests include multivariate statistical methods, exploratory data analysis, analysis of similarity data, and mathematical models of perceptual systems. A limited number of fellowships for quantitative students with interest in mental health research are available through a training grant funded by the National Institute of Mental Health (NIMH).

SUMMER TEACHING PRACTICUM

Advanced doctoral graduate students are invited to apply to participate in this supervised teaching experience. Selected students serve as adjunct instructors for undergraduate summer school courses. They are assigned an experienced faculty mentor and participate in a variety of workshops, evaluations, and other exercises for the purpose of improving their teaching skills. Applicants are admitted to the program on the basis of their seniority in their doctoral training programs, their relevant experience as teaching assistants, the appropriateness of the training for their career objectives, and their standing in their graduate programs.
POSTDOCTORAL TRAINING IN STATISTICS AND MENTAL HEALTH

The department supports a training program in mental health statistics with funding by the National Institute of Mental Health. Postdoctoral fellows study formal statistics (probability and inference) and advanced data analytic methods while conducting mental health research.

FACILITIES

The Department of Psychology maintains laboratories, classrooms, project rooms, and a magnetic resonance (MR) neuroimaging facility in an 11-story building near Washington Square Park. Modern laboratories are continually improved through grants from foundations and federal agencies.

The Center for Brain Imaging houses a dedicated 3-Tesla Siemens MR system for the use of faculty and students interested in research using function brain imaging. The center includes faculty members from both the Department of Psychology and the Center for Neural Science, as well as individuals whose expertise is in MR physics and statistical methods for analysis.

The department maintains several computer classrooms and laboratories, and the University offers technical courses on emerging computational tools. Faculty laboratories are equipped with specialized computer equipment within each of the graduate programs. The department collaborates closely with the Center for Neuroscience in maintaining a technical shop.

Animals are used in studies of learning, neurophysiology, neuroanatomy, and the physiological bases of behavior. Students who work with animals receive training in animal health and handling procedures and in the appropriate use of animals in scientific investigation. The University’s animal facilities are modern and are maintained in accordance with the strict regulations of the U.S. Public Health Service and the Department of Agriculture.

DEPARTMENTAL FINANCIAL AID

Students admitted to the doctoral program are funded through a combination of fellowships, assistantships, and training grants. These funding mechanisms cover tuition and provide a stipend. Doctoral students in good standing are typically supported for five years, through a combination of internal and external sources. In addition, summer research stipends are available on a competitive basis.

In conjunction with financial aid packages, doctoral students are asked to serve as teaching assistants to faculty who teach undergraduate psychology courses or graduate statistics courses. Workshops on effective teaching methods and support for first-time assistants are provided. Depending on the sources of financial aid, doctoral students have two to five semesters of teaching experience over the first ten semesters.

Advanced students who have completed at least 12 points in the Master of Arts programs may request teaching assistant assignments, which provide stipends. These assignments are made on a competitive basis. Departmental fellowship and scholarship support is not available to students in the Master of Arts programs.

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the GSAS Application for Admission and Financial Aid.

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.

Introductory 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 Staff. 3 points.

The development of psychanalysis 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 Staff. 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

G89.2014 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 Staff. 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.

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. Eggebien. 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 ordered psychological functioning as classified by the current psychiatric nomenclature. Focuses on a select number of major diagnostic entries. 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 Staff. 3 points.

Health Psychology G89.2051 Ruhland. 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 Reis. 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 Staff. 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 Maris. 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.

**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.* Eggebeen. 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

*Prerequisites: 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.* Eggebeen. 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 motivational theories 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

*Lohrenz. 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.* Dattner. 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 considered 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

*Samstag. 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.* Aarson. 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. Simonszeli. 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 theories 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.

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.

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.

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 Anderson. 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** G89.2235 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.

**ANOVA** G89.2239 Prerequisite: G89.2228. 3 points.

Complex analysis of variance designs and their computation.

**Individual Behavior in Organizations** G89.2241 3 points.

Theory and research regarding attitudes and motivation of members of work organizations.

**Social and Group Behavior in Organizations** G89.2242 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, performance, and decision making; organizational culture, design, and development; and international dimensions of organizational psychology.

**Psychometric Test Theory** G89.2243 Prerequisites: 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. Maloney. 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. Shrout. 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. Shrout. 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.

**Research Seminar in Industrial/Organizational Psychology** G89.2252, 2253 Prerequisites: 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 course 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.

**Intervention and Social Change** G89.2269 Prerequisite: G89.2290. Seidman, Yoshikawa. 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.

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.

Seminar in Psycholinguistics G89.3210  May be repeated for credit. Marcus, McElree. 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. Staff. 3 points.  
Focuses on 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 G89.3233
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 attention, and fMRI methods in perception.

Behavioral Neuroscience G89.3241
Identical to G80.3241. Prerequisite: G89.2202 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.

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 per term.
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 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 social psychology. 3 points.
In-depth examination of a current research area in organizational psychology.

Dissertation Research
G89.3301, 3302 May be repeated for credit; however, no more than 6 points may be counted toward the 72 points required for the doctoral. 3 points per term.
Discussion of proposals and methodology for doctoral dissertation, planning of dissertation work, and reports of progress.

Preproposal Research 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.

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.

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.
Admission: The requirements for admission to the NYU Postdoctoral Program in Psychotherapy and Psychoanalysis are:

1. A doctoral degree from a program in clinical psychology or a related area of study.
2. Two years of supervised experience in individual adult psychotherapy.
3. Eligibility for state certification/licensing in a mental health discipline.

Program Requirements: Candidates must satisfactorily complete 36 points of course work. They are afforded considerable flexibility in their selection and scheduling of courses and in their rates of progress through the program. Enrollment in a minimum of one course per semester is required.

Candidates are required to complete 300 hours of personal analysis at a minimum of three sessions per week. This analysis must begin prior to initiating work with a clinic patient, and it must be concurrent with at least one year of the treatment of a clinic patient. The candidate’s training analyst must have had, at the commencement of the candidate’s analysis, five years of experience following graduation from an analytic training program. Moderate-cost psychoanalysis is made available to students by many members of the faculty. For further information regarding moderate-cost analysis, candidates may speak with the program director, Dr. Lewis Aron.

Candidates are evaluated by faculty following completion of each course and by supervisors following each supervisory experience. Candidates’ progress is monitored by the Progression Committee, which may require additional course work, supervision, clinical experience, or personal analysis.

Curriculum: The central thrust of the program is to provide the opportunity to study with faculty representing major orientations in contemporary psychoanalytic theory and practice. Students are therefore encouraged to take courses reflecting differing points of view. For those who prefer to concentrate on one orientation, the program offers a systematic course of study in a modern Freudian, interpersonal, relational, and independent orientations, and it is unique in offering comprehensive training in these various schools. Each orientation has an internationally known teaching faculty and outstanding clinical supervisors. Contemporary psychoanalysis has become increasingly pluralistic, and the postdoctoral program’s community of scholars and practitioners has made a significant contribution to the field.

Program and Requirements

The program is designed to provide advanced education of postdoctoral mental health professionals in the theory and practice of psychotherapy and psychoanalysis. Established in 1961 for psychologists, who at that time found it difficult to obtain formal training in psychoanalysis, the New York University Postdoctoral Program in Psychotherapy and Psychoanalysis was the first psychoanalytic training program sponsored by a university graduate school of arts and science. It is now the largest psychoanalytic training program in the country.

The program offers a diverse curriculum, comprising modern Freudian, interpersonal, relational, and independent orientations, and it is unique in offering comprehensive training in these various schools. Each orientation has an internationally known teaching faculty and outstanding clinical supervisors. Contemporary psychoanalysis has become increasingly pluralistic, and the postdoctoral program’s community of scholars and practitioners has made a significant contribution to the field.
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, to discuss individual questions and planning.

Theory of Psychoanalytic Technique I, II G89.4450, 4451 Ellman, Levy. 2 points per 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 Lavy-Warren. 2 points.

Development of Psychoanalytic Theory I G89.4458 First, Tucker. 2 points.

Development of Psychoanalytic Theory II G89.4459 Freudman, Grunen. 2 points.

Neurotic Personality Organization G89.4460 Druck. 2 points.

Character Disorders G89.4461 R. Lasky. 2 points.

Comparative Clinical Experiences G89.4463 I. Steingart. 2 points.

Treatment of Borderline and Narcissistic Disorders and Case Seminar G89.4464 Harvich. 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 Frankel. 2 points.

Psychoanalytic History and Changes in Technique G89.4501 Bergmann. 2 points.

British Kleinian Work Since 1957 G89.4502 First. 2 points.

Contemporary Freudian Psychoanalysis G89.4503 Gudeman. 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 Feltman. 2 points.

Gender and Envy G89.4520 C. Ellman. 2 points.

Continuous Case Seminar on the Nontransference Psychoanalytic Treatment Relationship G89.4525 Grunen. 2 points.

Interplay of Psyche and Soma G89.4532 Slauter. 2 points.

Freudian Psychoanalysis: A Century of Conflict G89.4534 Pine. 2 points.

Shame and Narcissism: Developmental Issues and Clinical Approaches G89.4535 Libbey. 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, 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’Ercole. 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.

Foundations of Interpersonal Psychoanalysis: Sullivan and Fromm G89.4436 Atkins, Grey. 2 points.

The Individual in Family Context G89.4438 Gerson. 2 points.

Special Topics in Interpersonal Psychoanalysis: Three Senior Interpersonal Psychoanalysts at Work G89.4441 Lesser, Levenson, Lippman. 2 points.

Clinical Seminar on Dreams G89.4443 Blechman. 2 points.

Psychoanalytic Therapy: The Experience of Analyst and Patient G89.4446 Basexen. 2 points.
Character, Self, and Psychoanalysis
G89.4495  Ficaloni. 2 points.

The Relevance of Science to Psychoanalysis G89.4531  Sugg. 2 points.

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 chairs of the faculty in the relational area of study, Dr. Muriel Dimen (mdimen@psychoanalysis.net) and Dr. Neil Skolnick (njspsy@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  Fusshage. 2 points.

Case Seminar in Relational Psychoanalysis G89.4472  2 points.

British Object Relations Theory: Fairbairn and Guntrip G89.4474  Skolnick. 2 points.

Alternative Perspectives in Analytic Therapy G89.4476  Wachtel. 2 points.

Winnicott: The Evolution and Impact of His Work G89.4477  Slochower. 2 points.

Relational Concepts: An Integrative Seminar G89.4478  2 points.

Clinical Seminar in Psychoanalytic Process G89.4479  Bronberg. 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  Bass. 2 points.

Sexuality in Relational Perspective G89.4496  Dimen. 2 points.

Introduction to Relational Models of Psychoanalysis and Their Implications for Treatment G89.4497  Altman. 2 points.

Current Perspectives on Dreaming: Theory, Research, and Practice G89.4499  Fusshage. 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  Leichmann. 2 points.

Advanced Seminar on Sexuality in Relational Perspective G89.4511  Dimen. 2 points.

The Work of Sandor Ferenczi G89.4521  Berman. 2 points.

Psychoanalytic Thinking on Affect G89.4528  Stein. 2 points.

Ferenczi and Relational Psychoanalysis G89.4530  Ragen. 2 points.

Self Psychology: Theory and Clinical Applications, Part I G89.4533  Clement. 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. Bruce Bernstein (bruce.b.bernstein@verizon.net), 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.

Lacanian Psychoanalysis G89.4523  Fehér-Gurewich. 2 points.

The Musical Edge of Therapeutic Dialogue: Nonverbal Dimensions of Psychoanalytic Activity G89.4527  Knoblauch. 2 points.

INTERDISCIPLINARY COURSES
Narrative and Trauma G89.4524  Offered jointly with the Department of English/Institute for the History of the Production of Knowledge. Sue Grand. 2 points.
PROGRAM IN
Religious Studies

285 MERCER STREET, ROOM 903 • NEW YORK, NY 10003-6653 • 212-998-3756 • FAX: 212-995-4827
E-MAIL: religious.studies@nyu.edu • WEB SITE: www.nyu.edu/fas/religiousstudies

DIRECTOR OF THE PROGRAM:
Associate Professor Angela Zito

DIRECTOR OF GRADUATE STUDIES:
Associate Professor Angela Zito

The Program in Religious Studies explores religious practices as important aspects of social life. We include three related approaches: examination of primary texts and artifacts; analysis of the ideas and activities that have contributed to the development of various religions; and interdisciplinary exploration of the theories and methods used in the study of religion. It should be stressed that the M.A. in religious studies 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 of Arts and Science (including the Departments of Anthropology, Classics, English, Hebrew and Judaic Studies, History, Middle Eastern and Islamic Studies, and Philosophy and the Program in Medieval and Renaissance Studies) and in the Tisch School of the Arts (the Department of Performance Studies). The program also has close ties to the Center for Religion and Media. 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 (12 points per semester) complete the program in two years.

Faculty


Francis E. Peters, Professor, Middle Eastern and Islamic Studies (Religious Studies), History, Ph.D. 1961 (Islamic studies), Princeton; M.A. 1952 (philosophy and Greek), B.A. 1950 (classics), St. Louis.

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

Gage Averill, Music; Barbara Browning, Performance Studies; Mary J. Carruthers, English; Peter J. Chelkowski, Middle Eastern and Islamic Studies; Michael Gilsenan, Middle Eastern and Islamic Studies; Faye Ginsburg, Anthropology; Center for Media, Culture, and History; Ogden Goelet, Middle Eastern and Islamic Studies; Bernard Haykel, Middle Eastern and Islamic Studies; Alfred Ivry, Hebrew and Judaic Studies; Penelope Johnson, History; Marion Katz, Middle Eastern and Islamic Studies; Barbara Kirshenblatt-Gimblett, Performance Studies; Karen Ordahl Kupperman, History; Thomas F. Mathews, Fine Arts; José Esteban Muñoz, Performance Studies; Fred Myers, Anthropology; Nancy Freeman Regalado, French; Edward H. Roesner, Music; Avital Ronell, German; Jeffrey L. Rubenstein, Hebrew and Judaic Studies; Lawrence H. Schiffman, Hebrew and Judaic Studies; Mark Smith, Hebrew and Judaic Studies; Diana Taylor, Performance Studies; Sinclair Thomson, History; Evelyn Birge Virzi, French; Peter Wosh, History.
## Program and Requirements

**Admission:** Decisions on admission to the graduate religious studies program are based on several factors. Undergraduate transcripts, Graduate Record Examination (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 coursework 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. **Theories and Methods in the Study of Religion** (G90.1001), formerly titled Approaches to the Study of Religion.
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-language source 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-language sources 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**

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the GSAS Application for Admission and Financial Aid.

## Courses

All graduate courses offered in religious studies carry 3 points each. For listings of course offerings by semester, please visit the program’s Web site.

### Theories and Methods in the Study of Religion

**G90.1001** 
Formerly titled Approaches to the Study of Religion. 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.

### 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, Bultmann, 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 non-dualistic 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.

### 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 and the time of Luther and Calvin.

### Colloquium: Christian Monasticism—Its History and Culture

**G90.1455** 
Identical to G57.2114. 3 points.

### Origins of Christianity

**G90.1470** 
Identical to G57.2020. 3 points.

### Topics in the Bible

**G90.1330** 
Identical to G78.3311. 3 points.

### Topics in the Bible

**G90.1330** 
Identical to G78.3311. 3 points.

### Topics in the Bible

**G90.1330** 
Identical to G78.3311. 3 points.

### Topics in the Bible

**G90.1330** 
Identical to G78.3311. 3 points.
Contemporary Christian Thought
G90.1473  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 Qur’an
G90.1502  3 points.
Study of the life and the teachings of the Prophet; analysis of the Qur’an; introduction to the problem of Hadith; 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 G57.1806.  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.

Women and Gender in the Middle Ages
G90.2109  Identical to G57.2109.  3 points.

The 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
G90.2475  Identical to G14.2333.  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 G57.3116.  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.
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. 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, culture, and art and such specialized courses as translation and teaching methodology. Students may acquire further practical experience through internships.
**Program and Requirements**

**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.

**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 Lounsbery. 4 points.

Introduction to Russian and Slavic studies. Subjects include compiling bibliographies, information retrieval, the Internet as a research tool, and critical terminology and theory.

**RUSSIAN LITERATURE AND CULTURE**

Seminar in 19th-Century Russian Literature G91.1006 Lounsbery, Rudy. 4 points.

Seminar in 20th-Century Russian Literature G91.1092 Borenstein, Rudy. 4 points.

Russian Poetry G91.2002 Lounsbery, Rudy. 4 points.

Russian poetry from romanticism to symbolism, including works of Tiutchev, 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 Fonvisin, Griboevod, Pushkin, Gogol, Turgeniev, Ostrovsky, Sukhovo-Kobylin, Chekhov, Gorky, Sologub, Blok, and Mayakovski.

**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, Tiutchev, Martlnsky, and Gogol. Discusses poetic and prosaic genres, imagery, and symbolism, as well as significant Western European influences relevant to the movement.

**Modern Russian Painting** G91.2101 Douglas. 4 points.

Surveys painting in Russia from 1880 to 1930 and the development of modern styles, including symbolism, cubo-futurism, suprematism, and postsuprematism. 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 Konarevski, Dobrolubov, Balmont, Briusov, Merezhkovsky, Gippius, and Sologub. The younger generation includes Blok, Bely, Ivanov, and Annensky.

**Theory of the Avant-Garde, East and West, 1890-1930** G91.2103 Identical to G65.1142. Rudy. 4 points.

Examines movements of the avant-garde—cubism, futurism, imagism, vorticism, constructivism, dadaism, and surrealism—in their international and interdisciplinary perspectives.

**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 GSAS Application for Admission and Financial Aid.

Attention is given to the interrelation and mutual influence of visual and verbal art.

**Russian Painting in the 1920s**

G91.2105 Seminar. Douglas. 4 points.

Surveys painting in Moscow and Leningrad after the Revolution. Considers styles ranging from constructivism to surrealism, expressionism, and realism and political and social critical issues.


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.

**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**
Lounsbery, 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**
Lounsbery, 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**
Lounsbery, 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**
Lounsbery, 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**
Lounsbery, 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, Lounsbery, Rudy. 4 points.

**Culture of Modernity: Case Eisenstein G91.2900**
Identical to G92.2900. Seminar. Lampolski. 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 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 (1) Politics, Power, and Protest; (2) Gender and Inequality; (3) Crime, Law, and Deviance; (4) Political Economy; and (5) 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.
Science; public policy; race and ethnicity; deviance.

**Thomas Ertman, Associate Professor.**
Comparative/historical sociology; political sociology; theory.

**David Garland, Professor.**
Criminology; social control and theory.

**Kathleen Gerson, Professor.**
Ph.D. 1981 (sociology), M.A. 1974 (sociology), California (Berkeley); B.A. 1969 (sociology), Stanford.
Gender; the family; work-family linkages.

**Jeff Goodwin, Associate Professor.**
Social theory; social movements and revolutions; nationalism.

**David F. Greenberg, Professor.**
Sociology of sex; criminology; sociology of law.

**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.

**Barbara Heyns, Professor.**
Education; social stratification; social institutions.

**Ruth Horowitz, Professor.**
Social control; qualitative methodology; social psychology.

**Robert Max Jackson, Associate Professor.**
Ph.D. 1981 (sociology), M.A. 1974 (sociology), California (Berkeley); B.A. 1971 (psychology and sociology), Michigan.
Gender inequality; stratification; economy and society.

**Guillermina Jasso, Professor.**
Theory; international migration; social justice.

**Eric Klinenberg, Assistant Professor.**
Ph.D. 2000 (sociology), M.A. 1997 (sociology), California (Berkeley); B.A. 1993 (history, philosophy), Brown.
Urban sociology; race/ethnic/minority relations, theory.

**Edward W. Lehman, Professor.**
Ph.D. 1966 (sociology), Columbia; M.A. 1959 (sociology), B.S. 1956 (sociology), Fordham.
Political sociology; sociological theory; sociology of organizations.

**Steven Lukes, Professor.**
Social theory; political theory; moral philosophy.

**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.

**Gerald Marwell, Professor.**
Ph.D. 1964 (sociology), M.A. 1959 (sociology), New York; B.S. 1957 (business and engineering), Massachusetts Institute of Technology.
Collective behavior/social movements; religion; social psychology.

**Harvey Molotch, Professor.**
Environmental sociology; urban sociology; cultural sociology.

**Hyun Ok Park, Assistant Professor.**
Sociology (East Asian Studies). Ph.D. 1994 (sociology), California (Berkeley); M.A. 1986 (sociology), Hanyang (Mann); 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.

**Sandra Smith, Assistant Professor.**
Stratification/mobility; race/ethnic/ minority relations; urban sociology.

**Judith Stacey, Professor.**
Ph.D. 1979 (sociology), Brandeis; M.A. 1968 (American history), Illinois (Chicago); B.A. 1964 (social studies), Michigan.
Family; sex and gender; theory.

**Lawrence L. Wu, Professor; Chair, Department of Sociology.** Ph.D. 1987 (sociology); B.A. 1980 (sociology and applied mathematics), Harvard.
Family; demography; quantitative methodology.

**AFFILIATED FACULTY IN OTHER DEPARTMENTS**

**James Jacobs, School of Law; David Jacobson, Robert F. Wagner Graduate School of Public Service.**

**FACULTY EMERITI**

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 obtain 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 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) 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: The required two written examinations are organized around areas that the student has studied in consultation with members of the faculty. These two written examinations should be taken by the end of the third year of full-time study. The examination process 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 social 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.

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 authorship 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 GSAS Application for Admission and Financial Aid.

Courses

All courses carry 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 each term.

SOCIOLOGICAL THEORY

Classical Sociological Theory (1848-1950) G93.2111
Examines major figures of modern sociology, including Marx, Durkheim, Weber, and Simmel. 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) 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) 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) 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*
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 recurrent 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, ethnmethodology, 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 macro-sociology: 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.

Methods and Statistics I, II, III

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

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

Introduction to theoretical methodology and the philosophy of social science. Addresses basic and recurrent 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, ethnmethodology, structuralism, and Marxist dialectics.

Research Formulation and Design

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

Prerequisite: knowledge of basic statistics and methods.
Overview of issues in historical and comparative methodology in macro-sociology: 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

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

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 Social Movements G93.3153

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, paraprofessional 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 G93.2463
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 and the Andrés Bello Chair bring distinguished scholars of Spanish and Spanish American culture to the University. 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 and the Center for Latin American and Caribbean Studies enable New York University to further strengthen its academic courses for the study of Spain, Latin America, and the Spanish- and Portuguese-speaking worlds. Both Centers develop interdisciplinary programs focusing on the social sciences and the humanities.

The department collaborates on 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 NYU in Madrid program is the oldest and most distinguished program of its kind, providing an unparalleled opportunity to study with Spanish scholars and writers. It offers the M.A. degree in Hispanic literatures and the M.A. degree in Hispanic language and cultures.

Comparative literature of the Americas; literature and the nation; gender and culture; literature and cultural politics.

Faculty

Gerard L. Aching, Associate Professor. Ph.D. 1991 (Romance studies), Cornell; B.A. 1982 (political science), California (Berkeley).

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 (CUNY).

Miriam de Mello Ayres, Senior Language Lecturer. Ph.D. 1993 (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.


Modern and contemporary Spanish and Spanish American literature; poetry and poetic theory; creativity, artificiality, and agency; intelligibility in tragedy and modern subjectivity; the tension between ethics and politics; García Lorca; Emmanuel Levinas.

Ana María Dípico, 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.

Georgina Dípico-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.

James D. Fernández, Associate Professor; Chair, Department of Spanish and Portuguese Languages and Literatures. Ph.D. 1988 (Romance languages and literatures), Princeton; B.A. (magna cum laude) 1983, Dartmouth College.

Nineteenth- and 20th-century Spanish literature; autobiography in Spain; Peninsular and Latin American literary relations.

Early modern Spain; colonial Latin America; early modern Europe; intellectual and cultural history; empire, nation, and race; power and propaganda.

Sibylle Maria Fischer, Associate Professor. Ph.D. 1995 (comparative literature/Spanish and Portuguese), Columbia; M.A. 1987 (Latin American studies, philosophy, German literature), Free University of Berlin.

Caribbean and Latin American literatures (Spanish, Portuguese, French); culture and politics in the 19th century; literature and philosophy; cultural, aesthetic, and political theory; the Black Atlantic; the Haitian Revolution.

Kenneth L. Krabbenhoft, 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.

Early modern Spanish rhetoric and poetics (Góngora, Quevedo, Gracián); the Western mystical tradition, especially the Spanish 16th century and the kabbalah of the Spanish diaspora; Portuguese and Brazilian literature (Clarice Lispector, Sofia de Melo, Pessoa, Saramago); science fiction; and translation.

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; emigre literature.


Brazilian literature; modern poetry; feminist theory.

Mary Louise Pratt, Professor, Spanish and Portuguese Languages and Literatures, Comparative Literature; Silver Professor. Ph.D. 1975 (comparative literature), Stanford; M.A. 1971 (linguistics), Illinois (Urbana-Champaign); B.A. 1968 (modern languages and literature), Toronto.

Latin American literature and culture; literary and cultural theory; postcolonial and Empire studies; gender and culture; nonliterary narrative.

Silvia Rosman, Assistant Professor. Ph.D. 1993, Princeton; B.A. 1983, Cornell. Twentieth-century Latin American literature and culture; nation and community; ethics and politics in narrative and visual culture; cultural criticism; and political theory.


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.

Diana Taylor, Professor, Performance Studies, Spanish and Portuguese Languages and Literatures; Director, Hemispheric Institute on Performance and Politics. Ph.D. 1981 (comparative literature), Washington; M.A. 1974 (comparative literature), National (Mexico); Certificat d’Etude Supérieures 1972, Université Aix-Marseille; B.A. 1971 (creative writing), University of the Americas (Mexico).

Latin American and U.S. theatre and performance; performance and politics; feminist theatre and performance in the Americas.

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 (CUNY).

Latin American avant-gardes; cultural studies; and cultural policy studies.

FACULTY EMERITI


Admission: The department accepts only students of outstanding promise, as evidenced by their academic records, statement of purpose, and writing sample. 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.

M.A. written examination. Depending on the results of this examination, an oral examination may also be required.

M.A. written examination. Depending on the results of this examination, an oral examination may also be required.

M.A. written examination. Depending on the results of this examination, an oral examination may also be required.
advanced training or those who wish to enhance their general knowledge of Hispanic cultures. 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 32 points, with a grade of B or better in 24 points of study, including Critical and Theoretical Approaches to Literature and Culture (G95.9991), and must pass an M.A. written examination and if necessary an oral examination.

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. There are two required courses: Methodology of Spanish Language Teaching (G95.1120) and Doctoral Seminar: Dissertation Proposal Workshop (G95.3545). Also required is a course in Luso-Brazilian literature (for Hispanic literatures students) or a course in Hispanic literature (for Luso-Brazilian literature 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 courses in Spanish and Portuguese. 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.

Foreign Language Requirement: Reading knowledge of a research language is required for admission to the doctoral program and should be demonstrated by the end of the third semester of full-time graduate study. The choice of that language (exclusive of Spanish or Portuguese) should be consistent with the student's interest and contemplated field of specialization (e.g., Latin for a medievalist, Italian or German for a scholar of early modern Spain, French for a contemporary Hispanist, etc.) and should be decided upon in consultation with the director of graduate studies. Reading ability in these languages is tested by the methods outlined in the Degree Requirements section of this bulletin.

Comprehensive Examination: The Ph.D. examination may be taken only after the completion of 68 points. It is a written examination based on six fixed reading lists and designed to test each student's competence in five of six research fields (medieval, early modern Spain, modern Spain, colonial Latin America, modern Latin America, and Brazilian) as well as in his or her dissertation topic. Although students must always be examined in their major field, they reduce the number of additional fields in which they are to be examined by completing two courses (with a grade of at least B) in each field they wish to eliminate from the examination. A maximum of two reading lists may be eliminated in this way. Although students must pass the Ph.D. examination to continue in the program, a passing grade does not automatically mean that the student will be allowed to go on to work on a dissertation proposal.

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 or in related fields 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 literatures and a Master of Arts degree in Hispanic language and cultures 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 Critical and Theoretical Approaches to Literature and Culture (G95.9991) and a written examination. 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. A student wishing to enter the doctoral program in New York must go through the normal application process.

Inquiries should be addressed to the Director of Study Abroad for NYU in Madrid, Department of Spanish and Portuguese Languages and Literatures, New York University, 19 University Place, 4th Floor, 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 GSAS Application for Admission and Financial Aid.
Courses

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 “jarachs” and Cantar de mio Cid through Libro de buen amor and La 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, picaresque, 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, F. 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—the 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 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 Ruibal.

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 cantar 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 costumbrismo through the avant-garde and nouveau roman. All major authors of the genre from Larra through Juan Benet.

Spanish Medieval Epic and Mester de Clercèia G95.2141 4 points.
Examines two major forms of narrative poetry in the Spanish Middle Ages: the “popular” epic of the “juglares” 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 multireligious society. Works of Don Juan Manuel and Alfonso X as well as biographies by Pérez 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, Caballero Cifan, Amadís de Gaula, and Corbacho.

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 romances 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 “sutta poética” 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.

Mysticals 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 Gómex Manrique; later works of Juan de Encina, Torres Naharro, and Gil Vicente.

Golden Age and Baroque Theatre G95.2325 4 points.
The development of the comedia from the late 16th century through the canonization of national norms in Lope’s Arte nueva 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 dama 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, Novelas Ejemplares, and Persiles y Sigismunda are studied.

The Picareque 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, Guzmán de Alfarache, and El Barto. Reference also to works of Vélez de Guevara, Vicente Espinel, and Cervantes.

Quevedo and Gracián G95.2476 4 points.
The literature of the Counter-Reformation in Spain. Major topics: the picareque, Menippean satire, theory of state and statesmanship, the education of the prince, Senecan prose style, and neostoicism.

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 Pulifemo and Soledades de Góngora, the Primero Sueño, 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 philosophical, literary, 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 Féjóo, Blanco White, and Sarmiento speak for the Spanish-speaking world, along with the art of Goya.

Contemporary Spanish Novel G95.2833 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 G95.2843 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. Miguel Hernández, Claudio 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 Velázquez, 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.

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, Mármol, Mera, and Villaverde.

The Literature of the Gaucho G95.1614 4 points.
Examination of the roots of virgplatense culture: the polemical issue of national identity, the dialectic of city versus pampa, the transformation of the gaucho into national myth. Texts 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 range 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.

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, Alegría, 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, Mariátegui, Carpenter, 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 Carpenter, Cortázar, Fuentes, García Márquez, Vargas Llosa, Onetti, and Rulfo.

Baroque and Neobaroque Literature G95.2211 4 points.
Study of the neobaroque in Spanish American poetry 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, Darío, Martí, Rodó.

From Modernismo to Vanguardia: Aesthetics and Ideology G95.2677 4 points.
Scrubury 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 Bosco, Luis Rafael Sánchez, and Julia de Burgos.

Literature of the Fantastic in Spanish America G95.2737 4 points.
Examines the theoretical formulations of Poe, Caillois, and Todorov. Reads major authors in this modality: Quiroga, Borges, Macedonio Fernández, Felisberto Hernández, Cortázar, Bioy Casares, and Onetti.

The Essay in Spanish America G95.2765 4 points.
The essay as social commentary, ideological manifesto, 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, campesino 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, Goysisolo, 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.

Common themes in the literature of the Americas: the frontier (Cooper/Sarmiento); Poe in Spanish America (Quiroga/Cortázar); 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 Rufíno, Graciliano Ramos, Severo Sarduy, and João Guimarães Rosa.

New Voices in Mexican Narrative G95.2943 4 points.
Study of Mexican literature after 1968/Tlatelolco. Topics include testimony and the marginal voice, subversion and demythologization, redefinition of narrative structure and language, and women’s voice.

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.
Borges G95.2980 4 points.
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 America G95.2984 4 points.
Different forms of self-portraiture in Spanish American autobiographies of the 19th and 20th centuries. Major texts by Sarmiento, Manzano, Cañé, 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 (native/near-native) Spanish speakers. Teaches grammar at an accelerated pace to prepare students for literature classes 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.

Machado de Assis G87.2671 4 points.
Study of the development of Machado’s narrative art along with a reading of the major critical texts about his work.

Fernando Pessoa G87.2771 4 points.
Pessoa as visionary and creator of multiple personae, an agent of the futurist movement in Portugal. Major phases of the poet’s development and relation of his work to Sebastianismo.
The Wake of Revolution: Fiction from Portugal and Angola  
G87.2772  4 points.
Latest developments in Portuguese and Angolan literature. Topics: Portuguese women's fiction, the anticolonial novel. In Angola, the themes of negritude, mulatismo, and africanidade. Literatures of Mozambique, Cape Verde.

Brazilian Modernismo G87.2773  4 points.
History, chronology, and aesthetics of this major cultural revolution in Brazil. Readings include Mário de Andrade, Oswald 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 de Baile, 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 Lima Barreto, 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  Required of all entering students. 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  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 in contemporary translation studies and practice in translation. Literary texts drawn from works related to the Hispanic and Portuguese-speaking worlds.

HISPANIC LANGUAGE, HISTORY, AND CULTURES

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 gerencia, naturalidad versus artificio y ornato. Texts from Lazarillo de Tormes through Valle-Inclán and Goytisolo.

Phonetics of Contemporary Spanish  
G95.9103  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  
G95.9560  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); grimmace and “antipoetry” (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 Marquéz, Rulfo, and Fuentes. Examines literature of political commitment from Mariátegui through Scorza.
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

ADMISSION TO DEGREE PROGRMS

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 Draper Program, which recommends but does 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, which is available on the Web site at www.nyu.edu/gsas/Admissions/AdmiApp.html.

ENTERING STUDENT APPLICATION DEADLINES

Fall Term

Application for admission with fellowship support: January 4

Consult the Graduate School of Arts and Science Application for Admission and Financial Aid to identify those departments that accept applications for the spring or summer term. Application deadline dates for those departments are printed in the application deadlines section of the application.

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). The Graduate School recommends that the applicant achieve a minimum TOEFL score of 250 on the computer-based test (600 on the paper-based test). The Graduate School does not prohibit applicants with lower scores from applying for admission since many factors influence the admissions decision. Some departments or programs in the Graduate School may set a higher TOEFL standard for admission.

Information about the TOEFL may be obtained by writing directly to TOEFL Services, Educational Testing Service, P.O. Box 6151, Princeton, NJ 08541-6151, U.S.A., or by visiting their Web site at www.toefl.org. Official TOEFL test score reports are required. When requesting that official score reports be sent to the Graduate School by the TOEFL Program, the applicant should list the Graduate School of Arts and Science, school code 2596.

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. An appointment to take the test may be made by calling 212-998-7040. At the discretion of the Graduate School, out-of-town applicants may be tested on arrival.

Individuals intending to enter into or remain in the United States on a student or exchange visitor visa must submit appropriate evidence of financial ability. The issuance of certificates for student visas (Form I-20) or exchange visitor visas (Form DS-2019) 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 (AFCOE) form, to the Office for International Students and Scholars. Students holding F-1 visas may not work without permission from the Office of International Students and Scholars or the United States Department of Homeland Security’s Bureau of Citizenship and Immigration Services (BCIS). Employment outside the University may not be used as a means to meet educational and living expenses while studying in the United States.

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, call or visit the office of the American Language Institute weekdays through-
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 director 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 may complete the application for admission and the Visiting Student Permit to Register form signed by the dean of their home institution 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; see the Inter-University Doctoral Consortium paragraphs below. Visiting students attending during the summer should refer to the New York University Summer Session paragraphs below.

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; Princeton University; Rutgers University; Stony Brook 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 advisor, the course instructor, and 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, go to www.nyu.edu/go/programs/UDC.html or call the Office of the Vice Dean, 212-998-8050.

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 in the third week of May; the second summer session starts in the last week of June. Consult the summer bulletin or the Web site at www.nyu.edu/summer for a full list of departments and their course offerings. 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 obtain 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. These students should 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-19th-century building in New York's historic Financial District, the hotel offers concierge services, a health club, and room service, among other amenities. If space is available, weekend University guests may also stay at the midtown Club Quarters, located in a landmark building that is close to shopping, Broadway theatres, and Rockefeller Center. For information and reservations, call 212-443-4700.

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 2003-2004, $425 per semester) and the registration and services fee (in 2003-2004, approximately $500 for U.S. students and $600 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 may be 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 $612 to $1,635 in 2003-2004. 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 or visit the Web site at www.nyu.edu/nyuhc/insurance.html.

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 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 as defined by departmental criteria. During the summer session, full-time status requires 12 points of course work within 12 weeks. 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, New York University, 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. Allow seven business days from the time the Office of the University Registrar is in receipt of your request.

Note: There is no charge for academic transcripts; however, 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 tran-
scripts 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. 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, degree granted, 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 signed request to 212-995-4154. 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. To view the University regulations, visit www.nyu.edu/students/guide/policies/pd-pro-discipline.html. To view the Graduate School of Arts and Science regulations, visit www.nyu.edu/gsu/OASL/gsu/rpm.pdf. 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 cumulative 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 course work.

Time Limit for the Master’s Degree:
All requirements must be completed no later than five years from the date of 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 cumulative 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 in either poetry or fiction.
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 more than 23 points. 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>Equivalent GPA</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 grade 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 must be 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 may 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, 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 associate 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 conferral. 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 absentia. One year must lapse between conferral of the B.A., M.A. (M.S.), M.Phil., and Ph.D. degrees.

**GRADUATION POLICY**
No candidate 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.
**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**

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, Cape Town, 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.

**GRADUATE FORUM**

The Graduate Forum is an innovative program for graduate students across New York University. Launched in January 2001, the Graduate Forum was established to encourage interdisciplinary inquiry into intellectual and moral problems, to question the foundations of the disciplines, and to experiment in translating basic research into a language accessible to a variety of audiences without oversimplification.

The 10 members of the forum are graduate students drawn from master’s and doctoral programs throughout New York University. Graduate students may either nominate themselves or be nominated by the chair of their department. Criteria for selection include a promising academic record, the capacity for innovative thinking, the ability to contribute to interdisciplinary inquiry, and an interest in the new technologies of education. Student membership in the forum is for a term of two academic years (unless a student graduates earlier).

The Graduate Forum usually meets on the last Wednesday evening of each month during the academic year. Student members are expected to make formal presentations of their work to each other in ways that further the aims of the forum, including the circulation of their papers or other materials prior to discussion at meetings and the posting of edited forum proceedings and related resources on the Web. The members of the forum also contribute to the regular evaluation and redesign of the forum’s format.

The great public servant John W. Gardner contrasts two forms of institutional behavior, the nurturing of “seedbeds” versus the intolerance of “dead wood.” The Graduate School hopes that the Graduate Forum will establish, nurture, and cultivate a seedbed that will in turn foster innovative and creative thinkers.
The financial aid program of the Graduate School of Arts and Science seeks to ensure that all academically qualified students have enough financial support to enable them to work toward their degree. Awards include support for tuition and modest living expenses in the form of fellowships, teaching and research assistantships, and loans. Graduate Enrollment Services at the Graduate School and the NYU Office of Financial Aid offer additional financial options. The staff in each of these offices work closely with students to develop reasonable financial plans for completing a degree.

The application for admission is also the application for all Graduate School fellowships for new students. No additional forms are required. An application must be received by the January 4 deadline to be eligible for Graduate School and departmental fellowships and assistantships. In the list of departmental deadline dates (refer to the GSAS Application for Admission and Financial Aid), some departments list a December 15 recommended date along with the January 4 final deadline date. To allow these departments adequate time to review applications for admission and financial aid, applicants should endeavor to have all materials submitted to the Graduate School by December 15.

Guidelines for continuing students are available from departmental advisers in advance of the established deadline.

The Graduate School encourages all U.S. citizens and permanent residents to complete the Free Application for Federal Student Aid (FAFSA) to be considered for all forms of federal and state aid, including the Federal Work-Study Program and the various federal and private loan programs. NYU prefers that the FAFSA be submitted online by linking to www.fafsa.ed.gov (paper FAFSAs are available in January from the University Office of Financial Aid). The FAFSA should be filed after January 1, 2004, but preferably before March 1, 2004, for fall 2004 enrollment. Students should give permission for application data to be sent to New York University (enter institution code 002785 in the “Title IV Code” space).

The graduate School of Arts and Science offers an extensive program of full-funding support. Funding decisions, based solely on merit, are made by the departments with review by the dean. In addition, the school encourages students to apply for assistance through the many external organizations that provide funding for graduate study. GIGS (Grants in Graduate Study) is an on-line database of grants and fellowship opportunities that is available to graduate students through the NYU Web site at www.nyu.edu/gsas/fninfolgigs.html. For questions about GIGS, contact the Office of Academic and Student Life.

Some of the sources of funding available through the University and the Graduate School are listed below:

- Henry M. MacCracken Program
- Teaching and Research Assistantships
- Graduate School’s Tuition Incentive Program (TIP)
- Foreign Language and Area Studies (FLAS) Fellowships
- Penfield Fellowships for Studies in Diplomacy, International Affairs, and Belles Lettres
- Dean’s Dissertation Fellowships and the Shortell-Holzer Fellowships
- Louis Lerner Memorial Scholarship
- A. Ogden Butler Fellowship
- The Elaine Brody Fellowship in the Humanities
- Margaret and Herman Sokol Postdoctoral Fellowship in the Sciences
- June Frier Esserman Fellowship
- Lane Cooper Fellowships
- Patricia Dunn Lehrman Fellowship
- James Arthur Dissertation Fellowship
- New York University German Exchange Scholarship (DAAD)
- New York University-Freie Universität Berlin Grant
- William and Pearl C. Helbein Scholarship
- Engberg Fellowships
- President’s Service Awards
- New York University Opportunity Fellowship Program
- Dean’s Predoctoral Summer Fellowships
- Dean’s Student Travel Awards
- Dean’s Outstanding Dissertation Awards
- Dean’s Outstanding Student Teaching Awards
- Key Pin Award
In addition to the substantial fellowship support available through the University, the Graduate School of Arts and Science, and the range of external organizations committed to academic teaching and research, many departments offer assistance to their students from departmental funds. A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the Financing Graduate Education section of the GSAS Application for Admission and Financial Aid.

Alternative Funding Sources

FUNDING FOR MASTER’S PROGRAMS
Financial aid is available for certain departments and programs. Interested applicants should submit the application form by the financial aid deadline date. In addition, master’s students are eligible for awards through the Graduate School’s Tuition Incentive Program (TIP). For more specific information regarding eligibility and the availability of fellowships, applicants should call the director of graduate studies in the department or program, or contact Graduate Enrollment Services.

FUNDING FOR INTERNATIONAL STUDENTS
To secure a visa, international students must demonstrate that they have sufficient funding to complete the degree. International students who apply by the January 4 deadline and are admitted to the Graduate School are automatically considered for Graduate School fellowships and scholarships as well as for teaching and research assistantships. Most loan programs are restricted to U.S. citizens and permanent residents. International students may apply for these domestic loan programs, however, with a cosigner who is a U.S. citizen or a permanent resident of the United States. In addition, New York University works with a variety of lenders to provide loan programs specifically tailored to the needs of international students. Visit our Web site frequently for the latest news on international student financing opportunities; the address is www.nyu.edu/financialaid/international.html.

Many international students obtain support for their educational expenses from their government, a foundation, or a private agency. In many cases, these students are eligible to receive matching tuition funds through the Graduate School’s Tuition Incentive Program. Applicants should contact Graduate Enrollment Services for specific details.

RESIDENCE LIFE ASSISTANTSHIPS
The Office of Residence Life annually offers a limited number of resident assistantships (RAs) and graduate assistantships (GAs) to students who wish to work with residential undergraduate and graduate students to promote interpersonal connections and community within our residence halls. Students in these positions serve as peers who assess, organize, and implement social and educational activities within and around the residence halls. Details about these opportunities are described in the Financing Graduate Education section of the GSAS Application for Admission and Financial Aid.

Other Financial Aid—Federal, State, and Private Programs

ELIGIBILITY
To be considered for financial aid, students must be officially admitted to NYU or matriculated in a degree program and making satisfactory academic progress toward degree requirements. Generally, University-administered federal and state financial aid programs are awarded to full-time students. Half-time students (fewer than 12 but at least 6 points of credit per semester) may be eligible for a federal Stafford Student Loan, but they must also maintain satisfactory academic progress. A full description of the NYU academic progress requirements is available at www.nyu.edu/financialaid/progress_grad.html.

University-administered federal and state awards are not automatically renewed each year. Continuing students must submit a Renewal FAFSA each year by the NYU deadline. Renewal depends on the annual reevaluation of a student’s need, the availability of funds, the successful completion of the previous year, and satisfactory progress toward the completion of degree requirements.

In order to be eligible for aid from federal and state government sources, students must be classified either as U.S. citizens or as eligible noncitizens (as defined by the U.S. Department of Education).

It is the student’s responsibility to supply true, accurate, and complete information on the FAFSA and to notify the Office of Financial Aid immediately of any changes or corrections in his or her housing status or financial situation, including tuition remission benefits or outside grants, once the application has been made. Determination of financial need is also based on the number of courses for which the student registers. A change in registration therefore may necessitate an adjustment in financial aid.

NEW YORK STATE TUITION ASSISTANCE PROGRAM (TAP)
Legal residents of the state of New York who are enrolled in a full-time degree program of at least 12 credit points a term, or the equivalent, may be eligible for awards under this program. The Graduate School requires all eligible financial aid applicants to apply for this grant. The TAP award replaces a portion of the tuition fellowship amount for students who receive full tuition grants. Students applying for TAP must do so via a FAFSA application.

VETERANS BENEFITS
Various Department of Veterans Affairs programs provide educational benefits for sons, daughters, and spouses of deceased or permanently disabled veterans as well as for veterans and in-service personnel who served on active duty in the U.S. Armed Forces after January 1, 1955. In these programs, the amount of benefits varies. Under most programs the student pays tuition and fees at the time of registration but receives a monthly allowance from Veterans Affairs.

Since interpretation of regulations governing veterans benefits is subject to change, veterans and their dependents should keep in touch with the Department of Veterans Affairs. For additional information and assistance in completing the necessary forms,
**Tuition and Fees**

The Graduate School of Arts and Science charges tuition on a per-point basis. For 2003-2004 the rate is $919 per point. A student must complete 72 points for the Ph.D. degree and 32-40 points for the master’s degree, depending on the program. A full-time course load is 12 points per semester, 24 points per year.

The Board of Trustees of New York University reserves the right to alter this schedule of fees without notice. All fees must be paid per term at the time of registration in the Office of the Bursar, located at 25 West Fourth Street. Checks and drafts should be drawn to the order of New York University in the exact amount of tuition and fees required. In the case of overpayment, the balance is refunded upon request by filing a refund application in the Office of the Bursar. A fee will be charged if payment is not made by the due date indicated on the student’s statement. The unpaid balance of a student’s account is also subject to an interest charge of 12 percent per annum from the first day of class until payment is received.

Holders of New York State Tuition Assistance Program (TAP) awards will be allowed credit toward their tuition fees in the amount of their entitlement, provided they are New York State residents enrolled full time and they attach the Award Certificate for the applicable term to their Statement of Account. — Tuition and Fees

**FEDERAL LOANS**

**Subsidized Stafford Student Loan (SSL) Program**

The subsidized federal Stafford Student Loan Program provides low-interest student loans using the capital of lending institutions and the administrative facilities of state agencies. These loans are made by independent banks or lending institutions and are generally insured by both the state and federal governments.

A graduate student may borrow up to a maximum of $8,500 per year with a total aggregate borrowing limit (including undergraduate loans) of $65,500. Within these limits, students may borrow up to the difference between the cost of education, the family contribution, and the total of all financial aid awards. For graduate students, family contribution is based on the incomes of the student and spouse (if married).

The subsidized Stafford Student Loan interest rate for all students is variable with a cap of 8.25 percent. Interest does not accrue, however, nor does repayment begin, until six months after the borrower ceases to enroll at least half time.

An origination fee of up to 3 percent will generally be deducted from the loan funds.

**Unsubsidized Stafford Student Loan Program**

The unsubsidized federal Stafford Student Loan Program provides additional loan eligibility beyond any subsidized Stafford amounts. Students must first apply for the regular (subsidized) Stafford program, and if they meet eligibility criteria they will be automatically considered for the unsubsidized program. Terms and conditions are essentially the same as for the regular Stafford loan, except the federal government does not pay the interest on the unsubsidized loan while the student is in school. Students are not required to make payments on the principal or interest of the loan as long as they are enrolled at least half time; however, interest does accrue. Students may request that their lender bill them for the loan’s interest.

Graduate students may borrow up to a total of $18,500 in combined subsidized and unsubsidized Stafford loans each academic year, although no more than $8,500 of the $18,500 can be in the form of a subsidized loan. The total amount of unsubsidized Stafford loan in any academic year may not exceed the cost of education minus the total family contribution and minus all other financial aid (including subsidized Stafford loans) received that year.

**PRIVATE LOANS**

A variety of private student loan programs are available to both U.S. and international students attending NYU. Created to supplement federal and institutional aid, they feature attractive terms and interest rates, and all creditworthy families facing college expenses are eligible. There are no maximum income limits. Loans are made through banks, savings and loan organizations, and other lenders. For more information, contact the Office of Financial Aid or visit their Web site.

**EMPLOYMENT**

Students considering employment that would require a significant portion of their time should discuss their plans with an enrollment services counselor. Students on full-funding support must obtain the permission of a departmental representative and the dean of the Graduate School if they wish to secure employment beyond the requirements of their financial aid award.

Students who study at the Graduate School on temporary visas should fully understand the regulations concerning permissible employment under those visas. Before making plans for employment in the United States, international students should consult with the Office for International Students and Scholars, New York University, 561 La Guardia Place, New York, NY 10012-1402; 212-998-4720; E-mail: intl.students.scholar@nyu.edu.

**Federal Work-Study Program**

Funded by the U.S. government and the University, this program supports a limited number of teaching assistantships. These appointments are made by the dean of the Graduate School upon nomination by the department. In addition, the Federal Work-Study Program supports a range of research and administrative employment opportunities within the University. Eligible students are U.S. citizens or permanent residents who show need for funding. To be eligible, a student must complete a FAFSA and demonstrate financial need.

Federal Work-Study jobs are secured through the University’s Student Employment and Internship Center, 5 Washington Place, 2nd Floor; 212-998-4757.

**New York City**

One of the nation’s largest urban areas, the city offers a wide variety of opportunities for part-time work. Many students gain significant experience in fields related to their research and study while they meet a portion of their educational expenses.
Students who receive awards after registration will receive a check from the University after the New York State payment has been received by the Office of the Bursar, and the Office of the University Registrar has confirmed eligibility.

Charges for full-time study for the 2003-2004 academic year are as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition for 24 points</td>
<td>$22,056.00</td>
</tr>
<tr>
<td>Nonreturnable registration and services fee, 24 points</td>
<td>$1,664.00</td>
</tr>
<tr>
<td>Tuition per point per term</td>
<td>$919.00</td>
</tr>
</tbody>
</table>

**Fall Term 2003 Fees**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonreturnable registration and services fee, first point</td>
<td>$286.00</td>
</tr>
<tr>
<td>Nonreturnable registration and services fee, per point after first point</td>
<td>$49.00</td>
</tr>
</tbody>
</table>

**Spring Term 2004 Fees**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonreturnable registration and services fee, first point</td>
<td>$300.00</td>
</tr>
<tr>
<td>Nonreturnable registration and services fee, per point after first point</td>
<td>$49.00</td>
</tr>
</tbody>
</table>

**Draper Program**

Students enrolled in the Draper Interdisciplinary Master’s Program should consult with the program regarding tuition and fee charges.

**Mandatory Student Health Insurance Benefit Plan (2003-2004 academic year rates)**

Refer to the *Student Health Insurance Handbook* for selection criteria. Waiver option is available.

<table>
<thead>
<tr>
<th>Term</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>$637.00</td>
</tr>
<tr>
<td>Spring term (coverage for spring and summer terms)</td>
<td>$954.00</td>
</tr>
</tbody>
</table>

**Stu-Dent Plan**

(dental service through NYU’s College of Dentistry)

<table>
<thead>
<tr>
<th>Enrollment Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial enrollment—academic year</td>
<td>$175.00</td>
</tr>
<tr>
<td>Renewal—academic year</td>
<td>$140.00</td>
</tr>
</tbody>
</table>

**Maintenance of matriculation, per term**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonreturnable registration and services fee, Fall term</td>
<td>$237.00</td>
</tr>
<tr>
<td>Spring term</td>
<td>$251.00</td>
</tr>
</tbody>
</table>

**Miscellaneous and One-Time Fees**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application fee (nonrefundable)</td>
<td>$75.00</td>
</tr>
<tr>
<td>Admission deposit (nonrefundable; applied toward tuition and fees upon registration)</td>
<td>$250.00</td>
</tr>
<tr>
<td>Late registration fee</td>
<td></td>
</tr>
<tr>
<td>Starting the second week of classes</td>
<td>$25.00</td>
</tr>
<tr>
<td>Starting the fifth week of classes</td>
<td>$50.00</td>
</tr>
<tr>
<td>Foreign Language Proficiency Examination</td>
<td>$25.00</td>
</tr>
<tr>
<td>Dissertation microfilming and binding</td>
<td>$100.00</td>
</tr>
<tr>
<td>Copyright of dissertation (optional)</td>
<td>$35.00</td>
</tr>
</tbody>
</table>

**DEFERRED PAYMENT TUITION PLAN**

The Graduate School of Arts and Science offers a deferred payment tuition plan to students who register during the fall and spring semesters either by mail or in person. The plan is based on a 50-50 fee schedule: 50 percent of the net amount due for the initial payment and the 50 percent balance for the second payment. The 50 percent deferred balance plus interest is due in two equal installments. In the 2003-2004 academic year, those deadlines are October 15 and November 10 during the fall semester and March 1 and April 1 in the spring semester. Interest at the rate of 12 percent per annum (1 percent per month) on the unpaid balance will be charged from the first day of class. While there is no prepayment penalty, a $25 penalty fee will be charged on any late payment. A separate application and agreement is required each time this plan is used. A student is eligible if he or she meets the following conditions:

- not in arrears for any University charge or loan, without a previously unsatisfactory University credit record, and matriculated and registering for
- 6 or more points.

**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.

A student delinquent in any financial obligations to the University may not register, attend classes, apply for a leave of absence, or obtain transcripts of his or her academic record. A student whose registration payments do not clear will lose his or her student privileges until full payment is made.

**GRADUATION POLICY**

No candidate 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 makes payment 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 a part of the order of business.

**WITHDRAWAL AND REFUND OF TUITION**

A refund of tuition will be made by the Office of the Bursar after presentation of a withdrawal (Change of Program) form signed by a departmental adviser and approved for refund by the dean of the Graduate School of Arts and Science through Graduate Enrollment Services. Provided such withdrawal is filed within the scheduled refund period for the term, which is stated below. Withdrawal does not necessarily entitle the student to a refund of tuition paid or a cancellation of tuition still due.

An application for refund may be filed in person or by mail and must be made in writing on the Change of Program form, obtainable in the departmental offices of the school.

An official withdrawal must be filed if a course has been canceled and, in this case, the student is entitled to a refund of tuition and fees. Ceasing to attend a class does not constitute official withdrawal, nor does notification to the instructor. A stop payment of a check presented for tuition does not constitute withdrawal, and it does not reduce the financial obligation to the University. The nonreturnable registration fee and a penalty fee of $10.00 for a stopped payment will be charged in addition to any tuition not canceled.

The date on which the Change of Program form is filed, *not the last date of attendance in class*, is considered the official date of the student’s withdrawal. It is this date that serves as the
basis for computing any refund granted the student.

The refund period (see schedule below) is defined as the first four calendar weeks of the term for which the application for withdrawal is filed. No application filed after the fourth week will be considered. The processing of refunds takes approximately two weeks.

**Refund Schedule for Fall and Spring Terms**

This schedule is based on the total applicable charge for tuition excluding nonreturnable fees and deposits.

<table>
<thead>
<tr>
<th>Withdrawal Period</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawal before the official opening date of the term</td>
<td>100% (100% of tuition and fees)*</td>
</tr>
<tr>
<td>Withdrawal within the first calendar week from the opening date of the term</td>
<td>100% (100% of tuition only)</td>
</tr>
<tr>
<td><strong>The first calendar week consists of the first seven (7) calendar days beginning with the official opening date of the term.</strong> (Note: not the first day of the class meeting.)</td>
<td></td>
</tr>
<tr>
<td>Withdrawal within the second calendar week from the opening date of the term</td>
<td>70%</td>
</tr>
<tr>
<td>Withdrawal within the third calendar week from the opening date of the term</td>
<td>55%</td>
</tr>
<tr>
<td>Withdrawal within the fourth calendar week from the opening date of the term</td>
<td>25%</td>
</tr>
<tr>
<td>Withdrawal after completion of the fourth calendar week of the term</td>
<td>NONE</td>
</tr>
</tbody>
</table>

*After the official opening date of the term, the registration and services fee is not returnable.

**Note:** A student may not withdraw from a class the last three weeks of the fall or spring semester or the last three days of each summer session.

It should be noted that the registration and services fee is not returnable.

Exceptions to the published refund schedule may be appealed in writing to the dean of the Graduate School of Arts and Science through Graduate Enrollment Services and should be supported by appropriate documentation regarding the circumstances that warrant consideration of an exception, including approval by the departmental director of graduate studies.

Students who withdraw should review the Refunds page on the Office of the Bursar Web site at [www.nyu.edu/bursar](http://www.nyu.edu/bursar).

Federal regulations require adjustments reducing financial aid if a student withdraws even after the NYU refund period. Financial aid amounts will be adjusted for students who withdraw through the ninth week of the semester and have received any federal grants or loans. This adjustment may result in the student’s bill not being fully paid. NYU will bill the student for this difference. The student will be responsible for payment of this bill before returning to NYU and will remain responsible for payment even if he or she does not return to NYU.

Any semester during which a student is charged even a single dollar in tuition will be taken into account when calculating the student’s progress toward his or her degree. This may require the student to make up credits before receiving any further aid.

Students should review the “satisfactory academic progress” standard for their program so they do not jeopardize future semesters of aid ([www.nyu.edu/financial.aid/progress_grad.html](http://www.nyu.edu/financial.aid/progress_grad.html)).
Services and Programs

Student Services

**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/gsas  
E-mail: gsas.admission@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 ACADEMIC AND STUDENT LIFE**

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/gsas/OASL  
E-mail: gsas.studentlife@nyu.edu

The Office of Academic and Student Life, under the direction of the associate dean, advises students and provides information about University facilities, services, and resources, including counseling, student diversity issues, international student services, academic computing and technology issues, health care and insurance, educational development for graduate students who teach, 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 and On the Square, a bimonthly newsletter. With the Office of the Vice Dean, it produces the GSAS Student Handbook. The office is also responsible for the final deposit of doctoral dissertations and the administration of foreign language proficiency examinations. The Graduate School’s orientation, organized by the Office of Academic and Student Life early in the fall semester, introduces new students to the Graduate School and other University facilities.

**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. The office also maintains an electronic resource of fellowship and grant opportunities for graduate student research in the humanities, social sciences, and sciences. For further information, visit www.nyu.edu/gsas/OASL/GrantMaking.html or call the Office of Academic and Student Life 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.

**GRADUATE STUDENT EDUCATIONAL DEVELOPMENT PROGRAM**

Telephone: 212-998-8192  
Web: www.nyu.edu/gsas/GSEDP.html  
E-mail: gsas.teaching@nyu.edu

GSAS, in partnership with the College of Arts and Science and the Steinhardt School of Education, administers the NYU Graduate Student Educational Development Program (GSEDP). GSEDP offers programs and resources for new and experienced graduate students who teach, as well as related sessions for faculty mentors and departmental administrators. The goals are the expansion of thinking about excellent teaching and learning, improvement of performance and enhancement of skills in the classroom and laboratory, and preparation for future careers in the academy and other demanding professions.

Educational development programming takes place throughout the academic year and in conjunction with services and activities of the NYU Center for Teaching Excellence (CTE). In collaboration with CTE, GSEDP also serves as a clearinghouse for information and resources related to teaching. Consult the CTE Web site at www.nyu.edu/cte for detailed information on a wide range of concerns related to teaching and learning.

GSEDP offers services such as classroom observations, videotaping, individual consultations, and a variety of seminars and workshops. Topics covered include grading, time management, technology and teaching, plagiarism, and the development of teaching portfolios.

The program offers a two-day training event, planned and realized by experienced teaching assistants, at the beginning of the fall semester each year for graduate students with new teaching appointments. 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 or programs for their graduate students and address issues and concerns relevant to teaching in specific disciplines. GSEDP addresses the needs of international graduate students with new teaching appointments through special sessions coordinated by the American Language Institute. The program also produces a handbook for graduate students who teach, filled with practical advice about teaching at NYU and improving teaching skills.

**GRADUATE STUDENT COUNCIL**

Web: www.nyu.edu/gsas/GSC/StudentCouncil.html  
E-mail: gsas-gsc@forums.nyu.edu

The Graduate Student Council of the
celebrating U.S. and world cultures.

and educational seminars; and festivals of
regional cultural interest; cross-cultural
friendship; trips to spots of local and
with NYU faculty, staff, alumni, and
opportunity to share common interests with
graduate student journals, lectures, and
conferences, and it initiates and supports
projects that benefit the graduate student community.

OFFICE FOR INTERNATIONAL STUDENTS AND SCHOLARS

561 La Guardia Place
Telephone: 212-998-4720
Fax: 212-995-4115
Web: www.nyu.edu/oiss
E-mail: inl.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 all United States government agencies with responsibilities for visitors from abroad. Advisers are available every day to assist students with immigration, employment, financial, personal, and cross-cultural concerns. Students are required to report to the OISS upon arrival; to keep the office informed of changes in academic program, address, or funding; and to notify the office when departing the U.S. for more than a brief period.

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, 2nd Floor
Telephone: 212-998-4980
(voice and TTY)
Web: www.nyu.edu/oiss/cid

The Henry and Lucy Moses Center for Students with Disabilities provides services to students with qualified disabilities within all the schools and colleges of the University. The center provides services to students with hearing and visual impairments, mobility impairments, learning disabilities and attention deficit disorders, chronic illnesses, and psychiatric disorders.

Student disability files presented to the center are confidential and are not part of a student’s official academic records at NYU.

In order to qualify for services and accommodations, a student must present appropriate, recent documentation of a disability and complete an intake interview with a counselor at the center. Services include the provision of sign language interpreters, readers, notetakers, and other auxiliary aids. The center works in conjunction with academic and administrative departments in providing assistance with examination accommodations, registration, and housing. Learning specialists are available to provide one-on-one assistance to eligible students under the center’s auspices. The center also sponsors programs and workshops, as well as the CHOICES career enhancement program. Limited tuition aid is available to qualified students.

Students with disabilities, supported by reasonable accommodations, must be able to function in their academic and residential environments. Supported by such accommodations, they are expected to meet the requirements and expectations of their academic programs, to follow the established guidelines for securing and remaining in residential living space, and to adhere to University student conduct and disciplinary codes.

Students with disabilities must be able to function in an independent manner as possible and to seek appropriate assistance in a reasonable and timely manner. University resources and staff cannot be expected to meet all of a student’s needs associated with managing a disability. It is expected that students will follow appropriate health regimens, secure appropriate medical and therapeutic assistance from qualified practitioners at NYU or in the New York City area, and arrange necessary support services (i.e., transportation, individual monitoring of needs, financial assistance, personal care) that NYU does not provide.

OFFICE FOR AFRICAN AMERICAN, LATINO, AND ASIAN AMERICAN STUDENT SERVICES (OASIS)

Kimmel Center for University Life
60 Washington Square South, Suite 806
Telephone: 212-998-4343
Web: oasis.nyu.edu
E-mail: oasis@nyu.edu

Since 1988, the OASIS mission has been to provide innovative programs that offer resources and support to NYU’s rich multicultural and ethnic student community. OASIS helps students achieve their goals in a supportive environment and an atmosphere of respect. By creating opportunities that address the intellectual success, cultural connections, and social concerns of students, college life takes on a whole new meaning.

The many diverse groups OASIS serves have grown over the years. Following are some programs and services that OASIS offers:

Educational and Cultural Programs
• Educational and Cultural Institute/Under1Roof
• 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
• How to Make the Most Out of the 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
Housing and Dining Services

**STUDENT RESIDENCES**

Department of Housing
8 Washington Place, 1st Floor
Telephone: 212-998-4600
Web: www.nyu.edu/housing

The Graduate School of Arts and Science offers students a variety of housing opportunities through the University’s Department of Housing. Applications for graduate housing are distributed to all admitted students by Graduate Enrollment Services in April. Accommodations for graduate students are available in the following residence halls:

- **Cliff Street**, 15 Cliff Street (undergraduates and graduates)
- **John Street**, 99 John Street (graduates only)
- **Stuyvesant Town**, 14th-19th Streets and First Avenue (graduates only)
- **Twenty-sixth Street Residence**, 334 East 26th Street (undergraduates and graduates)
- **Washington Square Village**, 4 Washington Square Village (graduates only)
- **West 11th Street**, 31 West 11th Street (graduates only)

GSAS currently administers the Stuyvesant Town Pilot Program (STPP), a special subsidized opportunity for selected first-year MacCracken-supported students to live in apartments in the Stuyvesant Town complex on the east side of Manhattan. In addition, the Department of Housing 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 Department of Housing Web site.

**OFF-CAMPUS HOUSING**

Off-Campus Housing Office
4 Washington Square Village (corner of Mercer and Bleecker Streets)
Telephone: 212-998-4620
Web: www.nyu.edu/housing/offcampus

The Department of Housing provides NYU students, faculty, and staff with non-University housing options through the Off-Campus Housing Office. The office maintains a database of available housing listings on-line at home.nyu.edu (on the “RESEARCH” tab in the “Off-Campus Housing” section). To access these listings, an NYUHome account is required. For more information, visit the Off-Campus Housing Web site or contact the office by telephone.

GSAS administers a special Lease Guaranty Program (LGP) for eligible fully-funded doctoral students who plan to live off campus. Additional details about the program are available from the Office of Academic and Student Life at 212-998-8060 or gsas.studentlife@nyu.edu.

**NYU CAMPUS DINING SERVICES**

33 Third Avenue, Lower Level
Telephone: 212-995-3030
Web: www.nyu.dining.com

Keeping up with the ever-changing food trends, NYU Campus Dining has everything from traditional American cuisine, ethnic dishes, and national brands like Burger King® and Pizza Hut Express®. Also available are low-fat, vegan, and vegetarian dining options at 14 different dining sites (listed below), including a restaurant with a view of Washington Square.
Health Services and Insurance

NEW YORK UNIVERSITY HEALTH CENTER
726 Broadway, 3rd and 4th Floors
Telephone: 212-443-1000
Web: www.nyu.edu/nyuhc
E-mail: health.center@nyu.edu

The mission of the New York University Health Center (NYUHC) is to provide and promote high-quality, accessible, and cost-effective treatment, prevention, and 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. NYUHC charges fees for its clinical services and will submit claims to certain insurance companies.

Health care at NYUHC is available to all registered NYU students. Students covered under an NYU insurance plan must first seek treatment at NYUHC, except in emergencies. Students covered under private health insurance may call Patient Accounts at 212-443-1010 to determine whether or not NYUHC has a billing relationship with their insurance company. A scheduled appointment is the preferred method for students to receive services at NYUHC. Typically, a health care provider will be available to see a student in Primary Care Services based on appointment availability and the student’s scheduling needs. Patients who cannot wait for an appointment because of the nature of their illness or injury will receive assistance through Urgent Care Services or will be offered referrals to local health care providers.

In addition to Primary Care and Urgent Care, NYUHC offers an extensive array of clinical, rehabilitative, educational, and support services. These include allergy and immunization, dermatology, endocrinology, gastroenterology, gynecology/women’s health, men’s health, minor surgery, neurology, ophthalmology, orthopedics, otolaryngology (ear, nose, and throat), psychiatry, podiatry, primary care, pulmonology, sports medicine, travel medicine, laboratory, and radiology. Through collaboration between its various units, NYUHC also provides comprehensive health education, including wellness workshops and seminars, a smoking cessation program, advice on healthy nutrition and exercise, and numerous publications that address common health concerns.

After-Hours Care
In case of a life- or limb-threatening emergency, students are encouraged to dial 911. For other health emergencies, or when NYUHC is closed, students can call NYU Protection Services at 212-998-2222. Callers will be connected with the emergency room at NYU Medical Center’s Tisch Hospital, where a physician will provide advice over the telephone and determine if the caller needs to come to the emergency room or can wait to see a health care provider at NYUHC the following day.

Immunization
New York State Public Health Law 2165 requires all students registering for 6 or more credits in a degree-granting program to provide immunization documentation for measles (rubeola), mumps, and rubella (German measles) prior to registration. Students born before January 1, 1957, are exempt. Measles, mumps, and rubella immunization information and appointments are available at NYUHC (212-443-1199). Failure to comply with the state immunization law will prevent NYU students from registering for classes. In addition to this requirement, NYUHC recommends that students consider the following immunizations: hepatitis B, varicella, and meningitis vaccinations. Students should discuss these immunization options with their primary care provider.

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

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 over 220 uniformed officers 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 doorman. 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, Kimmel Center for University Life, 60 Washington Square South, Suite 601 New York, NY 10012; 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.
UNIVERSITY COUNSELING SERVICE
726 Broadway, Suite 471
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 concerns/issues of graduate student teaching—are also provided. All services are free of charge and confidential.

NYU-SPONSORED STUDENT HEALTH INSURANCE PROGRAM
Student Health Insurance Services Office
726 Broadway, Suite 346
Telephone: 212-443-1020
Web: www.nyu.edu/nyuhc/insurance.html
E-mail: health.insurance@nyu.edu

New York University students in degree-granting programs are required to maintain health insurance. Most students are automatically enrolled in an optional NYU-sponsored student health insurance plan as part of the University’s registration process. The plan in which students are automatically enrolled varies according to school, credit load, and visa status.

NYU sponsors three student health insurance plans: the Basic Plan, the Comprehensive Plan, and the NYUHC Only Plan. Degree students in GSAS are automatically enrolled in the Comprehensive Plan. An additional insurance plan is available for graduate assistants. Students enrolled in the NYU-sponsored student health insurance program may switch from the Comprehensive Plan to the Basic Plan, or vice versa. Students maintaining their own health insurance can supplement their coverage by enrolling in the NYUHC Only Plan, or they can waive any of the optional student health insurance plans (and corresponding charge) entirely. Also, students who otherwise are eligible for the program but who do not meet the credit-load requirement for automatic enrollment may enroll in any NYU-sponsored student health insurance plan voluntarily.

Except for medical emergencies and when living outside the borough of Manhattan, students insured under any NYU-sponsored student health insurance plan are required to first seek treatment and be evaluated at the New York University Health Center, 726 Broadway, for any sickness or injury. A medical emergency refers to an acute illness or injury that is life- or limb-threatening or may permanently affect the quality of life. It is the student’s responsibility to notify the plan administrator, Chickering Claims Administrators, Inc., 800-466-4148, of any emergency or elective hospital admission.

To select, change, or waive coverage, students must submit a completed Student Health Insurance Selection/Waiver Form to the Student Health Insurance Services Office before the applicable enrollment/waiver deadline. Doing so will ensure that students are enrolled in the plan of their choice.

For more information, refer to the Guide to Student Health Insurance and Health Care at NYU and the Graduate Student Health Insurance Plan Handbook, available on the Web at www.nyu.edu/nyuhc/insurance.html, or call the Student Health Insurance Services Office.

To obtain a copy of the Student Health Insurance Selection/Waiver Form, visit or call the office.

NYU OFFICE OF CAREER SERVICES
719 Broadway, 3rd Floor
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 degree candidates and alumni (fees apply for alumni).

After registering with the office, 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 or curriculum vitae 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 the following:

- Seminar Series on topics such as Planning Your Career; The Résumé or Curriculum Vitae and Cover Letter; Interviewing Skills; Dining for Success—Mastering the Lunch and Dinner Interview; Job Networking Skills; Job Search Techniques; On-Campus Recruitment Orientation; Careers in Focus for Liberal Arts Students; Job Search Strategies for International Students; and Work Abroad Orientation.
- Career Programs such as the Mentor Program, Career Week, Career Fairs, and Career Assessment Tools (the Strong Interest Inventory and Myers-Briggs Type Indicator are available with fee and follow-up appointment required).
- Employment Assistance featuring NYU CareerNet (an on-line database that allows students to search for full-time, part-time, and internship positions), on-campus recruitment, and résumé faxing.
- Credentials Support in the form of reduced-fee student use of Interfolio.com, a Web-based credentials 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
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. Internship, part-time, and summer job listings are available through NYU CareerNet. Many students also secure internships through the résumé fax referral service and special internship programs. Numerous on-campus jobs are funded by the Federal Work-Study Program and provide an excellent opportunity to work at and get “connected” to NYU.

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 goc.studentlife@nyu.edu.

Career and Employment Services
Academic Resources

THE NYU BOOKSTORES

Main Bookstore
18 Washington Place
Telephone: 212-998-4667
Web: www.bookstores.nyu.edu

The New York University Main Bookstore 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 children’s clothing; study aids; and NYU sportswear, stationery, and gifts. Registered students can get a printout of their required and recommended textbooks at the store on the text level. Book inquiry systems (www.bookstores.nyu.edu) are available two weeks prior to the start of a new semester. Registered students, using the Internet, can inquire 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.

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.

Computer Store
242 Greene Street
Telephone: 212-998-4672
E-mail: computer.store@nyu.edu

The Computer Store 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.

Professional Bookstore
530 La Guardia Place
Telephone: 212-998-4680
E-mail: prof.books@nyu.edu

The Professional Bookstore 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 required and recommended course books. Also available are sportswear featuring school insignia; stationery; study guides; and reference books.

COMPUTER SERVICES AND INTERNET RESOURCES

Information Technology Services (ITS)

Client Services Center
10 Astor Place, 4th Floor
Telephone HelpLine: 212-998-3333
Web: www.nyu.edu/its

Information Technology Services (ITS) provides technology-based services to University students, faculty, and staff. ITS provides on- and off-campus Internet access, software, four ITS computer labs, two ITS-affiliated computer labs, classes, assistance, and a variety of additional resources to help with course work and research projects.

E-mail and Internet
http://home.nyu.edu
ITS provides NYU/Home, a customizable portal to many Web-based services and tools: E-mail, Albert, Web forums (Lyris), NYU Blackboard, classes, personal Web pages, research tools, library information, news, and other Internet services. NYU students in degree or diploma programs and most visiting and special students are eligible for NYU/Home.

Computer Labs and Instructional Facilities
www.nyu.edu/its/labs

ITS operates four computer labs, offering over 350 multimedia-equipped Macintosh and Windows computers with essential software and peripherals and high-speed Internet access. Two ITS-affiliated computer labs are also on campus. ITS labs are open to all NYU students in degree or diploma programs and to NYU faculty and staff. To learn more about these resources, including locations and hours, contact the ITS Client Services Center or visit www.nyu.edu/its/labs.

Connecting to NYU-NET
www.nyu.edu/its/nyunet

NYU’s data network, NYU-NET, links computers—whether in the student’s home residence, hall, or off-campus workplace—to NYU/Home, allowing access to many Internet services. Modern connections to NYU-NET use the ITS DIAL (Direct Internet Access Link) service. NYU ResNet (www.nyu.edu/its/resnet) provides direct Ethernet connections from rooms in many NYU residence halls. Over 100 NYU/Home stations (www.nyu.edu/its/homestations.html) are installed on campus for student use.

Wireless access service is being developed and is expected to be officially launched in fall 2003. Visit www.nyu.edu/its/wireless for updates and information.

Bobst Library and ITS provide plug-in connections to NYU-NET from the library that require an active Bobst Roaming Account. Detailed information is available at www.nyu.edu/its/faq/connecting/roaming.html. The Electronic Resources Center (Bobst Library, B-Level) loans laptops to students at no charge to use in designated library locations.

In-Room Telephone Service
www.nyu.edu/its/telephone
212-443-1221 for Residence Hall Telephone Service Line

ITS Telecommunications Services provides telephone services, including voice mail and long-distance service, to students housed in many NYU residence halls. Other residence halls have services provided by NYU service partners.

Classes
www.nyu.edu/its/classes

Each semester, ITS and Bobst Library offer classes and talks to the NYU community on computing, the Internet, specific software packages, and library resources. For details and schedules, visit www.nyu.edu/its/classes or calendar.nyu.edu.

Special Resources

ITS Academic Computing Services offers students discipline-specific services in the arts, humanities, sciences, and social sciences. Access to these computing resources is available through specialized ITS accounts:

• ITS Arts Technology Group, www.nyu.edu/its/agt
• ITS Humanities Computing Group, www.nyu.edu/its/humanities
• ITS Science and Visualization Group, www.nyu.edu/its/scvis.html
• ITS Social Sciences, Statistics, and Mapping Group, www.nyu.edu/its/sssci

Software for Home and Office Use
www.nyu.edu/its/software

NYU-NET CD

ITS provides Internet software and instructions for connecting computers to NYU-NET, as well as Norton AntiVirus software to protect computers from viruses and worms. Students may pick up the ITS NYU-NET CD at any ITS computer lab or the ITS Client Services Center or visit www.nyu.edu/its/software for downloads (authentication required).
Activities

OFFICE OF STUDENT LIFE

Kimmel Center for University Life
60 Washington Square South, Suite 601
Telephone: 212-998-4999
Web: www.nyu.edu/osl
E-mail: osl@nyu.edu

The responsibility of the Office of Student Life (OSL) is to support and complement the mission and goals of the University and, at the same time, provide services and programs that help students to develop their own self-confidence and clarify their life and career objectives. OSL professionals assist students by providing opportunities that promote leadership, risk-taking, confirmation of talents, improvement in interpersonal skills, and, of course, fun.

The staff who make up the Office of Student Life have extensive knowledge of the University and the New York City community and serve to direct students to resources within and outside the University, relay comments or complaints to the appropriate people, or check into established policies on the student’s behalf.

Additionally, the Office of Student Life coordinates major University-wide events created to enhance the quality of student life at NYU. Such events include all-University orientation programs for undergraduate and graduate students, Parents’ Weekend, the Parents’ Helpline, the Human Relations Committee, and student leader recognition programs. It also publishes the NYU Student Guide and provides a wide variety of informational materials and brochures on student services and New York City resources.

OFFICE OF STUDENT ACTIVITIES

Kimmel Center for University Life
60 Washington Square South, 7th Floor
Telephone: 212-998-4700
Fax: 212-995-4116
Web: www.osa.nyu.edu
E-mail: osa@nyu.edu

The Office of Student Activities (OSA) provides comprehensive cocurricular leadership programs and related services that support student organizations and assist students in achieving their academic, 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 300 NYU student clubs and organizations annually register with OSA.

OSA provides numerous programs and services for students and student organizations. They include, but are not limited to, club advisement; fall and spring club fairs; student leadership programs such as the OSA GOLD Program and the Club Management Conference; leadership retreats; social justice and civic engagement programs; new club development programs; a writers’ group; a theatre troupe; and cultural programs, including the Hamabe Alliance, South-Asian Student Alliance, Pride Month, La Herencia Latina, African Heritage Month, Women’s Herstory Month, Asian Heritage Month, Earth Week, Agape Week, and Shuruq Week.

In addition, OSA also oversees the Leadership Resource Center (LRC), Club Publication Center (CPC), and the Loeb Student Activities Center (LSAC) in the Kimmel Center for University Life.

Visit the OSA Web site for a complete list of clubs registered with OSA, their mission statements, and contact information, along with a comprehensive directory of OSA programs, services, and event calendars and links to important Web sites.

NYU PROGRAM OFFICE

Kimmel Center for University Life
60 Washington Square South, Suite 210
Telephone: 212-998-4999
Web: www.nyu.edu/programoffice

The NYU Program Office is the home office for the NYU Program Board and Ticket Central Box Office and also coordinates events and programs for the Commuter Circle. The office coordinates Big Fun Days, a series of fun and innovative special events that start in September with Bobcat Day and end the year with the Strawberry Festival. For information about all NYU Program Office events, students can join the E-mail list by sending a message to join-program-office-events@forums.nyu.edu.

NYU Program Board

Kimmel Center for University Life
60 Washington Square South, Suite 210
Telephone: 212-998-4999

The NYU Program Board is a student-run organization dedicated to providing low-cost, quality entertainment and cultural programs 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.

Committees include concerts, films, lectures, new music, performing arts, poets and writers, and publicity.

Program Board also hosts Network Event Theater™, a series of free advance screenings of big-budget films. Students interested in joining one of the Program Board’s committees should visit the Program Office. For information about events, students can join the Program Board E-mail list by sending a request to join-program-office-events@forums.nyu.edu.

Ticket Central Box Office

Mercer Lounge
283 Mercer Street
Telephone: 212-998-4949
Web: www.nyu.edu/ticketcentral

The Ticket Central Box Office is NYU’s clearinghouse for discount tickets to a wide range of performing arts and film events on and off campus. Students can join the E-mail list by sending a message to join-ticket-central@forums.nyu.edu.
There is a wealth of musical activity at New York University, and the Center for Music Performance (CMP) is key to staying informed, involved, enlightened, and entertained. The CMP promotes all musical events on campus through the publication of its monthly performance calendar, Square Notes. This free musical listing service provides dates, times, and locations for dozens of outstanding musical events that are available to students.

The CMP acts as a catalyst to create new musical happenings and opportunities. It presents special events including a weekly series of free jazz concerts called Jazz Tuesdays and the All-University Holiday Sing, the University’s musical kick-off to the holiday season. The CMP produces the All-University Artist-in-Residence Series, an ongoing program that brings musical artists from around the world to interact with the University community via workshops, lectures, master classes, and concerts.

The CMP administers the 85-piece NYU Orchestra and related chamber ensembles, performing at seasonal concerts and through community outreach programs. The CMP serves as a liaison between individuals and the various musical organizations at NYU. There are many performance opportunities available enabling students of all ability levels to get involved. Student music clubs abound, spanning a wide array of musical pursuits including vocal performance, composition, and music business.

The academic music departments at the University (within the Faculty of Arts and Science and the Steinhardt School of Education) offer additional performance opportunities, such as concert band; jazz ensembles; choral ensembles; early music ensembles; ethnomusical ensembles; brass, woodwind, and percussion ensembles; and much more.

No matter what their taste or musical interest, the CMP is the resource that will point students in the right direction. The CMP invites students to join together with music lovers from across the University community to explore the wide range of offerings that make music an intrinsic part of the NYU experience. For more information or to be added to the Square Notes mailing list, call the Center for Music Performance.

OTHER NYU PERFORMING ORGANIZATIONS

Other performing organizations at the University include the NYU Washington Square Repertory Dance Company, 212-998-5865; NYU Kaleidoscope Dancers for Children, 212-998-5411; NYU Playwrights; and NYU Summer Musical Theatre Workshop.

GRADUATE STUDENT COMMONS

Silver Center for Arts and Science
100 Washington East/33 Washington Place, Room 120

The Graduate Student Commons is for the exclusive use of GSAS students. It is a place for study and quiet conversation. The Commons has a collection of books and periodicals and provides a setting for interdisciplinary discussion and exchange.

RELIGIOUS GROUPS

The Catholic Center
238 Thompson Street (between West Third and West Fourth Streets),
2nd Floor
Telephone: 212-674-7236 or 212-998-1065

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 and the Newman Catholic Students Room. The center is open every weekday, and chaplains are available for consultation and counseling.

Edgar M. Bronfman Center for Jewish Student Life—Hillel at NYU
7 East 10th Street
Telephone: 212-998-4114

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 cultural and social events.

Protestant Campus Ministries
238 Thompson Street
Telephone: 212-998-4711

The Protestant Campus Ministries have a part-time chaplain available for counseling.

Related Web Sites

The Hindu Students Council promotes understanding of Hindu culture, philosophy, and spirituality. Its Web site is at www.nyu.edu/clubs/islamcenter. The Islamic Center Web site features prayer service and event schedules and a new newsletter at www.nyu.edu/clubs/islamcenter. The Office of Student Activities has over 30 registered religious clubs, and new organizations are added each year. For a complete list of student religious clubs and organizations at NYU, visit the Web site at http://clubs.nyu.edu/category.cfm.

JEROME S. COLES SPORTS AND RECREATION CENTER

181 Mercer Street (between Bleecker and West Houston Streets)
Telephone: 212-998-2020

The Jerome S. Coles Sports and Recreation Center fills the recreational needs of the University’s students, faculty, staff, and alumni. It accommodates a wide range of individual and group recreational activities, in addition to serving as home for several New York University intercollegiate teams. The center’s operating schedule provides every member of the University community with an opportunity to participate in a series of 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 all facility users. The Jerome S. 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.
- A natatorium with an NCAA regulation-size swimming pool and diving tank.
- Six squash courts and five handball/racquetball courts.
A large, modern weight-training room and two annexes containing Life Strength and Hammer Strength machines, plus free weights, StairMasters, VersaClimbers, Lifesteps, rowing machines, and abductor/adductor machines.

Individual rooms for wrestling/martial arts, 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 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, 1,900 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 intercollegiate events that require an admission fee can be secured at the center. The Coles Pro-Shop (Level N) sells attire and equipment commonly needed by center members.

Use of the center is available to all students who are 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. Other members of the University community may obtain access to the center by purchasing a membership. Rules and procedures pertinent to use of the center and its programs are published annually and are available at the Membership Office.

**PALLADIUM ATHLETIC FACILITY**

140 East 14th Street (between Third and Fourth Avenues)
Telephone: 212-992-8500

The Palladium Athletic Facility is the latest in cutting-edge sports complexes designed to feel like a private health club. The facility boasts an aerodynamically designed, L-shaped deep-water pool for lap-swimming and varsity-level competition.

Some of the highlights of the Palladium, which opened in the fall of 2002, include a 3,140-square-foot weight room complete with free weights, selectorized machines, and a FitLinx system. The FitLinx system is a series of weight-lifting machines connected to a computer network that not only tells one how fast to pump, but also remembers previous workouts and weight settings.

The Palladium also features a 3,433-square-foot aerobic fitness room dedicated to cardio equipment, including treadmills, elliptical trainers, and exercise bikes. Each machine is outfitted with a console into which patrons can plug their own headphones to receive audio from the nine TV stations playing in the room or the eight commercial-free cable radio stations. From this environment, one can move to the 30-foot-high climbing center or to the group cycling room.

The main gym can be used for either volleyball or basketball. The auxiliary gym is outfitted with a high-tech sound system and progressive fitness equipment, such as exercise balls and body bars, making it well suited for recreation classes. In addition, it has two half-sized basketball courts, which can be utilized when recreation classes are not in session.

**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, multi-tiered 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 New York University Recreation Office at 212-998-2018 or by picking up a brochure at the Membership Office.

**DEPARTMENT OF ATHLETICS, INTRAMURALS, AND RECREATION**

The Department of Athletics, Intramurals, and Recreation, housed in the Jerome S. Coles Sports and Recreation 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 the National Collegiate Athletic Association and the Eastern Collegiate Athletic Association, 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. The University also maintains a program of intercollegiate competition for men and women in several other sports. The men's sports include cross-country, fencing, golf, soccer, swimming and diving, tennis, indoor track and field, outdoor track and field, volleyball, and wrestling. In addition to basketball, varsity competition is available to women in cross-country, fencing, soccer, swimming and diving, tennis, indoor track and field, outdoor track and field, and volleyball. 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, the University of Chicago, Emory University, the University of Rochester, and Washington University (in St. Louis).
Alumni Activities

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 limited access to Bobst Library and Coles Sports Center, entrance to the NYU Torch Club, educational travel programs, lifetime E-mail forwarding service, and membership in VioletNet, an on-line community maintained exclusively for NYU graduates. Alumni are also invited to participate in many University events, both on campus and across the country.

For further information, contact the Office for University Development and Alumni Relations, New York University, 25 West Fourth Street, 5th Floor, New York, NY 10012-1119; 212-998-3805; Web: 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, contact the Office of Alumni Relations, New York University, 25 West Fourth Street, 5th Floor, New York, NY 10012-1119; 212-998-3805.
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 not-for-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.
University Directory

University Administration

John Sexton, B.A., M.A., Ph.D., J.D.
President

David W. McLaughlin, B.S., M.S., Ph.D.
Provost

Jacob J. Lew, B.A., J.D.
Executive Vice President

Robert Berne, B.S., M.B.A., Ph.D.
Senior Vice President for Health

Richard Foley, B.A., M.A., Ph.D.
Chair, University Committee on Academic Priorities; Dean, Faculty of Arts and Science

Diane C. Yu, B.A., J.D.
Chief of Staff and Deputy to the President

Lynne P. Brown, B.A., M.A., Ph.D.
Senior Vice President for University Relations and Public Affairs

Norman Dorsen, B.A., LL.B.
Counselor to the President

Debra A. LaMorte, B.A., J.D.
Senior Vice President for Development and Alumni Relations

Cheryl Mills, B.A., J.D.
Senior Vice President for Operations and Administration

S. Andrew Schaffer, B.A., LL.B.
Senior Vice President, General Counsel, and Secretary of the University

Jeanne Marie Smith, B.A., M.B.A.
Senior Vice President for Finance and Budget

Richard N. Bing, B.A., M.A., Ph.D.
Vice President for Budget and Resource Planning

Barbara F. Hall, B.A.
Associate Provost for Admissions and Financial Aid

Judy "JJ" Jackson, B.A., M.A., Ed.D.
Associate Provost for Institutional Engagement

Robert S. Kivetz, B.A., M.S., Ph.D.
Vice President for Auxiliary Services

Jules Martin, B.S., M.P.A., J.D.
Vice President for Public Safety

Marilyn McMillan, B.A.
Associate Provost and Chief Information Technology Officer

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## Degree and Certificate Programs

as Registered by the New York State Education Department

<table>
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<th>Department or Program</th>
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* M.B.A. portion registered under individual HEGIS codes depending on M.B.A. major.
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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
Number 2, 3, or 5 bus to Eighth Street and University Place. Walk south to Washington Square. Number 1 bus to Broadway and Ninth Street. Walk south on Broadway to Waverly Place and west to Washington Square.

Eighth Street Crosstown Bus
Number 8 bus to University Place. Walk south to Washington Square.

Broadway Bus
Number 6 bus to Waverly Place. Walk west to Washington Square.

*See Washington Square campus map and key for specific addresses.

Note: For up-to-date information on Metropolitan Transportation Authority subway and bus services, visit the Web site at www.mta.nyc.ny.us.
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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 ground-breaking 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 1886, 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 47 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

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