Message from the Dean

The Graduate School of Arts and Science is a major site of advanced inquiry and creativity. As such, we prize the graduate student who can combine curiosity, strong capabilities, and a mind drawn to the highest challenges of history or economics or neural science or the interdisciplinary exploration of social thought or any other big field.

Our bulletin tells faculty, students, and others about our intellectual vision and the programs and people that embody it. Our offerings demonstrate that graduate schools are the academic nerve center of the contemporary university. Here, groundbreaking discoveries are made, ideas (old and new) investigated, and the next generation of scholars, researchers, thinkers, and faculty educated.

New York University has been a pioneer in graduate education. In 1866, it became the second university in the United States to offer an earned doctorate. In 1886, the Graduate School of Arts and Science opened to a wide variety of able students. Today, we house 54 programs that offer doctoral and master's degrees and certificates. They balance disciplinary and interdisciplinary work. We enroll over 4,700 students each year.

I hope that we stay true to an experimental and fluid spirit. In order to do so, we call on the abundant creative energies of New York, that greatest of global cities, and of our faculty. Together, faculty and the students who choose to work with them are the brains that power our school.

So, buoyed by the city and rooted in our faculty, we are happy to share this bulletin with those who care about an intellectual community with the core values of rigorous yet imaginative inquiry, the incessant exploration of ideas, and a commitment to the ethics of scholarship—freedom of inquiry and mutual respect among teachers and learners.

Sincerely,

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

Payment of tuition or attendance at any classes shall constitute a student’s acceptance of the administration’s rights as set forth in the above paragraph.
## Contents

Graduate School of Arts and Science: Administration, Departments, Programs  | 5  
History of the Graduate School  | 6  
New York University and New York Academic Calendar  | 9  

### Departments and Programs

- Africana Studies  | 11  
- American Studies  | 15  
- Ancient Near Eastern and Egyptian Studies  | 18  
- Anthropology  | 21  
- Atmosphere Ocean Science, Center for  | 32  
- Basic Medical Sciences  | 35  
- Bioethics, Center for  | 46  
- Biology  | 49  
- Biomaterials Science  | 58  
- Biomedical Sciences  | 62  
- Chemistry  | 64  
- Cinema Studies  | 69  
- Classics  | 76  
- Comparative Literature  | 81  
- Computational Biology  | 85  
- Computer Science  | 90  
- Culture and Media  | 99  
- East Asian Studies  | 103  
- Economics  | 107  
- English  | 115  
  - Creative Writing  | 118  
- Environmental Health Sciences  | 125  
- European and Mediterranean Studies, Center for  | 136  
- Fine Arts, Institute of  | 139  
- French  | 147  
- French Studies, Institute of  | 155  
- German  | 160  
- Hebrew and Judaic Studies, Skirball Department of  | 163  
- Hellenic Studies, Alexander S. Onassis Program in  | 170  
- History  | 171  
- Humanities and Social Thought, John W. Draper Interdisciplinary Master's Program in  | 184  
- Irish and Irish-American Studies  | 189  
- Italian Studies  | 193  
- Journalism, Arthur L. Carter Journalism Institute Programs in  | 197  
- Latin American and Caribbean Studies, Center for  | 205  
- Law and Society  | 210  
- Library Science  | 219  
- Linguistics  | 220  
- Mathematics  | 225  
- Middle Eastern and Islamic Studies  | 234  
- Museum Studies  | 239  
- Music  | 244  
- Near Eastern Studies, Hagop Kevorkian Center Program in  | 250  
- Neural Science, Center for  | 255  
- Performance Studies  | 259  
- Philosophy  | 265  
- Physics  | 270  
- Poetics and Theory  | 276  
- Politics  | 278  
- Psychology  | 288  
- Psychotherapy and Psychoanalysis  | 300  
- Religious Studies  | 303  
- Russian and Slavic Studies  | 306  
- Sociology  | 310  
- Spanish and Portuguese Languages and Literatures  | 316  
- Study of the Ancient World, Institute for the  | 321  
  - Trauma and Violence Transdisciplinary Studies  | 324  
- Admission, Registration, and Degree Requirements  | 326  
- Financing Graduate Education  | 333  
- Services and Programs  | 338  
- Community Service  | 341  
- University Directory  | 342  
- Degree and Certificate Programs as Registered by the State of New York  | 345  
- Travel Directions to the Washington Square Campus  | 348  
- Washington Square Campus Map  | 349  
- General Index  | 351  
- Schools and Colleges of New York University  | inside back cover
## Administration


Malcolm N. Semple, B.Sc., Ph.D.

Roberta S. Popik, B.A., M.S., Ph.D.

Kathleen T. Talvacchia, B.S., M.Ed., Ed.D.

Dean

Vice Dean

Associate Dean for Graduate Enrollment Services

## Graduate Departments

### Anthropology
Professor Fred R. Myers, Chair

### Biology
Professor Gloria M. Coruzzi, Chair

### Biomaterials Science
Professor Van P. Thompson, Chair

### Chemistry
Professor Michael Ward, Chair

### Cinema Studies
Associate Professor Richard Allen, Chair

### Classics
Professor David Levine, Chair

### Comparative Literature
Professor Jacques Lezra, Chair

### Computer Science
Professor Margaret H. Wright, Chair

### East Asian Studies
Professor Xudong Zhang, Chair

### Economics
Professor David G. Pearce, Chair

### English
Professor Phillip B. Harper, Chair

### Institute of Fine Arts
Professor Patricia L. Rubin, Director

### French
Professor Judith Miller, Chair

### German
Professor Eckart Goebel, Chair

### Hebrew and Judaic Studies
Professor Lawrence H. Schiffman, Chair

### History
Professor Joanna Waley-Cohen, Chair

### Italian Studies
Professor Rabih Ben-Ghrai, Chair

### Journalism
Associate Professor Brooke Kroeger, Chair

### Linguistics
Professor Alec Marantz, Chair

### Mathematics
Professor Yuri Tschinkel, Chair

### Middle Eastern and Islamic Studies
Professor Zachary Lockman, Chair

### Music
Professor Suzanne Cusick, Chair

### Neural Science
Professor J. Anthony Movshon, Director

### Performance Studies
Associate Professor José Esteban Muñoz, Chair

### Philosophy
Professor Stephen Schiffer, Chair

### Physics
Professor David G. Grier, Chair

### Politics
Professor Nathaniel Beck, Chair

### Psychology
Professor Tom Tyler, Chair

### Russian and Slavic Studies
Associate Professor Yanni Kotsonis, Chair

### Social and Cultural Analysis
Professor Andrew Ross, Chair

### Spanish and Portuguese Languages and Literatures
Associate Professor James Fernandez, Chair

### Africana Studies
Associate Professor Awam Amkpa, Director

### American Studies
Professor Nikhil Singh, Director

### Ancient Near Eastern and Egyptian Studies
Professor Anne Macy Roth, Director of Graduate Studies

### Ancient World
Professor Robert Bagnall, Director

### Atmosphere Ocean Science
Associate Professor David M. Holland, Director

### Basic Medical Sciences
Senior Associate Dean Joel D. Oppenheim, Director

### Bioethics
Professor William Ruddick, Director

### Biomedical Sciences
Professor John H. Morrison, Dean, Basic Sciences and the Graduate School of Biological Sciences

### Computational Biology
Professor Michael J. Shelley, Director

### Creative Writing
Professor Deborah Landau, Director

### Culture and Media
Professor Faye Ginsburg, Director

### Environmental Health Sciences
Professor Max Costa, Chair, Department of Environmental Medicine

### Ergonomics and Biomechanics
Professor Margareta Nordin, Director

### European and Mediterranean Studies
Associate Professor Larry Wulff, Director

### French Studies
Professor Eduard Berenson, Director

### Humanities and Social Thought
Professor Robin Nagle, Director

### Irish Studies
Professor Joe Lee, Director

### Latin American and Caribbean Studies
Associate Professor Thomas A. Akerstrom, Director

### Law and Society
Professor Sally Merry, Chair

### Library Science
Professor Alice Flynn, Director (Palmer School of Library and Information Science, Long Island University)

### Museum Studies
Professor Bruce J. Altshuler, Director

### Near Eastern Studies
Professor Michael Gilsenan, Director

### Poetics and Theory
Professor Anselm Haverkamp, Director

### Psychotherapy and Psychoanalysis
Professor Lewis Aron, Director

### Religious Studies
Assistant Professor Adam H. Becker, Director

### Trauma and Violence
Transdisciplinary Studies, Professors Avital Ronell and Judith Alpert, Codirectors
History of the Graduate School

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. New York University was 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 4,500 master’s and Ph.D. graduate students enrolled in 54 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.”

Washington Square by Fernand Harvey Langren (c. 1890). Private Collection. Photograph courtesy of Hirschl & Adler Galleries, Inc.
New York University Libraries

The Elmer Holmes Bobst Library, designed by Philip Johnson and Richard Foster, is the flagship of an eight-library system that provides access to the world’s scholarship and serves as a center for the NYU community’s intellectual life. Bobst Library houses 3.8 million volumes and provides access to thousands of electronic resources, both on site and around the world via the Internet. The Library received more than 2.6 million visits in 2008-2009 and circulated over 800,000 items.

Bobst Library offers three specialized reference centers, 45 miles of open stacks, and approximately 2,500 seats for student study. The Avery Fisher Center for Music and Media, one of the world’s largest academic media centers, has 134 carrels for audio listening and video viewing and three multimedia classrooms. Last year, the center filled nearly 100,000 research requests for audio and video items. The Studio for Digital Projects and Research offers a constantly evolving, leading-edge resource for faculty and student projects and promotes and supports access to digital resources for teaching, learning, research, and arts events.

The Fales Library, a special collection within Bobst Library, is home to the unparalleled Fales Collection of English and American Literature; the Food Studies Collection, a rich and growing trove of cookbooks, food writing, pamphlets, papers, and archives dating from the 1790s; and the Downtown Collection, an extraordinary multimedia archive documenting the avant-garde New York art world since 1975. Bobst Library also houses the Tamiment Library, the country’s leading repository of research materials in the history of left politics and labor. Two fellowship programs bring scholars from around the world to Tamiment to explore the history of the Cold War and its wide-ranging impact on American institutions and to research academic freedom and promote public discussion of its history and role in our society. Tamiment’s Robert F. Wagner Labor Archives contain, among other resources, the archives of the Jewish Labor Committee and of more than 200 New York City labor organizations.

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

Beyond Bobst, the library of the renowned Courant Institute of Mathematical Sciences focuses on research-level material in mathematics, computer science, and related fields. The Stephen Chan Library of Fine Arts at the Institute of Fine Arts (IFA) houses the rich collections that support the research and curricular needs of the institute’s graduate programs in art history and archaeology. The Jack Brause Real Estate Library at the Real Estate Institute, the most comprehensive facility of its kind, serves the information needs of every sector of the real estate community. The newest member of the Division of Libraries is the Library of the Institute for the Study of the Ancient World (ISAW). The institute, on East 84th Street, is a center for advanced research and graduate education in ancient civilizations from the western Mediterranean to China. Complementing the collections of the Division of Libraries are the Frederick L. Ehrman Medical Library of NYU’s School of Medicine, the Dental Center’s John and Bertha E. Waldmann Memorial Library, and the Library of the School of Law.

The NYU Division of Libraries continually enhances its student and faculty services and expands its research collections, responding to the extraordinary growth of the University’s academic programs in recent years and to the rapid expansion of electronic information resources. Bobst Library’s professional staff includes more than 50 subject specialists who select materials and work with faculty and graduate students in every field of study at NYU. The staff also includes specialists in undergraduate outreach, instructional services, preservation, electronic information, and digital libraries.

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 5,000 works in a wide range of media. The collection primarily comprises late-19th-century and 20th-century works; its particular strengths are American painting from the 1940s to the present and 20th-century European prints. A unique segment of the NYU Art Collection is the Abby Weed Grey Collection of Contemporary Asian and Middle Eastern Art, which totals some 1,000 works in various media representing countries from Turkey to Japan.
New York University is an integral part of the metropolitan community of New York City—the business, cultural, artistic, and financial center of the nation and the home of the United Nations. The city’s extraordinary resources enrich both the academic programs and the experience of living at New York University.

Professors whose extracurricular activities include service as editors for publishing houses and magazines; as advisers to city government, banks, school systems, and social agencies; and as consultants for museums and industrial corporations bring to teaching an experience of the world and a professional sophistication that are difficult to match.

Students also, either through course work or in outside activities, tend to be involved in the vigorous and varied life of the city. Research for term papers in the humanities and social sciences may take them to such diverse places as the American Museum of Natural History, the Museum of Modern Art, a garment factory, a deteriorating neighborhood, or a foreign consulate.

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

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

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

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

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

Inquiries regarding the application of the federal laws and regulations concerning affirmative action and antidiscrimination policies and procedures at New York University may be referred to E. Frances White, Vice Provost for Faculty Development, New York University, Elmer Holmes Bobst Library, 70 Washington Square South, New York, NY 10012-1091, telephone 212-998-2370, for faculty; to Josephine Katcher, Senior Director of the Office of Employee Relations, New York University, 7 East 12th Street, New York, NY 10003-4475, telephone 212-998-1242, for employees; and to Thomas Grace, Director of Judicial Affairs and Title IX and VI Officer and Section 504 Coordinator, Office of the Vice President for Student Affairs, New York University, 60 Washington Square South, Suite 601, New York, NY 10012-1019, telephone 212-998-4403, for students. 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.
G R A D U A T E S C H O O L O F A R T S A N D S C I E N C E 2 0 0 9 - 2 0 1 1

A C A D E M I C C A L E N D A R

A C A D E M I C Y E A R 2 0 0 9 - 2 0 1 0

F a l l T e r m

September 2009
7 Monday
University holiday: Labor Day
8 Tuesday
First day of classes
18 Friday
Final dissertations due in the Office of Academic and Student Life for September 2009 degrees

October 2009
2 Friday
Graduation application deadline for January 2010 degrees
5 Monday
Applications for Graduate School of Arts and Science Foreign Language Proficiency Examination due in the Office of Academic and Student Life

November 2009
6 Friday
Graduate School of Arts and Science Foreign Language Proficiency Examination
26 Thursday-28 Saturday
Thanksgiving recess

December 2009
4 Friday
Preliminary dissertations due in the Office of Academic and Student Life for January 2010 degrees
15 Tuesday (classes meet on a Thursday schedule)
Legislative day†
15 Tuesday
Last day of classes
16 Wednesday
Reading day
17 Thursday
Fall semester examination period begins
23 Wednesday
Fall semester examination period ends
24 Thursday
Winter recess begins
† All Thursday classes will meet on Tuesday, December 15. Therefore, Tuesday classes do not meet on this day.

S p r i n g T e r m

January 2010
Date to be announced
University offices reopen
13 Friday
Final dissertations due in the Office of Academic and Student Life for January 2010 degrees
18 Monday
University holiday: Martin Luther King Day
19 Tuesday
First day of classes
20 Friday
Graduation application deadline for May 2010 degrees

February 2010
5 Friday
Applications for Graduate School of Arts and Science Foreign Language Proficiency Examination due in the Office of Academic and Student Life
15 Monday
University holiday: Presidents’ Day

March 2010
5 Friday
Graduate School of Arts and Science Foreign Language Proficiency Examination
13 Monday
Spring recess begins
19 Friday
Preliminary dissertations due in the Office of Academic and Student Life for May 2010 degrees
20 Saturday
Spring recess ends

May 2010
Date to be announced
Graduate School of Arts and Science Convocation
4 Tuesday (classes meet on a Monday schedule)
Legislative day†
4 Tuesday
Last day of classes
5 Wednesday
Reading day
6 Thursday
Spring semester examination period begins
7 Friday
Final dissertations due in the Office of Academic and Student Life for May 2010 degrees
12 Wednesday
Spring semester examination period ends
13 Thursday
New York University Commencement
† All Monday classes will meet on Tuesday, May 4. Therefore, Tuesday classes do not meet on this day.

S u m m e r S e s s i o n

May 2010
17 Monday
Summer session I begins
31 Monday
University holiday: Memorial Day

June 2010
11 Friday
Graduation application deadline for September 2010 degrees
25 Friday
Summer session I ends
28 Monday
Summer session II begins

July 2010
5 Monday
University holiday: Independence Day
6 Tuesday
Applications for Graduate School of Arts and Science Foreign Language Proficiency Examination due in the Office of Academic and Student Life
August 2010
6 Friday
Preliminary dissertations due in the Office of Academic and Student Life for September 2010 degrees
6 Friday
Summer session II ends
13 Friday
Graduate School of Arts and Science Foreign Language Proficiency Examination

ACADEMIC YEAR 2010-2011

Fall Term
September 2010
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 2010 degrees

October 2010
1 Friday
Graduation application deadline for January 2011 degrees
4 Monday
Applications for Graduate School of Arts and Science Foreign Language Proficiency Examination due in the Office of Academic and Student Life
11 Monday
No classes scheduled

November 2010
5 Friday
Graduate School of Arts and Science Foreign Language Proficiency Examination
25 Thursday-27 Saturday
Thanksgiving recess

December 2010
3 Friday
Preliminary dissertations due in the Office of Academic and Student Life for January 2011 degrees
14 Tuesday (classes meet on a Thursday schedule)
Legislative day†
15 Wednesday (classes meet on a Monday schedule)
Legislative day*
15 Wednesday
Last day of classes
16 Thursday
Reading day
17 Friday
Fall semester examination period begins
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.
* All Monday classes will meet on Wednesday, December 15. Therefore, Wednesday classes do not meet on this day.

Spring Term
January 2011
Date to be announced
University offices reopen
14 Friday
Final dissertations due in the Office of Academic and Student Life for January 2011 degrees
17 Monday
University holiday: Martin Luther King Day
18 Tuesday
First day of classes

February 2011
4 Friday
Graduation application deadline for May 2011 degrees
4 Friday
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 2011
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 2011 degrees
19 Saturday
Spring recess ends

May 2011
Date to be announced
Graduate School of Arts and Science Convocation

Summer Session
May 2011
16 Monday
Summer session I begins
30 Monday
University holiday: Memorial Day

June 2011
10 Friday
Graduation application deadline for September 2011 degrees
24 Friday
Summer session I ends
27 Monday
Summer session II begins

July 2011
4 Monday
University holiday: Independence Day
5 Tuesday
Applications for Graduate School of Arts and Science Foreign Language Proficiency Examination due in the Office of Academic and Student Life

August 2011
5 Friday
Preliminary dissertations due in the Office of Academic and Student Life for September 2011 degrees
5 Friday
Summer session II ends
12 Friday
Graduate School of Arts and Science Foreign Language Proficiency Examination
The Program in Africana Studies leading to an M.A. degree offers a broad interdisciplinary inquiry encompassing the histories, political and cultural movements, institutions, economies, and identities of people of African ancestry across the globe. Students have opportunities to concentrate in one area, compare and contrast between two or more areas, or simply take courses in all six of the following geographical areas: Africa, North America, Europe, Latin America, the Caribbean, and Asia-Pacific.

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.

**Faculty**

**Awam Amkpa**, Associate Professor, Social and Cultural Analysis (Africana Studies), Drama (Tisch School of the Arts); Director, Program in Africana Studies.

Ph.D. 1993 (drama), Bristol; M.A. 1987 (drama), Ahmadu Bello; B.A. 1982 (dramatic arts), Obafemi Awolowo.

Theatre of the black Atlantic; performance traditions from Africa; modern British drama.


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


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

**David Dent**, Associate Professor, Journalism.

M.S. 1982 (journalism), Columbia; B.A. 1981 (political science), Morehouse College.

African American culture, education, race, and the media; television reporting.

**Ed Guerrero**, Professor, Cinema Studies (Tisch School of the Arts), Social and Cultural Analysis (Africana 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 economics of emergent cinemas; fantastic choreographies in sci-fi and horror.

**Robert Hinton**, Clinical Associate Professor, Social and Cultural Analysis (Africana Studies).


Agricultural labor in the African Atlantic.


Early African American history; comparative slavery; histories of racial ideology.

**Michael Ralph**, Assistant Professor, Social and Cultural Analysis.


Forensics; citizenship; sovereignty; security; nationalism; diaspora; critical social theory; commodification of the body; popular culture; United States; Senegal; South Africa.


History of the contemporary United States; race and democracy; race and foreign policy; civil rights.

**Deborah Willis**, Professor, Photography and Imaging (Tisch School of the Arts), Social and Cultural Analysis (Africana Studies); University Professor.


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

**AFFILIATED FACULTY**

**Gerard Aching**, Associate Professor, Spanish and Portuguese Languages and Literatures.

Ph.D. 1991 (Romance studies), Cornell; B.A. 1982 (political science), California (Berkeley).

Nineteenth- and 20th-century Caribbean literatures and intellectual history; theories of modernism and modernity in Latin America; slavery and philosophy; visual regimes and politics in Caribbean popular cultures.

Derrick Bell, Visiting Professor, Law (School of Law). LL.B. 1957, Pittsburgh; B.A. (1952), Duquesne. Constitutional law; current constitutional issues.


Christopher Collins, Associate Professor, Anthropology, Social and Cultural Analysis (American Studies). Ph.D. 1996 (cultural anthropology), CUNY; M.A. 1990 (anthropology and museum studies), New York; B.A. 1987 (anthropology), Tufts. Race and ethnicity; nationalism; media studies; political economy, globalization; the politics of museum and visual representation; urban studies; consumption; Latinos in the U.S.

Manthia Diawara, Professor, Comparative Literature; University Professor; Director, Institute of African American Affairs. Ph.D. 1985 (comparative literature), Indiana; M.A. 1978 (literature), B.A. 1976 (literature), American. Black American film; literary and cultural studies; black film in Africa and Europe.


Troy Duster, Professor, Sociology; Silver Professor. Ph.D. 1962, Northwestern; M.A. 1959, California (Los Angeles); B.A. 1957, Northwestern. Sociology of science; sociology of knowledge; deviance and control; sociology of law; race and ethnicity; policy; deviance.

William Easterly, Professor, Economics. Ph.D. 1985 (economics), Massachusetts Institute of Technology; B.A. 1979 (economics), Bowling Green State. Economic development; economic growth; African development; ethnic conflict; American race relations; foreign aid; international macroeconomics.

Ada Ferrer, Associate Professor, History. Ph.D. 1995, Michigan; M.A. 1988, Texas (Austin); B.A. 1984, Vassar College. Latin America and the Caribbean; Cuba; nationalism and independence.


Philip Brian Harper, Erieh Maria Remarque Professor of Literature; Professor, English, Social and Cultural Analysis (American Studies); Chair, Department of Social and Cultural Analysis. Ph.D. 1988 (English), M.A. 1986, M.F.A. 1985 (creative writing), Cornell; B.A. 1981 (creative writing/literature), Michigan. Modern and contemporary U.S. literary and cultural studies; African American literature and culture; gender and sexuality studies.


Pamela Newkirk, Associate Professor, Journalism. M.A. 2000 (journalism), Columbia; B.A. 1983 (journalism), New York. Urban issues; politics; history of minorities in the media.


Jeffrey Sammons, Professor, History. Ph.D. 1982 (history), North Carolina (Chapel Hill); M.A. 1974 (history), Tufs; B.A. 1971 (history), Rutgers. U.S. social and cultural history with research and teaching interests in African American history, military history, black autobiography, film history, and sports history.

Mary Schmidt-Campbell, Professor, Art and Public Policy; Chair, Department of Art and Public Policy; Dean, Tisch School of the Arts. Ph.D. (humanities), M.A. (history), Syracuse; B.A. (English), Smith College.

John Singler, Professor, Linguistics; Chair, Department of Linguistics. Ph.D. 1984 (linguistics), M.A. 1979 (linguistics), California (Los Angeles); M.A. 1976 (African studies), London; B.A. 1969 (history), Dartmouth College. Sociolinguistics; pidgins and creoles; phonology.


Leonard Wantchekon, Professor, Politics. Ph.D. 1995 (economics), Northwestern; M.A. 1992 (economics), British Columbia; Baccalauréat série C 1977 (mathematics and physics), Benin. Political economy; development; applied game theory; comparative politics; political methodology.
Program and Requirements

Admission: Students are expected to have a broad background in African American studies, African studies, or Caribbean studies. Proficiency in at least one foreign language (African or European) is desired but not required.

MASTER OF ARTS

The master’s degree in Africana studies can be pursued full time or part time. Full-time students are required to satisfactorily complete 32 points of graduate course work distributed as follows: semester 1) the required Proseminar in Africana Studies plus two additional Africana studies courses; semester 2) either three Africana studies courses, or two Africana studies courses and one Directed Readings course; and semester 3) either two 4-point Directed Readings courses, one 4-point Directed Readings course plus one other 4-point course, or two other 4-point courses, in addition to a master’s thesis. To qualify for the M.A. degree, students must either write a thesis or take a comprehensive examination at the conclusion of their final semester of work. Internships in institutions and organizations in New York City may be taken for 4 points. Students are assigned advisers to assist them in arranging courses for their area of study and in the supervision of their thesis or comprehensive exam.

JOINT MASTER OF ARTS PROGRAM IN AFRICANA STUDIES AND ECONOMICS

The goal of this program is to help students develop social science skills that can be used to better society in the public and private spheres, specifically in support of African and African diaspora communities. The program provides students with a social science background in economics and Africana studies. Students analyze development, economics, politics, and other social sciences and gain a broader perspective of how these disciplines apply to Africa and the African diaspora. Students can earn a Master of Arts in this program by taking 36 points over three terms. The curriculum consists of required courses from both economics and Africana studies, as well as elective courses from other social science disciplines, such as politics, or from other schools at NYU, such as the Robert F. Wagner Graduate School of Public Service. The final requirement is either a master’s thesis or a special project associated with an internship conducted at a site involving the application of social science knowledge and principles to African affairs. While this program specifically targets African students, others with interest in this interdisciplinary connection between Africana studies and economics are encouraged to apply.

JOINT MASTER OF ARTS PROGRAM IN AFRICANA STUDIES AND JOURNALISM

The goal of this program is to help students develop journalistic and social science skills that can be used to better society in the public and private sphere, with a specific focus on the African and African diasporic communities. Students will develop skills in analyzing and writing about politics, culture, and society, and their intersections with African and African diasporic subjects. Concurrently, they will sharpen their ability to research, report, and write with depth, understanding, and perception about these subjects for a sophisticated general public. The curriculum will be composed of 42 credits of required classes from both the Departments of Journalism and Africana Studies, as well as elective courses from other disciplines (the Department of Politics, the Wagner Graduate School of Public Service, the Department of History, and others). The final requirement will be a master’s project in the form of a well-researched and well-reported journalistic work of 6,000 to 10,000 words, in explanatory, investigative, or narrative style.

CONCENTRATION IN MUSEUM STUDIES

This concentration requires the completion of 36 points (16 in museum studies), a master’s thesis, and a full summer internship in a museum or cultural institution. Those planning to work as museum professionals with collections in museums, historic houses and sites, and government agencies relating to black history and culture, literature, and politics are encouraged to apply. For more information, contact the Program in Africana Studies, 212-992-9650, or the Program in Museum Studies, 212-998-8080.

Courses

Proseminar in Africana Studies
G11.2000 Core requirement. 4 points.
Introduces incoming M.A. students in Africana studies to significant areas and topics of research as well as the primary methods of inquiry that have defined the study of African and African diasporic cultures, their political economies and histories since the mid-16th century. The course explores concepts and methods that intersect knowledge and their production in Africa and its worldwide diasporic communities. The course examines these broad themes in Africa and the new world as well as in Europe and Asia Pacific. Topics include Pan-Africanism, nationalism and nationalist movements, civil rights and independence movements, urban social and political issues, cultural movements such as the Harlem Renaissance, migration and immigration, black feminism, and black cultural studies.

Seminar: Visual Studies
G11.2303 4 points.
This seminar explores how the trope of “blackness” is mediated over a range of ideas, images, and expressions of social difference in cinema. Screenings and readings examine how popular cinema, ranging from black independence to the commercial “mainstream,” deals not only with issues of race and color, but how these issues intersect, and interact, with other social categories of difference(s) mainly related to class, sexual orientation, and gender but including many others. The course explores such issues as seeing beyond the “black-white binary” model of race relations; gendered perspectives on “blackness” and black women’s filmmaking; the cultural and political dynamic between blackness and gayness on the screen; and issues of class, caste, and “colorism” in cinema. The course also examines a number of ideas and theories related to the material, including passing, double consciousness, unmarked difference, and creolization.

Colloquium in Women’s History: Race and Reproduction
G11.2600 4 points.
From the policies, priorities, and perversions of slave owners to the pronatalist campaigns of colonial Africa, to the family planning programs that are a hallmark of liberalism and development in the postcolonial world, and, most recently, to the promotion of assisted reproduction technologies among Western elites, race and reproduction have always been among the primary axes on which large-scale political, economic, cultural, social, and intellectual processes are configured. Because reproduction connects the intimate experiences of individuals to larger historical
structures and forces and because reproduction is such a fundamental (if varied) biological and social experience, this topic in particular lends itself to comparative work. This course explores issues in the history of race and reproduction, focusing primarily (though not exclusively) on American and African contexts. This cross-cultural breadth helps students to consider the relationship between biological experiences (which are often portrayed as universal) and sociocultural context. Through readings, students consider how different disciplinary orientations (social history, medical anthropology, feminist theory, art history, etc.) approach women’s history both methodologically, theoretically, and in terms of narrative and analytic strategies.


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.”

Steal Away: African Atlantic Religious Culture G11.2614 4 points.
This seminar is a comparative study of African Atlantic religious celebration, primarily in the context of Afro-Christianity, but touching on Islam, “Voodoo,” Santería, and Candomblé. Although designed for graduate students, this seminar is also open to seniors with a GPA of 3.65 or better, who may choose to take the seminar on a pass-fail basis.

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.

Haiti in the Caribbean Context G11.2652 4 points.
Francophone communities in the Caribbean are as different from each other as they are different from their Anglophone and Hispanophone neighbors. This course concentrates on the representation of Haiti, arguably the most distinctive Caribbean country in the region and the second independent republic in the hemisphere, in the imagination of Caribbean writers. It is as much an introduction to key issues in Haitian politics, history, and culture as an investigation of the impact of Haiti on the rest of the hemisphere. The latter aspect of the course is examined through a number of texts that react to Haiti and are drawn from literature for the most part but also from history and anthropology in the 20th century.

Resisting Resistance: From Nation to Diaspora in Caribbean Writing G11.2654 4 points.
In the islands of the Caribbean archipelago, plantation slavery and later schemes of indentureship left in their wake diverse groups of people who were cut off from their communities of origin. Ethnic and cultural heterogeneity was further intensified by prolonged periods of colonization, making Caribbean societies some of the oldest colonies in the West. Because of their unusual hybrid genesis, they could neither be seen as “western” nor could they be considered “native,” that is, distinctly “other.” This course looks at the Caribbean archipelago in terms of its fragmented island spaces, the dominance of the sea, and the influence of the Atlantic world. Theorizing Caribbean identity is treated not in terms of an inherent wholeness or cultural unity in the region but of open-ended cultural interaction. Caribbean literary theories manifest a connectedness and cross-cultural relocation that mark all the major literary movements. Some of the central paradigms addressed are nationalism, cosmopolitanism, creolization, and relationality.

Afro-Latino Culture and History G11.2802 4 points.
Latinos are now called “the nation’s largest minority,” outpacing African Americans and thereby signaling a benchmark in the changing meaning of what it means to be American. In public accounts of this dramatic shift, Latinos are commonly counterposed against African Americans in mutually exclusionary terms: either you are Hispanic or you are black. Little if any attention goes to the huge though uncounted black Latino population, the group that fits neatly in neither the Hispanic nor the black category and yet may play a decisive role in the emerging cultural configurations and political alignments of our times. This course examines the profound sociological and cultural implications of the growing Afro-Latino presence in light of recent theorizing on race and diasporas. After an overview of the historical background of African-descent peoples in the Spanish-speaking Americas, the course then traces the longstanding social experience of black Latinos in the United States. Along with a discussion of migration patterns and community formations, there is a focus on narrative accounts of Afro-Latino life and on the traditions of cultural expression; special attention goes to Afro-Latino poetry and to the rich history of Afro-Latino music through the generations, from rumba, mambo, and Cubop to salsa, Latin soul, and hip-hop. Finally, the course turns to the possible theoretical and political consequences of this increasingly self-conscious transnational identity formation.

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

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

COMPARATIVE LITERATURE
Topics in Caribbean Literature G29.2650 4 points.

FRENCH STUDIES
France and Francophone Africa G46.2412 4 points.

HISTORY
African American History G57.1782 4 points.
African Slavery and the Atlantic Slave Trade G57.2555 4 points.
The Program in American Studies, located within the Department of Social and Cultural Analysis, offers courses of study leading to the degrees of Master of Arts and Doctor of Philosophy. It is designed to prepare students for advanced work and teaching in American studies. Interdisciplinary by definition, the student’s course of study is arranged with the director of the program and the director of graduate studies and includes seminars offered in the program, in the larger Department of Social and Cultural Analysis, and in selected other departments including Anthropology, Cinema Studies, Comparative Literature, English, History, Journalism, Middle Eastern Studies, Performance Studies, and Sociology.

The program’s affiliates include 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. The program also emphasizes the interrelation of social formations, including those of race, gender, class, and sexuality, with global political economies both historical and contemporary. Students pursue these studies through methodological training in historical analysis, ethnographic research, and critical and cultural theory.

**Faculty**

Arlene Dávila, Professor, Social and Cultural Analysis (American Studies), Anthropology. Ph.D. 1996 (cultural anthropology), CUNY; M.A. 1990 (anthropology and museum studies), New York; B.A. 1987 (anthropology), Tufts. Race and ethnicity; popular culture; nationalism; media studies; globalization; the politics of museum and visual representation; urban studies; Puerto Ricans and Latinos in the United States.

Lisa Duggan, Professor, Social and Cultural Analysis (American Studies, Gender and Sexuality Studies); Director, Program in 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. politics and culture; history of women and gender; lesbian and gay studies; feminist and queer theory.

Gayatri Gopinath, Associate Professor, Social and Cultural Analysis (American Studies), Gender and Sexuality Studies. Ph.D. 1998 (English and comparative literature), Columbia; B.A. 1991 (Latin American studies), Wesleyan. Postcolonial literatures and cultures; South Asian diaspora studies; transnational feminist cultural studies; queer studies; Asian American studies; popular culture.


Jennifer Morgan, Associate Professor, Social and Cultural Analysis (American Studies, Africana Studies), History. Ph.D. 1995 (history), Duke; B.A. 1986 (Third World studies), Oberlin College. Colonial America; black Atlantic; comparative slavery; feminist and race theory.

Crystal Parikh, Assistant Professor, Social and Cultural Analysis (American Studies), English. Ph.D. 2000 (English), M.A. 1995 (English), Maryland; B.A. 1992 (English and religious studies), Miami. Asian American literature and studies; Latino/Chicano literature and studies; feminist and race theory; post-colonial studies; 20th-century American literature.

Maria Josefina Saldana Portillo, Associate Professor, Social and Cultural Analysis (American Studies, Latino Studies); Director, Program in Latino Studies. Ph.D. 1993 (modern thought and literature), Stanford; B.A. 1983 (English), Yale.
Latin American revolutionary literature and culture (Mexico, Central America); 20th-century U.S. and Latino literature and culture; ethnic studies; postcolonial theory; development studies; globalization studies.

Michael Ralph, Assistant Professor, Social and Cultural Analysis. Ph.D. 2007 (anthropology), M.A. 2002 (anthropology), Chicago; B.A. 2000 (African studies), Morris Brown College. Forensics; citizenship; sovereignty; security; nationalism; diaspora; critical social theory; commodification of the body; popular culture; United States; Senegal; South Africa.

Andrew Ross, Professor, Social and Cultural Analysis (American Studies). 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.


Jack (John Kuo Wei) Tchen, Associate Professor, Gallatin School of Individualized Study; Associate Professor, History, Social and Cultural Analysis (Asian/Pacific American Studies); Director, Asian/Pacific American Studies Program. Ph.D. 1992, M.A. 1987, New York; B.A. 1975, Wisconsin (Madison). Interethnic and interracial relations of Asians in the Americas; urban studies; cross-cultural studies; museum studies; radical pedagogy.

Thuy Linh Nguyen Tu, Assistant Professor, Social and Cultural Analysis (American Studies, Asian/Pacific American Studies). Ph.D. 2003 (American studies), New York; B.A. 1994 (English), Bates College. Race and ethnicity; popular culture and visual culture; labor and migration; culture and economy.

Caitlin Zaloom, Assistant Professor, Social and Cultural Analysis (American Studies, Metropolitan Studies). Ph.D. 2002 (anthropology), M.A. 1998 (anthropology), California (Berkeley); B.A. 1995 (modern culture and media; Middle Eastern studies), Brown. Interdisciplinary approaches to the contemporary problems of economy, culture, and cities; ethnography of markets; science and social science.

ASSOCIATED AND AFFILIATED FACULTY
Faye Ginsburg, Anthropology; Jeff Goodwin, Sociology. Linda Gordon, History; Christine Harrington, Public Policy (Tisch School of the Arts); Barbara Kirshenblatt-Gimblett, Performance Studies; Barbara Krauthamer, History; Emily Martin, Anthropology; Randy Martin, Art and Public Policy (Tisch School of the Arts); Anna McCarthy, Cinema Studies; Elizabeth McHenry, English; José Esteban Muñoz, Performance Studies; Tavia Nyong'o, Performance Studies.

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.

MASTERS 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 else where 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 approved 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 Dissertation Proposal Workshop (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 interdisciplinary study.
Courses

Culture and Economy G13.1008
Gender, Race, and Imperialism G13.2303
Dissertation Proposal Workshop G13.2306
U.S. and the Long 20th Century G13.2307
American Capitalism G13.2304
Anatomizing American Literature G13.2312
Marxist Thought and Critical Practice G13.2313
Queer Historiographies G13.2314
Group Research Seminar G13.2319
Urban and Suburban Studies G13.2320
Urban Ethnography in American Studies G13.2322
Roots of Race Thinking G13.2326
Comparative Ethnic Studies G13.2328
Studies in Work and Labor G13.2329
Human Rights and Cultural Politics G13.2330

Foreign Language Requirements: Every matriculant must satisfy the doctoral foreign 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 review 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.

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 faculty, 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. This information is also available on the GSAS Web site at http://gsas.nyu.edu/page/grad.financialaid.

Race and Reproduction G13.2600
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.

Offers M.A. and Ph.D. degrees as preparation for research and college-level teaching in these fields. The faculty of the program is drawn from several areas of the University and its members work in a variety of disciplines and geographical areas.

The program is especially strong in study of the areas surrounding the eastern Mediterranean: the ancient cultures of Egypt, Syria-Palestine, and the Aegean.

**Faculty**

**Joan Breton Connelly**, Professor, Art History, Classics; Director, NYU excavations, Cyprus. Ph.D. 1984 (classical and Near Eastern archaeology), M.A. 1979, Bryn Mawr College; B.A. 1976 (classics), Princeton.

Greek sculpture and vase painting; Greek myth and religion; Cypriot archaeology; the Hellenistic East.


Zooarchaeology; fauna analysis; Natufian subsistence and settlement; later prehistoric and medieval Europe; North America.


Assyriology; Hebrew Bible; interpretation and cultural history; ancient Syria.

**Ogden Goelet**, Research Associate Professor, Middle Eastern and Islamic Studies. Ph.D. 1982 (history), M.A. 1975 (history), Columbia; B.A. 1966 (German literature), Harvard.

Egyptian cultural history; ancient Egyptian religion; Egyptian lexicography.


**Andrew Monson**, Assistant Professor, Classics. Ph.D. 2008 (classics), Stanford; M.Phil. 2003 (archaeology), London; B.A. 2000 (classical studies), Pennsylvania.

Hellenistic history; Greco-Roman Egypt; social and economic history; political economy; ancient empires.


Ancient Egyptian imperialism; interpretation of Egyptian data and anthropological theory; state formation and the early state.


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.


Art and archaeology of late antique and Byzantine Egypt; textile production and early monastic communities.


Urbanism; state formation; gender issues; ceramic analysis; the ancient Near East and South Asia.
Courses

HEBREW AND JUDAIC STUDIES

Akkadian I, II G78.1101, 1102
3 points per term.
Introduction to cuneiform script and to the Akkadian language, with emphasis on grammatical structure.

Akkadian III, IV G78.1103, 1104
Prerequisite: G78.1102 or the equivalent.
3 points per term.
Reading of Akkadian literature.

Ugaritic I, II G78.1115, 1116
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 Prerequisite: one year of classical Hebrew or the equivalent. 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 Students are encouraged but not required to take Aramaic I prior to enrolling in Aramaic II. Schiffman. 3 points.
Introduction to the Aramaic documents found at Qumran and contemporaneous sites. This represents the intermediate phase of Aramaic and Bar Kokhba texts.

Aramaic III: Syriac Aramaic G78.1119 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 3 points.
Introduction to Galilean and Babylonian Jewish Aramaic and related texts.

Historical Grammar of Classical Hebrew G78.1060 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 stages 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.

History of Israelite Religion G78.1215 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.

MIDDLE EASTERN STUDIES

Introduction to Ancient Egyptian I, II G77.1359 4 points per term.
Introduction to hieroglyphics; readings in ancient Egyptian texts.

Advanced Egyptian I, II G77.1390, 1391 Prerequisite: G77.1360 or the equivalent. 4 points per term.
Advanced readings in ancient Egyptian texts.

ANTHROPOLOGY

Social Anthropology Theory and Practice G14.1010 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.

Linguistic Anthropology G14.1040 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.

Gender Issues in Archaeology G14.1201 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.

Prehistory of South Asia G14.1207 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 BC. 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 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 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.

Archaeological Theory G14.2213 4 points.
Exposes and assesses in detail the framework of problems and questions that guides anthropological archaeology. Critically examines the process of theory construction and the nature and procedures involved in scientific explanation. Discusses dominant theoretical constructs within which the archaeological record is understood and/or explained.

Archaeological Methods and Techniques G14.2214 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.

INSTITUTE OF FINE ARTS
Each term, the Institute offers a variety of specialized courses, circumscribed by general topic areas. Those related to ancient Near Eastern and Egyptian studies are listed below. For specific information on current courses, consult the Institute’s Announcement of Courses or call the Institute’s Academic Office, 212-992-5868.

Prehistoric Art of the Old World
Egyptian Art
Ancient Near Eastern Art
Aegean Art
Greek Art
Early Christian and Early Byzantine Art
Transhistorical Studies
Theory and Criticism
Curatorial Studies
Fundamental Conservation Courses
Advanced Conservation Courses
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 believe that basic ethnography remains the cornerstone on which all cultural anthropology rests and are concerned with the representation of anthropological knowledge in writing, film, museum display, and new media. There is a commitment to an understanding of large-scale 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 and cultural life 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 primatology, 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, paleoanthropology, and skeletal biology, 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, Ecuador, Colombia, Argentina, Costa Rica, Venezuela, Bolivia, Gabon, Cameroon, Zambia, Tanzania, Ethiopia, Kenya, 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 draw upon related fields of biological sciences, earth sciences, ancient and contemporary languages, film, history, and the humanities when these help refine their understanding of particular problems.

Faculty

Thomas A. Abercrombie, Associate Professor. Ph.D. 1986 (sociocultural anthropology), Chicago; B.G.S. 1973 (philosophy and Asian art history), Michigan. Cultural history/historical anthropology; colonization; postcolonial situations; ritual and cultural performance; gender and sexuality; the Andes and Spain.


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.


Anthony Di Fiore, Associate Professor. Ph.D. 1997 (anthropology), California (Davis); B.S. 1990 (biology), Cornell. Biological anthropology; primate behavior and ecology; population genetics; South America.


Tejaswini Ganti, Assistant Professor. Ph.D. 2000, New York; M.A. 1994 (anthropology), Pennsylvania; B.A. 1991 (political science), Northwestern. Bollywood film; South Asia; popular culture; postcolonial theory; visual culture/visual anthropology; nationalism; theories of globalization.


Michael Ginsen, David B. Kriser Professor of the Humanities; Professor, Middle Eastern and Islamic Studies, Anthropology. D.Phil. 1967 (social anthropology), Dip. Anth. 1964, B.A. 1963 (Arabic), Oxford. Anthropology and sociology of Islam; history and anthropology; narrative theory; anthropology of power and violence.

Faye Ginsburg, David B. Kriser Professor of Anthropology, Director, Program in Culture and Media; Director, Center for Media, Culture, and History; Codirector, Center for Religion and Media. Codirector, NYU Council for the Study of Disability. Ph.D. 1986 (anthropology), UNY; B.A. 1976 (archaeology and art history), Barnard College. Culture and media; indigenous media; disability; cultural activism; United States; indigenous Australia.

Bruce Grant, Associate Professor. Ph.D. 1993, M.A. 1989, Rice; B.A. 1985, McGill. The former Soviet Union, Siberia, Caucasus; Azerbaijan; (post-)Soviet nationality policies; state culture; nationalism; religion; shamanism; Islam; historiography; hermeneutics; cinema; modernism; histories of anthropology.

Terry Harrison, Professor; Director, Center for the Study of Human Origins; Associate Chair, Department of Anthropology. Ph.D. 1982 (physical anthropology), B.Sc. 1978 (anthropology), University College London. Biological anthropology; early hominids; hominid evolution; fossil primates; East Africa, Asia, and Europe.
Race and ethnicity; social stratification; theory and method in diaspora studies; religion; the Caribbean and Latin America.

Emily Martin, Professor. Anthropology (Institute for the History of the Production of Knowledge). Ph.D. 1971, Cornell; B.A. 1966 (anthropology), Michigan. Anthropology of science and medicine; gender; money and other measures of value; ethnography of work; China and the United States.

Sally Engle Merry, Professor, Anthropology, Law and Society. Ph.D. 1978, Brandeis; M.A. 1967, Yale; B.A. 1966, Wellesley College. Anthropology of law; human rights; transnationalism; gender and race; colonialism; the United States.

Fred R. Myers, Professor; Silver Professor; Chair, Department of Anthropology. Ph.D. 1976 (anthropology), M.A. 1972 (anthropology), Bryn Mawr College; B.A. 1970 (religion), Amherst College. Hunters and gatherers; art and material culture; emotions and personhood; Fourth World peoples; Australia and Oceania.

Rayna Rapp, Professor. Ph.D. 1973 (anthropology), M.S. 1969 (anthropology), B.S. 1968 (anthropology), Michigan. Gender; reproduction; health and culture; science and technology; United States and Europe.

Susan Carol Rogers, Associate Professor. Ph.D. 1979 (anthropology), M.A. 1973 (anthropology), Northwestern; M.S. 1983 (agricultural economics), Illinois (Urbana-Champaign); B.A. 1972 (anthropology), Brown. Europeanist ethnology; French society and culture; rural development; tourism; food; anthropology and history.


Noelle Stout, Assistant Professor. Ph.D. 2008 (anthropology), Harvard; M.A. 1999 (anthropology and feminist studies), B.A. 1998 (anthropology and feminist studies), Stanford.

Christian A. Tryon, Assistant Professor. Ph.D. 2003 (anthropology), M.A. 2000 (anthropology), B.A. 1996 (anthropology and English), Connecticut. Archaeology; Paleolithic archaeology; lithic technology; geochemistry; Middle Stone Age; Africa, Europe, and Turkey.

Randall K. White, Professor. Ph.D. 1980 (anthropology), Toronto; B.A. 1976, Alberta. Archaeology; Paleolithic Europe; prehistoric art; archaeological approaches to reconstructing technologies of ancient hunter-gatherers.

Rita P. Wright, Associate Professor. Ph.D. 1984 (anthropology and archaeology), M.A. 1978 (anthropology and archaeology), Harvard; B.A. 1975 (anthropology), Wellesley College. Archaeology; urbanism; state formation; gender issues; ceramic analysis; the ancient Near East and South Asia.

Angela R. Zito, Associate Professor, Anthropology, Program in Religious Studies; Director, Program in Religious Studies; Codirector, Center for Religion and Media. Ph.D. 1989 (Far Eastern Languages and Civilizations), Chicago; B.A. 1974 (East Asian studies and journalism), Pennsylvania State. Cultural history/historical anthropology; critical theories of religion; gender and embodiment; performance and subjectivity; China.


Joseph Schuldenrein, Ph.D. 1983, M.A. 1976, Chicago; B.A. 1971, SUNY (Stony Brook). Geoarchaeology; North America; South and Southwest Asia.


AFFILIATED FACULTY IN OTHER DEPARTMENTS
Timothy G. Bromage, College of Dentistry; Allen Feldman, Culture and Communication (Steinhardt School of Culture, Education, and Human Development); Deborah Anne Kapchan, Performance Studies.

VISITING FACULTY
Renato Rosaldo, Visiting Professor. Ph.D. 1971, B.A. 1963, Harvard. Social theory and ethnography; cultural citizenship; cultural studies; history; U.S. Latinos; Latin America; island Southeast Asia.

FACULTY EMERITI
Clifford J. Jolly, Professor. Ph.D. 1965, (anthropology), London; B.A. 1961 (anthropology), University College London. Biological anthropology; primatology; population biology; Africa.

Owen M. Lynch, Professor. Ph.D. 1966 (anthropology) Columbia; B.A. 1956, Fordham. Urban anthropology; social anthropology; political economy of urban space; cultural construction of emotion; religion; India.
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. The department offers one stand-alone M.A. program in biological anthropology (track in human skeletal biology). In all other cases, 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 the requirements outlined below have been fulfilled.

MASTER OF ARTS
A total of 36 points of course work is required for the M.A. degree, 12 of these being in the core courses. All students in each of the subdisciplines are required to take certain departmental core courses. Each of the subdisciplines also has its own courses; students generally take most of their courses within their own subdiscipline of specialty.

Human Skeletal Biology Track: The department's only stand-alone M.A., this track prepares graduates to apply the principles and techniques of skeletal biology and genetic research in biological anthropology to a variety of contexts, including those in the forensic sciences (e.g., medical examiner's office, coroner's office, armed forces, criminal justice, law enforcement, mass disasters). HSB also provides useful training for students who are preparing for admission to doctoral programs in skeletal biology and human evolution. Prospective students should hold a B.A. or B.S., preferably with an emphasis in anthropology, biology, or the natural sciences.

Students take the following courses or their approved equivalents: (1) Depart-mental Seminar (G14.1000; formerly G14.3210), (2) Human Osteology (G14.1516), (3) Interpreting Human Skeletal Morphology (G14.1520), and (4) Biological Variation Among Human Populations (G14.1517) or Human Genetics and Biology (G14.339X). In addition, students take an approved statistics course and at least one field training or internship course.

Biological Anthropology: Students in the biological track of the Ph.D. program take (1) Departmental Seminar (G14.1000; formerly G14.3210) 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.

Archaeological Anthropology: Students in this track take (1) Departmental Seminar (G14.1000; formerly G14.3210), (2) either History of Archaeological Theory (G14.2213) or History of Anthropology (G14.1636), (3) Archaeological Methods and Techniques (G14.2214) or an approved substitute, (4) one archaeology course focusing on a specific geographic region, and (5) a supervised field trip experience approved by their M.A. advisory committee.

Cultural and Linguistic Anthropology: Students in this track take (1) Cultural and Linguistic Anthropology (G14.1636), (2) Ethnographic Linguistics (G14.1040), and (3) Archaeological Theory (G14.2213) or History of Anthropology (G14.1636), (4) Linguistic Anthropology (G14.1040), and (5) at least one Ethnographic Traditions course, chosen in consultation with their 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. During the first year of matriculation, the department evaluates 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 two readers, from among the permanent department 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. By the beginning of the third year of study, the M.A. paper must be approved as pre-Ph.D. quality by the M.A. committee and the petition accepted by the full faculty. Students failing to meet this requirement will be placed on academic probation and may be dropped from the program.

DOCTOR OF PHILOSOPHY
All students must formally petition for entry to the Ph.D. program. Those wishing to transfer credit from a prior M.A. in anthropology do so at the beginning of the second semester in residence; all others submit the petition 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 department faculty. Final acceptance is conditional on successful completion of the master's course work and master's paper. These course points are then applied toward the Ph.D., which requires a total of 72 points (or up to 86 points for students in the Program in Culture and Media).

On completion of at least 60 points of course work and no later than one year after completion of all Ph.D. course requirements, a student must take the written Ph.D. comprehensive examinations. These examinations cover work in three areas of specialization and are evaluated by the student's Ph.D. committee. After completing all Ph.D. course work and passing the comprehensive exam, the student is eligible for the M.Phil. degree. Completion of these requirements as well as an oral defense of the dissertation proposal means that the student has achieved Ph.D. candidacy and may pursue dissertation research.

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.
CERTIFICATE PROGRAM IN CULTURE AND MEDIA

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

The Departments of Anthropology and Cinema Studies offer a joint course of study, integrated with graduate work in either of those departments, leading to the Advanced Certificate in Culture and Media. Core faculty are Professor Faye Ginsburg, director of the Program in Culture and Media; Assistant Professors Tejaswini Ganti and Noelle Stout of the Department of Anthropology; and Professor Robert P. Stam and Associate Professor Jonathan Kahana of the Department of Cinema Studies.

The certificate program, open to students who are enrolled in the Ph.D. program in anthropology specializing in the sociocultural track, 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 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, from radio to low-format video, from digitally streamed work to cinema industries. Students from the program have been doing Ph.D. research on the development of media in diverse settings, from the development of indigenous media in Australia, Canada, New Zealand, Brazil, Chile, Mexico, and Paraguay, to the free software movement in France, 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. A career in media requiring an understanding of anthropology, such as specialized programming and distribution of ethnographic film and video, community-based documentary production, management of ethnographic film/video libraries and archives, or work in digital 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 counted 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 film and video, and courses in the film school, cultural theory and the documentary, and electives on topics such as multiculturalism and the media or Bollywood cinema. 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. Students also arrange internships with educational programs, and outreach activities.

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 foundational 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.

CENTER FOR THE STUDY OF HUMAN ORIGINS

The Center for the Study of Human Origins (CSHO) in the Department of Anthropology at New York University was founded in 2002. Its mission is to enhance and facilitate research in all fields of biological anthropology and archaeology that are broadly related to the study of human origins and evolution from a biological and cultural perspective. CSHO’s aim is to foster and support multidisciplinary investigations, with an emphasis on the development of collaborative projects, international fieldwork, and state-of-the-art laboratory research.

Faculty members associated with the Center currently work on aspects of primate and human paleontology, skeletal biology and comparative anatomy, molecular primatology, population genetics, primate socioculture and conservation, Paleolithic archaeology, zooarchaeology, and the origins of symbolism, complex societies, and city-states. In addition to research, the Center also aims to promote a greater understanding and appreciation of the study of human origins among the academic community and the public at large through conferences, workshops, educational programs, and outreach activities.

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.

**INSTITUTE OF FRENCH STUDIES**

The Department of Anthropology maintains ties with the Institute of French Studies, a multidisciplinary (history, social science) unit offering courses on 19th-, 20th-, and 21st-century France. Students interested in the anthropology of France or of the francophone world may take advantage of a diverse array of courses taught by NYU faculty and visiting French faculty, as well as a lively program of non-curricular lectures and seminars. Formal exchange agreements with the École des Hautes Études en Sciences Sociales and the École Normale Supérieure (Paris) permit students to take some of their course work in France during the third year of study.

**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 anthropology students 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 OF SPAIN CENTER FOR THE STUDY OF SPAIN AND THE SPANISH-SPEAKING WORLD**

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

**SPECIAL RESOURCES AND FACILITIES IN BIOLOGICAL ANTHROPOLOGY**

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

In addition, the faculty is engaged in ongoing research at field sites in Africa, Asia, 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.

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, 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.

**SPECIAL RESOURCES AND FACILITIES IN ARCHAEOLOGY**

The department maintains excellent laboratory facilities for teaching and research in protohistoric and prehistoric archaeology. An array of computer hardware and software, including image analysis and storage capabilities, is available for graduate research projects. In addition, there is a thin-section laboratory for seasonality studies, and excellent microscopic equipment, including access to scanning electron microscopes. A zooarchaeological reference collection and ceramics and lithics laboratories are available for teaching and research purposes.

Students benefit from the close ties that exist between the department and other programs and institutions. These include the Smithsonian Institution, the American Museum of Natural History, the Museum of the American Indian, the Museum of the City of New York, the New Jersey State Museum, the Center for American Archaeology, and many museums, laboratories, and agencies in France, Britain, Israel, Pakistan, Kenya and the former Soviet Union.

**SPECIAL RESOURCES AND FACILITIES IN CULTURE AND MEDIA**

Production classes and facilities in HD video are provided at New York University’s Department of Film and Television in intensive summer workshops entitled Cinema: The Language of Sight and Sound, and in documentary workshops taught by award-winning filmmakers such as 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 HD 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 400 ethnographic documentaries, including most of the classics, important recent works, and a unique study collection of works by indigenous media makers.

The Department of Cinema Studies has a collection of over 500 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
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

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. Team taught by faculty from two different subdisciplines, this course explores distinctive subdisciplinary approaches to anthropological issues. Theme and faculty vary.

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

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

History of Anthropology G14.1636 Beideman, 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.

DISTINGUISHED LECTURES AND COLLOQUIA

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 Daniel Miller, Claudio Lomnitz, Terence Turner, Jane Schneider, Marshall Sahlins, and Shirley Lindenbaum. Periodically, the department hosts other events.

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. This information is also available on the GSAS Web site at http://gsas.nyu.edu/page/grad.financialaid.

ANTHROPOLOGICAL ARCHAEOLOGY

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.

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 BC. 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.

European Prehistory I G14.1211 White. 4 points. Development of human existence during the European Stone Age. Complexities of European geography, geology, vegetation, climate, and their relationship to humans. Inferences from European glacial history as a basis for comprehending the dynamic environmental context in which prehistoric peoples lived and changed. The complex database of the European prehistoric sequence and its relationship to human biological evolution. Human lifeways during the Stone Age from a diachronic perspective.

Faunal Analysis for Archaeology G14.1212 Prerequisite: permission of instructor. Crabtree. 4 points. Studies techniques used to identify animal remains found in archaeological sites. Practical laboratory work is emphasized. Topics include ethnoarchaeological, 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.

Cultural and Social Anthropology

Culture and Media I G14.1215 Open only to graduate students in the Departments of Anthropology, Cinema Studies, and Performance Studies. Ginsburg, Ganti, Stout. 4 points. This course offers a critical revision of the history of the genre of ethnographic film, the central debates it has engaged around cross-cultural representation, and the theoretical and cinematic responses to questions of the screen representation of culture, from the early romantic constructions of Robert Flaherty to current work in film, television, and video on the part of indigenous people throughout the world. Ethnographic film has a peculiar and highly contested status within anthropology, cinema studies, and documentary practice. This seminar situates ethnographic film within the wider project of the representation of cultural lives, and especially of “natives.” Starting with what are regarded as the first examples of the genre, the course examines how these emerged in a particular intellectual context and political economy. It then considers the key works that have defined the genre, and the epistemological and formal innovations associated with them, addressing questions concerning social theory, documentary, as well as the institutional structures through which they are funded, distributed, and seen by various audiences. Throughout, the course keeps in mind the properties of film as a signifying practice, its status as a form of anthropological knowledge, and the ethical and political concerns raised by cross-cultural representation.

Culture and Media II: Ethnography of Media G14.1216 Open only to graduate students in the Departments of Anthropology, Cinema Studies, and Performance Studies. Prerequisite: G14.1215. Ganti, Ginsburg, Stout. 4 points. In the last decade, a new field—the ethnography of media—has emerged as an exciting new arena of research. While claims about media in people’s lives are made on a daily basis, surprisingly little research has actually attempted to look at how media is part of the naturally occurring lived realities of people’s lives. In the last decade, anthropologists and media scholars interested in film, television, and video have been turning their attention increasingly beyond the text and the empiricist notions of audiences (stereotypically associated with the ethnogra-
phy of media), to consider, ethnographically, the complex social worlds in which media is produced, circulated, and consumed, at home and elsewhere. This work theorizes media studies from the point of view of cross-cultural ethnographic realities and anthropology from the perspective of new spaces of communication focusing on the social, economic, and political life of media and how it makes a difference in the daily lives of people as a practice, whether in production, reception, or circulation.

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. Ganti, Ginsburg, Stout. 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 (5-10-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, 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.

Culture, Meaning, and Society G14.1222. Open to nonanthropology 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: Latin America G14.1314. Abecrombie. 4 points.

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

Ethnographic Traditions: East Asia G14.1315. Zito. 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: Europe G14.1317. Rogers. 4 points.

This course explores anthropological approaches to the study of complex western societies through consideration of cultural systems and social structures in contemporary Europe.
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.

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

Anthropological Perspectives on New Social Movements G14.1637 Ginsburg. 4 points.
Examines forms of collective action referred to as “new social movements” (e.g., women’s grassroots and 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.

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.

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.

Anthropology of Human Rights G14.2600 Merry, Stout. 4 points.
Examines the contemporary elaboration and dissemination of human rights law and discourse in the post-World War II period. Explores the opposition between culture and rights and examines current anthropological work on human rights in political struggles in various parts of the world. Specific areas of focus include indigenous rights and women’s rights. The course also examines transnational, deterritorialized, and multisited ethnographic research methods for studying human rights.

Cultures of Biomedicine G14.2610 Rapp. 4 points.
Over the last 150 years, biomedicine as a sphere of ideas and practices has made increasingly powerful claims to define the conditions of human life and death. This seminar looks at the many historical processes through which biomedical power is constituted and sustained by addressing topics such as the discovery/invention of standardized bodies, systems, and populations; public health and governance; the emergence of diagnostic categories and pharmacologies; and the role of biostatistics and other large-scale evidentiary technologies. Recent local, national, and transnational patient and provider activist movements, UN and NGO fora dedicated to diseases and disorders, indigenization of biomedical technologies and categories, and transnational medical tourism are also examined.

Anthropology of Science G14.2620 Martin. 4 points.
Explores the contemporary ethnography and recent history of a number of “field” sciences. Focuses on the physical sciences and the social sciences, whose practitioners often worked in cooperation with the state as they built ideas about “fields” and systems control around the time of World War II. This course also takes up the case of biocuriosity, in which the biosciences and the physical sciences coalesce.

Ethnographic Methods G14.2700 Martin, Rapp, Rogers, Schieffelin. 4 points.
Examines theories and methods of ethnographic research, paying particular attention to the links between research questions and data collection techniques. In addition to readings, assignments include practice fieldwork exercises.

Memory and Heritage G14.3390 Akeroumbe. 4 points.
This course surveys the realms of memory, social continuity, and representation of the past and of historical process or change. It seeks especially to understand the kinds of social memory that bridge the gap between remembered personal experience and the externally received representations of museology and school-book history. On the one hand, the course is a survey and history of historians’ and anthropologists’ approaches to the study of the past, of cultural change over time, and of representations of the past; on the other, it is a treatment of the role of narration in the subject’s construction of itself. The course includes in-depth treatment of the issue of time, memory, and the past as cultural constructs, including recent studies of the perception of time and of constructions of “social memory.”

LINGUISTIC ANTHROPOLOGY

Acquisition of Cultural Practices G14.2702 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.

BIOL O GICAL ANTHROPOLOGY

Paleobiology of the Primates G14.1512 Harrison. 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.

Primate Social Behavior G14.1514 Di Fiore. 4 points.
Examines the social interactions of nonhuman primates from an evolutionary perspective, with a special focus on the roles that kinship and the social environment play in the development and expression of social behavior. Introduces relevant contemporary theoretical perspectives, including biological markets and social network theory,
that complement traditional sociobiological approaches. Topics for discussion include dominance interactions; territoriality and intergroup aggression; coalitions, alliances, and other cooperative behavior; paternal care and cooperative breeding; and intersexual conflict.

**Comparative Morphology of the Primates** G14.1515  
*Harrison.* 4 points.  
Surveys the anatomy of the living primates from a structural, functional, and evolutionary perspective. The subject is reviewed topically by examining different anatomical systems and behaviors—external features, the cranium, dentition and dietary behavior, postcranial anatomy and locomotor behavior, viscera, sensory and nervous systems, and reproductive anatomy. The role of comparative anatomy in functional and behavioral studies, taxonomy, and phylogenetic analyses is emphasized.

**Skeletal Morphology** G14.1516  
*Antón, Bailey, Harrison.* 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, 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  
*Antón, DiStefani.* 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  
*Di Fiore.* 4 points.  
Provides an overview of the ecology, behavior, life history patterns, and social systems of nonhuman primates and examines these aspects of primate biology from the perspectives afforded by contemporary socioecological and sociobiological theory. Also discusses the ecological roles that primates play in their natural ecosystems and introduces key issues relevant to the conservation of nonhuman primates.

**Interpreting the Skeleton** G14.1520  
*Prerequisite: strong knowledge of fragmentary human skeletal anatomy. Antón, Bailey.* 4 points.  
Provides an intensive introduction to the methods and techniques used to reconstruct soft tissue anatomy and behavior from the human skeleton. Focuses on techniques and applications to all areas of skeletal biology, including bioarchaeology, paleoanthropology, forensics, and anthropology. Addresses bone biology, developmental processes, and soft tissue anatomy. Students learn (1) fundamentals of aging, sexing, and individuating human skeletal remains; (2) how to estimate stature, weight, and, to the extent possible, geographic ancestry; and (3) how to recognize and evaluate pre- and postmortem modification, including evidence of disease and activity.

**Human Evolution: Problems and Perspectives** G14.2519  
*Antón, Bailey, Harrison.* 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.

**Seminar: Physical Anthropology I, II** G14.3217, 3218  
*Antón, Bailey, Di Fiore, DiStefani, Harrison.* 4 points per term.  
Designed for advanced graduate students who present and discuss their research and current topics in the literature.

**GENERAL SEMINARS**  
**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.*
The Center for Atmosphere Ocean Science (CAOS) is an interdisciplinary research program within the Courant Institute of Mathematical Sciences in which a Ph.D. in atmosphere ocean science (AOS) and mathematics is offered. The mission of the Center is to bridge the gap between theoretical advances in applied mathematics relevant to geophysical flows and the understanding of phenomena observed in the climate system. The research expertise within the Courant Institute that is directly relevant to the kinds of problems addressed within atmospheric and oceanic sciences includes partial differential equations, numerical analysis, turbulence, fluid dynamics, dynamical systems and chaos, statistical mechanics, adaptive meshes, visualization, and data mining.

Affiliated and core faculty in CAOS are active members of the international science community in all of the scientific disciplines intersecting with the mission of the Center, including dynamical meteorology, physical oceanography, glaciology, and climate dynamics. The placement of the Center as a department within the Courant environment, and the diverse constituent faculty of the Center itself, creates the potential for graduate students to contribute to important advances in the climate sciences.

### Faculty

**Oliver Bühler**, Associate Professor, Mathematics (Atmosphere Ocean Science). Ph.D. 1996 (applied mathematics), Cambridge; Diploma 1992 (applied physics), Technical (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**, Professor, Mathematics (Atmosphere Ocean Science); Director, Center for Atmosphere Ocean Science. Ph.D. 1993 (atmospheric and oceanic sciences), McGill; B.A. 1992 (mathematics and computer science), M.S. 1986 (physical oceanography), B.S. 1984 (physics), Memorial. Climate dynamics; sea-level change; ice and ocean modeling; geophysical fluid dynamics laboratory experiments.


**K. Shafer Smith**, Associate Professor, 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**


**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.

Program and Requirements

DOCTOR OF PHILOSOPHY

Ph.D. candidates for the Program in AOS and Mathematics are expected to be full-time students. The program normally requires five years of full-time study, although well-prepared students could complete the requirements in four 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, advanced calculus, and geophysical fluid dynamics taken during the first year of study. An oral examination in basic physical principles and applied mathematics taken in the second year.
3. The passing of oral doctoral examinations, including defense of the Ph.D. dissertation.

Courses

The curriculum for the AOS and mathematics Ph.D. program provides a balance between applied mathematics and physical science. It aims to prepare students for research and teaching in all aspects of the modern applied mathematics needed in AOS, while providing courses in the physics needed in AOS modeling. The program is sufficiently flexible to accommodate students with special interests in theoretical or numerical aspects of AOS.

The following are the core, secondary, and advanced topic courses specific to the Program in AOS and Mathematics. 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.

CORE COURSES

Geophysical Fluid Dynamics G64.1001 3 points.
This course serves as an introduction to the fundamentals of geophysical fluid dynamics. No prior knowledge of fluid dynamics is assumed, but the course moves quickly into the subtopic of rapidly rotating, stratified flows. Topics covered include (but are not limited to) the advective derivative, momentum conservation and continuity, the rotating Navier-Stokes equations and nondimensional parameters, equations of state and thermodynamics of Newtonian fluids, atmospheric and oceanic basic states, the fundamental balances (thermal wind, geostrophic and hydrostatic), the rotating shallow water model, vorticity and potential vorticity, inertia-gravity waves, geostrophic adjustment, the quasi-geostrophic approximation and other small-Rossby number limits, Rossby waves, baroclinic and barotropic instabilities, Rayleigh and Charney-Stern theorems, and geostrophic turbulence. Students are assigned biweekly homework assignments and some computer exercises, and are expected to complete a final project or exam.

Ocean Dynamics G64.1002 3 points.
The goal of this course is to introduce students to modern dynamical oceanography, with a focus on mathematical models for observed phenomena. The lectures cover the observed structure of the ocean, the thermodynamics of seawater, the equations of motion for rotating-stratified flow, and the most useful approximations thereof: the primitive, planetary geostrophic, and quasi-geostrophic equations. The lectures demonstrate how these approximations can be used to understand boundary layers, wind-driven circulation, buoyancy-driven circulation, oceanic waves (Rossby, Kelvin, and inertia-gravity), potential vorticity dynamics, theories for the observed upper-ocean stratification (the thermocline), and for the abyssal circulation. Students should have some knowledge in geophysical fluid dynamics before taking this course. Throughout the lectures, the interplay between observational, theoretical, and modeling approaches to problems in oceanography are highlighted.

Atmospheric Dynamics G64.1003 3 points.
This course offers a general overview of the physical processes that determine the state of the Earth’s atmosphere. The focus is to describe the main features of the planetary circulation and to explain how they arise as a dynamical response of the atmosphere to different external forcings such as solar radiation or topography. Students should have some knowledge in geophysical fluid dynamics before taking this course. Topics covered include solar forcing, the mean-state of the atmosphere, Hadley and monsoonal circulations, dynamics of the midlatitude stormtracks, energetics, zonally asymmetric circulations, equatorial dynamics, and the interaction between moist convection and large-scale flow. Students are assigned biweekly homework assignments and some computer exercises, and are expected to complete a final project or exam.

Applied Mathematics in Atmospheric Ocean Science G64.1004 3 points.
The aim of the course is to provide a concise introduction to deterministic and stochastic methods of applied mathematics that are relevant to theoretical atmosphere ocean science. On the deterministic side, this includes scaling, perturbation methods, and multiscale techniques. On the stochastic side, it includes the representation and analysis of simple random processes and an introduction to stochastic differential equations.

SECONDARY COURSES

Climate Dynamics G64.2001 3 points.
The goal of this course is to introduce students to the fundamental principles underlying climate dynamics. The course is primarily lecture oriented but with a laboratory component. Lectures focus on introducing the main concepts of atmosphere/ocean dynamics while a limited set of laboratory experiments reinforce the material presented in the lectures. A series of six classical models in climate dynamics is presented: radiative convective, energy balance, midlatitude ocean, equatorial ocean, El Niño, and simple stochastic climate models. Throughout the lectures, the interplay between observational, theoretical, and modeling approaches toward the understanding of climate dynamics is highlighted. The laboratory component involves a technical introduction and a series of numerical experiments with the models that also forms part of the assignments. Assignments also explore the theoretical basis for the models studied.

Vortex Dynamics G64.2002 3 points.
Vortices are the basic building blocks of nonlinear fluid dynamics. This class looks at vortex dynamics from a broad perspective that includes asymptotics, statistics, and numerics. Some special emphasis is on two-dimensional flows...
and geophysical applications in atmosphere ocean dynamics, but the choice of topics is general enough to make this class suitable for any graduate student with an interest in fundamental fluid dynamics.

**Ice Dynamics G64.2003 3 points.**
This course introduces students to fundamental principles underlying the behavior and impact of ice within the climate system. The course is primarily lecture oriented but with a significant numerical laboratory component. Lectures focus on introducing the main mathematical and physical concepts involving ice, while a relatively complete set of numerical laboratory experiments reinforce the material presented in the lectures. Topics include microscale ice properties, sea ice thermodynamics and dynamics, ice sheets and their extensions as floating ice, permafrost environments, and snow.

**Laboratory Experiments in Atmospheric Ocean Science G64.2004 3 points.**
The purpose of this course is to introduce students to the instrumentation used in collecting basic data of the Earth’s atmosphere, oceans, and cryosphere. Most of our fundamental knowledge of the Earth’s physical environment has been gained from observations taken over the last few decades, using a wide variety of observational techniques ranging from in situ observations at the sea floor to remote sensing satellites at high altitudes in the atmosphere. In this course the student is introduced to basic meteorological instrumentation using a hands-on approach with equipment on a rooftop and basic oceanographic instrumentation deployed in the nearby Hudson estuary. To help understand and reinforce the underlying theoretical concepts of geophysical fluid dynamics as presented in other course work, the students operate a laboratory turntable and perform experiments that demonstrate the roles of rotation and stratification in atmospheric and oceanic circulations on a wide range of spatial and temporal scales. Students complete an individually assigned laboratory experiment project.

**Atmosphere-Ocean Data Analysis G64.2005 3 points.**
An enormous amount of data is gathered worldwide, every day, on the state of various atmospheric and oceanic variables. These data can be used to forecast the weather, to make predictions on climate trends, and to build and validate theories on climate dynamics. This course introduces the student to data analysis for these types of data based on statistical methods and eigen techniques.

**ADVANCED TOPICS**

**Advanced Topics Courses in Atmosphere Dynamics G64.3001 3 points.**
Provides the opportunity for intensive study of specific topics in atmosphere dynamics and focuses on a different theme or topic each semester. The specific topic is listed in each semester’s course schedule.

**Advanced Topics Courses in Ocean Dynamics G64.3002 3 points.**
Provides the opportunity for intensive study of specific topics in ocean dynamics and focuses on a different theme or topic each semester. The specific topic is listed in each semester’s course schedule.
Basic Medical Sciences/
The Sackler Institute
School of Medicine and the Graduate School of Arts and Science

DIRECTOR OF THE PROGRAMS:
Joel D. Oppenheim, Ph.D.
Senior Associate Dean for Biomedical Sciences

The Sackler Institute at NYU School of Medicine is a division of the Graduate School of Arts and Science of New York University, offering programs in the basic medical sciences leading to the Ph.D. degree and, in coordination with the Medical Scientist Training Program (MSTP), combined M.D.-Ph.D. degrees. Students can do their thesis research in the laboratories of more than 180 faculty members at the NYU Medical Center who have appointments in basic science or clinical departments, with associated faculty located at the main campus (the Courant Institute, the Departments of Biology and Chemistry, and the Center for Neural Science). Interdisciplinary training is offered in 11 different programs: Biomedical Imaging, Cellular and Molecular Biology, Computational Biology (interuniversity program), Developmental Genetics, Medical and Molecular Parasitology, Microbiology, Molecular Oncology and Immunology, Molecular Pharmacology and Signal Transduction, Neuroscience and Physiology, Pathobiology, and Structural Biology. Each program is individually administered with its own requirements. Students in most programs complete their doctoral training in five to six years and receive full funding throughout. The Sackler Institute does not offer any terminal master's degree programs.

The Institute is the largest full-time Ph.D.-granting division of New York University, awarding more than 40 Ph.D. degrees each year. As of September 1, 2008, the Sackler Institute had approximately 240 Ph.D. and 76 M.D.-Ph.D. candidates enrolled, and it admits an average of 45 new students annually (approximately 35 to the Ph.D. program and 10 to the MST M.D.-Ph.D. program).

Faculty


Da-Neng Wang, Angus Wilson, E. Lynette Wilson, Lili Yamasaki, David Zazag.


Programs and Requirements

Admission: Only full-time students are admitted into the Sackler Institute to a Ph.D. or an M.D.-Ph.D. program. Applicants for admission must have at least a bachelor’s degree, or its equivalent, from a college or university of recognized standing and have a strong background in the biological, chemical, and physical sciences. Evaluation for admission to the programs offered by the Sackler Institute is carried out by each individual program admissions committee and is based on previous academic achievement, letters of recommendation, assessment of the applicant’s scientific potential, and scores on the Graduate Record Examination (GRE). It is highly recommended that applicants also take an advanced GRE test in either biology or chemistry. Personal interviews are 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 $31,000 for the 2009-2010 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 materials by December 14. Applications received after the deadline 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 regarding the Sackler Institute’s graduate school programs can be found on the Web site at www.med.nyu.edu/sackler. To apply, go directly to http://apply.embark.com/grad/sackler. For additional inquiries, contact Sackler Institute New York University School of Medicine 550 First Avenue New York, NY 10016-6997 Telephone: 212-263-5648 Fax: 212-263-7600 E-mail: sackler-info@med.nyu.edu

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 gives students the opportunity to perform 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 Biomedical Imaging: This graduate program trains doctoral candidates in the area of biomedical imaging with an emphasis on magnetic resonance imaging (MRI). The program is designed for a select group of students with strong backgrounds in physics, chemistry, and engineering and a desire to apply their skills in the biological and biomedical sciences. An individually tailored program of study is designed for each student, specific to his or her undergraduate background and research interests. Throughout the program, students participate actively in research seminars and a journal club in which graduate students present their own research as well as that from the current literature and laboratory group meetings. The program includes 15 full-time faculty, a number of whom hold joint appointments in both clinical and basic science departments and whose research interests vary. Thesis research can be done in a number of areas of advanced MRI, magnetic resonance spectroscopy (MRS), and magnetic resonance engineering and technology and molecular and cellular MRI.
Director: Daniel Turnbull, Ph.D.
Graduate Adviser: Qun Chen, Ph.D.
Telephone: 212-263-3308
E-mail: qun.chen@med.nyu.edu

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

Director: Daniel B. Rifkin, Ph.D.
Graduate Advisers: E. Lynette Wilson, Ph.D., Department of Cell Biology
Telephone: 212-263-7684
E-mail: elynette.wilson@nyumc.org
Edward Ziff, Ph.D., Department of Biochemistry
Telephone: 212-263-5774
E-mail: edward.ziff@nyumc.org

Training Program in Computational Biology (COB): Computational biology, the modeling and mathematical analysis of biological systems using sophisticated computational methods, is an exciting, innovative field of multidisciplinary research that addresses the complex challenges of the 21st century in understanding the behavior of biological systems and human diseases. Computational biologists are now widely sought by industry, research centers, and universities.

The NYU doctoral program in computational biology (COB) is designed to bring together the faculty and resources of the NYU Graduate School of Arts and Science (Departments of Biology, Chemistry, Computer Science, Mathe-matics, and Neural Science), the NYU School of Medicine (Sackler), and the Mount Sinai School of Medicine to train students in the fundamentals and applications of computational methods to biology, including macromolecular structure and function, bioinformatics and genomics, function of physiological systems (cells, organs), and biological imaging. The doctoral program training includes dual-faculty mentorship, courses in scientific computing and computational biology, in-depth study in a discipline, interdisciplinary seminars, research ethics, and cross-disciplinary interactions through research collaborations and summer internships. The program also offers career guidance and mentoring, and is designed so that students may finish it within five years.

Students completing the program are adept in scientific computation and interdisciplinary and collaborative interactions, develop scientific broadness and creativity through exposure to different disciplinary viewpoints, and cultivate facility with scientific communication so that they can integrate biological/chemical knowledge with modeling and computational methods to solve problems that arise in complex biological processes, biotechnology, and biomedicine. The program is designed so that our graduates can go on to act as catalysts for novel interdisciplinary collaborations, to engage in cutting-edge research, and to achieve careers in research and education in academia, industry, and government.

Students interested in applying to this program through the Sackler Institute must use the Sackler application process: http://apply.embark.com/grad/sackler.

Director: Michael Shelley, Ph.D.
Graduate Adviser: Timothy Cardozo, M.D., Ph.D.
Telephone: 212-263-6337
E-mail: timothy.cardozo@nyumc.org

Training in Developmental Genetics: The purpose of the developmental genetics track is to offer graduate students a curriculum focused on the use of genetic approaches to understanding developmental mechanisms. Students have the opportunity to do research with investigators working with a variety of genetic systems including Drosophila, C. elegans, Arabidopsis, mouse, chicken, and zebrafish, and studying diverse developmental processes such as pattern formation, cell determination, cell lineage, cell-cell interactions, cell migration, morphogenesis, stem cells, and genomics. This program brings together investigators from the Department of Biology and the NYU School of Medicine to provide a comprehensive program focused on developmental genetics. Students may apply to this program either through the Department of Biology or the Developmental Genetics Program at the NYU School of Medicine.

Director: Ruth Lehmann, Ph.D.
Graduate Adviser: Ian Mohr, Ph.D.
Telephone: 212-263-5409
E-mail: ian.mohr@nyumc.org

Training Program in Medical and Molecular Parasitology: The medical parasitology program offers training using modern molecular, cellular, organismal, epidemiological, genetic, and genomic methods to analyze parasites and their vectors of medical significance. These include the agents of malaria, trypanosomiasis, trichomoniasis, amoebiasis, and Pneumocystis pneumonia, and the mosquito vectors of malaria. The curriculum emphasizes courses in biochemistry, cellular and molecular biology, genetics, immunology, parasitology, microbial pathogenesis, epidemiology, and bioinformatics.

Director: Karen Day, Ph.D.
Graduate Adviser: Dan Eichinger, Ph.D.
Telephone: 212-263-8171
E-mail: eichid01@nyumc.org

Training Program in Microbiology: The program in microbiology prepares doctoral candidates in the biology of infectious disease processes. 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 and transcriptional regulation, as well as the biochemistry, cell, and immunological phenomena associated with infections. The curriculum emphasizes the molecular aspects of pathogenesis with courses in biochemistry, cellular and molecular biology, genetics, immunology, medical microbiology, microbial pathogenesis, and virology.

Director: Robert Schneider, Ph.D.
Graduate Advisers: Joel Belasco, Ph.D.
Telephone: 212-263-5409
E-mail: joel.belasco@med.nyu.edu
Ian Mohr, Ph.D.
Telephone: 212-263-0415
E-mail: ian.mohr@nyumc.org

Training in Molecular Oncology and Immunology: This specialization trains doctoral candidates in the areas of molecular oncology, viral oncology, virus-cell interaction, immunochemistry, cellular immunology, and molecular genetics. Research experience may be acquired in the following areas: tumor
virus-cell interaction; regulation of gene expression; oncogenes and tumor suppressor genes; DNA repair; lymphomas; cell differentiation; molecular biology of immunoglobulin genes; immunogenetics; autoimmune disease; interferon, interleukins, and growth factors; complement; AIDS; and various problems in cellular, tumor, and parasite immunology. Studies in these areas use sophisticated methods, including gene transfer, gene cloning, and transgenic mouse and hybridoma technology. Courses are given in the areas of biochemistry, cellular and molecular biology, immunology, molecular oncology, pathology, and virology.

Director: Angel Pellicer, M.D.
Graduate Advisers: David Levy, Ph.D.
Telephone: 212-263-8192
E-mail: david.levy@nyumc.org
Susan Smith, Ph.D.
Telephone: 212-263-2540
E-mail: smithsu@saturn.med.nyu.edu

Training Program in Molecular Pharmacology: 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: Erika Bach, Ph.D.
Telephone: 212-263-5963
E-mail: erika.bach@nyu.edu

Training Program in Neuroscience and Physiology: This program offers broad-based training of doctoral candidates in the areas of cellular, molecular, developmental, and systems neuroscience. A diverse curriculum is offered to students through courses within the basic medical science departments at the NYU School of Medicine and those offered by the Center for Neural Science, located at the Washington Square campus. The training faculty has many overlapping research interests in neuroscience, ensuring that trainees are part of a strong intellectual environment beyond that of the constituent laboratories. The core faculty represents a large number of both basic and clinical areas at the NYU School of Medicine, including the Departments of Biochemistry, Cell Biology, Medicine, Neurology, Neurosurgery, Ophthalmology, Pharmacology, Radiology, and Physiology and Neuroscience.

Director: Rodolfo Llinás, M.D.
Graduate Advisers: Stewart A. Bloomfield, Ph.D.
Telephone: 212-263-5770
E-mail: stewart.bloomfield@nyumc.org
Eric Lang, M.D., Ph.D.
Telephone: 212-263-6638
E-mail: eric.lang@nyumc.org

Training Program in Pathobiology: The pathobiology graduate program is designed to train doctoral candidates for careers at the interface between biology and medicine. The program provides essential tools to allow Ph.D.’s to function effectively in translational research endeavors. Furthermore, the knowledge of basic medical concepts and the holistic approach imparted by the program prepare students to be more effective in careers as “traditional” basic scientists. The program provides students with experience in team-oriented research using a basic-clinical mentoring paradigm. It is also designed to promote interactions between clinicians and basic scientists within and between departments, with a major emphasis on collaborative science.

The program consists of basic components that work together to provide a unique and highly integrated learning environment. Highlights include the following: Curriculum is carefully designed to seamlessly integrate key basic medical concepts (including basic anatomy, histology, pathology, and pathophysiology) into a modern, molecularly oriented graduate curriculum using courses specifically designed for pathobiology graduate students. Co-mentored thesis projects provide an opportunity for graduate students to interact with clinicians and provide a meaningful working experience of biological research in a team context. Rotations through clinical areas, including surgical pathology, autopsy pathology, and laboratory medicine enhance the curriculum’s emphasis on principles of pathophysiology. Finally, the program’s setting at the interface between clinical medicine and basic science is a critical feature to allow integration of the two disciplines. The program endeavors to take full advantage of the fact that the Sackler Institute of Graduate Biomedical Sciences is a vital part of the School of Medicine.

Director: David Levy, Ph.D.
Graduate Adviser: Cindy Loomis, Ph.D.
Telephone: 212-263-6827
E-mail: cloomis01@nyumc.org

Training Program in Structural Biology: This program trains students to study the structural basis of biology at both the molecular and cellular levels using the cutting-edge technologies of X-ray crystallography, cryoelectron microscopy, mass spectrometry, computational biology, and magnetic resonance imaging. The curriculum includes a broad base of course work in cell and molecular biology together with specialty classes covering the concepts and methodologies of structural biology.

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

M.D.-Ph.D. Program (Medical Scientist Training Program or MSTP): The New York University School of Medicine and the Graduate School of Arts and Science jointly sponsor the Medical Scientist Training Program. The program is designed to prepare individuals for careers as physician-scientists: professionals who are knowledgeable of human biology and disease by virtue of their medical education and who are research scientists by virtue of their basic science education. These individuals will approach human disease and basic biology from unique perspectives. Their medical backgrounds inform and give direction to their basic science, while their science education informs their approach to observing and understanding human disease. The program’s foundation consists of the medical school curriculum leading to the M.D. degree and the graduate school curriculum usually in one of the programs of the Sackler Institute of Graduate Biomedical Sciences leading to the Ph.D. degree, with a typical course of study eight years in duration. Building on this base are unique activities dedicated to the combined degree student: weekly basic science seminars oriented to exploring each topic’s relation to human biology and disease; post-Grand Rounds discussions linking the clinical aspects of a disease to its roots in fundamental biology; other experiences providing examples of the most successful unions of basic science and medicine; as well as retreats and social functions. The
program is supported by an NIH grant, the NYU School of Medicine, and the Sackler Institute.

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 remaining requirements for the M.D. degree in 13 to 18 months. Completion of the requirements for the M.D.-Ph.D. usually takes seven to eight years.

All M.D.-Ph.D. candidates receive full financial support, which includes tuition, fees, and an annual stipend ($31,000 for 2009-2010). Admission to the M.D.-Ph.D. 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.

To apply for admission to the program, applicants must complete the online AMCAS application at www.aamc.org/students/amcas and indicate that they are applying to the combined medical degree-Ph.D. program at NYU. Following the initial application has been completed and received, a candidate will be prompted to complete the NYU secondary application. The AMCAS application must be submitted by October 15, and letters of recommendation must be received by November 1 in order to be considered for admission to the M.D.-Ph.D. program.

Note: The letters of recommendation for the M.D.-Ph.D. program must address the applicant’s potential as a research scientist and thus are separate from and will differ from the letters of recommendation submitted for medical school admission. Applicants should have their letters of recommendation for the M.D. and the M.D.-Ph.D. program sent directly to AMCAS. For more information, contact the Medical Scientist Training Program toll-free at 888-698-6787.

Director: David Roth, M.D./Ph.D.
Program Administrator:
Ms. Arlene Kohler
Telephone: 212-263-5649
E-mail: arlene.kohler@nymc.org

Facility 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
African trypanosome lytic factors: novel mediators of human innate immunity. **Rodriguez:** malaria liver infection and initiation of immune response. **Sinnis:** cell invasion by *Plasmodium* sporozoites.

**MICROBIOLOGY**

**Basilico:** cell proliferation failure in normal and cancer cells. **Belasco:** post-transcriptional gene regulation. **Blaser:** the biology of bacterial persistence in mammalian hosts. **A. Darwin:** genetic analysis of *Yersinia enterocolitica* virulence. **K. H. Darwin:** TB pathogenesis. **Derkatch:** biogenesis, variability, and physiological role of prions. **Ernst:** immunity to tuberculosis. **Garabedian:** signal transduction and transcriptional regulation by steroid receptors. **Hanna:** clinical microbiology and the challenge of tuberculosis. **Laal:** pathogenesis of *M. tuberculosis* infection in humans. **Landau:** HIV infection and AIDS. **Littman:** T lymphocyte development and retroviral pathogenesis. **Mansukhani:** FGFs and FGF receptors in development and oncogenesis. **Mohr:** interactions between herpes viruses and their host cells. **Novick:** molecular basis of virulence in *Staphylococcus aureus*. **Perez-Perez:** epidemiology of pathophysiology of enteric bacterial infections. **Schneider:** altered regulation of gene expression in carcinogenesis and cell stress. **Tanese:** transcriptional regulation in eukaryotes. **Torres:** interplay between bacterial pathogens and the mammalian host. **Unutmaz:** HIV-T cell interactions. **Vilcek:** mechanisms of cytokine actions. **A. Wilson:** viral control of cellular proliferation.

**PATHOLOGY**

**Aifantis:** control of exocytotic and endocytotic protein transport. **Barcellos-Hoff:** study of breast cancer and correlating radiation treatment. **Bar-Sagi:** Ras signaling, growth control, inflammation, and cancer. **Basch:** regulation of stem cell growth and differentiation. **Bhardwaj:** immunobiology of antigen presenting cells. **Cho:** investigating novel therapeutics targeting type 1 MAGE in myeloma. **Cronstein:** adenosine receptors in health and disease. **Demaria:** fundamental and translational studies of breast cancer. **Dustin:** formation and regulation of the immune synapse. **Erlebacher:** mechanisms of maternal immune tolerance towards the allo-genetic fetus. **Feske:** T lymphocyte function and human genetic immunodeficiency diseases. **Ghiso:** role of amyloid deposits in neurodegeneration. **Gold:** mechanisms of escape from growth regulation in hormone-driven cancers. **Hernando:** molecular mechanisms underlying the neoplastic transformation process. **Hioe:** role of antibodies in HIV immunity and pathogenesis. **Krosgaard:** sensitivity of T cell activation. **Lafaille:** molecular pathogenesis of autoimmune and allergic diseases. **P. Lee:** androgen receptor and its cofactors in prostate and breast cancer. **D. Levy:** cytokine signaling; signal transduction, and gene expression. **Littman:** T lymphocyte development and retroviral pathogenesis. **Meruelo:** genetic predispositions to tumorigenesis and potential treatments. **Newcomb:** molecular genetics of human cancer. **V. Nussenzweig:** immunobiology of intracellular protozoan parasites. **Nyambi:** genetic and antigenic relatedness of HIV Type 1. **Ostros:** genetic basis of disease. **Pagano:** cell cycle control and cancer. **Pei:** the impact of the microbial biome on chronic, idiopathic diseases. **Pellicer:** molecular alterations in tumor formation. **J. Philips:** functional genomics approaches to mycobacterial pathogenesis. **Rostagno:** cerebrovascular amyloidosis, cerebral hemorrhage, dementia. **Roth:** V(D)J recombination, DNA repair and lymphomagenesis. **Schwab:** lymphocyte trafficking, inflammation, and sphingosine-1-phosphate. **Skok:** nuclear organization of immunoglobulin genes. **S. Smith:** mechanisms of telomere function. **Teesor:** molecular genetics and enzymology of DNA excision repair. **Tombell:** dendritic cell function in innate and adaptive immunity. **Turnbull:** in vivo microimaging of transgenic mice. **X. Wu:** molecular mechanisms of bladder cancer, urinary tract infections, and kidney stone disease. **Zolla-Pazner:** development and characterization of human monoclonal antibodies.

**PHARMACOLOGY**

**Bach:** roles of the Jak-STAT pathway in *Drosophila*. **Burden:** synapse formation. **Cardozo:** development of computational tools targeted at visualizing and engineering 3D structural features of molecules. **Carr:** neurobiology of ingestive behavior and drug addiction. **Costa:** molecular mechanisms of metal carcinogenesis. **Dai:** cell cycle checkpoint control, mitotic regulation. **Dasgupta:** dissection of the Wnt/wingless signaling pathway using genomic and proteomic approaches. **David:** chromatin modification and its impact on regulation of gene expression and nuclear structure. **L. Gardner:** mechanism and significance of hypoxic regulation of the cell cycle. **C. Huang:** Signal transduction involved in cellular function, tumor promotion, and nutrient chemo-prevention. **S. Hubbard:** structural studies of receptor tyrosine kinases. **E. Levy:** molecular pathology of cerebral amyloidosis and hemorrhage. **Logan:** growth regulation through the androgen receptor. **Margolis:** structure and functions of nervous tissue proteoglycans. **Mohammadi:** structural and functional studies of fibroblast growth factor (FGF) receptor regulation. **Neubert:** analysis of proteins by mass spectrometry. **Reinberg:** gene expression. **Reith:** structure, function, and regulation of the dopamine transporter. **Samuels:** transcriptional regulation by nuclear receptors. **Skolnik:** insulin receptor and MAP kinase signaling pathways. **Stanley:** insulin-mediated gene transcription. **Stone:** behavioral activation, depression. **Sun:** keratins as markers for epithelial differentiation. **Yamasaki:** retinal blastoma tumor suppressor.

**PHYSIOLOGY AND NEUROSCIENCE**

**Axel:** cardiovascular MR imaging. **Baker:** neurogenetic behavioral physiology of developing brainstem postural and gaze control systems. **Blanck:** volatile anesthetics modify Ca2+ homeostasis. **Bloomfield:** propagation and integration of visual signals in mammalian retina. **Chen:** development of magnetic resonance imaging (MRI) radiology techniques. **Chesler:** regulation and modulation of pH in the brain. **Coetzee:** potassium channels in the cardiovascular system. **Dasen:** control of neural identity and connectivity in vertebrates. **Gan:** structural plasticity of synapses in *zito*. **Gardner:** sensory functions of the hand. **Ginsberg:** neurodegeneration and lesion-induced synaptic plasticity. **Gonen:** functional MRI on human brains. **Goldstein:** magnetic resonance evaluation of multiple sclerosis. **Helpen:** magnetic resonance imaging of the brain. **Hillman:** molecular organizations; neuronal integration and synaptic plasticity. **Inglese:** quantitative MRI in multiple sclerosis. **Javitt:** cognitive/neurophysiological abnormalities in schizophrenia. **Jensen:** quantitative MRI in brain and liver; development of MRI techniques to measure tissue/organ function. **Johnson:** mathematical models on the effect of microscopic magnetic field inhomogeneities on NMR signal decay. **Lafren:** mathematical modeling of human auditory perception. **Lang:**
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 at www.med.nyu.edu/sackler/courses 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 on the School of Medicine campus 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.

Grant Writing for Scientists
G16.1997 Micoli. 0 points.
Preparatory course for graduate students to determine funding sources for their research and to learn how to write a proposal.

Although tremendous scientific progress has been made during the past two centuries, the way we train our young investigators to do research has basically remained unchanged: we practice apprenticeship. While our students are provided courses on select subjects, formal instruction on how to do research is not offered. As this can be frustrating and inefficient for the students, Dr. Tung-Tien Sun has organized a course to assist students in learning how to get laboratory techniques to work reproducibly and predictably; read a paper actively rather than passively; select a good project; keep current with the scientific literature and the relevance of such a task; write a scientific paper; become an effective seminar speaker. This course consists of five sessions, each two hours long (one hour lecture plus one hour discussion), covering several topics that a graduate student must master in order to survive and to excel in doing research. The course covers the following topics: experimental design, literature analysis, scientific writing, oral presentation, and computer skills.

Scientific Integrity and the Responsible Conduct of Research
G16.2000 Required of all first-year Ph.D., M.D.-Ph.D., and honor students; postdoctoral trainees; and clinical research fellows at NYU SOM. Micoli. 0 points.
This is a 10-week course, which meets each spring semester for approximately 1.5 hours per week. Students are required to complete readings and attend small group discussions (consisting of 10 students each). Each discussion group is led by a senior graduate student or postdoctoral fellow who presents different case studies on the lecture topic presented that week. Written materials and other resources may be given out each week. To demonstrate the trainees’ comprehension and retention of information presented during the course, a written examination must be passed.

Principles of Structural Biology
G16.2004 Offered every fall. Hubbard. 4 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
Introduction to the anatomy, cell biology, molecular structure, and physiology of neurons and glial cells. Equips 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.


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.

Molecular Parasitology G16.2010 Offered in the fall of odd-numbered years. Lecture and conference. Carlton, Rodriguez, staff. 4 points. The course provides an in-depth analysis of the cellular, immunological, molecular and genetic mechanisms in parasite biology and parasite-host interactions. Topics include mechanisms of host cell invasion, host innate and adaptive immune response, parasite genome structure and expression, antigenic variability, immune evasion, vaccine design, epidemiology, genetics, genomics, and vector-parasite interactions. The course covers a variety of parasites and their insect vectors. Protozoan (Plasmodium, Leishmania, Trypanosoma, Toxoplasma, Entamoeba, Trichomonas) and metazoan (Schistosoma, Trichinella) parasites that cause disease in humans are studied.

Medical Microbiology G16.2202 Offered every fall. Lecture, laboratory, and conference. Vilek, staff. 3 points. This course is roughly divided into two sections: virology and bacteriology/mycology. The virology section covers viral structure, classification, and replication; viral pathogenesis; antiviral drugs; viral oncogenesis; host-parasite interactions; and methods of prevention. The bacteriology/mycology section covers bacterial structure, function, and classification; microbial adaptation (genetics, genetics of pathogenesis, and antibiotic resistance); mechanisms of microbial pathogenesis; antibiotic design and targets; host-parasite interactions; epidemiology of infectious disease; and methods of prevention.

Molecular Virology G16.2210 Offered in the spring of odd-numbered years. Prerequisites: G16.2001 or equivalent advanced molecular and cellular biology course, undergraduate genetics. Lecture and conference. Mubir, staff. 4 points. This course is an introduction to the molecular biology and pathogenesis of animal viruses. Twenty lectures cover fundamental aspects of the viral life cycle (viral entry into cells, replication, transformation, control of translation) host response (innate and acquired immune response) and explore the biology of a number of medically important RNA and DNA viruses, including some emerging pathogens. Selected readings assigned by the lecturers are discussed in separate sections.

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 every fall. Dustin, staff. 4 points. This comprehensive core course, designed for research-oriented students, provides a broad but intensive examination of the immune response, with a special emphasis on the experimental approaches that led to our current understanding of immunological principles. Students are assigned weekly reading in the form of textbook chapters and a primary research paper. Students and faculty discuss the textbook information during one session each week, and regular quizzes on this information provide feedback to all students on their preparation and progress. Critical analysis of the original research articles in a discussion format is held on Fridays. The research papers form the starting point for a dialogue between students and faculty that probes intellectual and practical questions in immunology research, venturing beyond the material presented in the papers into related issues and current research.

Advanced Immunology G16.2308 Offered every spring. Prerequisite: G16.2306 or the equivalent. Lecture and conference. Lafaille, staff. 4 points. Students are assigned two to three “papers of the week,” which are sent by e-mail a week in advance of the seminar. Students are selected to present the papers to fellow classmates and faculty. The papers are discussed for their significance (questions addressed and their relevance), techniques utilized, analysis of data, and perspectives.

Molecular Oncology G16.2318 Offered in the spring of even-numbered years. Lecture. Pellicer. 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.

Principles in Pharmacology G16.2401 Stanley, Stern. 3 points. This course is a combination of lectures, workshops, and seminars. The lectures and workshops are part of the Medical Pharmacology course for medical students. Topics include pharmacokinetics, pharmacodynamics, drug metabolism, drug receptors, and drugs affecting the nervous system. The seminars, for graduate students only, are designed to introduce the students to the use of molecular pharmacology in drug development.

Molecular Signaling and Drug Development G16.2404 Lecture and conference. Cardozo. 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, anticancer drugs, and factors that control neuronal survival/death. Each student is expected to write a
Molecular Pharmacology of Receptors G16.2406  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 pharmacological 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.

Bioinformatics G16.2604
Prerequisite: a thorough understanding of theoretical and practical aspects of molecular biology, and some university-level mathematics and statistics, but no knowledge of computer programming or computer hardware is necessary. Lecture and laboratory. Brown. 4 points.
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. Includes an introduction to the VMS operating system, the basics of computer communications (telnet, e-mail, Usenet, and the WWW), using sequence databases, similarity searching, multiple alignment, DNA sequencing, and phylogenetics.

Global Burden of Infectious Disease G16.2410  Identical to U10.2410. 3 points.

Genetic Epidemiology G16.2420  Identical to U10.2420. 3 points.

Emerging Diseases and Bioterrorism G16.2440  Identical to U10.2440. 3 points.


Advanced Topics in Microbial Pathogenesis G16.2607  Lecture and laboratory. A. Darwin, H. Darwin. 4 points.
The objective of this course is to familiarize students with an integrative approach to host-parasite interactions. Microbial diseases are the result of a very complex interaction between the parasite and the host. Recent developments in the genetics and physiology of pathogens as well as in the immune response of the host make microbial pathogenesis a very exciting field of research. This course provides an integrative view of different pathogens.

Developmental Genetics I, II G16.2610, 2609  Lecture and laboratory. J. Hubbard, 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 and the establishment of cellular asymmetry, cell specification through cell-cell interaction and region-specific gene expression, morphogenesis and organogenesis in different species.

Tutorials in Neuroscience G16.2611  Bloomfield, Fishell, Gardner, Lang, staff. 3 points.
Neuroscience graduate students are required to take a sequence of tutorials during the spring semester of their first year in the program. In the past, tutorials have been conducted in the following areas of study: neuroanatomy, systems and developmental neuroscience.

Introduction to Parasitology G16.2616  Offered in the spring of odd-numbered years. Lecture and laboratory. Sinnis. 3 points.
This course is an introduction to the range of eukaryotic organisms that causes disease in humans. The course covers the helminths and the protozoan parasites and studies insects as both agents and vectors of human disease. For each pathogen, students learn its life history, epidemiology, clinical features of the disease it causes, and pathogenesis. The course also covers the basic principles of laboratory diagnosis and treatment. In the laboratory sessions, students look at prepared slides, make wet mounts of live parasites, and learn to prepare thick and thin blood films for diagnosis of malaria. At the end of the course, the students work on group projects that address questions such as: (1) Do helminth infections protect against the development of autoimmune diseases? (2) Will there ever be a malaria vaccine? (3) Do parasites always evolve towards less virulence?

Readings in Biomedical Sciences G16.3715-4402  1-4 points per term. Advanced instruction on a limited topic.

This course teaches students the underlying theory and techniques used in X-ray crystallography, electron microscopy, NMR spectroscopy, mass spectrometry, and computer modeling. The information in this course enables students to pursue their dissertation research in structural biology. Topics include X-ray diffraction, phasing, and refinement, cryoelectron microscopy, image processing, and tomography; multidimensional NMR spectroscopy; MALDI-TOF and Q-TOF mass spectrometry; and ab initio and homology modeling of proteins.

Magnetic resonance imaging is a fast-growing interdisciplinary field. In this course, students learn how the knowledge they gain from their education in physics, chemistry, mathematics, and computer science can be utilized to further understand the biomedical sciences.
Introduction to Tissue and Organ Systems G16.4406 Offered every fall. Loomis. 4 points.
This survey course and its accompanying laboratory are the cornerstone for the newly developed graduate training program in pathobiology. The specific goal of this course is to provide an overview of the basic development and physiology of mammalian tissues and organs and introduce the tools, techniques, and strategies necessary for the study of in vivo model systems for human disease.

This course combines a practical lab component with lectures and discussions. The first half of the course focuses on three complex organ systems: the cardiovascular, endocrine, and nervous systems. The goals are to understand the individual systems as well as their interactions with other systems and resulting impact on the function or dysfunction of the organism as a whole. The goal of the second half of the course is to provide a strong foundation in basic immunology and the host response to infectious, inflammatory, and autoimmune stimuli. The laboratory sessions provide a more robust, three-dimensional understanding of normal organ function as well as better conceptualization of the underlying cellular processes leading to disease.

Pathobiology of Disease G16.4411 Offered every spring. Erlebacher. 2 points.
This course focuses on the molecular, cellular, and organismal basis of disease pathogenesis and how modern experimental approaches have led to new therapies. Students take the course in the spring semester of their first and second years. Each year, the course discusses two complex disease entities. The course is based on student presentations and the critical evaluation of selected papers from the contemporary literature. There is also a writing component to the course: Students write their own abstracts to existing papers that approach disease pathophysiology in whole animal models. This exercise helps students learn how to distill core data from in vivo experiments, and to appreciate the inherent advantages and limitations of in vivo approaches.

Disorders of the Nervous System G16.4414 Offered every spring. Sanes, Scharfman. 4 points.
This course addresses disorders of the nervous system, using examples selected from several of the major classes of CNS disorders. The first lectures address developmental disorders, followed by disorders of sensory systems. Subsequent classes address neurological and psychiatric diseases with complex or heterogeneous etiology, such as schizophrenia and epilepsy. Neurodegenerative disorders and brain injury are also addressed. Finally, examples of cancer and infectious diseases that target the CNS are presented. For each topic, a clinical overview is provided, followed by research about underlying mechanisms, based on clinical research or animal models. The course follows the textbook Diseases of the Nervous System (S. Gilman, Ed.), and its instructors are research scientists who have expertise in neuroscience and translational research. The major goals of the course are to introduce clinical topics to graduate students in a context that complements basic neuroscience courses and to provide opportunities for students to expand their perspectives from basic science to clinically related endpoints.

Readings in Translational Neuroscience G16.4415 Offered every semester. Scharfman. 1.5 points.
This course is a weekly discussion series that addresses current translational neuroscience research. Each session lasts 1-1.5 hours. Every month there is one didactic lecture by the course instructor that addresses how to read scientific articles, write articles, construct abstracts, and optimize poster and oral presentations of research articles. The topics for the presentation are decided with the help of the course instructor. The presentation begins with an overview of the topic and then continues with a critical presentation of the article. Students are graded on their presentation and on their participation in discussions of other presentations.
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 Developmental Genetics G16.3403 Burden, Dasen, Dasgupta, Fishell, Fitch, J. Hubbard, Lebman, Lonani, Nam, Rashbous, Ryoo, Small, Torres-Vazquez, Treisman, Yelon. 1-12 points per term.


SEMINARS

Seminar in Biochemistry G16.3111, 3112 E. Ziff, staff. 1.5 points per term.

Seminar in Biomedical Imaging G16.4416 Turnbull, 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 Treisman, staff. 1.5 points per term.

Seminar in Microbiology G16.3211, 3212 Belasco, 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 Bach. 1.5 points per term.

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

Seminar in Structural Biology G16.3715 Stokes, staff. 1.5 points per term.
The Center for Bioethics promotes a broad conception of bioethics, encompassing both medical and environmental ethics through conferences, workshops, public lectures, and graduate courses. A major focus of the Center is the Master of Arts Program in Bioethics. This degree program examines the current moral issues, principles, and categories in both medical ethics and environmental ethics with special attention to areas of mutual relevance and illumination. Students may, but need not, focus on either health or environmental topics. The goal is a broader bioethics that gives students a more comprehensive understanding of moral theory and practice in each field and in their conjunction.

In addition to course requirements, students engage in a practicum in one of the medical or environmental organizations in New York City—for example, the bioethics and palliative care committees at the NYU Medical Center and associated hospitals, the Bellevue Clinic for Victims of Torture, the Council on the Environment of New York City, or environmental planning or advocacy groups. They subsequently write a master’s essay on the practicum (or, alternatively, expand a course term paper).

The program welcomes students at different stages of their education or careers:

- Recent college graduates who wish to explore bioethics, broadly conceived, before committing themselves to doctoral studies and/or professional work in medical or environmental ethics or law.
- Physicians, nurses, and health care administrators who want to go beyond the short, intensive courses or certificate programs in New York and elsewhere.
- Environmental professionals interested in expanding their understanding of ethics and of the relationship between health and the environment.
- Medical students during or after completion of medical school who hope to serve on hospital bioethics committees or teach medical ethics after completing their residencies.
- People in the metropolitan area who want to think more clearly and systematically about moral issues debated in the media, legislatures, and other public arenas.

Full-time students can complete the program in three semesters—or, in some cases, in two semesters and a summer session. Part-time students may proceed at a slower rate.

**Faculty**

**CORE FACULTY**

Greg Bognar, Assistant Professor/Faculty Fellow of Bioethics. Ph.D. 2005 (political science), Central European; M.A. 1999 (philosophy), B.A. 1998 (philosophy), Eotvos Lorand. Ethics; bioethics; political philosophy.


Moral and political philosophy; environmental values and policy; philosophy of biology, behavior, and mind; aesthetics and philosophy of art.

Matthew Liao, Associate Professor/Faculty Fellow of Bioethics. D.Phil. 2001 (philosophy), Oxford; B.A. 1994 (politics) Princeton. Medical ethics; normative ethics; political philosophy.

William Ruddick, Arthur Zitrin Professor of Bioethics; Professor, Philosophy; Adjunct Professor, Psychiatry. Ph.D. 1964 (philosophy), Harvard; M.A. 1963, B.A. 1957 (psychology, philosophy, and physiology), Oxford; B.A. 1953 (English literature), Princeton. Philosophy of science and medicine; professional and medical ethics; life and death.
Programs and Requirements

MASTER OF ARTS

Admission: A Bachelor of Arts or Bachelor of Science degree, preferably with undergraduate or graduate courses in one or more of the following areas is generally required for admission: medical, professional, or environmental ethics; political or legal philosophy; ecology and environmental policy; medical anthropology; history or sociology of medicine; health care administration, law, or policy. In some cases, a certificate course in medical ethics may also be suitable qualification for admission, as may extended service on a medical center bioethics committee or institutional review board. Also required: GRE, TOEFL (international applicants), and an essay on some moral issue in medical or environmental policy or practice. Students may begin in either fall or spring semesters.

Degree Requirements: A total of 32 points is required for the M.A. degree. The course of study involves the two required courses, Advanced Introduction to Bioethics (G84.1005) and Advanced Introduction to Environmental Ethics (G84.1006), plus electives. Students in the health or environment tracks will have different elective lists to select from. Students must also do a practicum in a medical or environmental organization in the greater New York area, studying and reporting on the moral issues that are addressed (or neglected) in the work of the organization. Also required is a final master's project in which students write a research paper expanding the practicum report or, alternatively, an expanded essay from one of the courses. The following is a sample of a full-time course plan:

Fall Semester
- Advanced Introduction to Bioethics
- Advanced Introduction to Ethics
- Comparative Health Care Systems
- Topics in Bioethics: Ethical Issues in Public Health and Environmental Policy

Spring Semester
- Advanced Introduction to Environmental Ethics
- Clinical Ethics
- Colloquium on Health, Medicine, Law, and Society
- Topics in Bioethics: Justice, Resource Allocation, and the Value of Life

Summer Session
- Independent Study (Practicum and Master's Essay)

CORE COURSES

Advanced Introduction to Bioethics G84.1005 Ruddick and others. 4 points. This course explores a range of concepts and principles for framing and addressing moral questions in both medical and environmental practices. Combining these two areas broadens bioethics to include and connect individual, public, and global health issues. Topics include respect for life and nature; comprehensive concepts of health, disease, and cure; autonomy and rights to life and health care; ethical principles of medical care, research, and environmental “stewardship”; population and environmental constraints on creating and extending human lives.

Advanced Introduction to Environmental Ethics G84.1006 Jamieson, Sachs, and others. 4 points. This course situates theoretical developments in practical ethics broadly and in environmental ethics specifically. The course builds on the theoretical materials by examining a series of cases including ethics and agriculture, corporate responsibility and environmental injustice, and the environmental health consequences of war.

Independent Study G84.3000 Bogunar, Jamieson, Ruddick, Sachs. 2-6 points. Students work on a practicum, or affiliation with a medical or environmental organization, committee, or project, and a supervised master’s essay on the moral issues these groups address and ignore (or, alternatively, an extension of a course term essay).

ELECTIVE COURSES (PARTIAL LISTING)

Topics in Bioethics G84.1008 Bogunar, Jamieson, Ruddick, Sachs, and others. 4 points. Examines areas of mutual concern to medical and environmental ethics. In particular, this includes global public health; ethics, justice, and public health; and justice and resource allocation.
Clinical Ethics G84.2222  Liao, Ruddick, and School of Medicine faculty. 4 points.
Theoretical and practical medical ethics, combined with observation in a clinical setting.

Philosophical Problems of Medicine G84.1177  Liao, 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.

Life and Death G84.1175  Identical to G83.1175. 4 points.

Advanced Introduction to Ethics G83.1104  4 points.

Colloquium on Health, Medicine, Law, and Society L13.3500  3 points.

Community Health and Medical Care P11.1830  4 points.

Comparative Health Care Systems P11.2852  4 points.

Cultures of Biomedicine G14.3214  4 points.

Environment and Urban Dynamics P11.2615  4 points.

Environmental Health G48.1004  4 points.

Environmental Politics E50.2021  3 points.

Environmental Values, Policies, and the Law L01.3563  2 points.

Ethics: Selected Topics G83.2285  4 points.

Global Health Governance and Management P11.2244  4 points.

Health Law L13.3525  3 points.

History and Principles of Public Health E81.2522  3 points.

Impacts of Technology: Information: Technology and Privacy E38.1034  3 points.

International Population and Family Health E81.2383  3 points.

Sociology of Medicine G94.2401  4 points.

Terrorism: Biological, Chemical, and Psychological Warfare G48.1007  4 points.

Weather, Air Pollution, and Health G48.1010  4 points.
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 genomics and bioinformatics, neurobiology, microbiology, cell biology and cancer, molecular evolution, plant biology, molecular genetics, developmental biology, physiology, immunology, and environmental science. The programs stress the development of quantitative, mechanistic, and integrative skills in preparation for academic, research, or applied careers.

The Center for Comparative Functional Genomics is a highlight of the department’s new growth and development, which draws on the complementary strengths of biology/genomics and bioinformatics at NYU’s Department of Biology and NYU’s Courant Institute of Mathematical Sciences. A goal of the Center is to use comparative genomic and bioinformatic approaches to understand how changes in biological regulatory mechanisms have evolved to lead to species diversity. The intellectual platform upon which this vision rests is the pairing of molecular conservation at the genomic level with the dramatic diversity of life.

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 (general biology), computers in biological research, recombinant DNA technology, and oral biology are available. For more information, consult the Graduate Student Handbook, which is available online (www.nyu.edu/fas/dept/biology/graduate/GSHB.pdf) or the director of graduate (M.S.) studies. For additional information on the oral biology track, which is offered in collaboration with the NYU College of Dentistry, visit www.nyu.edu/dental/advancedoralbiology/index.html.

The M.S. program in biomedical journalism, offered jointly by the Department of Biology and the Arthur L. Carter Journalism Institute, 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 com-
A collaborative doctoral track 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, 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.

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.


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


Developmental genomics; global analysis of cell types to uncover the gene circuits and unique functions of specialized cells in plants; evolution of specialized cells.


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


Computational systems biology; protein structure prediction and its use in proteome annotation; grid computing; biological network reconstruction from genomics data; biological data integration as a foundation for systems-wide analysis of biological systems.


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.

Francesca Chiaramonte, Associate Professor, Mathematics, Biology. Ph.D. 1996 (statistics), Minnesota; Laurea 1990 (statistical and economic sciences), Rome La Sapienza.

Multivariate analysis and regression; Markov modeling; analysis and modeling of large-scale genomic data.

Gloria M. Coruzzi, Carroll and Milton Petrie Professor of Biology; Chair, Department of Biology. M.S.-Ph.D. 1979 (molecular and cell biology), New York; B.S. 1976 (biology), Fordham.

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

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


Kristin C. Gunsalus, Research Assistant Professor. Ph.D. 1997 (genetics and development), Cornell. Bioinformatics; functional genomics; integration of biological data.

Mary Killilea, Clinical Assistant Professor. Ph.D. 2005 (environmental information science), Cornell; M.S. 1999 (ecology), SUNY (College of Environmental Science and Forestry); B.A. 1994 (environmental studies), SUNY (Binghamton). Use of GIS, remote sensing, and modeling to explore spatial and temporal variability in ecosystems.

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


Michael Purugganan, Professor. Ph.D. 1993, Georgia; M.A. 1986, Columbus; B.S. 1983, Philippines. Evolutionary and ecological genomics of plants; plant molecular evolution; evolutionary origins of rice; genomics of flowering time and shoot architecture variation in Arabidopsis; regulatory gene evolution.

Michael R. Rampino, Associate Professor. Ph.D. 1978 (geological sciences), Columbus; 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.

Matthew Rockman, Assistant Professor. Ph.D. 2004 (biology), Duke; B.S. 1997 (organismal biology; geology and geophysics), Yale.


David A. Scicchitano, Associate Professor. Ph.D. 1986 (physiology), Pennsylvania 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.


Ignatius Tan, Clinical Assistant Professor; Head of Electron Microscopy Facility. Ph.D. 1997 (cell biology), Fordham; M.S. 1986 (biomedical engineering), Polytechnic (Brooklyn); B.A. 1981 (biology), St. Thomas. Implications of gap junctions on cell differentiation and development using the testis as a model; determining gap junction’s role in the formation of specific communication compartments and how gap junctions regulate and support specific spermatogenic cells.

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


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

**RESEARCH AND TEACHING ASSOCIATES**
(affiliates who teach and co-mentor students)

Iannis Aifantis, Rob DeSalle, Paula Mikkelson, Howard Rosenbaum: American Museum of Natural History (AMNH).

Kenneth M. Cameron, New York Botanical Garden. Systematics and evolutionary issues related to Orchidaceae.


Robert A. Martienssen, 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.

W. Richard McCombie, Ph.D. 1982 (cellular and molecular biology), Michigan (Ann Arbor); B.A. 1977 (biology), Wabash College. Associate Professor, Cold Spring Harbor Laboratory. Genome structure; DNA sequencing; computational molecular biology; Human Genome Project.

Paula M. Mikkelson, Ph.D. 1994 (biological sciences), Florida Institute of Technology; B.S. 1976 (biological sciences), Bates College. Assistant Curator, Malacology Division of Invertebrate Zoology, American Museum of Natural History. Systematics; life histories and phylogeny of marine bivalve mollusks.


Dennis W. Stevenson, Ph.D. 1975 (botany), California (Davis); M.S. 1971 (botany), B.S. 1970 (botany), Ohio State. Director, Institute of Systematic Botany and Plant Research Laboratory, New York Botanical Garden. Botany and phylogenetic systematics.

**FACULTY EMERITI**

Herndon G. Dowling, Henry I. Hirshfield, Michael Kambysselis, Guenther Stotzky, Fleur L. Strand.

---

**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 recommended 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 four courses of study: general biology, computers in biological research, recombinant DNA technology, and oral biology. In addition, biomedical journalism is offered jointly with the Arthur L. Carter Journalism Institute, 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 online at www.nyu.edu/fas/dept/biology/graduate/GSHB.pdf. Courses
are required to complete. Further information on BRIDGES can be obtained from Professor David Fitch.

Students with an interest in developmental genetics should complete G23.2130, G23.2131, and all courses that doctoral students are required to complete. Further information on developmental genetics can be obtained from Professor Stephen J. 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 the first year of full-time study, that is, in the spring semester of a student’s first year. The examination consists of two parts: a written research proposal and an oral presentation of the proposal that is defended before a committee of three faculty members. Committee members are assigned to each student by the director of graduate studies, Ph.D. program, in collaboration with the instructors of record from Bio Core III and IV. The proposal may not be in the area of the student’s thesis research. This examination tests the student’s skills in scientific writing, reasoning, analysis and interpretation of data in the literature, integration of scientific concepts, and creativity in the design of new experiments.

By the end of the spring semester of their first year, doctoral students must secure a faculty sponsor and a thesis advisory committee of at least three faculty members from within the department who have formally agreed to supervise the dissertation research. A thesis proposal should be presented to the thesis advisory committee and defended orally before June 15 of the second year. When Ph.D. students pass their thesis proposal examination, they become Ph.D. candidates.

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.

Additional information regarding the M.S. and Ph.D. programs can be found in the Department of Biology Graduate Student Handbook, which is available online at www.nyu.edu/fas/dept/biology/graduate/GSHB.pdf.

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 nearly 3.7 million volumes, 34 thousand journal subscriptions, and over 5 million microforms, is one of the country’s largest open-stack research libraries. The Coles Science Center, 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 online through the library.

DEPARTMENTAL FINANCIAL AID

Entering full-time Ph.D. students are awarded an initial package of five years of financial aid that includes an annual stipend, tuition remission, fees, and student health insurance. Generally, the stipend is provided by a combination of MacCracken fellowship funding and research assistantship funding, which is provided by external grants to departmental faculty. All students are expected to take the initiative to apply for internal and external fellowships and scholarships. Ph.D. students are also encouraged to participate in adjunct teaching opportunities that provide additional compensation during their first two years of study.

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 number 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, 24 must be from the Department of Biology at New York University. All entering M.S. students are required to take Bio Core 1 (G23.1001) and Bio Core 2 (G23.1002). 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 total of 32 points must be in courses and tutorials at the 1000 and 2000 levels; after review and approval by the director of graduate studies, up to one-half of these 32 points may be transferred from outside the department. The remaining points may be selected from courses generally at the 3000 level. Doctoral students are required to complete Bio Core 1-4 (G23.1001, G23.1002, G23.2003, and G23.2004), Statistics in Biology (G23.2030), and The Art of Scientific Investigation (G23.3001). Doctoral students must also satisfactorily complete, during the first year of residence, the required Predoctoral Colloquium: Laboratory Rotation (G23.3034-3035).

All Ph.D. students are required to participate in Predoctoral Colloquium: Graduate Student Seminar (G23.3015) every semester.

Students in the special collaborative track in environmental health sciences (EHS) select courses based on their interests with the advice and guidance of faculty from both departments.

Students with an interest in BRIDGES should complete G23.1072 and all courses that doctoral students 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, 24 must be from the Department of Biology at New York University. All entering M.S. students are required to take Bio Core 1 (G23.1001) and Bio Core 2 (G23.1002). 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 total of 32 points must be in courses and tutorials at the 1000 and 2000 levels; after review and approval by the director of graduate studies, up to one-half of these 32 points may be transferred from outside the department. The remaining points may be selected from courses generally at the 3000 level. Doctoral students are required to complete Bio Core 1-4 (G23.1001, G23.1002, G23.2003, and G23.2004), Statistics in Biology (G23.2030), and The Art of Scientific Investigation (G23.3001). Doctoral students must also satisfactorily complete, during the first year of residence, the required Predoctoral Colloquium: Laboratory Rotation (G23.3034-3035).

All Ph.D. students are required to participate in Predoctoral Colloquium: Graduate Student Seminar (G23.3015) every semester.

Students in the special collaborative track in environmental health sciences (EHS) select courses based on their interests with the advice and guidance of faculty from both departments.

Students with an interest in BRIDGES should complete G23.1072 and all courses that doctoral students
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.

Bio Core 1: Molecules and Cells
G23.1001 Undergraduate students may enroll with permission of the instructor. Lecture. Staff. 4 points.
This intensive team-taught core course, which is required for incoming M.S. and Ph.D. biology students, surveys the major topics of up-to-date molecular and cellular biology, starting with molecular structure and function of proteins and polymeric acids and ending with cell division and apoptosis. These topics are taught by biology faculty with expertise in each area. This course is part of a suite of courses that includes a companion, discussion-based, 2000-level course following the same topics each week (Bio Core 3).

Bio Core 2: Genes, Systems, and Evolution
G23.1002 Prerequisite: G23.1001. 4 points.
This intensive team-taught core course surveys the major topics of modern biology, including genetics, systematics, genomics, systems biology, developmental genetics, plant biology, immunology, neurobiology, population genetics, evolution, and geobiology. The course is designed to build on and incorporate the molecular/cell focus of the preceding course. These topics are taught by biology faculty with expertise in each area. This course is part of a suite of courses that includes a companion, discussion-based, 2000-level course following the same topics each week (Bio Core 4).

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

Environmental Health
G23.1004

Toxicology
G23.1006 Identical to G48.1006. Not open to students who have taken G23.2310 or G48.2310. Recommended: biochemistry. 4 points.

Bioinformatics for Biologists
G23.1007 Lecture. Gusfield. 4 points.
Provides introductory theory and hands-on training in bioinformatics. Students are introduced to the Linux operating system and basic computer programming skills (Perl and Bioconductor). Topics covered: biological databases, pairwise and multiple sequence alignment, BLAST and related algorithms, sequence motifs, Hidden Markov Models, gene expression analysis, and resources for functional associations (gene ontology, pathways, and networks).

Advanced Immunology
G23.1011 Lecture. Reiss. 4 points.
Introduction to immunology and its literature. Focuses on the mechanisms that govern the immune response and also trains students in reading and evaluating primary research articles that are published in peer-reviewed journals.

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

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.

Experimental Microbiology
G23.1057 Enrollment limited. Prerequisite: G23.1027 or equivalent (corequisite with permission of the instructor). Laboratory. 4 points.
Acquaints students with general principles and procedures of microbiology and advanced experimental techniques. Students are expected to undertake individual laboratory projects and to make use of original literature.

Prerequisites college courses in organic chemistry for G23.1046; G23.1046 for G23.1047. 4 points per term.

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.

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.
Molecular Controls of Organismal Form and Function G23.1072
Prerequisites: permission of the instructor. Coursez, Desplan. 4 points.
Covers metabolism, signaling, and development, highlighting use of molecular and genetic studies in model plant and animal systems.

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.

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 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. Stress interactions between neurons, astroglial cells, and other nonneuronal cells. Summarizes animal and human studies of functional and structural recovery.

Laboratory in Molecular Biology I, II, III, IV G23.1122, 1123, 1124, 1125
Prerequisites: biochemistry and permission of the instructor. Must be taken in sequence. Laboratory. Kim, Rashbaw. 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.

Advanced Genetics G23.1126
Prerequisites: for students not enrolled in Ph.D. program in biology, permission of the instructor. 4 points.
In-depth study of experimental genetics from Mendel to the present, emphasizing methods and logic of the genetic approach to biological research. Covers classical experiments on inheritance, chromosomes and genetic linkage, genetic variability, mutagenesis, DNA, and the nature of the genetic code. Special topics from both classic and recent literature include (but are not limited to) genetic screens, epistasis analysis, suppressors/enhancers, and mosaic analysis.

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

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

Evolutionary Genetics and Genomics G23.1129
Prerequisites: G23.1069, and permission of the instructor. Borowsky. 4 points.
The genetic and genomic mechanisms underlying evolutionary change, including the genetics of adaptation and character regression; evolution of complex characters and traits such as organ systems, the senses, and patterns of behavior; methods for the study of quantitative trait locus (QTL) variation and multifactorial systems.

Applied Genomics: Introduction to Bioinformatics and Network Modeling G23.1130
Prerequisite: permission of the instructors. Lecture. Birnbaum, Siegel. 4 points.
This course introduces fundamental methods of analyzing large data sets from genomics experiments. Through a combination of lectures, hands-on computational training, and in-depth discussions of current scientific papers, students learn the conceptual foundations of basic analytical methods, the computational skills to implement these methods, and the reasoning skills to read critically the primary literature in genomics. Analysis focuses on data from genome-wide studies of gene expression using microarrays and from genome-wide studies of molecular interactions. Methods covered include clustering, multiple-hypothesis testing, and network inference. A large part of the course is dedicated to students completing an individual project that is tailored to meet their background and training.

Mathematics in Medicine and Biology G23.1501
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
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.
Biology

Bio Core 3: Molecules and Cells
G23.2005 Open to Ph.D. students only. M.S. students may enroll only with authorization of the instructor. Prerequisite: G23.1001. Discussion-based course. 4 points.
This intensive team-taught course complements the lecture course Bio Core 1 by providing in-depth discussions of modern papers on topics related to those addressed in Bio Core 1, i.e., molecular and cellular biology from molecular structure and function of proteins/nucleic acids to cell division and apoptosis. These discussions are led by the same faculty who teach the corresponding lectures in Bio Core 1 and who have deep expertise in each area. This course is part of the suite of courses Bio Core 1-4.

Bio Core 4: Genes, Systems, and Evolution
G23.2004 Open to Ph.D. students only. M.S. students may enroll only with authorization of the instructor. Prerequisite: G23.1002. Discussion-based course. 4 points.
This intensive team-taught course complements the lecture course Bio Core 2 by providing in-depth discussions of modern papers on topics related to those addressed in Bio Core 2, i.e., genetics, systematics, genomics, systems biology, development, plants, immunology, neurobiology, evolution, and geobiology. These discussions are led by the same faculty who teach the corresponding lectures in Bio Core 2 and who have deep expertise in each area. This course is part of the suite of courses Bio Core 1-4.

Prerequisites: college-level molecular and cell biology or biochemistry, physics, general chemistry, and organic chemistry. Lecture. Brydey. 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 macromolecular function can now be made. This course emphasizes key structure-function relationships for DNA, RNA, and proteins.

Endocrine Physiology G23.2247
Prerequisites: 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 physiological systems, with emphasis on the physiological aspects of the endocrines.

Oral Microbiology G23.2252
Canfield. 3 points.
This course discusses the fundamental aspects of the host-parasite relationship and its deviation from health to disease.

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 background for the recognition of the principal angiosperm families. Although plant families are presented in this course within the context of a current phylogenetic scheme, the orientation is toward applied systematics, i.e., emphasis is on identification rather than on evolutionary relationships. Illustrated lectures, selected readings, laboratory demonstrations, floral dissections, keying sessions (both manual and computer assisted), and herbarium specimens introduce the salient features of each family. A basic knowledge of plant systematics is essential to students of plant resources.

Introduction to Biostatistics G23.2303 Identical to G48.2303. 4 points.

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

Special Topics in Math Biology G23.2851, 2852 Identical to G63.2851, 2852.

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

The Art of Scientific Investigation G23.3001 Required course for all biology students entering the Ph.D. program. Blau. 2 points.
This course in the ethics and communication of scientific research is designed to complement the more information-based courses offered by the Department of Biology and equips Ph.D. students with the necessary skills to conduct research ethically and to be aware of the ethical and societal implications of their research. The course also trains students in effective scientific communication through paper writing and presenting research to specialist and nonspecialist audiences and in fellowship and grant writing.

**Predoctoral Colloquium: Graduate Student Seminar**
G23.3015  Open only to Ph.D. students. Seminar. 2 points.
Students gain experience in the preparation and presentation of formal scientific seminars.

**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. Risch. 2 points.
Students critically discuss selected papers from current molecular evolution literature.

**Predoctoral Colloquium: Laboratory Rotation**
G23.3034, 3035  Open only to Ph.D. students. Two-semester course required of 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.
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. The course of study offered by the department includes a research thesis defense and leads to a Master of Science degree in biomaterials science. Specialized courses are available through collaborative arrangements with other departments in the Graduate School of Arts and Science.

The mission of the M.S. program is to provide education and training in biomaterials science and state-of-the art technology and ultimately contribute to improving human health through biomaterials-based treatment modalities. To achieve this, goals include the following:

1. Provide students with knowledge and training that will prepare them for careers in research and development in academia and industry.
2. Enhance the students’ understanding of biomaterials-based treatment modalities by providing them with a broad background in biomaterials structure, fabrication, function, and interactions with cells and tissues.
3. Train students in understanding and performing scientific research, along with scientific presentation and critique.
4. Serve as a basis for further advanced studies, e.g., Ph.D. programs in biology and health sciences.

The program utilizes the faculty and facilities of the Department of Biomaterials Science, which includes the Hard Tissue Research Unit and the Calcium Phosphate Research Laboratory, as well as other components of the department, for both the core curriculum in biomaterials and various electives. Those courses in the Graduate School of Arts and Science 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 related to biomaterials. The areas of present activity are in resin and ceramic biomaterials, dental cements, dental resins, dental and orthopedic implant surfaces and coatings, calcium phosphate-based biomaterials, biomineralization, cell/material interactions, investigations of bone and teeth as materials, and tissue engineering.

The following research equipment is available for graduate student research projects: an extensively equipped image analysis lab; mechanical testing equipment (Instron; Romulus IV universal material tester; Chatillon tensile tester with Bencor Multi-T attachment; Enduratec Elf 3300 biaxial fatigue testing systems with mouth motion wear simulation; TestResources mechanical tester); a Sabrion tensile tester with backscattered electron microscopes (SEM) with backscattered electron imaging systems; X-ray diffraction (XRD); energy dispersive X-ray analysis (EDAX); Fourier transform infrared (FT-IR) spectroscopy; inductive coupled plasma (ICP); and thermogravimetry (TGA/DTA/DSC), as well as other small bench lab equipment.
**Faculty**

**Timothy Bromage,** Professor, Biomaterials and Biomimetics, Basic Science. Ph.D. 1986 (biological anthropology), M.A. 1980 (biological anthropology), Toronto; B.A. 1978 (anthropology, biology, geology), California State (Sonoma). Comparative bone and skeletal development and environmental reconstruction; craniofacial development and architecture; human paleontology; skeletal changes in outer space; light and scanning electron microscopy; digital image processing; skeletal abnormalities resulting from gene knockout mouse experimentation; African Pliocene and Mediterranean Pleistocene fieldwork.

**Elizabeth A. Clark,** Adjunct Instructor, Biomaterials and Biomimetics. M.S. 1987, Connecticut. Cell and molecular biology; cell and tissue response to biomaterials; general dental biomaterials testing and applications.

**John P. LeGeros,** Adjunct Professor, Biomaterials and Biomimetics; Director, Technology Transfer; Codirector, Calcium Phosphate Research Laboratory. Ph.D. 1969, Western Ontario; M.S., B.S. 1956, South Dakota State. Implant coating technology (plasma-spray, electrochemical deposition); implant or device surface modifications; calcium-phosphate-based biomaterials (bioceramics) and implant coatings.

**Racquel Zapanta LeGeros,** Leonard Linkous Professor of Implant Dentistry; Professor, Biomaterials and Biomimetics; Associate Chair, Department of Biomaterials and Biomimetics; Director, Calcium Phosphate Research Laboratory. Ph.D. 1967 (biochemistry), M.S. 1957 (organic chemistry), New York; B.S. 1954 (chemistry), Adamson. Calcium phosphates associated with normal (enamel, dentin, bone) and pathological calcifications (e.g., dental calculus, vascular calcifications) or diseased states (e.g., dental caries, osteoporosis); preparation and characterization of calcium phosphate-based biomaterials (bioceramics, composites, cements, scaffolds, implant coatings); implant surface modifications; biomineralization; tissue engineering.


**Dianne Rekow,** Professor, Basic Science and Craniofacial Biology, Orthodontics; Chair, Department of Basic Science and Craniofacial Biology; Director, Translational Research. 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.

**John L. Ricci,** Associate Professor, Biomaterials and Biomimetics. Ph.D. 1984 (anatomy), Medicine and Dentistry of New Jersey; B.S. 1977, Muhlenberg College. Cell and tissue response to permanent and resorbable biomaterials and medical devices; effects of surface microstructure and other surface modifications on cell and tissue response; bone and soft tissue repair and regeneration.


**Van P. Thompson,** Professor, Biomaterials and Biomimetics; Chair, Department of Biomaterials and Biomimetics. D.D.S. 1979, Maryland; Ph.D. 1971, B.S. 1966, Rensselaer Polytechnic Institute. Materials and design research in fixed restorative dentistry; resin-bonded bridges and prostheses; damage accumulation in dental crowns; crown design; properties of enamel and dentin; tissue engineering and tissue response to scaffolds.

**Yu Zhang,** Assistant Professor, Biomaterials and Biomimetics. Ph.D. 2002, Monash. Materials and design research in dental ceramics; bioactive glass materials.

**AFFILIATED AND ADJUNCT FACULTY**


**Hanna Lujon Upton,** Adjunct Assistant Professor, Biomaterials and Biomimetics. Ph.D. 1995 (organic/polymer chemistry), B.S. 1987 (chemistry), New York. Polymer synthesis, hydrogels, dental restorative materials research.

---

**ADMISSION**

The Graduate School of Arts and Science (GSAS) M.S. program in biomaterials science offers admission to applicants who hold a bachelor’s degree (or equivalent foreign credentials, D.D.S., D.M.D., or M.D.) and who show promise of superior scholarly achievement. Successful applicants will have (1) distinguished academic records; (2) strong recommendations from instructors or others qualified to evaluate academic ability; and (3) well-articulated research goals. GSAS requires all applicants to take the Graduate Record Examination (GRE). The admissions committee of the Department of Biomaterials and Biomimetics will take the scores into consideration when evaluating the applicant. All accepted applicants are
expected to demonstrate the ability to understand and communicate in English, both orally and in written form. To evaluate proficiency, GSAS requires applicants whose native language is not English to take the Test of English as a Foreign Language (TOEFL). Applications for graduate study are accepted on a continuing concurrent basis. M.S. students may begin their study in the fall or spring semester. However, some courses are full-year courses and must be started in the fall semester. All students must apply for fall admission by May 1 and by October 1 for the spring semester. Remedial work to make up any undergraduate deficiencies may be taken prior to, or concurrent with, the master’s program, but in the latter case, must be completed within the first year.

APPLICATION
Application forms and further detailed information regarding the admission process may be obtained from the GSAS Application for Admission and Financial Aid, available at http://gsas.nyu.edu/page/grad.admissionsapplication. Foreign applicants should also review the OISS Web site at http://www.nyu.edu/oiss/legal/index.html.

LENGTH OF PROGRAM
Completion of the M.S. program in biomaterials requires 36 credit hours of course work as well as completion and acceptance of a research thesis based on the student’s original work. Of the 36 required credit hours, up to 6 credit hours may be approved for the student’s mandatory research work. The time required to complete the program is not specified and will vary as it is affected by time commitment, motivation, and the uncertainties of research. However, generally, the course work portion of the program for full-time students (a minimum of 12 credit hours per semester for full-time status) can be completed over approximately three regular semesters. The research for the thesis will overlap with the course work part of the program. A full-time student can expect to complete the program in approximately 1.5 to 2.5 years, depending on other commitments. A part-time student is required to register for 6 credits a semester and could complete the program in approximately 2.5 to 3.5 years.

Students must be in continuous enrollment during the period of their participation in the program, either by course registration or by the maintenance of matriculation registration (G47:4747). All requirements must be satisfied within a period of five years from the time of original registration for courses.

Courses
Each course consists of a series of lectures (and laboratory sessions when indicated), midterm examinations, and final examinations. Courses marked by an asterisk (*) are required.

Principles of Biomaterials Science
G17.1000 Course directors: J. LeGeros, V. 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 discusses the role of interfaces on absorption, nucleation, phase diagrams of interest to materials scientists, the role of dislocations and other defects in the macroscopic formation associated with materials, the solidification of metals and alloys, and mechanisms of strengthening alloys.

*Biomaterials-Tissue Interface I, II
G17.1001 Course directors: J. LeGeros, M. 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 discusses fundamental processes involving deformation, precipitation, order-disorder transformations, principles involving phase diagrams, recent advances in the development of titanium and other alloys for dental and orthopedic implants, low golds, and nonprecious alloys.

All applications and support materials must be directly submitted to GSAS. Please do not send applications and supporting documents to the Department of Biomaterials and Biomimetics. Applications may be completed online or mailed to New York University, Graduate School of Arts and Science, Graduate Enrollment Services, P.O. Box 907, New York, NY 10276-0907.

For specific administrative questions related to the M.S. biomaterials program, please contact Carmen Chisholm, Program Administrator, Department of Biomaterials and Biomimetics, 345 East 24th Street, Room 804S, New York, NY 10010-4086; e-mail: gias.grad.biomaterials@nyu.edu; 212-998-9703.

For questions about research related to the M.S. program, please contact Elizabeth Clark, Lab Manager, same address as above; e-mail: eac9@nyu.edu; 212-998-9938.

Principles of Biopolymers
G17.1002 Course director: H. 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 polysiloxanes, emulsion and suspension polymerization, polymers associated with restorative materials, ionic polymers, silicones, poly(methylmethacrylate), BIS-GMA, reinforced polymers, composites, etc.

*Bioceramics
G17.1003 Course directors: R. LeGeros, J. LeGeros. 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.

*Testing Methods in Biomaterials
G17.1004 Lecture and laboratory. Course directors: M. Pines, J. 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 Course directors: R. LeGeros, J. Ricci. 3 points per semester, 2 semesters.
Provides background knowledge on the response of cells in vitro and tissues in vivo to different types of biomaterials used in dentistry and medicine. Covers surface chemistry of biomaterials, protein interaction with surfaces, effects of surface chemistry and microstructure on cell and tissue response, and other topics.
Degradation of Biomaterials  
G17.1007  Course directors: M. Pines, J. 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 discusses 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.

*Experimental Design in Biomaterials Research I, II  
G17.1012, 1013  Course director: J. LaGeros. 3 points first semester; 2 points second semester.  
Covers mathematical and statistical tools that are useful in biomaterials research. Trains students 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. Also covers reliability, life testing, and Weibull analysis.

Introduction to Electron Microscopy  
G17.1008  Lecture and laboratory. Course directors: M. Pines, J. Ricci. 3 points.  
Covers the physical construction of the scanning 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 covers the principles and uses of backscattered electron imaging and X-ray microanalysis. Familiarizes students with specimen preparation, instrumental use for microstructural examination, and interpretation. Provides hands-on experience.

*Physical and Chemical Methods in Biomaterials  
G17.1011  Lecture and laboratory. Course directors: J. LaGeros, J. 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. Provides hands-on experience.

Readings in Biomaterials and Biomimetics  
G17.2000  Course director: E. Clark. 1-4 points.  
Covers review and critique of scientific literature related to biomaterials and biomimetics. Requires students to prepare summaries of scientific papers and critique.

*Introduction to Research  
G17.2001  Course directors: R. LeGeros, E. Clark. 2 points.  
Required of all students during their first or second semester. Provides students with necessary information regarding research in the department and preparation of the thesis proposal.

Imaging Science  
G17.1016  Course director: T. Bromage. 4 points.  
Highlights basic principles of preparation and imaging relevant to biomaterials research, particularly as they relate to 2-D and 3-D transmitted and reflected light microscopy and scanning electron microscopy of bone and tooth microanatomy. Provides students with the opportunity to work with samples, the purpose being to integrate preparation methods for some specific imaging mode(s). Also exposes students to and allows them to perform digital processing, analysis, and measurements of images acquired from their prepared samples.

Additional courses are available through arrangements with other departments of the Graduate School of Arts and Science.
# Biomedical Sciences

Mount Sinai School of Medicine of NYU

## Representative Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits/Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biochemistry and Molecular Biology G300</td>
<td>Fall 5 points</td>
</tr>
<tr>
<td>Systems Biomedicine G301</td>
<td>Fall 4 points</td>
</tr>
<tr>
<td>Systems Pharmacology G302</td>
<td>Spring 3 points</td>
</tr>
<tr>
<td>Cell and Developmental Biology G305</td>
<td>Spring 4 points</td>
</tr>
<tr>
<td>Laboratory Rotation G310</td>
<td>Fall 4 points</td>
</tr>
<tr>
<td>Laboratory Rotation G311</td>
<td>Spring 4 points</td>
</tr>
<tr>
<td>Responsible Conduct of Research G312</td>
<td>Fall 1 point</td>
</tr>
<tr>
<td>Introduction to Journal Club I, II G315, G316</td>
<td>Fall (I), Spring (II), 1 point per term.</td>
</tr>
<tr>
<td>Introduction to Biostatistics G319</td>
<td>Summer 2 points</td>
</tr>
<tr>
<td>Biostatistics G320</td>
<td>Fall 3 points</td>
</tr>
<tr>
<td>Mathematical Modeling G325</td>
<td>Spring 3 points</td>
</tr>
<tr>
<td>Computational Structural Biology G335</td>
<td>Spring 2 points</td>
</tr>
<tr>
<td>A Course in Mathematics (and Computations) for Scientists G336</td>
<td>Fall 3 points</td>
</tr>
<tr>
<td>Fundamentals of Immunobiology G340</td>
<td>Spring 3 points</td>
</tr>
<tr>
<td>Systems and Organizational</td>
<td></td>
</tr>
<tr>
<td>Neurobiology G350</td>
<td>Fall 4 points</td>
</tr>
<tr>
<td>Cellular and Molecular Neurobiology G351</td>
<td>Spring 4 points</td>
</tr>
<tr>
<td>Neural Basis of Behavioral Plasticity and Cognitive Processes G355</td>
<td>Spring 1-3 points</td>
</tr>
<tr>
<td>Electron Microscopy G360</td>
<td>Fall/Spring 2 points</td>
</tr>
<tr>
<td>Introduction to Computer Modeling and Macromolecules G365</td>
<td>Spring 3 points</td>
</tr>
<tr>
<td>Introduction to Methods in Theoretical Molecular Biophysics G370</td>
<td>Spring/Fall 3 points</td>
</tr>
<tr>
<td>Cellular Physiology and Ion Channels G375</td>
<td>Fall 2-5 points</td>
</tr>
<tr>
<td>Course Title</td>
<td>Code</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Genetics and Genomic Sciences</td>
<td>G380</td>
</tr>
<tr>
<td>Genetics and Genomic Sciences</td>
<td>G381</td>
</tr>
<tr>
<td>Cell Signaling Systems</td>
<td>G383</td>
</tr>
<tr>
<td>Survey of Biophysics, Structural Biology, Bioinformatics</td>
<td>G390</td>
</tr>
<tr>
<td>Methods in the Biomedical Sciences</td>
<td>G395</td>
</tr>
<tr>
<td>Core III: Concepts in Cancer Biology</td>
<td>G397</td>
</tr>
<tr>
<td>Journal Club in Molecular, Cell, and Developmental Biology</td>
<td>G400</td>
</tr>
<tr>
<td>Journal Club in Biomathematical Sciences</td>
<td>G405</td>
</tr>
<tr>
<td>Journal Club in Genetics and Genomic Sciences</td>
<td>G410</td>
</tr>
<tr>
<td>Journal Club in Immunology</td>
<td>G420</td>
</tr>
<tr>
<td>Journal Club in Microbiology</td>
<td>G425</td>
</tr>
<tr>
<td>Journal Club in Neurobiology</td>
<td>G440</td>
</tr>
<tr>
<td>Journal Club in Oncogenes and Virology</td>
<td>G445</td>
</tr>
<tr>
<td>Journal Club in Cancer Biology</td>
<td>G447</td>
</tr>
<tr>
<td>Journal Club in Pharmacological Sciences</td>
<td>G450</td>
</tr>
<tr>
<td>Journal Club in Biophysics, Structural Biology, and Biomathematics</td>
<td>G455</td>
</tr>
<tr>
<td>Seminar in Biophysics</td>
<td>G505</td>
</tr>
<tr>
<td>Seminar in Genetics and Genomic Sciences</td>
<td>G520</td>
</tr>
<tr>
<td>Immunology Seminar Series</td>
<td>G525</td>
</tr>
<tr>
<td>Immunology Work in Progress</td>
<td>G526</td>
</tr>
<tr>
<td>Seminar in Microbiology</td>
<td>G530</td>
</tr>
<tr>
<td>Seminar in Neurobiology</td>
<td>G545</td>
</tr>
<tr>
<td>Seminar in Pharmacology and Biological Chemistry</td>
<td>G550</td>
</tr>
<tr>
<td>Seminar in Biophysics, Structural Biology, and Biomathematics</td>
<td>G555</td>
</tr>
<tr>
<td>Seminar in Pharmacology</td>
<td>G560</td>
</tr>
<tr>
<td>Dean’s Lecture Series</td>
<td>G590</td>
</tr>
<tr>
<td>Medical Scientist’s Research Seminar</td>
<td>G595</td>
</tr>
<tr>
<td>Department Seminar</td>
<td>G599</td>
</tr>
<tr>
<td>Developmental Biology</td>
<td>G600</td>
</tr>
<tr>
<td>(not offered every year)</td>
<td></td>
</tr>
<tr>
<td>Advanced Signal Transduction</td>
<td>G610</td>
</tr>
<tr>
<td>Advanced Topics in Developmental and Stem Cell Biology</td>
<td>G611</td>
</tr>
<tr>
<td>Advanced Topics in Immunology</td>
<td>G615</td>
</tr>
<tr>
<td>Advanced Virology</td>
<td>G620</td>
</tr>
<tr>
<td>Advanced Topics in Cancer Biology</td>
<td>G625</td>
</tr>
<tr>
<td>Advanced Topics in Tumor Biology</td>
<td>G626</td>
</tr>
<tr>
<td>Advanced Topics in Human Genetics</td>
<td>G635</td>
</tr>
<tr>
<td>Conceptual Foundations of Biostatistical Inference</td>
<td>G640</td>
</tr>
<tr>
<td>Probability Theory for Biomedical Problems</td>
<td>G645</td>
</tr>
<tr>
<td>Computational Molecular Biology</td>
<td>G650</td>
</tr>
<tr>
<td>Methods in Molecular and Cellular Biophysics</td>
<td>G655</td>
</tr>
<tr>
<td>Biophysics of Proteins and Nucleic Acids</td>
<td>G660</td>
</tr>
<tr>
<td>Biophysics of Membranes and Membrane Proteins</td>
<td>G665</td>
</tr>
<tr>
<td>Integrative Physiology of Disease Processes</td>
<td>G670</td>
</tr>
<tr>
<td>Bacterial Physiology and Pathogenesis</td>
<td>G671</td>
</tr>
<tr>
<td>Advanced Topics in Physiology</td>
<td>G675</td>
</tr>
<tr>
<td>Advanced Topics in Pharmacology</td>
<td>G677</td>
</tr>
<tr>
<td>Pharmacogenics: The Genetic Basis for Personalized Drug Therapy</td>
<td>G678</td>
</tr>
<tr>
<td>Neuroendocrinology</td>
<td>G681</td>
</tr>
<tr>
<td>Neurobiology of Aging and Adult Development</td>
<td>G695</td>
</tr>
<tr>
<td>Tutorial and Special Topics</td>
<td>G700</td>
</tr>
<tr>
<td>Tutorial: BSBB</td>
<td>G710</td>
</tr>
<tr>
<td>Tutorial: Biological Mass Spectrometry</td>
<td>G715</td>
</tr>
<tr>
<td>Tutorial: GGS</td>
<td>G720</td>
</tr>
<tr>
<td>Tutorial: MSM</td>
<td>G750</td>
</tr>
<tr>
<td>Tutorial: NEU</td>
<td>G760</td>
</tr>
<tr>
<td>Clinical Investigation for the Translational Scientist</td>
<td>G71</td>
</tr>
<tr>
<td>Oncological Sciences Seminar Series</td>
<td>G512</td>
</tr>
<tr>
<td>Cancer Biology Work in Progress</td>
<td>G513</td>
</tr>
</tbody>
</table>
Chair of the Department: Professor Michael D. Ward

Director of Graduate Studies: Professor Mark E. Tuckerman
mark.tuckerman@nyu.edu

Chemistry at New York University has a long and distinguished tradition. The American Chemical Society was founded in 1876 in the original University building at Washington Square, and the head of the chemistry department, John W. Draper, served as its first president. Draper was an early pioneer in the development of photography, working with Samuel F. B. Morse. In 2001, the American Chemical Society officially designated the site on which the chemistry department is located as a Historical Chemical Landmark. 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 20 faculty members directing research, approximately 75 full-time graduate students, and a substantial number of postdoctoral fellows and affiliated scientists. Recently, the department established the Molecular Design Institute, focusing on research in nano- and biomaterials design, and the Laboratory for Molecular Recognition and Synthesis. With the birth of these two labs, we have increased the faculty by four, and we continue on an exciting path of growth and development. 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.

Faculty

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

Zlatko Baća, Professor. Ph.D. 1981 (chemistry), Utah; B.S. 1977 (chemistry), Zagreb. 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 and bioorganic chemistry, molecular switches, DNA-directed polymer assembly, fluorescent probes, and targeted MRI contrast agents for bio-imaging.

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

Burt Goldberg, Clinical Associate Professor. Ph.D. 1980, Cardiff; M.Phil. 1984, Mount Sinai School of Medicine; B.S. 1974, Pace. Regulation and control of the bioenergetic metabolic pathways of parasitic protozoans; development of chemistry teaching programs.


Bart Kahr, Professor. Ph.D. 1988 (stereochemistry), Princeton; B.A. 1983 (chemistry), Middlebury College. Chemical crystallography, growth mechanisms, and structures of imperfect crystals; chiroptics of organized media; differential polarization imaging; polycrystalline pattern formation.

Neville R. Kallenbach, Professor. Ph.D. 1961 (physical chemistry), Yale; B.S. 1958 (chemistry and mathematics), Rutgers. Protein structure, function, stability and folding; properties of alpha helical coiled coils; design of antimicrobial peptides and mimetics.

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

Lara K. Mahal, Associate Professor. Ph.D. 2000 (organic chemistry), California (Berkeley); B.A. 1995 (chemistry), California (Santa Cruz). Chemical biology; bioorganic chemistry; organic chemistry; analyzing the role of carbohydrates in biology and medicine using molecular and systems-based approaches.

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.

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.

Adrian 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.

Mark Tuckerman, Professor. Ph.D. 1993 (physics), Columbia; B.S. 1986 (physics), California (Berkeley). Theoretical statistical mechanics and methodology of classical and ab initio molecular dynamics; applications to biological and materials sciences, including hybrid organic/silicon semiconductor structures, proton transport, conformational equilibria of macromolecules, drug–enzyme interactions, and compound design.


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.


Marcus Weck, Associate Professor. Ph.D. 1999 (chemistry), California Institute of Technology; M.S. 1994 (chemistry), Harvard. Organic and polymer chemistry, nanoscience, biomaterials, catalysis, supramolecular chemistry, materials science.


Yingkai Zhang, Associate 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.

AFFILIATED FACULTY

Suse Brodye, Professor, Biology. 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 formation on whether or not a given carcinogen–DNA adduct causes a mutation or replication; elucidation on a molecular level of how the conformation of DNA is altered by a carcinogen.

FACULTY EMERITI

Jules Moskowitz, Martin Pope, David I. Schuster, Robert Shapiro, Benson Sundheim.
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 accepted for September admission only.

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.

Students opting for option 3, which entails original research, are required to take 20 points of course work and 12 points of research. All other options require 28 points of course work and 4 points of research in preparation for their final presentations.

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: Except where noted, 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, G2262)
  - Organic Photochemistry (G25.2281)
  - Bioorganic Chemistry (G25.2884)
  - Strategies in Synthetic Organic Chemistry (G25.1312), 2 points
  - Organic Reaction Mechanisms (G25.1314), 2 points
  - Total Synthesis (G25.2232), 2 points

**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)
- Biomolecular Modeling (G25.2601)

**Theoretical/Physical Chemistry Track:**

- Statistical Mechanics (G25.2600)
- Biomolecular Modeling (G25.2601)
- Mathematical Methods in Chemistry (G25.2626)
- Advanced Statistical Mechanics (G25.2651)

- Quantum Mechanics (G25.2665)
- Quantum Chemistry and Dynamics (G25.2666)
- NMR Spectroscopy (G25.2680), 2 points
- Applied Infrared Spectroscopy (G25.2690), 2 points

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 gain laboratory research experience in one or more groups during their first year. 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 pass the Ph.D.-qualifying examination toward the end of the spring semester of their second year. 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 their divisional faculty. If performance is not satisfactory, one more attempt is allowed before the start of their third year.

Students who pass are graduated to the status of a Ph.D. candidate. At this point, the student selects a thesis committee composed of the student’s research adviser and two other members typically chosen from the departmental faculty.

The Ph.D. program in chemistry requires two additional oral/written examinations. At the beginning of the fourth year of graduate study, students are required to pass the Research Progress Exam. This examination consists of a 5-10 page description of the student’s research plans for the fourth and fifth years of graduate study and a 30-minute oral presentation of this plan. Students who have made exceptional progress can apply for a waiver of this exam. All waiver requests must be approved by the student’s thesis committee. In the fifth year, three to six months prior to the thesis defense, students are required to pass the Research Evaluation Exam. This exam is designed to ensure students’ readiness to defend their thesis and consists of two parts. The first part is a 30-minute presentation by the student before the thesis committee on research results obtained to date, followed by an extensive questioning session. The second part is an original proposal, which
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 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 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.


Doctoral Thesis: The heart of the doctoral program is the research leading to the preparation of the doctoral dissertation or doctoral thesis. 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. In order to ensure that students are making sufficient progress toward their thesis defense, each student is required to meet with their thesis committee at the end of their third year of study, submit a draft of their thesis at least six weeks prior to their defense, and meet with the committee again four weeks prior to the defense. When the thesis is finalized, it is read by the thesis committee and two additional faculty members who are referred to as readers. Up to two outside readers who are experts in the field of the dissertation research may be appointed as dissertation readers. The thesis committee members and the readers must approve of the final version of the thesis prior to the public defense.

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. This information is also available on the GSAS Web site at http://gsas.nyu.edu/page/grad/financialaid.

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 poly-electrolyte theory.

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

Advanced Biophysical Chemistry G25.1818 4 points. Three advanced topics in biophysical chemistry are discussed: electron transfer theory and its application to electron transfer in biology; statistical mechanics of biopolymers; and protein-DNA interactions with emphasis on DNA repair enzymes.

Biochemistry I, II G25.1881, 1882 4 points per term. Topics include organic and physical chemistry of proteins, lipids, carbohydrates, and nucleic acids; enzyme kinetics and mechanisms; membranes and transport; bioenergetics and intermediary metabolism; molecular genetics and regulation.
Experimental Biochemistry
G25.1885 Prerequisite: G25.1881. Laboratory. 4 points.
Experiments and instruction in analytical techniques, including chromatography, spectrophotometry, and 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 G25.2252
Prerequisite: G25.1312. 2 points.
Modern synthetic methods in organic chemistry centering 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. Topics such as nanoscience, mass spectrometry, nuclear magnetic resonance, and infrared spectroscopy are addressed through a problem-solving approach; topics from current literature and research areas complement the core courses.

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

The Science of Materials G25.2400
4 points.
A comprehensive foundation course that addresses basic concepts of materials science. Topics include bonding forces, crystal structures, defects, X-ray diffraction, solid-state phase diagrams, crystallization mechanisms, diffusion in solids, and mechanical, electrical, optical, and magnetic properties. Classes of materials include metals, ceramics, polymers, liquid crystals, and organic crystals.

Polymer Chemistry G25.2440
Prerequisite: Undergraduate organic chemistry and either one semester of physical chemistry or a course in thermodynamics and kinetics. 4 points.
An introduction to the major concepts in polymer chemistry, such as polymerizations and reactions of polymers.

Statistical Mechanics G25.2600
4 points.
Introduction to the fundamentals of statistical mechanics. Topics include classical mechanics in the Lagrangian and Hamiltonian formulations and its relation to classical statistical mechanics, phase space and partition functions, and the development of thermodynamics. Methods of molecular dynamics and Monte Carlo simulations are also discussed.

Biomolecular Modeling G25.2601
Prerequisite: basic programming experience. 4 points.
A full-scale introduction to biomolecular modeling and simulation with the goal of assisting students to develop a practical understanding of computational methods (strengths, limitations, applicability) and competence in applying these methods to biomolecules.

Mathematical Methods G25.2626
4 points.
Provides students with the fundamental mathematical tools needed for further study in theoretical chemistry. Topics include vector spaces, linear algebra, ordinary and partial differential equations, special functions, complex analysis, and integral transforms.

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

Advanced Statistical Mechanics
G25.2651 Prerequisite: G25.2600 4 points.
Continuation of the Statistical Mechanics course. Topics include advanced concepts in ensemble theory, distribution function theory of liquids, quantum statistical mechanics in the eigenvalue and path-integral formulations, time-dependent statistical mechanics, linear response theory, spectroscopy, critical phenomena, and computational methods.

Quantum Mechanics G25.2665
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 Chemistry and Dynamics G25.2666 Prerequisite: G25.2665. 4 points.
Representation theory, time-dependent and time-independent perturbation theory, rotational and vibrational levels in molecules, many-electron systems, interaction of electric and magnetic fields with atoms and molecules, quantum treatment of many-electron systems, and techniques of quantum chemistry.

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

NMR Spectroscopy G25.2680
2 points.
Discusses modern NMR techniques in theory and practice. Introduces and demonstrates both liquid- and solid-state NMR techniques. Discusses connections to magnetic resonance imaging and applications to structure determination of biomolecules and materials. Includes hands-on experience and computer simulations.

Applied Infrared Spectroscopy G25.2690 2 points.
Overview of infrared spectroscopy as applied to the study of inorganic and organic materials, including nanoparticles and polymers. Reviews selection rules and optics. Focuses on modern methods including reflectance spectroscopy as applied to the study of surfaces and solutes in highly absorbing media.

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.

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

Graduate Seminar G25.3010
2 points.
Students enrolled in this course (1) learn how to give a presentation understandable to an audience of their peers, many of whom work in a different area of specialization; (2) learn how to evaluate presentations given by their peers both within and outside their area of specialization; (3) gain exposure to a broad range of scientific topics and presentation styles; and (4) have the opportunity to attend presentations by external speakers to broaden exposure to various topics and professional presentation styles.
Tisch School of the Arts

DEPARTMENT OF

Cinema Studies

Chair of the Department:
Associate Professor Richard Allen

Director of Graduate Studies:
Professor Dana Polan

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 motion pictures 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 online technologies) to be within its purview.

Graduate programs leading to the M.A. and Ph.D. degrees are offered jointly by the Graduate School of Arts and Science and the Tisch School of the Arts through the department.

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 cinemathèque. Students also have access to extensive film and film-related resources in the department’s George Amberg Study Center. In addition, the Elmer Holmes Bobst Library 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; Chair, Department of Cinema Studies. 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; psychoanalysis; auteur studies.


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


William G. Simon, 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.
Programs and Requirements

The M.A. program 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 Ph.D. program 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 (TSAO), graduate degrees in cinema studies are conferred by New York University through the Graduate School of Arts and Science (GSAS). Admission is granted by both schools.

Applications are processed by the Tisch School of the Arts. Students should request an application from the Office of Graduate Admissions, Tisch School of the Arts, New York University, 721 Broadway, 8th Floor, New York, NY 10003-6807; 212-998-1900. (Please note that the GSAS application is not acceptable, and all applicants must use the TSOA application.)

Applicants must submit a full application, transcripts, three letters of recommendation, and GRE scores. In addition to materials required by the Tisch Office of Graduate Admissions, the applicant should send the following:
1. A written sample (10-20 pages) 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.

All material—application forms, letters of recommendation, transcripts, and essays—should be sent to the Office of Graduate Admissions, Tisch School of the Arts, New York University, 721 Broadway, 8th Floor, New York, NY 10003-6807. An application is not complete until all the above required materials have been submitted. It is the applicant’s responsibility to ensure that the appropriate documents are received as quickly as possible.

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

MASTER OF ARTS

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 (H72.1020), (2) Film Theory (H72.1020), and (3) either Film History and Historiography (H72.1015) or Television: History and Culture (H72.1026). 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

VISITING FACULTY


FACULTY EMERITA

Annette Michelson.


Chris Straayer, Associate Professor. Ph.D. 1988 (radio, television, and film), Northwestern; M.A. 1979 (feminist studies). Film theory; sex and gender; video art; queer theory.

Allen Weiss, Associate Teacher, 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; Faye Ginsburg, Anthropology; David Slocum, Academic and Student Life; George C. Stoney, Film and Television.

FA C U L T Y E M E R I TA

Babette Mangolte, Ra njani Mazum dar, David James, Isaac Julien, Gertrude Koch, Moya Luckett, William Luhr, Babette Mangolte, Ranjani Mazumdar, Laura Mulvey, Charles Musser, Richard Pena, M. M. Serra, Jeff Smith, Juan Suarez, Radha Subramanyam, Linda Tadic, Patty White, Peter Wollen, Sarah Ziebell Mann, and Slavoj Zizek. The department also holds colloquia throughout the year with scholars and filmmakers as guest speakers.

FA C U L T Y E M E R I TA

Annette Michelson.


Chris Straayer, Associate Professor. Ph.D. 1988 (radio, television, and film), Northwestern; M.A. 1979 (feminist studies). Film theory; sex and gender; video art; queer theory.

Allen Weiss, Associate Teacher, 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; Faye Ginsburg, Anthropology; David Slocum, Academic and Student Life; George C. Stoney, Film and Television.

FA C U L T Y E M E R I TA

Babette Mangolte, Ra njani Mazum dar, David James, Isaac Julien, Gertrude Koch, Moya Luckett, William Luhr, Babette Mangolte, Ranjani Mazumdar, Laura Mulvey, Charles Musser, Richard Pena, M. M. Serra, Jeff Smith, Juan Suarez, Radha Subramanyam, Linda Tadic, Patty White, Peter Wollen, Sarah Ziebell Mann, and Slavoj Zizek. The department also holds colloquia throughout the year with scholars and filmmakers as guest speakers.

FA C U L T Y E M E R I TA

Annette Michelson.
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.

DOCTOR OF PHILOSOPHY

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.

Summary of Ph.D. Program

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

Second Year
Fall semester: two courses and third qualifying exam.

Third and Fourth Years
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 advisor is required for such work.

Incompletes: The department strongly discourages grades of “incomplete.” Any incompletes granted must be 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 in consultation with the student’s faculty advisor as a special area of study that relates to the student’s proposed dissertation topic. The theory exam areas include gender, sexuality, and representation; race, nation, and representation; cultural theory; media theory; theory of narrative and genre; theory of sound and image. The history/historiography exam areas include the following options: American film—1895 to 1929, American film—1927 to 1960, or American film—1960 to the present; history of French film; history of Italian film; history of Japanese film; history of Soviet and post-Soviet film; history of German film; history of the international avant-garde; history of documentary film; history of Latin American film; history of British film. All exams are take-home exams. The take-home exam consists of six questions, of which three are to be answered in the form of a 10-page essay per question. The student has one week to complete the take-home exam. Each subject area is offered for examination once a year either in the fall or spring semester. A schedule of the areas offered in a particular semester is available from the department at the beginning of each academic year. Exams are graded by three faculty members. The student receives a grade of high pass, pass, or fail. If a student fails an examination, the exam in the same subject area must be taken the next time it is offered. Upon failing an exam in any one area twice, the student must leave the Ph.D. program. Students sit for their qualifying exams in their first, second, and third 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 already proficient in a language other than English may request an exemption from this requirement from the director of graduate studies. Language proficiency may be demonstrated by any of the following: (1) passing the foreign language proficiency examination given by the Graduate School of Arts and Science; (2) passing a departmental examination; or (3) completing, or having completed not more than two years before matriculation, a full or final intermediate-level college course in the language with a transcript grade of B or better. School of Continuing and Professional Studies (SCPS) courses do not satisfy this requirement; however, students with no previous knowledge of a foreign language or those who wish a review are encouraged to enroll in the SCPS special reading courses for graduate degree candidates. 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 or, 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 bibliography and filmography must be attached to the proposal.

Ph.D. Oral Defense: In the latter part of their fourth semester of Ph.D. course work, students sit for an oral defense conducted by a faculty evaluation committee. In this defense, students are questioned on their dissertation proposal and other academic progress. 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.

Oral Defense of Dissertation: In the second semester of the student’s third year, an oral defense of at least one complete chapter of the dissertation is scheduled and conducted by a faculty evaluation committee. The student is questioned on the work and on plans for continued research and writing. If a student fails the review, he or she must rewrite, resubmit, and obtain approval of the chapter before the start of the next academic year.

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 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 administration 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 Biennial 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 the certificate. Once accepted, students meet with the departmental liaison to the certificate program 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 a four-year fellowship funding package for all accepted Ph.D. students. In addition to two years of course work funding in the form of graduate assistantships, there are also two years of stipend funding for dissertation writing. The assistantships and dissertation funding are subject to completion of set semesterly requirements.

The Department of Cinema Studies has limited resources to offer the following forms of financial aid for selected M.A. students: 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 Department of Residential Education, 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. 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 Zhen. 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.

GRADUATE FILM THEORY ELECTIVES

Advanced Seminar in Film Theory
H72.3006, 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.

FILM HISTORY ELECTIVES

The American Avant-Garde
H72.1113 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, Melas, 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.

Brazilian Cinema
H72.2117, 2118 Siam. 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.

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

Comparative Directors
H72.2202 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.
**Documentary Traditions** H72.1400, 1401 Stone. 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.

**Seminar in Current Cinema** H72.1700 Hoberman. 4 points. Analyzes and critiques the contemporary cinema by studying the current films in the New York City area. Compares published critical writings to student critiques that are written each week. Stresses theoretical aspects and social implications of the medium.

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

**CULTURAL STUDIES/MEDIA STUDIES ELECTIVES**

**Video Art** H72.1601 Strausser. 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.

**Cultural Theory and the Documentary** H72.2001 4 points. This class applies forms of anthropological, historical, gender, and cultural studies theory to a range of genres: countercultural, 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.

**Film, Culture, Theory** H72.3000 Sklar. 4 points. Explores the relationships between cultural theory and cinema studies, through readings, screenings, seminar discussions, and individual student projects. Topics covered have included the relationship of Michel Foucault’s writings to film history and theory and Marxist theories of society, culture, and media as they relate to cinema institutions and practices.

**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 6 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.
Faculty

Markus Asper, Assistant Professor. Dr. Habil. 2003, Mainz; Ph.D., M.A. 1994 (classics), Freiburg. Hellenistic poetry; ancient Greek science, in particular, mathematics and medicine; the Greeks and the ancient Near Eastern cultures; old comedy and tragedy.


Joy Connolly, Assistant Professor. Ph.D. 1997 (classical studies), Pennsylvania; B.A. 1991 (classics), Princeton. Ancient rhetoric and political thought; Roman literature; feminist theory; classical tradition in early modern Europe and America.


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

Peter W. Meineck, Clinical Assistant Professor. B.A. 1989 (classics), University College London. Production, reception, and history of ancient drama.


Andrew Monson, Assistant Professor. Ph.D. 2008 (classics), Stanford; M.Phil. 2002, University College London; B.A. 2000 (classical studies), Pennsylvania. Hellenistic and Roman history; Greco-Roman Egypt; political economy of ancient empires.

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.
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. 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 full-time students admitted to the Ph.D. program receive funding through the Henry M. MacCracken program. Classics doctoral students are also eligible to apply 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 (see www.nyu.edu/fas/dept/classics) and translation examinations in German and either French or Italian.

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 German and either French or Italian. 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 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 www.nyu.edu/fas/dept/classics.

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 adviser circulates the proposal to the departmental faculty as a whole. An oral presentation is scheduled by the adviser 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 read-
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, Paccuvius, Plautus, Terence, Caeclius, 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 Thucydidus and include both major and minor authors.

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.

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, philosophical, 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.

Catullus G27.2872 4 points. The three major groups of the Catullan corpus—the polymeric, the long poems, and the elegiacs—are examined as separate genres. Topics include what it meant to be a poeta minor in Republican Rome, Catullus's polémical 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.

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.

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 the 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; utopianism; 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.

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 gestures, 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.

Seminar in Classical Studies G27.3000 4 points.  
Variable content.

Topics in Greek History G27.3002 4 points.  
Variable content.

Topics in Latin Literature G27.3003 4 points.  
Variable content.

Topics in Greek Literature G27.3004 4 points.  
Variable content.

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 boundaries linguistic, geographical, cultural, political, historical, and disciplinary. 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 topics. 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 the social categories of gender, “race,” and power.

The department offers programs leading to both the M.A. and Ph.D. degrees.

The department participates in the doctoral Interdisciplinary Specialization in Russian literature, history, and culture.

### Faculty


- **Ulrich Baer**, Professor, Comparative Literature, German. Ph.D. 1995 (comparative literature), Yale; B.A. 1991 (literature), Harvard. Nineteenth- and 20th-century poetry; the poetics and politics of witnessing and memory; theoretical and formal approaches to photography; contemporary German literature and thought.

- **Gabriela Basterra**, Associate Professor, Comparative Literature, Spanish and Portuguese Languages and Literatures. Ph.D. 1997 (Romance languages and literatures), M.A. 1990 (Romance languages and literatures), Harvard; B.A. 1987 (Hispanic philology), Zaragoza. Philosophy and literature; ethical subjectivity; phenomenology; psychoanalysis; the tragic; poetry; modern and contemporary literature in Spanish; the ethical and the political.


- **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; mythopoeis; phenomenology; philosophy and literature.


- **Ana María Díopico**, Associate 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), Tafels. 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.

- **Hala Halim**, Assistant Professor, Middle Eastern and Islamic Studies, Comparative Literature. Ph.D. 2004 (comparative literature), California (Los Angeles); M.A. 1992 (English and comparative literature), American (Cairo); B.A. 1985 (English literature), Alexandria. Globalization, cosmopolitism, alternative modernities; Eastern and Western travel literature; postcolonial Arabic literature, Arab Anglophone and Francophone literatures.
Mikhail Iampolski, 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.

Daniel Javitch, Professor, Comparative Literature, Italian Studies. Ph.D. 1971 (English), Princeton. Poetic theory before 1700; postclassical European literature of the Renaissance; history of ancient genres.

Jacques Lezra, Professor, Comparative Literature, Spanish and Portuguese Languages and Literatures; Chair, Department of Comparative Literature. Ph.D. 1990 (comparative literature), M.Phil. 1987 (comparative literature), B.A. 1984 (Spanish literature), Yale. Literary and critical theory; early modern narrative and philosophy; Shakespeare and Golden Age and early modern comparative literature; Renaissance art history and literature; post-1945 American and Latin American novel.

Avital Ronell, Professor, Comparative Literature, German; University Professor. Ph.D. 1979 (Germanic languages and literature), Princeton; B.A. 1974, Middlebury College. Literary and other discourses; feminism; philosophy; technology and media; psychoanalysis; deconstruction; performance art.

Kristin Ross, Professor, Ph.D. 1981 (French literature), M.A. 1977 (French literature), Yale; B.A. 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 Rutenburg, Professor. 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.

Mark Sanders, Professor. Ph.D. 1998 (comparative literature), M.Phil. 1994 (comparative literature), M.A. 1992 (English), Columbia; B.A. 1990 (English), Cape Town. African literature; literatury theory; narrative theory; autobiography and testimony; postcolonial literature and theory; global Anglophone literature.

Richard Sieburth, Professor, Comparative Literature, French. Ph.D. 1976 (comparative literature), Harvard; B.A. 1970 (comparative literature), Chicago. Comparative poetics; history and theory of translation; sociocriticism; romanticism; symbolism; modernism.

Cristina Vatulescu, Assistant Professor. Ph.D. 2005 (comparative literature), B.A. 1998 (literature), Harvard. Aesthetics and politics; artistic and extra-artistic genres, in particular the novel, autobiography, and the police file; Russian and Eastern European 20th-century culture; cinema and visual culture; the interdisciplinary study of subjectivity, drawing on literature, film, psychology, and criminology; immigration and cultural exchange.


**DISTINGUISHED SCHOLAR IN RESIDENCE AND PROFESSOR EMERITUS**

Timothy J. Reiss, Ph.D. 1968 (French and comparative literature), M.A. 1965 (French), Illinois; B.A. 1964 (French), Manchester.

**Program and Requirements**

Comparative literature at New York University is designed to meet the needs of students who wish to study literature as an intercultural discipline embedded in wider sociocultural environments and in broader philosophical issues. The department offers students an opportunity to study literature extranationally, cross-culturally, and historically through movements, periods, genres, and interrelations, as well as through criticism and theory. The department encourages the study of literatures in a cultural context, stressing the need for knowledge in such disciplines as history, philosophy, and anthropology. The visual and verbal aspects of representation are also emphasized (i.e., film, performance, and art).
Prospective students may request from the departmental office the Department Handbook, which 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 (not GRE subject tests) for all applicants. A writing sample is also required of all applicants. In addition, international students who are not native English speakers must provide TOEFL scores. Both GRE and TOEFL scores must be available at the time of the application deadline. 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 aid 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 that includes one course in contemporary (20th-century) theory and one in theory/criticism before 1800. Seminar in Literature: Research Methods and Techniques is also a required course. Finally, students must take two pre-1800 literature courses.

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

Between six and nine graduate summer fellowships for travel or language learning are available each year.

Student travel to conferences is supported by the department (up to three conferences, with certain restrictions) and by the GSAS.

In addition, 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. This information is also available on the GSAS Web site at http://gsas.nyu.edu/page/grad.finaid.html.

Courses

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prisms of Modernity</td>
<td>G29.1341</td>
<td>4 points</td>
</tr>
<tr>
<td>Seminar in Literature: Research Methods and Techniques—Politics and Theory</td>
<td>G29.1400</td>
<td>4 points</td>
</tr>
<tr>
<td>European Renaissance Literature</td>
<td>G29.1500</td>
<td>4 points</td>
</tr>
<tr>
<td>Contemporary Critical Theories</td>
<td>G29.1560</td>
<td>4 points</td>
</tr>
</tbody>
</table>

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

Between six and nine graduate summer fellowships for travel or language learning are available each year.

Student travel to conferences is supported by the department (up to three conferences, with certain restrictions) and by the GSAS.

In addition, 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. This information is also available on the GSAS Web site at http://gsas.nyu.edu/page/grad.finaid.html.

Courses

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prisms of Modernity</td>
<td>G29.1341</td>
<td>4 points</td>
</tr>
<tr>
<td>Seminar in Literature: Research Methods and Techniques—Politics and Theory</td>
<td>G29.1400</td>
<td>4 points</td>
</tr>
<tr>
<td>European Renaissance Literature</td>
<td>G29.1500</td>
<td>4 points</td>
</tr>
<tr>
<td>Contemporary Critical Theories</td>
<td>G29.1560</td>
<td>4 points</td>
</tr>
</tbody>
</table>
ory. Language and linguistics; self and subject; ideology and social formations; hermeneutics; skepticism and truth.

The Bible and Literary Criticism G29.2115 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 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.


Topics in Early Modern Written Culture G29.2155 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.


History of Literary Theory and Criticism: To 1700 G29.2500 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 4 points. From German neoclassicism to romanticism in Germany, England, and France, through American transcendentalism, to late 19th- and 20th-century literary critical discussion.

Interdisciplinary Approaches to Literature G29.2600 4 points. Steps outside the conventional domain of the literary for broader considerations of semiotic processes, which in turn modify our understanding of the specificity of literary art from both historical and cultural points of view, either in an autonomous sense or in relation to other societal discourses and practices.

Special Topics in Theory G29.2610 4 points.

Topics in Caribbean Literature G29.2650 4 points. Colonialism and the development of national and Pan-Caribbean literary cultures; finding an independent voice; the novel, poetry, theatre.

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.

European Epic G29.2811 4 points. Homer, Virgil, Tasso, and Milton.


Theories of Literary Genres G29.2870 4 points.

Topics in Translation G29.2875 4 points. Variable selected topics in the theory and practice of translation aiming at elucidating its centrality to comparative literature and interdisciplinarity. Framed by the cultural turn in translation studies, this series explores the poetics and politics of translation in conjunction with a range of phenomena (such as globalization and new media), concepts (for example, cosmopolitanism and world literature), and theoretical issues (reception theory and postcolonial theory). Topics include but are not limited to translation in relation to imperialism and/or postcoloniality; translation, theory, and practice: a vexed relationship?; reception theory and translation; translation in adaptation; translators’ testimonies.

Seminar on Translation G29.2880 4 points. Contemporary discussions on the nature and implications of translation as applied specifically to literary issues and generally to modes of interpretation. A survey of the theory and practice of translation from the Renaissance to the present.

Special Topics in Spanish American Literature G29.2968 4 points.

Guided Individual Research in Comparative Literature G29.2991 4 points. Permission of the department required. 1-8 points.

North American Literature in Comparative Context G29.3000 4 points. Examines North American literature in a comparative (international) context in order to explore new paradigms for understanding literary and cultural development. Topics vary by semester and instructor.

Literary Theory G29.3610 4 points. Examination and analysis of specific literary theories. Variable topics: hermeneutics, deconstruction, formalism, Marxism.

Topics in African Literature G29.3630 4 points. Examines various topics in African literature, with special focus on postcolonialism and the African narrative.


Discourse and Society G29.3921 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.

Thesis Research G29.3991 4 points. Permission of the department required. 1-4 points.
New York University (NYU)—Graduate School of Arts and Science, NYU School of Medicine (NYUSM)—Sackler Institute, and Mount Sinai School of Medicine (MSSM) offer an interdisciplinary Ph.D. program in computational biology. With seed funding from the National Science Foundation’s IGERT initiative and other sources, the Program in Computational Biology (COB) is training a new generation of scientists in the fundamentals and applications of computational methods to biological problems, including the elucidation of macromolecular structure and function (proteins, DNAs, RNAs), genomic analysis and bioinformatics, understanding of the structure and function of physiological systems (cells, organs, neuronal networks), and methods for cellular and biomedical imaging. Students from mathematics/computer science, as well as from biology/chemistry backgrounds, are encouraged to apply. COB training emphasizes innovative research in the biosciences and medicine, using a variety of modern techniques for computing, modeling, and data analysis.

Students apply directly to the COB program and must specify a home department in one of the seven participating divisions—the Department of Biology, Chemistry, Computer Science, or Mathematics; the Center for Neural Science; the Sackler Institute; or the Mount Sinai School of Medicine. Students are accepted into the COB program conditional on their acceptance by a home department. More details on the application process can be found at www.cob.as.nyu.edu.

Representative Faculty

NYU SCHOOL OF MEDICINE, SACKLER INSTITUTE OF GRADUATE BIOMEDICAL SCIENCES


Timothy Carozzo, M.D., Ph.D. 2001, New York. Investigation and development of computational tools targeted at visualizing and engineering 3-D structural features of molecules.

Brian Dynlacht, Ph.D. 1992, California (Berkeley). Transcriptional regulatory mechanisms of cell cycle and cell development using a combination of biochemistry, cell biology, mutant cell lines, and state-of-the-art, high-throughput genomics approaches.

Yuval Kluger, Ph.D. 1992, Tel Aviv. Developing mathematical, statistical, data mining, graph theory, and physical approaches to elucidate principles governing the dynamics and structures of biological networks using a variety of high-throughput genomics and proteomics experimental data from collaborating laboratories and data repositories.


David F. Bishop, Ph.D. 1976, Michigan. Heme biosynthesis; biochemical and molecular genetics; enzymology, sequencing, genotyping, and bioinformatics.

Vladimir Brezina, Ph.D., California (Los Angeles). Biological control mechanisms.


Zabi A. Fayad, Ph.D. 1996, Pennsylvania. Development and use of CMR and fast computed tomography (CT) to characterize the elements leading to atherosclerotic plaque rupture and the definition of the components of plaque most active in initiating thrombosis.

Marta Filizola, Ph.D. 1999, Naples. Computational biophysics; computer-assisted drug design.


Ehud Kaplan, Ph.D., Syracuse. Information processing in the nervous (visual) system.

Roman Osman, Ph.D. 1974, Tel Aviv. Molecular mechanisms of DNA-damaged repair; structure function of peptide receptors.

Shalom Rackovsky, Ph.D. 1972, Massachusetts Institute of Technology. Computational proteomics and protein bioinformatics

Roberto Sanchez, Ph.D. 2000, Rockefeller. Bioinformatics; computational and structural biology.

Stuart C. Sealfon, Ph.D. Pharmacology, systems therapeutics, and neuroscience.

Susan L. Wearne. Mathematical neuroscience.

Ming-Ming Zhou, Ph.D. 1993, Purdue. Molecular mechanisms of healthy and diseased cells.

**NYU DEPARTMENT OF BIOLOGY**


Suse Broyle, Ph.D. 1963, Polytechnic (Brooklyn). Carcinogen-modified DNAs.

Francesca Chiaramonte, Ph.D. 1996, Minnesota. Joint appointment with the NYU Department of Mathematics. Multivariate analysis and regression; stochastic modeling; analysis and modeling of large-scale genomic data.


**NYU DEPARTMENTS OF MATHEMATICS AND COMPUTER SCIENCE, COURANT INSTITUTE FOR MATHEMATICAL SCIENCES**


Leslie Greengard, M.D./Ph.D. 1987, Yale. Scientific computing; fast algorithms; potential theory.


Charles S. Peskin, Ph.D. 1972, Yeshiva. Physiology; fluid dynamics; numerical methods.

Michael J. Shelley, Ph.D. 1985, Colorado. Biological fluid dynamics; visual and computational neuroscience.

Eric Vanden-Eijnden, Ph.D. 1997, Free (Brussels). Molecular dynamics; chemical and biological networks; rare events and stochastic systems.

Margaret H. Wright, Ph.D. 1976, Stanford. Computational mathematics; optimization; linear algebra.

**NYU DEPARTMENT OF CHEMISTRY**

Hin Hark Gan, Ph.D. 1989, McGill. RNA structures and genomics; graph theory.

Tamar Schlick, Ph.D. 1987, New York. Computational biology and biophysics; mathematical biology; numerical analysis; computational chemistry.


**NYU CENTER FOR NEURAL SCIENCE**


Eero Simoncelli, Ph.D. 1993, Massachusetts Institute of Technology. Computational vision, including neuroscience, perception, and image processing.

---

**Program Requirements and Features**

Admission: The general requirements for admission to the program are based on Graduate Record Examination scores (both general and subject if required by the selected home department), grade point average (GPA), a personal statement, responses to specific program questions on computational biology and multidisciplinary research, three or more letters of recommendation, and a TOEFL score for foreign students whose native language is not English. Criteria associated with the above items must meet standards set by the student’s chosen home department. Minimal background includes two semesters of calculus, one semester of linear algebra, and two semesters of biology or chemistry. Familiarity with computer programming is strongly recommended.

**PROGRAM REQUIREMENTS**

A total of 72 points of credit is required for the Ph.D. program. Of these, a minimum of 39–43 points (depending on home department) is
acquired through formal courses, while the remainder is from a mixture of laboratory rotations (or comparable), colloquia, independent study, and research. Salient requirements are

1. Four semesters of the COB Research Seminar course (see description below).
2. Required courses specific to the student’s home department (see descriptions below).
3. Two crossover biological or computational courses depending on the area that is complementary to the student’s home department (see descriptions of representative courses below).
4. Two elective courses (see descriptions of representative courses below).
5. Two semesters of laboratory rotations or an equivalent experience.
6. An ethics course.
7. Four semesters of participation in the COB Colloquium/Student Seminar, including the presentation of a public seminar.
8. Research and other credits to complete 72 points of credit to suit each student’s need.

GENERAL PROGRAM FEATURES

1. Interdisciplinary training through flexible and background-tailored tracks.
2. Dual mentors, a research adviser from a student’s home department, and a crossover mentor from a partner department other than the student’s home department. The crossover adviser will provide guidance from “the other side of the divide” (quantitative/computational vs. life sciences).
3. Competitive stipend and benefits.
4. Summer internship opportunities in industry, academy, government, and international laboratories.
5. Learning environments and activities that promote interdisciplinary interactions and broader collaborations within and outside New York University, NYU School of Medicine–Sackler Institute, and Mount Sinai School of Medicine.
6. Mentoring and career development activities.
7. Interactive COB seminars, laboratory rotations, or independent study.

AREAS OF DISSERTATION RESEARCH

COB students are exposed to a wide variety of working scientists whose research spans the spectrum of cutting-edge problems at the intersection of biology and computational methods, including

1. Macromolecular modeling:
   Macromolecular algorithms and simulations; structure, dynamics, and function of biomolecules (interactions among biomolecules and with drugs and carcinogens).
3. Bioinformatics data mining and systems biology: Methodologies including supervised, semisupervised, and unsupervised approaches for analyzing data generated from genomic, epigenomic, transcriptomic, proteomic, metabolomic, sequencing, and imaging technologies. Development and applications of advanced database systems for biological and medical datasets. Biological sequence analysis including whole-genome alignment, ortholog-detection, and phylogeny and motif detection. Integration of large-scale, heterogeneous genomics and proteomics data with ontologies and input from other biological repositories for inferring systems biology modules.
4. Translational bioinformatics: This field is emerging as an essential subfield of clinical and translational science and can be expected to play a major role in day-to-day clinical practice, making it a common tool in predictive and personalized biomedicine. NYU and its collaborative clinical institutions service a very large and heterogeneous population. At the same time, the University has been involved in basic science research in computational and systems biology and biotechnology. This unique combination allows Ph.D. students to be involved in systematic and integrative large-scale studies that require bioinformatics specialization.
5. Physiological and biophysical modeling: Cellular function, signal transduction pathways, neuronal networks, and cardiovascular and other systems.
6. Methods in cellular and biomedical imaging: Computerized tomography (CT scanning), nuclear magnetic resonance spectroscopy and magnetic resonance imaging, ultrasound imaging, inverse problems, and image reconstruction in microscopy.

UNIQUE INTERDISCIPLINARY FEATURES OF THE CURRICULUM

COB Research Seminar: The four-semester COB Research Seminar course is a distinctive educational experience. Because of the fluid and multifaceted nature of contemporary computational biology, this course is flexible in structure and adaptive in its content. Each of the four semesters contains two to four modules, each focusing on one of the key research themes of the program (see above). To build an in-depth understanding of the topic, the modules begin with reading/discussion of an introductory-level article on a cutting-edge topic featuring an integrated look at the basic biological/chemical/neural and computational concepts underlying the topic, followed by more advanced research reading and discussion. These fundamental concepts and computational methodologies may recur across research themes.

Consideration of such commonalities is used to develop a rich understanding of the breadth of computational biology.

Crossover Courses: Students are required to take two courses from partner departments other than their own home department. These crossover courses are intended to broaden the interdisciplinary training of COB students.

Laboratory Rotations and Faculty-Guided Independent Study: Rotations provide a firsthand experience with cutting-edge research in computational biology and a way for students to identify faculty with whom they may wish to work on their dissertation. Partner departments that do not offer laboratory rotations attain the same goal with independent study credits focused on cutting-edge topics relevant to computational biology. These rotations/guided studies provide a direct experience of ongoing research in computational biology.

COB Colloquium/Student Seminar: The COB Colloquium series comprises approximately seven 90-minute presentations per semester by COB faculty, COB students, and invited external speakers. Each speaker provides an article title (either upon which the presen-
Courses

REQU IR ED COURSES

Courses selected for the COB program are selected from participating home departments to provide students with a disciplinary foundation and the breadth of an interdisciplinary approach to science. All COB students, regardless of home department, are required to enroll in four semesters of the COB Research Seminar.

In addition, each student is required to enroll in required courses specific to his/her home department, as listed below. Some of these required courses, as appropriate, may also be used by students as a crossover or elective course. Additional information on these and other courses may be accessed through the Web sites of individual home departments.

Note: COB students whose home department is the Mount Sinai School of Medicine should check their graduate handbook at http://fusion.mssm.edu/gradschool/courses/course.cfm for the description of their required biology core courses (Biochemistry and Molecular Biology: Core I and Cell Biology: Core II) and possible electives/crossover courses. All COB students may check that site for possible elective/crossover courses.

COB Research Seminar G24.2200

Offered each term, with content varying from semester to semester. Prerequisite: enrollment in the computational biology doctoral program or permission of the instructor. 3 points per term.

The many concerted initiatives in genomics, bioinformatics, biomolecular structure determination, computational neurobiology, and biological imaging and the development of analytical and computational tools have immense ramifications on every aspect of our lives—from health to technology to law. Such developments have evolved from foundations laid by many pioneers in the biochemical sciences and allied fields. This seminar introduces students to emerging disciplines that helped establish the field of computational biology through lectures and readings from the scientific literature, both technical (journal articles) and general (books about science and scientists). It seeks to both familiarize students with the field’s evolution, as well as help students develop a critical eye for conducting research in the field.

Basic Medical Sciences (Sackler Institute)

Foundations of Cell and Molecular Biology I, II G16.2001, 2002 Lecture and conference. I offered every fall; II offered every spring. Prerequisites: basic biochemistry and cell biology. 6 points per term.

Biology

Bio Core 1: Molecules and Cells G25.1001 4 points.

Bio Core 3: Genes, Systems, and Evolution G23.1002 4 points.

Computer Science

Honors Programming Languages G22.3110 Prerequisite: permission of the instructor. 4 points.

Honors Analysis of Algorithms G22.3520 Prerequisites: G22.1170 or one semester of undergraduate algorithms, and permission of the instructor. 4 points.

Mathematics


Chemistry

Students select two courses from the following.


Statistical Mechanics G25.2600 4 points.

Biomolecular Modeling G25.2601 Prerequisite: basic programming experience. 4 points.

Center for Neural Science

Cellular, Molecular, and Developmental Neuroscience G80.2201 4 points.

Sensory and Motor Systems G80.2202 4 points.

SAMPLE CROSSOVER AND ELECTIVE COURSES

Basic Medical Sciences (Sackler Institute)


Bioinformatics G16.2604

Prerequisites: a thorough understanding of theoretical and practical aspects of molecular biology and some university-level mathematics and statistics; no prior knowledge of computer programming or computer hardware is necessary. 4 points.


Fundamental Concepts of Magnetic Resonance Imaging G16.4404

Prerequisites: calculus, linear algebra, general physics, general chemistry, and electromagnetic I and II (optional). 3 points.

Cryoelectron Microscopy of Macromolecular Assemblies G16.4408 3 points.

Advanced Magnetic Resonance Imaging G16.4409 Prerequisite: G16.4404 6 points.

Biology

Bioinformatics and Genomes G23.1127 Prerequisites: calculus I and II, demonstrated interest in computation, and permission of the instructor. 4 points.

Genomics G23.1128 4 points.

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

Computer Science

Fundamental Algorithms G22.1170 Prerequisites: 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.

Programming Languages G22.2110 3 points.
Scientific Computing G22.2112
Prerequisites: multivariate calculus, linear algebra, and basic probability. C/C++ programming very helpful. 3 points.

Machine Learning G22.2565
Prerequisites: undergraduate course in linear algebra and strong programming skills for implementation of algorithms studied in class. Recommended: knowledge of vector calculus, elementary statistics, and probability theory. 3 points.

Foundations of Machine Learning
G22.2566 3 points.

Special Topics in Computer Science
G22.3033 3 points.

Mathematics
Special Topics in Numerical Analysis G63.2011 3 points.

Methods of Applied Mathematics
G63.2701 Corequisites: undergraduate advanced calculus, ordinary differential equations, and complex variables. 3 points.

Special Topics in Mathematical Biology
G63.2851, 2852 3 points.

Special Topics in Mathematical Physiology
G63.2855, 2856 3 points.

Chemistry
Mathematical Methods in Chemistry
G25.2626 4 points.

Center for Neural Science
Mathematical Tools for Neuroscience
G80.2206 Open to doctoral candidates in fields relevant to neuroscience. Prerequisites: undergraduate calculus and some programming experience. 4 points.

Simulation and Data Analysis
G89.2233 Prerequisite: a statistics course, G80.2206, or permission of the instructor. 3 points.

Linear Systems G89.2236
Prerequisite: a semester of calculus or permission of the instructor. 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.
DEPARTMENT OF

Computer Science

251 MERCER STREET • NEW YORK, NY 10012-1185 • 212-998-3063 for Graduate Admissions; 212-998-3011 for the Graduate Program Office • WEB SITE: www.cs.nyu.edu

DIRECTOR, COURANT INSTITUTE OF MATHEMATICAL SCIENCES: Professor Leslie F. Greengard
CHAIR OF THE DEPARTMENT: Professor Michael L. Overton
DEPUTY CHAIR OF THE DEPARTMENT Professor Ernest Davis
DIRECTOR OF GRADUATE STUDIES, M.S. IN COMPUTER SCIENCE: Associate Professor Benjamin F. Goldberg
DIRECTOR OF GRADUATE STUDIES, PH.D.: Professor Margaret H. Wright

The Department of Computer Science offers programs leading to M.S. and Ph.D. degrees. Ph.D. recipients typically become faculty members at institutions of higher learning or researchers in industry or government. Students who obtain an M.S. degree in computer science are qualified to do significant development work in computing and information technology and many related applications, including finance. The department also offers (1) the Master of Science Program in Information Systems with an emphasis on the application of computer systems in the business world, in collaboration with the Stern School of Business; and (2) the Master of Science Program in Scientific Computing, in cooperation with the Department of Mathematics of the Courant Institute. The program in scientific computing provides broad training in areas related to computation in the mathematical, physical, and biological sciences.

Established in 1969 as part of the Courant Institute of Mathematical Sciences, the department has experienced substantial growth in its faculty, student body, research staff, and funding in the last decade. Research areas include algorithms, artificial intelligence, computational biology and genomics, computational geometry, computer vision, cryptography, distributed and high-performance computing, graphics, machine learning, motion capture, multimedia and visualization, natural language processing, networking, operating systems, programming languages, scientific computing, theoretical computer science, and verification.

The core of the M.S. curriculum consists of courses in algorithms, programming languages, and operating systems. Additional requirements involve a selection of courses in areas such as artificial intelligence, databases, graphics, machine learning, numerical methods, or applications of computing in the sciences.

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 faculty in the Departments of Mathematics, Biology, and Physics; the Center for Neural Science; the Tisch School of the Arts; and the Leonard N. Stern School of Business.

Clark Barrett, Associate Professor. Ph.D. 2002 (computer science), M.S. 1998 (computer science), Stanford; B.S. 1995 (mathematics, computer science, and electrical engineering), Brigham Young.
Propositional satisfiability (SAT); satisfiability modulo theories (SMT); automated deduction and applied logic; proof-producing algorithms; formal and semiformal verification of hardware and software; combining verification systems.

Marsha J. Berger, Silver 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.

Richard Bonneau, Assistant Professor. Biology, Computer Science. Ph.D. 2001 (biochemistry, biomolecular structure and design program), Washington; B.A. 1997 (biochemistry), Florida State.

Christoph Bregler, Associate Professor. Ph.D. 1998 (computer science), M.S. 1995 (computer science), California (Berkeley); B.S. 1993, Karlsruhe.
Computer vision; computer graphics; animation; biomedical applications.

Algorithms, algorithmic economics and game theory, algorithms in nature and society.

Patrick Cousot, Professor. Ph.D. 1974 (computer science), 1978 (mathematics), Joseph Fourier (Grenoble); Engineer of Ecole des Mines of Nancy (1971).

Abstract interpretation, semantics, verification and static analysis.

Ernest Davis, Professor. Ph.D. 1984 (computer science), Yale; B.Sc. 1977 (mathematics), Massachusetts Institute of Technology.

Artificial intelligence; knowledge representation; automated commonsense reasoning.

Yevgeniy Dodis, Associate 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.


Computer vision; computational photography.


Computational vision, learning, memory, and applications.

Benjamin F. Goldberg, Associate 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, Associate 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 interaction of programming languages and systems.


Natural language processing.

Vijay Karamcheti, Associate 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.


Algorithmic techniques for designing computer-based systems.

Subhash Khot, Associate Professor. Ph.D. 2003 (computer engineering), M.A. 2001 (computer science), Princeton; B.Tech. 1999 (computer science and engineering), Indian Institute of Technology (Bombay).

Algorithms; computational complexity; computational intractability.

Yann LeCun, Silver Professor. Ph.D. 1987 (computer science), Paris VI; Engineer Diploma 1983 (electrical engineering), ESIEE (Paris).

Machine learning; data mining; computer vision; robotics; data compression; document understanding; digital libraries.

Jinyang Li, Assistant Professor. Ph.D. 2005, M.S. 2001 (computer science), Massachusetts Institute of Technology; B.S. 1998 (computer science), National (Singapore).

Operating systems; distributed systems; informational retrieval and wireless networks.


Bioinformatics; algorithmic algebra; robotics; computational biology; computational finance.


Machine learning; computational biology; text and speech processing; algorithms and theory.

Michael L. Overton, Professor. Computer Science, Mathematics. Chair, Department of Computer Science. Ph.D. 1979 (computer science), M.S. 1977 (computer science), Stanford; B.Sc. 1974 (computer science), British Columbia.

Numerical analysis; linear algebra; optimization; mathematical programming.


Computer graphics; simulation; computer/human interface; multimedia; animation.

Amir Pnueli, Silver Professor. Ph.D. 1967 (applied mathematics), Weizmann Institute of Science; B.Sc. 1962 (mathematics), Technion-Israel Institute of Technology.

Specification; verification; synthesis of reactive, real-time, and hybrid systems, and digital circuits, using temporal logics and similar formalisms.

Dennis E. 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 and combinatorial design for biology; software for searching databases of trees and graphs; design of large database systems; data mining in financial and biological databases; cryptographic file systems; puzzle and recreational mathematics.


Cryptography; algorithms.


VLSI design; analysis of algorithms; lower bounds; parallel algorithms; probability and combinatorial geometry.

Olga Sorkine, Assistant Professor. Ph.D. 2006 (computer science), M.Sc. 2002 (computer science), B.Sc. 2000 (mathematics and computer science), Tel Aviv (Israel).
Computer graphics; geometric modeling; interactive shape and image manipulation, digital geometry processing; expressive modeling.


Theoretical computer science; discrete mathematics.

Lakshminarayanan Subramanian, Assistant Professor. Ph.D. 2003, M.S. 2002 (computer science), California (Berkeley); B.Tech. 1999 (computer science), Indian Institute of Technology (Madras).

Networks; distributed systems; security; technologies for developing countries; overlay networks; wireless networks; computer science technologies for health care with specific emphasis on developing countries.

Margaret H. Wright, Silver Professor, Computer Science, Mathematics; Chair, Department of Computer Science. Ph.D. 1976 (computer science), M.S. 1965 (computer science), B.S. 1964 (mathematics), Stanford.

Optimization; scientific computing; linear algebra.

Chee K. Yap, Professor. Ph.D. 1980 (computer science), Yale; B.S. 1975 (mathematics and computer science), Massachusetts Institute of Technology.

Computational geometry; computer algebra; visualization; algorithmic robotics; complexity theory; numerical robustness issues and exact computation.

Denis Zorin, Associate Professor. Ph.D. 1997 (computer science), California Institute of Technology; M.S. 1993 (mathematics), Ohio State; B.S. 1991 (computer science and physics), Moscow Institute of Physics and Technology.

Computer graphics; geometric modeling; subdivision surfaces; multi-resolution surface representations; fluid and solid simulation; perceptually based methods for computer graphics.

RESEARCH FACULTY

Adam Meyers, Satoshi Sekine.

ASSOCIATED FACULTY IN OTHER DEPARTMENTS

Leslie Greengard, Assaf Naor, Anna-Karin Tornberg, and Olof Widlund, Mathematics; Tamar Schlick, Chemistry; Helen Nissenbaum, Culture and Communication (Steinhardt School of Culture, Education, and Human Development).

Denis Zorin, Associate Professor. Ph.D. 1997 (computer science), California Institute of Technology; M.S. 1993 (mathematics), Ohio State; B.S. 1991 (computer science and physics), Moscow Institute of Physics and Technology.

Computer graphics; geometric modeling; subdivision surfaces; multi-resolution surface representations; fluid and solid simulation; perceptually based methods for computer graphics.

RESEARCH FACULTY

Adam Meyers, Satoshi Sekine.

ASSOCIATED FACULTY IN OTHER DEPARTMENTS

Leslie Greengard, Assaf Naor, Anna-Karin Tornberg, and Olof Widlund, Mathematics; Tamar Schlick, Chemistry; Helen Nissenbaum, Culture and Communication (Steinhardt School of Culture, Education, and Human Development).

AFFILIATED FACULTY IN OTHER DEPARTMENTS

Paul H. Horn, New York University Distinguished Scientist in Residence, Executive in Residence (Leonard N. Stern School of Business)

Panagiotis Ipeirotis, IOMS/IS Group (Leonard N. Stern School of Business)

Natalie Jeremijenko, Art and the Arts Professions (Steinhardt School of Culture, Education, and Human Development).

Panayotis Mavromatis, Music and Music Education/Music Theory (Steinhardt School of Culture, Education, and Human Development).

Foster Provost, IOMS/IS Group (Leonard N. Stern School of Business).

Jaewon Zhang, IOMS/Operations Management (Leonard N. Stern School of Business).

CLINICAL FACULTY

Deena Engel, Jean-Claude Franchitti, Nathan Hull, Evan Korth, Saná Odeh.

SENIOR LANGUAGE LECTURER

Samuel Marateck.

FACULTY EMERITI

Martin Davis, Robert B. K. Dewar, Edmond Schonberg.

For more information, see the Web site at www.cs.nyu.edu/cseweb/ Academic/Graduate.

DOCTOR OF PHILOSOPHY

All students admitted to the doctoral program are given full support, including a stipend, tuition remission, and NYU student health insurance, for a full-time program.

To qualify for the doctoral degree in computer science, a student must

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.

Programs and Requirements

Admission: Admission decisions are based on a careful review of the applicant’s undergraduate record in computer science and other mathematical sciences, letters of recommendation, supplemental questions detailing the applicant’s computer experience (included as part of the online application), Graduate Record Examination (GRE) scores, personal statement, and résumé (required for the M.S. program in information systems). 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 and whose main language of undergraduate instruction was not English must submit Test of English as a Foreign Language (TOEFL) scores.

The minimum background for admission to the M.S. program consists of

1. Programming in high-level languages: Substantial experience programming in high-level languages, preferably including both imperative languages such as C and object-oriented languages such as C++ or Java.

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 Master of Science 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/cseweb/ Academic/Graduate.

DOCTOR OF PHILOSOPHY

All students admitted to the doctoral program are given full support, including a stipend, tuition remission, and NYU student health insurance, for a full-time program.

To qualify for the doctoral degree in computer science, a student must

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.

For more information, see the Web site at www.cs.nyu.edu/cseweb/ Academic/Graduate.
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.

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.

The thesis proposal must be defended by the end of the third year.

**Note:** Ph.D. students are expected to be familiar with the guidelines governing academic standards and degree requirements for the doctoral program, as specified in the Degree Requirements section of this bulletin and on the department’s Web site at www.cs.nyu.edu.

**MASTER OF SCIENCE PROGRAM IN COMPUTER SCIENCE**

To obtain the M.S. degree in computer science, a student must

1. Complete 36 points of course work as follows:
   a. A total of 21 points must be from standard classroom courses in the Department of Computer Science.
   b. An additional 6 points must be from either standard classroom courses in computer science or mathematics; independent study with a faculty supervisor in the computer science department, excluding external internships; or a master’s thesis.
   c. The remaining 9 points may be from any of the above or credits transferred from previous graduate study in computer science at another university; external internships; or relevant courses in other departments at NYU. At most, 6 points of external internships may be taken. The approval of the director of graduate studies is required for transfer credits, internships, and courses in other departments.

2. Maintain a grade point average of at least 3.0.

3. Successfully complete at least 66 percent of the points attempted at NYU.

4. Successfully complete three foundational (core) courses early on in their career. These courses are Fundamental Algorithms, Programming Languages, and Operating Systems. To ensure satisfactory mastery of the foundational material, an M.S. student will remain in good standing only if he or she achieves a B- (2.7) or better rolling GPA in the foundational courses attempted so far. Students who fail to do so will be placed on probation and must meet the terms of their probation in the allotted time or will be terminated from the program. For detailed information on when students must take these core courses, please refer to the departmental Web site at http://cs.nyu.edu/web/Academic/Graduate/misrules.html.

5. Either successfully complete, with a grade of B or better, a capstone course that represents a combination of the key elements of the M.S. program of study or, if qualified, write a master’s thesis. In order to qualify to write a master’s thesis, a student must
   a. Achieve a GPA of 3.75 or better after completing six courses.
   b. Complete the three foundational courses with a grade of B+ or better.

6. Take at least one course each in two of the following four subject areas: graphics, computation for science and society, artificial intelligence, and databases. **Note:** Computation for science and society includes courses on numerical methods and courses on applications of computation to the physical, biological, and social sciences.

The M.S. degree in computer science must be completed within five years.

**MASTER OF SCIENCE PROGRAM IN INFORMATION SYSTEMS**

To obtain the M.S. degree in information systems, a student must complete 39 points of approved course work in computer science, information systems, and general business, which must include the 3-point Information Technology Projects course (G22.3812). A minimum of five courses in each of the two academic units (Leonard N. Stern School of Business and the Department of Computer Science at Courant Institute) is required. Details of the curriculum can be found on the department Web site at www.cs.nyu.edu/csweb/Academic/Graduate/mis.html.

The M.S. in information systems must be completed within five years.

Students must maintain a grade point average of at least 3.0 and must successfully complete at least 66 percent of the points attempted at NYU.

**MASTER OF SCIENCE PROGRAM IN SCIENTIFIC COMPUTING**

The Master of Science Program in Scientific Computing, administered by the Department of Mathematics, focuses on the mathematics and computer science related to advanced computer modeling. While the material is in mathematics and computer science, the program is similar in structure to terminal master’s programs in engineering, where classroom training is combined with practical experience. Further details are available on the program Web site at www.math.nyu.edu/degree/scicomp.html.

**DEPARTMENTAL FACILITIES**

The primary facility for graduate educational and research computing is a network of servers and desktop workstations running Linux and Solaris. In addition, individual research groups have various resources, including a variety of Linux and Windows PCs. Access to the Internet is provided through a T3 connection. Each doctoral student is provided with a personal desktop or laptop. Many other research machines provide for abundant access to a variety of computer architectures. For example, research groups in graphics, multimedia, vision, and motion capture have video and editing facilities, a unique motion-capture laboratory, and access to related facilities at the Tisch School of the Arts. The bioinformatics group has a cluster of fast PCs for computing whole genome sequencing and mapping. The distributed computing group manages a dedicated cluster of PCs and workstations for experiments in robust distributed systems.
Courses

Courses are generally scheduled from 5:00 to 6:50 p.m. or from 7:10 to 9:00 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 “Courses” 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, offered 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.

Packages are emphasized 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 level of machine architecture, and up, to the higher 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, Fundamental Algorithms, and Operating Systems.

**ALGORITHMS**

**Fundamental Algorithms G22.1170 Prerequisite: at least one year of 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. The topics covered include solution of recurrence equations, sorting algorithms, selection, binary search trees and balanced-tree strategies, tree traversal, partitioning, graphs, spanning trees, shortest paths, connectivity, depth-first and breadth-first search, dynamic programming, and divide-and-conquer techniques.

**Mathematical Techniques for Computer Science Applications G22.1180 3 points.**

An introduction to theory, computational techniques, and applications of linear algebra, probability and statistics. These three areas of continuous mathematics are critical in many parts of computer science, including machine learning, scientific computing, computer vision, computational biology, natural language processing, and computer graphics. The course teaches a specialized language for mathematical computation, such as MATLAB, and discusses how the language can be used for computation and for graphical output. No prior knowledge of linear algebra, probability, or statistics is assumed.

**Elements of Discrete Mathematics G22.2340 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.**

 Discusses the design, use, and implementation of imperative, object-oriented, and functional programming languages. The topics covered include scoping, type systems, control structures, functions, modules, object orientation, exception handling, and concurrency. A variety of languages are studied, including C++, Java, Ada, Lisp, and ML, and concepts are reinforced by programming exercises.
Compiler Construction G22.2130  
Prerequisites: G22.1170, G22.2110, and G22.2250. 3 points.  
(This is a capstone course based on compilers and modern programming languages.) The topics covered include 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; and code generation. The course includes a special compiler-related capstone project, which ties together concepts of algorithms, theory (formal languages), programming languages, software engineering, computer architecture, and other subjects covered in the MS curriculum. This project requires a substantial semester-long programming effort, such as construction of a language compilation or translation system that includes lexical and syntactic analyzers, a type checker, and a code generator.

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  
Pre- or co-requisite: 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.  
Measure of architecture quality. Memory system techniques: cache-memory design techniques, models of program behavior, cache and virtual memory structures. Pipeline computers, vector processors, and array processors. Multiprocessors, synchronization, cache coherence. Parallelization techniques, efficient parallel software.

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); programming 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.

Operating Systems G22.2250  
Prerequisite: G22.1170. 3 points.  
The topics covered include a review of linkers and loaders and the high-level design of key operating systems concepts such as process scheduling and synchronization; deadlocks and their prevention; memory management, including (demand) paging and segmentation; and I/O and file systems, with examples from Unix/Linux and Windows. Programming assignments may require C, C++, Java, or C#.

Networks and Distributed Systems G22.2620  
Prerequisites: A course in undergraduate networks and/or operating systems; programming experience in C/C++ or Java is helpful for the final project. 3 points.  
A course in computer networks and large-scale distributed systems. Teaches the design and implementation techniques essential for engineering both robust networks and Internet-scale distributed systems. The goal is to guide students so they can initiate and critique research ideas in networks and distributed systems and implement and evaluate a working system that can handle a real-world workload. Topics include routing protocols, network congestion control, wireless networking, peer-to-peer systems, overlay networks and applications, distributed storage systems, and network security.

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.

Database Systems G22.2433  
Prerequisite: G22.1170. 3 points.  

Advanced Database Systems G22.2434  
Prerequisites: G22.1170, G22.2110, and G22.2433. 3 points.  
(This is a capstone course emphasizing large-scale database systems.) This course studies the internals of database systems as an introduction to research and as a basis for rational performance tuning. Topics include concurrency control, fault tolerance, operating system interactions, query processing, and principles of tuning. Database capstone projects involve topics such as design, concurrency control, interactions, and tuning. These projects include some or all of the following elements: formation of a small team, project proposal, literature review, interim report, project presentation, and final report.

Software Engineering G22.2440  
Prerequisites: G22.1170, G22.2110, and G22.2250. 3 points.  
(This is a capstone course focusing on large-scale software development.) This course presents modern software engineering techniques and examines the software life cycle, including software specification, design, implementation,
testing, and maintenance. Object-oriented design methods are also considered. Software engineering projects involve creation of a large-scale software system and require some or all of the following elements: formation of a small team, project proposal, literature review, interim report, project presentation, and final report.

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 Operating Systems
G22.3250
Prerequisites: one undergraduate course in algorithms and one in C or C++ programming.
4 points.

Computer Graphics
G22.2270
Prerequisite: G22.1170.
3 points.

Advanced Computer Graphics
G22.2274
Prerequisites: G22.1170, G22.2110, and G22.2270.
3 points.
(This is a capstone course based on computer graphics tools.) The course covers a selection of topics that may include computer animation, gaming, geometric modeling, motion capture, computational photography, physically based simulation, scientific visualization, and user interfaces. Not all areas are available every semester; the choice of areas is determined by the instructor. The capstone project involves some or all of the following elements: formation of a small team, project proposal, literature review, interim report, project presentation, and final report.

User Interfaces G22.2820
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.

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.
There are many cognitive tasks that people do easily and almost unconsciously but that have proven extremely difficult to program on a computer. Artificial intelligence is the problem of developing computer systems that can carry out these tasks. This course covers problem solving and state space search; automated reasoning; probabilistic reasoning; planning; and knowledge representation.

Machine Learning G22.2565
Prerequisites: undergraduate course in linear algebra and strong programming skills for implementation of algorithms studied in class. Recommended: knowledge of vector calculus, elementary statistics, and probability theory.
3 points.
This course covers a wide variety of topics in machine learning, pattern recognition, statistical modeling, and neural computation. The course covers the mathematical methods and theoretical aspects but primarily focuses on algorithmic and practical issues.

Foundations of Machine Learning G22.2566
3 points.
This course introduces the fundamental concepts and methods of machine learning, including the description and analysis of several modern algorithms, their theoretical basis, and the illustration of their applications. Many of the algorithms described have been successfully used in text and speech processing, bioinformatics, and other areas in real-world products and services. The main topics covered are probability and general bounds; PAC model; VC dimension; perceptron, Winnow; support vector machines (SVMs); kernel methods; decision trees; boosting; regression problems and algorithms; ranking problems and algorithms; halving algorithm, weighted majority algorithm, mistake bounds; learning automata, Angluin-type algorithms; and reinforcement learning, Markov decision processes (MDPs).

Web Search Engines G22.2580
3 points.
Discusses the design of general and specialized Web search engines and the extraction of information from the results of Web search engines. Topics include Web crawlers, database design, query language, relevance ranking, document similarity and clustering, the “invisible” Web, specialized search engines, evaluation, natural language processing, data mining applied to the Web, and multimedia retrieval.

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 quantificational structure; semantic constraints; anaphora resolution; analysis of sentence fragments. Analysis of discourse and dialogue. 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**

**Logic in Computer Science**
G22.2500 3 points.
A beginning graduate-level course in mathematical logic with motivation provided by applications in computer science. There are no formal prerequisites, but the pace of the class requires that students can cope with a significant level of mathematical sophistication. Topics include propositional and first-order logic; soundness, completeness, and compactness of first-order logic; first-order theories; undecidability and Gödel’s incompleteness theorem; and an introduction to other logics such as second-order and temporal logic.

**Applied Cryptography and Network Security**
G22.3205 3 points.
This course first introduces the fundamental mathematical cryptographic algorithms, focusing on those that are used in current systems. To the extent feasible, the mathematical properties of the cryptographic algorithms are justified, using elementary mathematical tools. Second, actual security mechanisms and protocols, mainly those employed for network traffic that rely on the previously introduced cryptographic algorithms, are presented. The topics covered include introduction to basic number-theoretical properties, public/private and symmetric key systems, secure hash functions, digital signature standards, digital certificates, IP security, e-mail security, Web security, and stand-alone computer privacy and security tools.

**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.

**Numerical Analysis, Scientific Computing, and Mathematical Programming**

**Scientific Computing**
G22.2112
Identical to G63.2043. Prerequisites: multivariate calculus, linear algebra, and basic probability. C/C++ programming very helpful. 3 points.

**Numerical Methods I**
G22.2420
Identical to G63.2010. Prerequisites: undergraduate linear algebra and some experience with programming. 3 points.

**Numerical Methods II**
G22.2421
Identical to G63.2020. Prerequisite: G22.2420. 3 points.

**Information Technology Projects**
G22.3812
Prerequisites: G22.1170, G22.2110, G22.2250, and permission of the instructor. 3 points.

This is a capstone course that connects students directly with real-world information technology problems. The goal of this course is to teach the skills needed for success in real-world information technology via a combination of classroom lectures and practical experience with large projects that have been specified by local “clients.” The typical clients are primarily companies, but can also be government agencies or nonprofit organizations. Each project lasts for the entire semester and is designed to involve the full software project life cycle. Examples of such projects are development of software to solve a business problem, including specifying requirements, writing and testing prototype code, and writing a final report; and evaluation of commercial software to be purchased to address a business problem, including gathering requirements, designing an architecture to connect the new software with existing systems, and assessing the suitability of available software products.
Advanced Laboratory G22.3813
Prerequisites: permission of the faculty project supervisor, completion of at least 12 points of study, and programming background. 1-3 points per term for master’s students, 1-12 points per term for Ph.D. students.
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
Prerequisite: approval of a faculty adviser. 3-6 points.

Ph.D. Research Seminar G22.3850
Sections: 001, Cryptography; 002, Systems; 003, Theory; 004, Formal Methods; 005, Algebraic and Topological Computing; and 006, Machine Learning. Prerequisite: permission of the instructor. 1 point.
Graduate seminars serve as loosely structured forums for exploring research topics from broad areas of computer science. They are designed to foster dialogue by bringing together faculty and students from a given area and to encourage the exchange of ideas. As such, they bridge the gap between more structured course offerings and informal research meetings.

Ph.D. Thesis Research G22.3860
Prerequisite: permission of the thesis adviser or director of graduate studies for the Ph.D. program. 1-12 points per term.

Special Topics in Computer Science G22.3033
Prerequisites vary according to topic. 3 points.
Topics vary each semester. Recent offerings:
Advanced Computer Vision
Advanced Machine Learning
Advanced Topics in Computer Vision and Tracking
Analysis of Reactive Systems
Application Servers
Applied Cryptography and Security
Applied Math for Algorithms
Bioinformatics
Complexity Theory of Computation
Computational Geometry
Computational Photography
Computational Systems Biology
Computational Topology and Geometry
Computer Games
Computer Vision and Tracking
Cryptographic Tools in Deployed Systems: What Does the Padlock Mean?
Data Mining
Data Warehousing and Mining
Deductive Verification of Reactive Systems
Distributed Storage Systems
Experiments in Motion Capture
Exposure-Resilient Cryptography
Financial Computing I
Foundations of Machine Learning
Game Theory, Learning and Planning
Geometric Modeling
Information and Communication Technology for Developing Countries
Information Science of Marketing
Interactive Shape Modeling
Internet/Intranet Protocols and Applications
Introduction to Computational Number Theory and Algebra
Introduction to Finance for CS
Machine Translation
Mobile Robots
Multimedia
Networks and Distributed Systems
Open Source Programming
Physical Media
Probabilistically Checkable Proofs and Hardness of Approximation
Production Quality Software
Program Semantics, Analysis, and Verification by Abstract Interpretation
Random Graphs
Rapid Visualization
Recapturing Life
Scripting Languages
Special Topics in Complexity Theory
Speech Recognition
Timed and Hybrid Systems
Topics in Automated Deduction
Values Embodied in Information and Communication Technologies
Web Development with Ruby on Rails
What If a Computer Lies?
World Wide Web Programming
XML for Java Developers
Faculty

Cheryl Furjanic, Instructor, Video Production; Director, Video Production Lab, M.P.S. 2009 (interactive telecommunications), B.F.A. 1998 (film and television), New York. Documentary filmmaking; audience engagement; transmedia; social media; production of short-format video for the Internet and small screens.


Faye Ginsburg, David B. Kriger Professor of Anthropology; Director, Center for Media, Culture, and History; Director, Program in Culture and Media; Codirector, Center for Religion and Media. Ph.D. 1986 (anthropology), CUNY; B.A. 1976 (archaeology and art history), Barnard College. Ethnography of media; ethnographic film and documentary; indigenous media; United States, Australia; disability studies; gender and reproduction.


Jonathan Kahana, Associate Professor, Cinema Studies. Ph.D. 2001 (literatures in English), Rutgers; M.A. 1992 (English), Minnesota; B.A. 1990 (English), B.F.A. 1988 (film production), York (Toronto). Documentary film and media; film and politics; American film history; cultural and social theory; media publics; audio culture and sound art; disciplines of listening.


AFFILIATED FACULTY

Anna McCarthy, Cinema Studies; Robert P. Stam, Cinema Studies; George Stoney, Undergraduate Film and Television.

Program and Requirements

The Certificate Program in Culture and Media provides students with a focused course of graduate studies integrating theory, practice, and research. This includes studies in the critical history of ethnographic film and documentary more generally, the ethnography of media, and training in documentary production. These courses are integrated with graduate studies in M.A. and Ph.D. degree programs in cinema studies and the Ph.D. in anthropology. Training in this program enables students to pursue the following:

1. Production work in state-of-the-art digital video based on their own research, resulting in a short 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 indigenous media collectives in Mexico to the circulation of religious media in Northern Nigeria, to the use of media of all sorts in the Peruvian diaspora.

3. Teaching the history, theory, and production of ethnographic documentary and related issues in cinema and media studies.

4. A career in media requiring an understanding of anthropology, such as specialized programming and distribution of ethnographic film and video, community-based documentary production, management of ethnographic film/video libraries and archives, or work in new media.

The program’s philosophy takes a broad approach to 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 Museum of Modern Art

**RESOURCES**
The Department of Anthropology has a film and multisystem video theatre that seats up to 40 and has an excellent collection of over 1,000 ethnographic film and video works, as well as a unique collection of indigenous media. 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 fellows, 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, including the Center for Religion and Media. The Center for Media, Culture, and History 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: Critical History of Visual Anthropology (G14.1215/H72.1402)
2. Culture and Media II: Ethnography of Media (G14.1216/H72.1403)

(or, for Cinema Studies students, elective approved by Kahana*)

3. Cultural Theory and the Documentary (H72.2001)

4. Recommended course (or elective approved by Ginsburg or Kahana*—see list below) in opposition department

5/6. Sight and Sound Documentary (H72.1999, 6 points, six-week intensive summer course)

7/8. Video Production Seminar I, II (G14.1218, 1219) (two-semester course)

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 Jonathan Kahana (jonathan.kahana@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)
- Nonfiction Film History (H72.2307)
- Television: History and Culture (H72.1026)
- Multiculturalism and Film (H72.3005)

**Approved Electives in Anthropology for Cinema Studies Students***:
- Topical Seminar: Art and Society (G14.1630)
- Topical Seminar: Anthropology of Sound (G14.3592)

* Cinema studies students may substitute only one course for asterisked requirements.

---

### Courses

**Culture and Media I: History and Theory of Ethnographic Film**
- G14.1215 Gants, Ginsburg, Stout. 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.
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 Kahana. 4 points.

This course considers the actual and possible forms of relation between theories of culture and society and the mode of nonfiction cinema known as (social) documentary. From one perspective, theory is a discourse of explanation that is applied, concurrently or retroactively, to the images of culture presented in documentary films: films present raw material of culture to be theorized aesthetically, sociologically, psychologically, historically, politically, and so on. But at the same time, documentary filmmaking can be conceived as an intellectual discourse, what its founders called “a method of philosophic reasoning” (Paul Rotha), one meant to reflect or challenge certain cultural and social ideas. Despite the order of terms in the title of this course, what theory means to documentary, and vice versa, has always been an open question. This course explores various ways to answer the question.

Sight and Sound Documentary H72.1999 Six-Week Intensive Summer Course. 6 points.

This intensive summer course (mid May to late June) teaches students to look at their world and to develop the ability to create compelling and dramatic stories in which real people are the characters and real life is the plot. Through close study and analysis of feature-length and short documentaries, and hands-on directing, shooting, sound recording, editing, and re-editing, students rigorously explore the possibilities and the power of nonfiction storytelling for film and video. The course is a dynamic combination of individual and group production work.

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. Furrjanic, Ganti, Ginsburg, Stout. 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, reading, and 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 preview tape by the end of this semester. This work should demonstrate competence in shooting and editing using HDV camera/audio and Final Cut Pro nonlinear editing systems. Students devote the spring semester to intensive work on independent projects, 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 crews for independent projects as well as 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.

Representative Elective Courses (Others May Be Chosen According to Student Interests)

Anthropology

Social Anthropology Theory and Practice G14.1010 Beidelman, Martin, Myers, Rapp, Rogers. 4 points.

Introduces the principal theoretical issues in contemporary social anthropology, relating recent theoretical developments and ethnographic problems to their origins in classical sociological thought. Problems in the anthropology of knowledge are particularly emphasized as those most challenging to social anthropology and to related disciplines.

Art and Society G14.1630 Myers. 4 points.

Considers art and aesthetic practice as both specific historical categories and as dimensions 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.

Cinema Studies

Documentary Traditions H72.1400, 1401 Stoney. 4 points.

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.

Nonfiction Film History H72.2307 Kahana, Streible. 4 points.

This course introduces students to the study of nonfiction film. It explores the history and theory of nonfiction cinema, including—but not limited to—documentary film. The established milestones of the international tradition of documentary—from the romantic mythmaking of Robert Flaherty to the leftist collectives and state propaganda projects of the 1930s and 1940s, through cinéma vérité of the 1960s and the activist and personal styles of recent decades—are considered. But the course also places documentary in a broader context that includes forms of nonfiction typically segregated from the traditional conception of documentary. Some are somewhat familiar forms, such as actualities, travelogues, and newsreels. Others have been largely ignored by scholars until quite recently: sponsored, industrial, educational, scientific, and medical films;
home movies and other amateur films; outtakes and other archival footage. Viewed both as discrete works of cinema and as artifacts of social and cultural significance, such orphaned films pose problems of history, culture, and aesthetics that challenge traditional conceptions of making, viewing, and studying films. Students read primary historical sources, as well as new scholarly approaches to the global history of nonfiction film, and consider the possible uses and meanings of this vast archive.

**Brazilian Cinema I /II H72.2117, 2118 Stam. 4 points per semester.**

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.

**Contemporary African Cinema H72.1160 Diawara. 4 points.**

Explores the new trends in African cinema from the 1990s to the present, with a special focus on film language, politics, and audiences. The main area of concentration is the cinema of sub-Saharan Africa. The aesthetic and political evolution of African film from the social realist cinema of Sembene Ousmane to the emergence of Nollywood videos is explored. With the view of defining new aesthetics in African cinema, films by Djibril Diop Mambety, Balufu Bakupa-Kayinda, Zola Maseko, Abderrahmane Sissako, Newton Aduaka, Tunde Kelani Chike Ejuru, and Moussa Absa Sene, among others, are analyzed.

**Advanced Seminar: New Chinese Documentary H72.3105 Zhang, Zito. 4 points.**

The new Chinese documentary as an independent film practice emerged in the shadow of the 1989 democracy movement and its subsequent suppression. Prior to that, documentary film in China was exclusively produced and distributed within a state-controlled media system. Paralleling and bearing witness to two decades of rapid and large-scale economic and social transformations in China, the new documentary has also transformed itself into a broad movement involving an increasingly large number of filmmakers, critics, and publics, and has caught the attention of both domestic and international film and arts festivals. This seminar proceeds along two axes of investigation: to trace a historical trajectory of the movement and to search for viable theoretical models for understanding the dynamic relationships between aesthetic experimentation and sociopolitical exigencies of the new Chinese documentary. Also considered are related questions of technology, distribution, and the connections between the documentary and the “documentary impulse” in the urban generation fiction film. Screenings include seminal works by Wu Wenguang, Jiang Yue, Duan Jingchuang, Zhang Yuan, Jia Zhangke, and Wang Bing as well as by newcomers including woman and queer filmmakers.

**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.
The Department of East Asian Studies of New York University offers a doctoral and a master’s program in East Asian cultures. The graduate program is concerned with culture, media, and questions of representation as they relate to the formation of East Asian societies such as China, Japan, and Korea in modern times. Rather than pursue the practice of area studies in the traditional sense, the program is committed to a critical and, whenever possible, interdisciplinary examination of East Asia’s modernity in a global configuration.

In the course of their study, students are challenged to develop a critical awareness of the political, institutional, and methodological consequences, as well as the historical provenance of both disciplinary-based and area studies inquiry. Working with their advisers and other faculty inside and outside of the department, students are encouraged to design their programs around literary and film studies, as well as studies of other media and forms of representation; theoretical or intellectual debates; historical inquiry; questions of gender and sexuality; social and political movements; or any combination of the above.

The intellectual strength and identity of our graduate program lies, first of all, in its sharp focus on the modern period and in its dedication to a theoretically informed, interdisciplinary approach to the study of culture and society of modern East Asia. Our core faculty members specialize in modern Chinese, Japanese, and Korean languages and literatures; Chinese and Japanese film and media studies; modern Chinese and Japanese intellectual and cultural history; modern Korean society; and comparative studies of nationalism, colonialism, revolution, and cultural politics. This unit of expertise is further reinforced by our truly impressive array of associated members in history, anthropology, religious studies, art history, and cinema studies whose work is mainly concerned with modern East Asia.

As a part of the University community, the graduate program in East Asian studies shares the general dynamic of NYU, which has been embarking on its pursuit to become a truly global university. The program closely works with and benefits from a plethora of interdisciplinary programs, centers, and institutes with a distinct international tendency, such as the International Center for Advanced Studies; the Center for Media, Culture, and History; the Asian/Pacific/American Studies Program and Institute; the Center for the Study of Gender and Sexuality; the Institute of Fine Arts; the Institute of the History of Production of Knowledge; the Institute for Law and Society; and so forth, with which our faculty have affiliations or working relations. This internal network of knowledge and knowledge production, coupled with the University-wide resources committed to international student and scholar exchanges, visits, and coordination, has created a truly stimulating environment in which the student can thrive in his or her study of modern East Asia.
Faculty

The intellectual strength and identity of our graduate program lies, first of all, in its sharp focus on the modern period and in its dedication to a theoretically informed, interdisciplinary approach to the study of culture and society of modern East Asia. Our core faculty members specialize in modern Chinese, Japanese, and Korean languages and literatures, Chinese and Japanese film and media studies, modern Chinese and Japanese intellectual and cultural history, modern Korean society, and comparative studies of nationalism, colonialism, revolution, and cultural politics. This unit of expertise is further reinforced by an array of associated members in history, anthropology, religious studies, art history, and cinema studies whose work is mainly concerned with modern East Asia. This intellectual configuration, both sound in a traditional academic sense and marking a departure from the older area studies model, allows us to address many deep-seated and pressing issues of modern East Asia—as they take shape in the complex of global relations—with a depth of knowledge and critical rigor.

Henry Em, Associate Professor, East Asian Studies. Ph.D. 1995 (history), Chicago; M.A. 1986 (East Asian studies), Chicago; B.A. 1982 (East Asian studies), Chicago. Twentieth-century Korean historiography, colonialism and nationalism; intellectual discourse on East/West; U.S. in East Asia.


Rebecca Karl, Associate Professor, East Asian Studies, History. Ph.D. 1995 (history), Duke; M.A. 1989 (international relations), New York; B.A. 1982 (Russian language and literature), Barnard College. Modern Chinese intellectual history, with a focus on nationalism at the turn of the 20th century; contemporary critical theory; comparative history.

Stella Lee, Clinical Associate Professor, East Asian Studies. Ph.D. (Chinese literature and art), California (Berkeley); M.A. (Chinese literature and art), California (Berkeley); B.A. (English), National Taiwan. Classical and modern narrative texts in Chinese; Chinese literature and its visual image.

Thomas Looser, Associate Professor, East Asian Studies. Ph.D. 1999 (anthropology), Chicago; B.A. 1979 (cultural anthropology), California (Santa Cruz). Cultural anthropology and Japanese studies; theatre; mass culture and critical theory.


Mitsuhiro Yoshimoto, Associate Professor. Ph.D. 1993 (comparative literature), M.A. 1990 (comparative literature), California (San Diego); M.A. 1987 (film and television studies), California (Los Angeles); B.A. 1985 (cinema), SUNY (Binghamton). Film studies and Japanese studies; television and media studies; visual culture.

Xudong Zhang, Professor, East Asian Studies, Comparative Literature; Chair, Department of East Asian Studies. Ph.D. 1995 (literature), Duke; B.A. 1986 (Chinese), Peking. Modern Chinese literature; Japanese film, intellectual history, aesthetic theory, and political philosophy.

AFFILIATED FACULTY IN OTHER DEPARTMENTS

Jung-Bong Choi, Cinema Studies; Nina Cornynetz, Gallatin School of Individualized Study; Jonathan Hay, Fine Arts; Chao-Hui Jenny Liu, Art History; Joanna Waley-Cohen, History; Marilyn Young, History; Zhen Zhang, Cinema Studies; Angela Zito, Anthropology.

Programs and Requirements

Admission: Each year, the Department of East Asian Studies admits to its Ph.D. and M.A. programs a few select students who have a strong undergraduate record and appropriate academic preparation. Normally, at least three years of Chinese, Japanese, or Korean at the college level and substantial course work in Asian culture are required to enter the Ph.D. program.

THE M.A. PROGRAM

The M.A. program is designed for students who seek specialized and individualized enhancement of their undergraduate education. The department offers an array of language courses at all levels in Chinese, Japanese, and Korean for the further development of language capability. Besides language instruction, the department offers a wide range of courses in modern Asian culture, with emphasis on the literature, film, and visual culture of China, Japan, and Korea. Many of these courses treat these subjects in the context of such global issues as socialism, colonialism, fascism, and modernization. In working out their individual course of study, those seeking the M.A. degree are expected to balance out the different components of the program. For those who are interested, some course work and guidance on premodern China is also available.

Language Requirements: The M.A. degree in East Asian studies requires demonstrated student acquisition of two languages other than English. As a rule, one of these languages must be Chinese, Japanese, or Korean and attainment must be at a high level of proficiency. While it is preferable for students to develop research competence in at least two East Asian languages, students are permitted to use a European language as their second choice.

Students may select one of the following two options, meet by formal course work, or its approved equivalent:


Students are expected to be examined for language proficiency.

Degree Requirements: After successful completion of 32 points of credit in courses selected in consultation with a faculty adviser and the director of graduate studies, the student must pass a written examination prepared and read by two members of the faculty. The student must also submit a research paper on an approved special project to be read by two members of
the faculty. When the paper has been accepted, and the student has successfully passed the general examination, the student is awarded the M.A. degree.

**Course of Study:** In the first year, the student should take two to four language courses toward fulfilling the language requirements; one course from the Seminar on East Asian Studies series; one course from the Theory and Methodology Seminars; and other courses in his or her chosen field.

During the second year of study, the student is required to fulfill the language requirements, including the requirement in a second East Asian language and/or a major European language, by either enrolling in language or nonlanguage courses offered in Chinese, Japanese, or Korean. The bulk of the course work during the second year, however, should be taken in the student’s chosen field under various specialized “topics” (Chinese literature, Chinese history, Japanese literature, Japanese visual culture, Korean film, East Asian cinema, etc.). A total of four topics courses must be completed within the student’s chosen field.

**THE PH.D. PROGRAM**

Each student’s program is determined in consultation with a faculty adviser and with the director of graduate studies in East Asian studies. Courses in other departments may be included whenever appropriate. Courses relevant to the student’s research but not available at NYU may be taken through the Inter-University Consortium with Columbia University, CUNY Graduate Center, the New School, and Princeton University.

In order to complete the Ph.D. requirements, the student must acquire 72 points, which are equivalent to 18 courses. Among those, 40 points, including Independent Study, must be taken within East Asian studies, while others can be completed through courses taken outside of East Asian studies, such as directed reading courses and research credits (a maximum of 16 research credits can be taken over five semesters).

In the first year, the student should enroll in two to four language courses toward fulfilling the language requirements. At the end of the first year, the student is required to complete a research paper, based on the two completed first-year seminars, that addresses the theoretical-historical questions concerning the field of East Asian studies. This paper is separate from the term papers required by each course and constitutes a part of the general examination. Two members of the faculty (one of whom is the student’s adviser) grade the examination. In the event of a failed performance, the student is permitted to retake the examination after consultation with his or her adviser.

During the second year of study, the student is also required to fulfill the language requirements, including the requirement in a second East Asian language and/or a major European language, by either signing up for language or nonlanguage courses offered in Chinese, Japanese, or Korean. The bulk of the course work during the second year, however, should concentrate on the chosen field under various specialized “topics” (in Chinese literature, Chinese history, Japanese literature, Japanese visual culture, Korean film, East Asian cinema, etc.). A total of four topics courses must be completed within the student’s chosen field.

Course work in the third year is designed to allow the student to renew his or her inquiry in theory and methodology and to explore research areas that are interdisciplinary in nature. By the first half of the third year, the student should have finished all the required courses in East Asian studies. The student is advised to take the qualifying examination in three distinctively different subfields of East Asian studies by the end of the third year. A three-member faculty committee (including the student’s adviser) is formed for each student taking the qualifying exam. The student and the adviser decide on the formation of the committee after consultation. After the successful completion of the qualifying examination, the student submits a dissertation prospectus, which should include a thesis and methodological statement, a preliminary table of contents, a bibliography, etc. The student must pass the oral examination based on his or her prospectus to advance to candidacy. The dissertation prospectus committee continues to function as the student’s dissertation committee, with possible additional members from within or outside of New York University.

### Courses

The following is a selected list of departmental course offerings:

**Historical Epics of China and Japan**
G33.1726 Roberts. 4 points.

An in-depth study of the major epics of China, Japan, and Vietnam, from the historical-military and the social-romantic. The Chinese historical epic *Three Kingdoms* is read against the Japanese epic *Tale of the Heike*. Emphasis is placed on the political nature of the dynamic state form, the types of legitimacy and the forms of rebellion, the process of breakdown and reintegration of an imperial house, the empire as dynasty and as territory, and the range of characterologies. In the second half of the course, the Chinese classic *Dream of the Red Chamber* is read against the Japanese *The Tale of Genji*. In addition to the above-mentioned topics, attention is given to the role of women and marriage in a governing elite, the modalities of social criticism in a novel of manners. The Vietnamese national classic *Tale of Kieu* is used as an introduction to the course because it combines all of the key topics. Particular attention is given to the ways in which Buddhist, Daoist, and Confucian doctrines function in each work.

**First-Year Seminar: Introduction to Critical Asian Studies**
G33.1001 4 points.

This course is an introductory seminar offered to first-year graduate students in East Asian studies. The seminar provides a critical overview of the social, political, intellectual, and institutional history of the field of East Asian studies.

**Chinese Philosophy in Chinese**
G33.1223 Roberts. 4 points.

**Institutional Foundations of China’s Economic Growth**
G33.1226 2 points.

**Readings in Japanese Humanities and Social Sciences: Academic Prose and Critical Terminology**
G33.1280 Hanawa. 4 points.

Scholarly reading and research in modern Japanese. With varied content, approaches, and organization, this course exposes students to modern literary and expository works, and particularly to academic prose. Texts are
selected to reflect circuits of knowledge and the development of disciplinary characteristics in style. Some emphasis is paid to the choice of text in order to facilitate familiarization of critical terminology. Particular attention is given to the role of translation as a means of considering the circulation of academic and intellectual terminology (and concepts) and the development of language by which academic discourse is conducted. The course also introduces students to some of the key reference work and methodology for solving problems of reading and interpretation at an advanced level.

Ethnographic Traditions: East Asia: Anthropology of China G33.1315
Identical to G14.1315. 4 points.

History and Capitalism G33.1747
Identical to G57.1747. 4 points.

Translation, Modernity, and History G33.1761 Karl. 4 points.

Material Culture in Chinese History G33.1917 Identical to G57.1917.
Waley-Cohen. 4 points.

Material culture and the nature of consumption in China, focusing mainly on the mid-Ming to the late Qing period, approximately 1550-1850. The course has three main, interlocking goals. First, it introduces students to some of the current theoretical scholarship on material culture and consumption in the West; second, it provides students with a deep knowledge of Chinese elite social and cultural practices during this period; and third, it addresses, within the context of material culture and consumption, the currently much-debated issue of continuity and change from the late Ming to the period immediately preceding the age of imperialism in China. Overarching themes include periodization, urbanization, commercialization, internationalization, gender, and aesthetics. Students explore these issues through a number of specific aspects of material culture, including printing and publishing; court culture; textiles, clothing, and fashion; art, including collecting and connoisseurship; and architecture and gardens.

Problems in the History of Early Modern China G33.1919 Identical to G57.1919. 4 points.

The Japanese Empire G33.1996
Identical to G57.1996. Solt. 4 points.

The Asiatic Mode of Production: Theory and History G33.2530 Karl.
4 points.

Investigates aspects of the historical interpretation of China in the 19th and 20th centuries, focusing on the genesis and development of one of the most debated and enduring tropes of the historiography of China: the Asiatic mode of production.

Seminar in Modern Japanese Literature and Culture G33.2550
Yoshimoto. 4 points.

Colonialism and Modernism in East Asia G33.2570 4 points.

An exploration into the cultural and intellectual history of modernism in East Asia. Particular attention is given to the relationship between modernism and various East Asian social formations of colonialism. Concepts such as colonial modernity, semicolonialism, and postcolonialism are interrogated through intensive reading both of theoretical work on modernism and colonialism and modernist cultural texts. Although a major emphasis is placed on literary modernism, it is understood as part of a broader historical phenomenon that encompassed artists, philosophers, and other intellectuals. Contemporary essays are juxtaposed with novels and short stories, and, where possible, other media. The course also builds on the recent proliferation of research on modernism in East Asia. Where possible, emphasis is placed on the interconnected nature of modernism in East Asia.

Structures of Modernity G33.2700
Lower. 4 points.

This course starts with—and aims to rethink—the basic theoretical terms and practical conditions of mass culture and everyday life as definitive of modernity. In part, the course is framed by claims made in new media theory (especially with regard to the advent of digital electronic technologies) and the ways in which new media supposedly are placing us within new world horizons. Modernity, however, is made up of multiple moments of “new media”; this course provides historical perspective on these moments. Nor does the course assume a technological determinism; in addition to changing relations between “new media” (including theatre, film, and animation), it examines the changing structuring of experience in terms of narrative form; architecture; art; and urbanism. One of the unifying concerns, however, is history itself and the ways in which differing material conditions create new visions of, and positions within, history. History, therefore, is one of the means through which new media conditions claim to allow the rethinking of, and critique of, the grounds of modern experience. Emphasis is placed on Japan, but comparative material is drawn from elsewhere in Asia and the West; the context is for the most part global.

Modern Korean Historiography G33.2574 Em. 4 points.

Literary Theory: Comparison and Comparability: Theoretical Considerations on Comparative Literature and Area Studies G33.3610 Identical to G29.3610. 4 points.

RELATED INSTITUTE OF FINE ARTS COURSES

Theories of Modernity G43.2536
4 points.

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 an advanced certificate in economic analysis with specializations 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 academicians.

### Faculty

#### Jushan Bai, Professor
*Ph.D. 1992 (economics), California (Berkeley); M.A. 1988 (economics), Pennsylvania State; B.S. 1985 (mathematics), Nankai.*

Econometrics; time series econometrics; empirical finance.

#### Jess Benhabib, Paulette Goddard
*Professor of Political Economy, Ph.D. 1976 (economics), M.Phil. 1974 (economics), Columbia; B.A. 1971 (economics), Bosphorus.*

Macroeconomics; growth.

#### Alberto Bisin, Associate Professor

General equilibrium; finance; cultural evolution.

#### Andrew Caplin, Professor
*Ph.D. 1983 (economics), Yale; B.A. 1978 (economics), Cambridge.*

Economic fluctuations; macroeconomic theory; microeconomic theory; housing market.

#### Timothy Cogley, Professor
*Ph.D. 1988 (economics), B.A. 1985 (economics), California (Berkeley).*

Macroeconomics; econometrics.

#### William Easterly, Professor
*Ph.D. 1985 (economics), Massachusetts Institute of Technology; B.A. 1979 (economics and mathematics), Bowling Green State.*

Long-run growth and development; political economy.

#### Jonathan Eaton, Professor
*Ph.D. 1976 (economics), M.A. 1973 (economics), Yale; B.A. 1972 (economics), Harvard.*

Global impact of technology and poor country borrowing.

#### Raquel Fernández, Professor
*Ph.D. 1987 (economics), Columbia; B.A. (magna cum laude) 1981 (economics), Princeton.*

International economics; education and income distribution; political economy.

#### Christopher J. Flinn, Professor
*Ph.D. 1984 (economics), Chicago; M.A. 1975 (sociology), Michigan; B.A. 1973 (sociology), Wisconsin.*

Labor and household economics; econometrics.

#### Guillaume Frechette, Assistant
*Professor, Ph.D. 2002 (economics), Ohio State; M.A. 1997 (economics), Queen’s; B.A. 1996 (economics), McGill.*

Experimental economics; industrial organization; political economy; public economics.

#### Roman Frydman, Professor
*Ph.D. 1987 (economics), M.Phil. 1977 (economics), M.A. 1973 (economics), Columbia; M.S. 1973 (applied mathematics), New York; B.S. 1971 (physics and mathematics), Cooper Union.*

Imperfect knowledge and economic theory; modeling financial markets; macroeconomics; corporate governance and economic dynamics: a comparative perspective.
Economics of finance, money and banking; general equilibrium theory; bounded rationality.

Dermot Gately, Professor. Ph.D. 1971 (economics), Princeton; B.S. 1965 (mathematics), Holy Cross College.
Applied microeconomics; energy economics.

Ahu Gemici, Assistant Professor. Ph.D. 2007 (economics), M.A. 2006 (economics), Pennsylvania; B.A. 2001 (economics), New York.
Labor and household economics.

Mark Gertler, Assistant Professor. Ph.D. 1992 (economics), Reading; B.M.S. 1984 (economics and business administration), Wurzburg.
Austrian economics; entrepreneurship and economic development.

Nazgul Jenish, Assistant Professor. Ph.D. 2008 (economics), M.A. 2006 (economics) Maryland; M.B.A. 1996, Bishkek (Kyrgyzstan); M.S. 1994 (mathematics), Kyrgyz State (Kyrgyzstan); Diploma 1992 (mathematics), Moscow State.
Theoretical and applied econometrics.

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

Harilaos Kitsikopoulos, Clinical Associate Professor. Ph.D. 1994 (economics), New School; B.A. 1984 (economics), Aristotelian (Greece).
Economic history with a special interest in technological change; history of economic thought.

Labor economics; macroeconomics; monetary economics; search theory.

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

Marc Lieberman, Clinical Professor. Ph.D. 1982 (economics), M.A. 1979 (economics), Princeton; B.A. 1975 (economics), California (Santa Cruz).
Labor economics; macroeconomics; international finance.

Alessandro Lizzieri, Professor. Ph.D. 1995 (managerial economics and decision sciences), Northwestern; Laurea 1990 (economics), Bocconi.
Industrial organization; political economy; microeconomic theory.

Financial economics; macroeconomics; applied time series econometrics.

Virgiliu Midrigan, Assistant Professor. Ph.D. 2006 (economics), M.A. 2001 (economics), Ohio State; B.A. 2000 (economics), American (Bulgaria).
International economics; macroeconomics; applied economics.

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), Nebraska.
Economics of technology; productivity and economic growth; investment theory and modeling.

Game theory; human capital; economic growth.

Decision theory; game theory; applied functional analysis.

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.

David G. Pearce, Professor; Chair, Department of Economics. Ph.D. 1983 (economics), Princeton; M.A. 1979 (economics), Queen's; B.A. 1978 (economics), McMaster.
Repeated games; noncooperative solution concepts; bargaining; bounded rationality.

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; stochastic processes; wavelets; functional analysis.

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

Austrian economics; law and economics; microeconomics; game theory; income distribution; inequality and polarization; coalition formation in games.

Economics theory; decision theory; game theory.

Tomasz Sadzik, Assistant Professor. Ph.D. 2008 (economics), Stanford.
Microeconomics; game theory.

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

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; Director, C. V. Starr Center for Applied Economics. Ph.D. 1983 (computer sciences), M.S. 1980 (computer sciences), Wisconsin (Madison).

Game theory; microeconomic theory.

Jörg Stoye, Assistant Professor. Ph.D. 2005 (economics), M.A. 2001 (economics), Northwestern; M.Sc. 2000 (economics and philosophy), London School of Economics; Diplom 1999 (economics), Cologne.

Econometrics; decision theory.

Kevin E. Thom, Assistant Professor. Ph.D. 2008 (economics), Johns Hopkins. Labor economics; development economics; applied econometrics.


Macroeconomics; labor economics; applied econometrics.

Shing-Yi Wang, Assistant Professor. Ph.D. 2008 (economics), Yale.

Development economics; empirical microeconomics.

Andrea Wilson, Assistant Professor. Ph.D. 2004 (economics), Princeton; M.A. 1998 (economics), B.S. 1997 (mathematics), Queen’s.

Game theory; bounded rationality.

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

Economic theory; game theory; decision theory; experimental economics.

Matthew Wiswall, Assistant Professor. Ph.D. 2005 (economics), M.A. 2001 (economics), California (Los Angeles); B.A. 1998 (history), Wisconsin.

Applied microeconomics; applied econometrics; labor economics; economics of education.


Distribution of income and wealth; productivity growth; input-output analysis.

Daniel Xu, Assistant Professor. Ph.D. 2007 (economics), Penn State; M.A. 2002 (economics), SUNY (Stony Brook); B.A. 1999 (economics), Shanghai.

Industrial organization.

Vivian Zhanwei Yue, Assistant Professor. Ph.D. 2005 (economics), M.A. 2002 (economics), Pennsylvania; B.S. 2000 (economics), Tsinghua.

International finance; macroeconomics; applied econometrics.

Programs and Requirements

Admission: Admission to graduate studies in economics is limited to students of outstanding promise. All applicants must take the general test of the Graduate Record Examination (GRE). All international students must take the Test of English as a Foreign Language (TOEFL). Exceptions to this rule include students who received a bachelor’s or master’s degree from an English-speaking college-level institution. 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 (preferably above 720 for quantitative scores and above 5.0 for analytical scores). International students should aim for TOEFL scores above 260 for the computer-based version, above 620 for the paper-based version, and above 105 for the Internet-based version. 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 full-time Ph.D. students are guaranteed financial aid, renewable for four years, conditioned on satisfactory academic performance. There is no funding for M.A. students. It is important to note that students who want to enter the Ph.D. program should not start off with the M.A. program. The Ph.D. and M.A. programs are separate and distinct; entry into the M.A. program does not guarantee entry into the Ph.D. program.

MASTER OF ARTS

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.
ECONOMICS

AD ADVANCED CERTIFICATE

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 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 G31.1505; G31.1506; G31.1605; G31.1608; and, where appropriate, G31.3001, 3002. A total of 41 points at minimum is required for the M.A. and the advanced certificate.

International Economics: The objective of the international economics area of study is to train economists to function effectively in international organizations such as the United Nations and its related agencies, regional economic groups such as the European Union or the Latin American Free Trade Association, national government bodies such as central banks and trade ministries, and companies in the private sector.

Requirements include the core courses; G31.1505; G31.1506; G31.1402; and, where appropriate, G31.3001, 3002. A total of 32 points and a special project report complete the requirements for the M.A.

For the advanced certificate, three additional courses must be selected from G31.1603; 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 Macroeconometrics (G31.2102) or Microeconometrics (G31.2103).

Ph.D. students must register for at least two 3000-level courses (advanced courses, seminar/workshops).

A typical schedule might resemble the following:
Courses

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
Microeconometrics
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 M.A.-J.D. and Ph.D.-J.D. programs with the School of Law. 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. This information is also available on the GSAS Web site at http://gsas.nyu.edu/page/grad.financialaid.

G. V. Starr Center for Applied Economics

Faculty of Arts and Science, 19 West Fourth Street, 8th Floor, New York, NY 10012-1119; 212-998-8936

Director: Professor Ennio Stacchetti
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 socialsequences 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 impor-
tance 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.

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 matrix, 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.
Introduction to single-equation regression estimation; ordinary least-squares estimation, confidence intervals, and significance testing; lags, dummy variables, multicollinearity; autocorrelation; heteroscedasticity and variable selection. Students are required to use a standard computer regression package to test a model of their choosing.

Special Project in Economic Research G31.3200 1-2 points.
Students integrate economic theory, empirical techniques, and analytical tools to solve real-world problems. Students undertake (1) a comprehensive and critical literature survey of an applied topic in recent economic literature and (2) original analytical and/or empirical work on that topic.

ELECTIVE M.A. COURSES

GENERAL ECONOMIC THEORY (00, 04)

Macroeconomic Theory II G31.1006
3 points.
Macroeconomic theory applied to current controversial topics in the field.

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 economies. 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: G31.1003 or permission of the instructor. 3 points.
The balance of payments, foreign exchange markets, adjustment mechanisms, capital movements, gold and other monetary reserves, reforms of the system.

ECONOMIC GROWTH AND DEVELOPMENT (60)

Economic Development I G31.1603
Prerequisite: G31.1003 or permission of the instructor. 3 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 I G31.1025
Prerequisite: 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 determination, 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 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.
Econometric analysis of the general linear model; the estimation of distributed lag models; misspecification analysis; and models involving errors in variables.

GENERAL ECONOMIC THEORY (10)
Evolution of Economic Thought G31.2041 4 points.
Interrelations between changing social formations and economic thought, from prehistory and the Greco-Roman world to classical economics and the rise of modern capitalism in the West. Ends with the crisis of classicism and the emergence of neoclassical economics.

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.

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: G31.1005, G31.1023, or permission of the instructor. 4 points.
The historical and contemporary process of transformation of less-developed economies, internal and international sources of and barriers to development; strategies for effective use
of internal and external finance; growth theory and development; models of dualistic development, unemployment, and migration; problems of income distribution, population growth, education, and rural development.

Theory of Economic Development I G31.1602 Prerequisite: G31.1023, G31.1025, and G31.1601. 4 points.
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.
Technological innovation, diffusion, research and development, firm behavior, market structure, and entry and exit of firms. Entrepreneurial choice. Schumpeterian competition. Welfare analysis of above topics.

Industrial Organization II G31.1802 Prerequisite: G31.1801. 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.

RESEARCH TOPICS, SEMINARS, AND WORKSHOPS

Reading and Research in Economics G31.3000 Primarily for students writing a thesis under an advisor. Prerequisites: permission of the advisor 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 G31.3005, 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.
The Department of English at New York University promotes the rigorous study of English-language literature from the variety of periods and places in which it has been produced. Understanding “literature” to encompass such matters as textual production and circulation, societal reading practices, generic differentiation, and aesthetic attitudes—as well as discrete bodies of work by recognized authors—the department strives to elucidate literary significance in all its manifestations. Departmental faculty accordingly work and train students in textual analysis, archival research, theoretical critique, and cultural historiography, among other scholarly methods. In addition to awarding M.A., and Ph.D. degrees in literature, the department offers both an M.A. and an M.F.A. degree in creative writing, through its affiliated program in that field.

In recent years, professors in the English Department have won fellowships and prizes from the Guggenheim Foundation, the Mellon Foundation, the National Endowment for the Humanities, the National Humanities Center, the American Comparative Literature Association, the American Romanticism Association, and the Society for the History of Authorship, Reading, and Publishing, among other organizations. Department faculty provide intensive mentoring to students both in and beyond the classroom in a wide variety of forums, including lecture series, film screenings, symposia, conferences, and scholarly field colloquia. Our M.A. recipients have successfully pursued further study in graduate and professional schools and have also gone on to careers in education, publishing, media, and the arts. Recent Ph.D.’s have taken up faculty positions at colleges and universities such as Macalester, Middlebury, Yale, Berkeley, Tulane, and Brandeis.

Faculty


Early modern English literature and culture; Renaissance drama; literary and cultural theory.


Nineteenth-century American literature and culture; history of literacy and communication; modern ethics and civic life.

Jennifer J. Baker, Associate Professor. Ph.D. 2000 (English), Pennsylvania; B.A. 1990 (English), Georgetown.

American literature; colonial, early national, and antebellum literary and intellectual history; American romanticism.


Grammar and grammar school learning; early Middle English; Chaucer; Langland; problems of literary history; language and the theories of language.

Mary J. Carruthers, Erich Maria Remarque Professor of Literature. Ph.D. 1965 (English), Yale; B.A. 1961 (English), Wellesley College.

Medieval literature and rhetoric; memory and mnemonic technique; the history of spirituality.


Modern drama; performance theory; animal studies.


Nineteenth-century U.S. literature and culture; history of books and reading; literary studies; childhood studies; critical pedagogy and civic engagement.
Patrick Deer, Associate Professor. Ph.D. 2000 (English literature); M.Phil. 1995, M.A. 1989, Columbia; B.A. 1988, Oxford. Modernism; war culture; 20th-century British novel; Anglophone literature; postcolonial and cultural studies.

Carolyn Dinshaw, Professor. 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.


Toral J. Gajawala, Assistant Professor. English, Comparative Literature. Ph.D. 2004 (comparative literature), California (Berkeley); M.A. 1999 (comparative literature), New York; B.A. 1997, Tufts. Postcolonial literature and theory.


John D. Guillory, Silver Professor 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, Associate Professor. Ph.D. 1993 (comparative literature), Yale; B.A. 1987, Columbia. Modern drama; film; Shakespeare; theory; spectatorship.

Anselm Haverkamp, Professor; 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.

Josephine Gattuso Hendin, Tino A Segno Professor of Italian American Studies; Professor of English. 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; ethnicity and literature; creative writing.

David L. Hoover, Professor. 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.


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, Associate 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.

Maureen N. McLane, Associate Professor. Ph.D. 1997 (English), Chicago; B.A. 1991 (English), Oxford; B.A. 1989 (American history and literature), Harvard. British romanticism; English and Scottish literature and culture, 1750-1830; 20th-century and contemporary North American poetry; modernism; postmodernism; media studies; Anglophone poetics/poetics; human sciences and literature.


Haruko Momma, Associate Professor. Ph.D. 1992 (medieval studies), M.A. 1986 (medieval studies), Toronto; M.A. 1983 (English), B.A. 1981 (English), Hokkaido. Early medieval English language and culture; Old and Middle English literature; the history of the English language; linguistic theory.

Shakespeare and Renaissance drama; early modern literature and modern English and continental; literary theory; gender studies; cultural translation.


British and American modernist literature; international modernist avant-gardes; 20th-century American poetry and poetics.

Sharon Olds, Professor. Ph.D. 1972 (English), Columbia; B.A. 1964, Stanford.

Poetry; community outreach; creative writing.


Asian American literature and studies; Latino/Chicano literature and studies; feminist and race theory; postcolonial studies; 20th-century American literature.


American literature and culture; minority discourse; cultural studies; literary historiography.


Victorian literature and culture.

Martha Rust, Associate 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.


Popular and techno studies; metropoli-

tan and immigrant cultures; critical geographies; cinema; black and Asian literatures; poetics and sociology of sport.

Lytle Shaw, Associate Professor. Ph.D. 2000 (English), California (Berkeley); B.A. (English) 1991, Cornell.

Contemporary literature, art, and urban culture; poetry and poetics.


Literary, social, and technological change, 1700-1850 (British, including the Enlightenment and Romanticism); print culture and digital culture; literary theory and genre theory; the organization of knowledge.

Jeffrey L. Spear, Associate Professor. Ph.D. 1975 (English), Minnesota; B.A. 1965 (English), Washington.

Victorian studies.


Eighteenth-century literature; interrelation of novel and lyric; neural aesthetics; genre theory; poetry and poetics; history of aesthetics; philosophy and literature.

Catharine R. Stimpson, Professor; University Professor; Dean, Graduate School of Arts and Science. Ph.D. 1967, Columbia; M.A. 1966, B.A. 1960, Cambridge; B.A. 1958, Bryn Mawr College.

Modern literature and culture; women in culture and society; Anglo-American literature.

Bryan Waterman, Associate Professor. Ph.D. 2000 (American studies), Boston; B.A. 1994 (English), Brigham Young.

Early American literature and culture; gender; religion; literature and the professions.


Asia-Pacific literature and cultural studies; postcolonial studies; spatial and architectural theory.


Postcolonial literatures and cultures.

AFFILIATED FACULTY IN OTHER DEPARTMENTS

Ulrich Baer, German; John Chioles, Comparative Literature; Manthia Diawara, Comparative Literature; Ana Dopico, Comparative Literature; Sybille Fischer, Spanish and Portuguese Languages and Literatures; Ed Guerrero, Cinema Studies; Daniel Javitch, Comparative Literature; Anne Lounsbery, Russian and Slavic Studies; José Esteban Muñoz, Performance Studies; Avital Ronell, German; Nancy Ruttenburg, Comparative Literature; Richard Sieburth, Comparative Literature; Robert Voelcky, Tisch Undergraduate Drama.

VISITING DISTINGUISHED FACULTY

Breyyen Breytenbach, Global Distinguished Professor, Creative Writing Program

Anne Carson, Distinguished Poet in Residence, Creative Writing Program

Jonathan Safran Foer, Collegiate Professor, Creative Writing Program


Matthew Rohrer, Clinical Associate Professor, Creative Writing Program

Charles Simic, Distinguished Poet in Residence, Creative Writing Program

Darin Strauss, Clinical Associate Professor, Creative Writing Program


Chuck Wachtel, Clinical Associate Professor, Creative Writing Program.
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, one official copy of the transcript 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.

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.

English and American Literature Applicants: 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 fall admission only.

Creative Writing Applicants: 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 (in a font size no smaller than 12 points) 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). The CWP very strongly prefers that applicants use the online application and submit all documents through that process. If for an unusual reason an applicant cannot do so and must apply by mail, then two copies of all materials should be sent to Graduate Enrollment Services, including the writing sample and each part of the application; the completed file is forwarded to the CWP. Applicants should not send any part of their application or writing sample directly to the CWP; doing so only slows down the process. Applications are accepted for either poetry or fiction, but not for both, nor for drama. The CWP considers applications for fall admission only. Applicants for the CWP apply directly to the program, which has a separate admissions committee from the other degree programs in the Department of English.

MASTER OF ARTS

Requirements for the Master of Arts degree in English and American literature (without the concentration 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 (G41.2980), 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, G41.2045, G41.2072. This requirement may be waived if the student has taken an equivalent course elsewhere.

3. One literature course focused in each of the following three historical periods: medieval and early modern; Enlightenmment and Romantic; postromantic through contemporary. This distribution requirement is in addition to the English language requirement detailed above in item 2, although Introductory Old English (G41.1060) and Introductory Middle English (G41.1061) may count toward both the English language requirement and the medieval and early modern literature requirement.

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, for which the student is registered 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.

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 knowl-
The M.F.A. program in creative writing is designed to offer students an opportunity to concentrate more inten-sively on their writing and to choose, from a wider selection, those courses that will best help them develop as writers. The M.F.A. program does not have a foreign language requirement. This program is recommended for students who may want to apply for creative writing positions at colleges and universities, which often require the M.F.A. degree.

Requirements for the Master of Fine Arts degree include the completion of 32 points (eight 4-point courses) and the following specific requirements:

1. Four graduate creative writing workshops taken in four separate semesters (16 points).

2. Four courses in English and American literature (16 points). One of the courses must be either The Craft of Poetry or The Craft of 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 novel, 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 and of the director of the Creative Writing Program.

4. Proficiency in a language other than English. This requirement may be satisfied either before or after matriculation at NYU by (a) achieving a grade of B or better in the fourth term of a college language course completed no more than two years prior to matriculation for the M.A. degree in English and American literature at New York University or (b) passing a language examination at a comparable level of proficiency. International students whose native language is not English should consult the director of graduate studies.

5. Completion of all requirements within five years.

To qualify for the degree, a student must have a GPA of at least 3.0, must complete a minimum of 24 points with a grade of B or better, and may offer no more than 8 points with a grade of C (no more than 4 points with a grade of C in creative writing workshops). A student may take no more than 36 points toward the degree.

MASTER OF FINE ARTS

The M.F.A. program in creative writing is designed to offer students an opportunity to concentrate more inten-sively on their writing and to choose, from a wider selection, those courses that will best help them develop as writers. The M.F.A. program does not have a foreign language requirement. This program is recommended for students who may want to apply for creative writing positions at colleges and universities, which often require the M.F.A. degree.

Requirements for the Master of Fine Arts degree include the completion of 32 points (eight 4-point courses) and the following specific requirements:

1. Four graduate creative writing workshops taken in four separate semesters (16 points).

2. One to four craft courses (The Craft of Poetry or The Craft of Fiction), taught by members of the CWP faculty. Craft courses may be repeated provided they are taught by different instructors (4 to 16 points).

3. Any remaining courses chosen from any department with the permission of that department and of the director of the CWP.

4. A creative thesis in poetry or fiction, consisting of a substantial piece of writing—a novel, 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 and of the director of the CWP.

5. Completion of all requirements within five years.

To qualify for the degree, a student must have a GPA of at least 3.0, must complete a minimum of 24 points with a grade of B or better, and may offer no more than 8 points with a grade of C (no more than 4 points with a grade of C in creative writing workshops). A student may take no more than 36 points toward the degree.

DOCTOR OF PHILOSOPHY

Requirements for the Doctor of Philosophy degree in English and American literature include the completion of 72 points and the following specific requirements:

1. Proseminar (G41.2080), which must be taken in the student’s first semester.

2. One course in English language selected from among the following: G41.1060, G41.1061, G41.2044, G41.2045, G41.2072. This requirement may be waived if the student has taken an equivalent course elsewhere.

3. Four doctoral seminars (selected from G41.3100 through G41.3969).


5. Three 4-point Guided Research courses in teaching preparation (taken during the final semester of the teaching assistantship).

6. An M.A. special project 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; African American literature; postcolonial studies; literature of the Americas; transatlantic studies; 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. Language proficiency beyond the English language. 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—students register for the Dissertation Proposal Seminar (G41.3973) for the purpose of preparing a dissertation proposal. While enrolled in this course, students should also work closely with the faculty member who will direct their dissertation to prepare the proposal. The dissertation director must be a member of the department. When the director has approved the proposal for the dissertation and the required chapter outline and working bibliography, two additional faculty members are appointed as readers. When they and the department chair have approved the proposal, the subject is formally registered in the department. The director and readers, who form the dissertation committee, ultimately approve the dissertation for defense.

10. A final oral examination in defense of the dissertation. The dissertation must have been approved in writing by the three readers before the examination is convened. Some revision, in addition to the mandatory correction of any errors, may be required as a result of the defense. The examining board consists of five members of the graduate faculty, the core committee plus two additional committee members. In this final examination, the candidate is questioned for one hour on the dissertation. If the candidate fails the oral defense of the dissertation, a second examination is permitted, resulting either in a pass or in elimination from the Ph.D. program.

11. Completion of all requirements within seven years for students entering with an M.A. degree or ten years for students entering with a B.A. degree. The department issues the Ph.D. Program Handbook, describing the requirements of the doctoral program in detail. Students should regard this handbook as the complete and authoritative statement of the rules of the Ph.D. program.

For updated information on department programs and activities, visit the Web site at http://english.fas.nyu.edu.

LECTURES AND EVENTS
The Medieval and Renaissance Center sponsors lectures and parties.
The Fales Lectures and Colloquia include talks and readings by eminent scholars.

The department offers regular colloquia for faculty and students alike in various fields.

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

DEPARTMENTAL FINANCIAL AID
All accepted full-time Ph.D. students in English receive four- or five-year support packages, which provide a fellowship stipend plus remission of tuition and fees, including NYU student health insurance.

All incoming students to the Creative Writing Program receive Departmental Fellowships, in varying amounts, in the form of tuition remission credit. Many students also receive additional funding from a range of fellowship and literary outreach programs. 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 several incoming students and provide generous stipends plus full tuition remission for two years. The Rona Jaffe Foundation Graduate Fellowship in Creative Writing, which provides full tuition and a generous stipend, is awarded each year to support one incoming female student. Other fellowships include the Fromer Fellowship, The Jan Gabrial Fellowship, and The Lillian Vernon Fellowship, which provide varying levels of support and are awarded annually to incoming students. No separate application is necessary for any of these fellowships.

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 traditional and nontraditional settings, focusing on underserved and marginalized communities, include the Goldwater Hospital Teaching Fellowships, the Starworks Teaching Fellowships, and the Iraq Veterans Writing Fellowship. These fellowships offer varying levels of support.

The program is also committed to providing teacher training to interested and qualified students. Approximately 55 undergraduate teaching positions are offered to graduate students during their second year in the program. Recipients of these positions design and teach a semester-long introductory course in creative writing for undergraduates and concurrently take a year-long teaching practicum offered by the program. These positions offer a salary per course.

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. This information is also available on the GSAS Web site at http://gsas.nyu.edu/page/grad/financialaid.

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 G39.1910, 1911 Prerequisite: admission to the Creative Writing Program. Breytenbach, Komunyaka, Olds, Rohrer, Simic, 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 G41.2045, 1921 Prerequisite: admission to the Creative Writing Program. Breytenbach, Safran Foer, Strauss, Wachtl, visiting facul- ty. 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 restricted to creative writing students.

The Craft of Poetry G41.1950 Carson, Komunyakaa, Ruber, 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 Breytenbach, Doctrow, Safran Foer, Strauss, 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 protag- onists and minor characters; techniques of characterization; point of view; reflexivity; and the author’s relation to his or her material; structure of the narrative; deployment of symbol and image clusters; and questions of rhythm, style, tone, and atmosphere. Complemented by the study of critical works.

PROSEMINAR
Proseminar G41.2080 Required for and restricted to first-year Ph.D. students. Augst, Poovey, Rust. 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, Moma. 4 points.
Study of the language, literature, and culture of the Anglo-Saxons from about AD 500-1066. Oral readings of the original texts and a survey of basic grammar. Representative prose selections are read, but emphasis is on the brilliant short poems—“Caedmon’s Hymn,” “The Battle of Maldon,” “The Seafarer,” “The Wanderer,” and “The Dream of the Rood”—that prepare the reader for the epic Beowulf.

Introductory Middle English G41.1061 Carruthers, Drinkwater, Rust. 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, Moma. 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, Moma. 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 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.

The History of Rhetoric G41.2048 Carruthers. 4 points.
Survey of representative Western arguments about the nature of discourse, from Plato to Erasmus. Topics include epistemological, ethical, and literary values and the questions of the power, authority, and purposes of language.

LITERATURE
The Literature of Modern Ireland I, II G41.1083, 1084 Identical to G58.1083, 1084. 4 points.
Topics in Irish Literature G41.1085 Identical to G58.1085. 4 points.

The Bible as Literature G41.1115 Identical to G90.2115. Feldman. 4 points.

Shakespeare G41.1345 Archer, Gilmour, Newman. 4 points per term. Shakespeare’s major comedies, histor- ies, and tragedies.

World Literature in English G41.1764 Sandhu, Young. 4 points.
Literature that emerged with the breakup of the British Empire, with representative works from India, Pakistan, Nigeria, Kenya, South Africa, Australia, New Zealand, and Canada.

Topics in Performance G41.1770 Chaudhuri, Harrison. 4 points.
Various topics in the history and theory of performance, including animality, spectatorship, mass culture, and others.

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

Introduction to American Fiction, 1900-1945 G41.1841 Harper, Hendin, McHenry. 4 points.

Introductory Topics in Literary Theory G41.1957 Freedgood, Guillory, Harper, Havercamp, Hoover, Meisel. 4 points.

Studies in Prose Genres G41.2062 Hamlin, Poovey, Ross. 4 points.

Topics in Early Modern Culture G41.2155 Newman. 4 points.

Paleography and Codicology G41.2200 Rust. 4 points.
A survey of Latin scripts of the European Middle Ages and Renaissance (500-1550) and of methods and materials of medieval book production.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>G41.2270, 2271</td>
<td>English 2</td>
<td>Various topics in political, philosophical, and romantic prose.</td>
</tr>
<tr>
<td>G41.2323</td>
<td>English 3</td>
<td>Various topics in Renaissance literature.</td>
</tr>
<tr>
<td>G41.2333</td>
<td>English 4</td>
<td>Various topics in Romanticism.</td>
</tr>
<tr>
<td>G41.2414</td>
<td>English 5</td>
<td>The Age of Donne.</td>
</tr>
<tr>
<td>G41.2430</td>
<td>English 6</td>
<td>Milton.</td>
</tr>
<tr>
<td>G41.2521</td>
<td>English 7</td>
<td>Restoration and Early 18th-Century Literature.</td>
</tr>
<tr>
<td>G41.2540, 2541</td>
<td>English 8</td>
<td>Various topics in 18th-Century literature.</td>
</tr>
<tr>
<td>G41.2620, 2621</td>
<td>English 9</td>
<td>The Romantic Movement.</td>
</tr>
<tr>
<td>G41.2626</td>
<td>English 10</td>
<td>Various topics in Romanticism.</td>
</tr>
<tr>
<td>G41.2650, 2660, 2661</td>
<td>English 11</td>
<td>Various topics in Victorian Literature.</td>
</tr>
<tr>
<td>G41.2700</td>
<td>English 12</td>
<td>The Poetry of the Transition.</td>
</tr>
<tr>
<td>G41.2710</td>
<td>English 13</td>
<td>Various topics in the Victorian Novel.</td>
</tr>
<tr>
<td>G41.2720</td>
<td>English 14</td>
<td>Various topics in the British Novel.</td>
</tr>
<tr>
<td>G41.2802</td>
<td>English 15</td>
<td>Early American Literature.</td>
</tr>
<tr>
<td>G41.2810, 2811</td>
<td>English 16</td>
<td>American Literature: 1800-1865.</td>
</tr>
<tr>
<td>G41.2820, 2821</td>
<td>English 17</td>
<td>American Literature: 1865-1900.</td>
</tr>
<tr>
<td>G41.2838, 2839</td>
<td>English 18</td>
<td>Various topics in American literature.</td>
</tr>
<tr>
<td>G41.2841, 2842</td>
<td>English 19</td>
<td>Various topics in American fiction.</td>
</tr>
<tr>
<td>G41.2843</td>
<td>English 20</td>
<td>American Fiction: 1945-Present.</td>
</tr>
<tr>
<td>G41.2850</td>
<td>English 21</td>
<td>Various topics in Transatlantic literature.</td>
</tr>
<tr>
<td>G41.2900</td>
<td>English 22</td>
<td>Various topics in Postcolonial literature.</td>
</tr>
</tbody>
</table>
Topics in Postcolonial Theory
G41.2901 Gajarawala, Sunder Rajan, Watson, Young. 4 points.
Introduces M.A. and Ph.D. students to advanced study of postcolonial theory, its forms of philosophical and cultural analysis, and its theoretical advances and difficulties.

Literature and Philosophy G41.2912
Haverkamp, Lockridge. 4 points.
Mutual influence of “literary” and philosophical texts; philosophical and rhetorical terminology; poetics, politics, and law; poetic and aesthetic theories of culture; and critical and deconstructivist approaches to fiction and memory.

Literature and Psychology G41.2913
Fleming, Haverkamp, Meisel. 4 points.
Examination of the common ground of literature and psychology in the light of modern psychoanalytic theory.

Topics in Literature and Politics G41.2916
Deer, Donoghue, Sandhu. 4 points.
Studies in the interaction of literature and modern culture.

Topics in Modern Literature and Culture G41.2917
Deer, Donoghue, Sandhu. 4 points.
Topics may include the formal properties of literary modernism, its social and political contexts, or particular modernist authors.

Modern British and American
Poetry G41.2924
Donoghue. 4 points.
Studies in major poets, with emphasis on the intrinsic character of poems; Hardy, Hopkins, Yeats, Pound, Stevens, Williams, Eliot, Crane, Auden, Thomas, Lowell, and Hughes.

Contemporary Poetry G41.2927
Shaw. 4 points.
Approaches to the work of contemporary poets. Context varies yearly.

Modern Drama G41.2930
Chaudhuri, Harries, Ziter. 4 points per term.

The Politics of Culture G41.2934
Parikh. 4 points.
This course considers human rights discourses as an interpretive framework for literary and cultural production, emphasizing perspectives from postcolonial and critical American studies.

The Social Life of Paper G41.2944
Gittelmann. 4 points.
Considers the history, production, circulation, and use of paper in the social production of knowledge, the shared imagination of value, and the mutual relations of consumers and commodities.

Poetic Structure and Genres G41.2952 4 points.
Part one: a survey of the classical genres, e.g., epic, pastoral, elegy, and satire; their decline in the 18th century; and, in their place, the rise of the modern lyric. Part two: an examination of the structure of poetic texts, with special attention to their representation of cognitive states and processes.

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 Critical 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, Guillyou, Harper, Haverkamp, Meisel. 4 points per term.
Content varies.

Rhetoric and Deconstruction G41.2964
Haverkamp. 4 points.
Continuity/discontinuity of rhetoric and poetry with deconstruction. Theory of metaphor and tropes; allegories of reading.

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

History of the Book G41.2970
Ang, Craig, McDowell, McHenry, Siskin. 4 points.

Introduction to Advanced Literary Study for M.A. Students G41.2980
Required for the M.A. degree. Archer, Chaudhuri, Freedgood, Harries, Maynard, Rust. 3 points.
An introduction to major methodological and theoretical approaches to literature and culture through the close reading and contextualization of select literary works.

RESEARCH
Guided Research G39.3001, 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.

Topics in Medieval Literature
G41.3269 Carruthers, Dinshaw, Rust. 4 points per term.

Topics in Renaissance Literature I, II G41.3323, 3324
Archer, Gilman, Guillyou, Newman. 4 points per term.

Topics in 18th-Century English Literature G41.3536 Siskin, Starr. 4 points per term.

Topics in Romantic Literature I, II G41.3626, 3627
Lockridge, Siskin. 4 points per term.

Topics in Victorian Literature G41.3629
Haverkamp. 4 points.

Topics in British Fiction from 1890 to the Present G41.3720
Deer, Meisel. 4 points.
Topics in Irish Literature G41.3730
Donoghue. 4 points.

Topics in Early American Literature
G41.3802 Waterman. 4 points.
Topics in American Literature:
1800-1865 G41.3810 Waterman.
4 points per term.

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

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

Topics in Postcolonial Literature
G41.3900 Gajarawala, Sunder Rajan, Watson, Young. 4 points.
Advanced study of literary and theoretical works pertaining to the eras of decolonization and globalization.

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

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

Topics in British and American Literature G41.3926 Donoghue.
4 points per term.

History of the Book G41.3940
Augst, Crain, McDowell, McHenry, Siskin. 4 points per term.

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

Topics in the History of the Production of Knowledge G41.3951
Poovey, Siskin. 4 points.

Archival Practices and Politics
G41.3975 Augst, McHenry. 4 points per term.
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 several environmental health areas (biostatistics, epidemiology, ergonomics and biomechanics [ERBI], exposure assessment and health effects, molecular toxicology/carcinogenesis, and toxicology), offering perspectives on the interrelationships of environmental health problems and competence in 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

Ihana Belitskaya-Levy, Assistant Professor; Ph.D. 2002 (statistics), M.S. 1999 (statistics), Stanford; B.S. 1997 (mathematics), California (Santa Barbara) and St. Petersburg (Russia). High-dimensional data analysis; algorithms for missing data analysis; expectation maximization (EM) algorithm; cluster analysis, developing statistical methods for analyzing large data arising in genomics and molecular biology, DNA microarrays, flow cytometry; statistical design and analysis of clinical trials; data mining.

Fredric J. Burns, Professor; Ph.D. 1967 (biophysics), New York; M.A. 1961 (physics), Columbia; B.A. 1959 (physics), Harvard.

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

Marco A. Campello, Assistant Professor, Ergonomics and Biomechanics (ERBI); Associate Director, NYUHJD-010C. Ph.D. 2002 (environmental health sciences), M.A. 1990 (ergonomics and biomechanics), New York; B.S. 1985 (physical therapy), Faculdade de Ciências da Saúde do Ipa (Brazil).

Work retention; disability management.

Haobin Chen, Assistant Professor (Research); Ph.D. 2006 (environmental health sciences), New York; M.S. 1999 (clinical medicine), B.S. 1997 (medicine), Shanghai Medical.

Metal carcinogenesis and toxicology; histone modifications and epigenetic mechanisms of carcinogenesis.

Lung Chi Chen, Associate Professor; Associate Director, NYU/EPA Particulate Matter (PM) Health Center. 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; cardiovascular effects.

Yu Chen, Assistant Professor; Ph.D. 2005 (epidemiology); M.P.H. 1999 (health policy and management), Columbia; B.S. 1997 (public health and animal science), National Taiwan.

Environmental epidemiology; epidemiology of cancer and other chronic diseases.

Beverly S. Cohen, Professor; 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, Associate 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.

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.

Wei Dai, Professor; Director, Molecular Toxicology and Carcinogenesis Program. Ph.D. 1988 (invertebrate pathology major, biochemistry minor), M.S. 1986 (entomology), Purdue (Indiana); B.S. 1982 (entomology), Nanjing Agricultural.

Cell cycle; checkpoint control; mitosis; chromosomal instability; protein kinases; tumor suppression; oncogenesis.
Hugh L. Evans, Professor; Ph.D. 1969 (psychology), Pittsburgh; M.A. 1965 (psychology), Temple; B.A. 1963 (psychology), Rutgers. Neurotoxicology.

Krystyna Frenkel, Professor; Ph.D. 1974 (biochemistry), New York; M.S. 1964 (organic chemistry), Warsaw. Carcinogenesis and chemoprevention; role of endogenous oxidative stress in cancer and aging; contribution of inflammatory cytokines to carcinogenesis; effects of radiation-, 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, 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.


Manny Halpern, Research Assistant Professor; Ergonomics and Biomechanics (ERBI); Senior Manager, Ergonomic Services, NYUHJD-OIHC. 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. Ergonomics; workplace intervention; injury prevention methodology; job analysis; healthcare design.


Denise Harrison, Obstetrician/Gynecologist.


Rudi Hieburt, Instructor, Ergonomics and Biomechanics (ERBI); Research Associate, NYUHJD-OIHC. M.S. 2004 (health and management), Maryland; B.S. 1981 (geology), Michigan. Epidemiology; outcome studies.

Chuanshu Huang, Professor; Deputy Director, Department of Environmental Medicine. 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 mechanism 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. 1983 (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.

Rudolph J. Jaeger, Research Professor. Ph.D. 1971 (biochemical toxicology), Johns Hopkins; B.S. 1966 (biology), Rensselaer Polytechnic Institute. 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 Molecular, Cellular, and Analytical Services Facility Core; Co-director, Histopathology 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 (Research). 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.C.H.E. 1954 (chemical engineering), Cooper Union. Inhalation toxicology; aerosol science and physiology; occupational and environmental hygiene; air pollution.

Mengling Liu, Assistant Professor. Ph.D. 2004 (statistics), M.S. 2002 (statistics), Columbia; B.S. 2000 (statistics and probability), NanKai. Analysis of longitudinal data with informative censoring; survival analysis; semiparametric inference; analysis for quality of life data.
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.


Krishna K. Menon, Adjunct Professor. Ph.D. 1986 (industrial engineering), Pennsylvania State; M.S. 1974 (industrial engineering), Ohio; B. Tech. 1971 (chemical engineering), Indian Institute of Technology. Industrial workplace ergonomics; training; hand tool design.

Arthur Nadas, 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 with the goal of 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; rapid multivariate diagnostic tests for tuberculosis; pattern recognition using dynamic programming, hidden Markov modeling, and neural networks.


Margareta Nordin, Professor (Research); Director, ERBI Program; Director, NYUHJD-OIOC. Dr. Med. Sci. 1982 (occupational orthopedics), B.S. 1969 (biology), Göteborg. Occupational musculoskeletal disorders; low back pain; evidence based medicine; prevention of injury; prevention of disability; motor control; biomechanics; ergonomics.

Cheongeun Oh, Assistant Professor. Ph.D. 2003 (applied math and statistics), M.A. 2001 (applied math and statistics), SUNY (Stony Brook). Postdoc 2003-2005 (biostatistics), Yale. Bayesian variable selection application to genomics and genetics; gene mapping; bioinformatics.

Qingshan Qu, Assistant Professor. M.D. 1995 (medicine), B.S. 1995 (premedical sciences), Beijing Medical College. Pulmonary toxicology; biomarker application and risk assessment.

William N. Rom, Professor, Medicine, Environmental Medicine; Professor, Wagner Graduate School of Public Service. 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; tuberculosis (TB)/AIDS; interferon-gamma therapy for TB, and TB vaccine and immune response; environmental policy, wilderness preservation, and global warming.

Toby G. Rossman, Professor. 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.

Yongzhao Shao, Associate Professor. Ph.D. 1994 (mathematical statistics), M.A. 1993 (mathematics), Tsinghua University; B.S. 1987 (statistics), B.S. 1985 (mathematics), Beijing Normal. Genetic linkage/association analysis; genetic epidemiology; statistical inference; design of experiments; likelihood theory; mixture models.

Ali Sheikhzadeh, Research Assistant Professor; ERBI Doctoral Student Advisor; Assistant Director of Research, NYUHJD-OIOC. Ph.D. 1997 (environmental health sciences), M.A. 1989 (ergonomics and biomechanics), New York; B.S. 1985 (electronics engineering technology), Texas Southern. Biomechanics and experimental testing; electromyography and kinematic analysis; ergonomic, product evaluation and usability testing.

Jerome J. Solomon, Professor; Director, Graduate Program in Environmental Health Sciences; Director, Analytical Chemistry Resource, NYU/National Cancer Institute. Ph.D. 1972 (physical chemistry), Cornell; B.S. 1966 (chemistry), Brooklyn College (CUNY); Postdoc 1972-1975 (chemical physics), Rockefeller. DNA–carcinogen interaction; biological consequences of DNA adducts; mass spectrometry in carcinogenesis and environmental research.


Hong Sun, Assistant Professor (Research). Ph.D. 1997 (cell biology), M.S. 1993 (developmental biology), Shanghai Institute of Biochemistry and Cell Biology, Chinese Academy of Sciences; B.S. 1987 (biology), Hubei. Transcription factors; epigenetics; metal carcinogenesis; cell differentiation.

Moon-shong Tang, Professor. Ph.D. 1976 (molecular biology), M.S. 1975 (molecular biology), Texas (Dallas); B.S. 1986 (medical technology), National Taiwan. Carcinogenesis and mutagenesis; DNA damage; DNA repair.
Kam-Meng Tchou-Wong, Associate Professor (Research), Ph.D. 1988 (molecular biology), Princeton; B.S. 1981 SUNY (Stony Brook).

Tchou-Wong has worked on p53 pathways in metal- and carcinogen-induced lung cancer, Wnt signaling pathways in lung fibrosis and cancer, chemoprevention of lung carcinogenesis; infection and ethnic disparities in diabetes risk and cardiovascular diseases.


Thurston’s research includes human health effects of inhaled air pollutants; asthma; aerosol science; acidic air pollution; air pollution meteorology and modeling; risk analysis.


Toniolo’s research focuses on 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.

Shira Schter Weiner, Instructor, Ergonomics and Biomechanics (ERBI); Master’s Student Adviser. Ph.D. 2008 (environmental health science), M.A. 1988 (ergonomics and biomechanics), New York; B.A. 1982 (physical therapy), Massachusetts.

Weiner’s research includes ergonomics; spine pain; gender and health care; evidence-based treatment; adherence to treatment guidelines.

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

Weiser’s research involves biopsychosocial models; low back pain; personality and health; occupational stress.

Issac Virgin, Associate Professor. Ph.D. 1987 (biology), CUNY; M.A. 1980 (biology), City College (CUNY); B.A. 1969 (political science), Hofstra.

Virgin’s research includes molecular biology of carcinogenesis; cancer in aquatic organisms; population genetics and molecular evolution.

Judith Zelikoff, Associate Professor; Director, Environmental Epidemiology Program; Director, Program in Epidemiology and Prevention, NYU Cancer Institute. M.D. 1981 (medicine), Lille Medical School (France); M.S. 1983 (biostatistics), Paris XI.

Zelikoff’s research involves cancer epidemiology; methods in epidemiology and clinical trials.

Programs and Requirements

The areas of study offered by the doctoral program are biostatistics, epidemiology, ergonomics and biomechanics, exposure assessment and health effects, molecular toxicology/carcinogenesis, and toxicology. The master’s program offers areas of study in environmental hygiene, environmental toxicology, and ergonomics and biomechanics. The Program in Environmental Health Sciences 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 environmental health sciences (EHS) Web site at www.med.nyu.edu/environmental/graduate or the ergonomics and biomechanics (ERBI) Web site at www.med.nyu.edu/erbi under “Education.” Applicants for admission and fellowship support should contact the EHS graduate coordinator at 945-731-3661 or the ERBI program administrator at 212-255-6690.

MASTER OF SCIENCE IN ENVIRONMENTAL HEALTH SCIENCES

The M.S. program in environmental health sciences is a specialized course of study providing students with the opportunity to develop applicable skills and expertise in a selected subject area. It is designed for individuals needing graduate training for employment in jobs involving worker health and safety, health hazard communication, health risk assessment, and environmental analysis of toxicants, including related areas of administration and technical sales. Potential employers include academia, industry, consulting firms, trade associations, and local, state, and federal governmental agencies. The expansion of regulations in occupational safety and health and environmental protection provides increased career opportunities for individuals trained in various aspects of environmental health sciences. The program can also provide secondary school teachers with the appropriate background to allow introduction of environmental science into their school’s curriculum or into existing science courses.

The program of study, which may be full time or part time, emphasizes an understanding of how to apply appropriate scientific methodology to the solution of real-world environmental problems. It provides the student with a basic background in areas of environmental pollution, toxicology, and biostatistics and also with practical knowledge on how to present scientific data and how to properly interpret scientific reports. Beyond this, the course of study is individualized to the needs and interests of the particular student. To this end, students may take relevant courses in other schools within the University, for example, in environmental management and planning, environmental law, risk assessment, and environmental impact assessment.

Admission: Applicants to the M.S. program in environmental health sciences are generally expected to have a
bachelor's degree in a scientific field, such as biology, chemistry, physics, engineering, or a related discipline. Exceptions to this may be made on an individual basis depending on the selected course of study. General admission guidelines are an overall GPA of 3.0 (on a scale of 4.0) and GRE scores of 500 verbal, 600 quantitative, and 4.5 analytical writing.

**Financial Support and Costs**: Some full-time M.S. applicants (ERBI candidates not included) receive graduate assistantships. In the 2008-2009 academic year, the stipend was $13,500 plus tuition and fees. A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the *Financial Graduate Education* section of the GSAS Application for Admission and Financial Aid. This information is also available on the GSAS Web site at [http://gsas.nyu.edu/page/grad_financialaid](http://gsas.nyu.edu/page/grad_financialaid).

**Course of Study**: Awarding of the M.S. degree is dependent on the following:

1. The successful completion of 36 points of course work, of which at least 24 must be in residence at the Graduate School of Arts and Science. Some M.S. tracks require additional course work.

2. The satisfactory completion of a special project. Depending on the student’s needs, this may be either a library thesis or a thesis based on a laboratory project performed under the guidance of a faculty member.

The M.S. degree program in environmental health sciences offers two specialized tracks: environmental toxicology and occupational-environmental hygiene. The latter specifically focuses on the recognition, evaluation, and control of chemical and physical agents in occupational settings. Recommended courses for the environmental toxicology track are Environmental Health (G48.1004), Communication Skills for Biomedical Scientists (G48.2025), Introduction to Biostatistics (G48.2303), Principles of Toxicology (G48.2310), and Organ System Toxicology (G48.2311). Required courses for the environmental hygiene track are Environmental Health (G48.1004), Introduction to Biostatistics (G48.2303), Principles of Toxicology (G48.2310), Environmental Hygiene Measurements (G48.2035), Environmental Hygiene Laboratory I (G48.2037), and Introduction to Epidemiology (G48.2039).

In addition, students are required to attend departmental seminars and are strongly encouraged to attend journal clubs. Laboratory rotations may be arranged in consultation with the student’s academic adviser. Most courses are offered at the Washington Square campus of New York University, located in Manhattan, and most of the research is performed in laboratories at Sterling Forest in Tuxedo, New York, about 50 miles northwest of Manhattan.

**MA S T E R O F S C I E N C E I N E R G O N O M I C S A N D B I O M E C H A N I C S**

The program in ergonomics and biomechanics (ERBI) offers the Master of Science degree to students who seek an advanced understanding of these complementary disciplines.

The ERBI program focuses on musculoskeletal ailments and utilizes a multidisciplinary approach to examine ways of controlling musculoskeletal disorders, injuries, and disabilities. As such, it emphasizes the complex interaction of individual and environmental factors that lead to injury, disease, and/or disability.

The ERBI program is part of the New York/New Jersey University Education and Research Center (ERC), Region II of the National Institute for Occupational Safety and Health (NIOSH). These centers serve as regional resources for all those involved with occupational health and safety, including industry, labor, government, academia, and the general public.

Students attracted to the ERBI program come from all over the world with varied backgrounds such as medicine, physical and occupational therapy, occupational health, environmental health, allied health, basic medical science, engineering, industrial design, safety and health, industrial hygiene, epidemiology, psychology, physics and kinesiology, or health-related sciences with a total mean grade of B (3.0) or higher. Acceptance is based on undergraduate grades, GRE scores, professional or academic experience, letters of recommendation, and an interview. All students are required to have basic anatomy, physics, and calculus as prerequisites.

The master’s degree requires the successful completion of 36 points of course work. The program is designed to provide the skills essential for the development and management of musculoskeletal ailment prevention programs in industry and the health care environment. The program also trains the student in basic research, study design, and the use of equipment and measurement techniques employed in ergonomic and biomechanical evaluation and analysis.

The master’s program encourages students to participate in ongoing research in areas of ergonomics and biomechanics. Because of the multidisciplinary nature of our program, our students are desirable to biomedical manufacturers, product design companies, insurance companies, health care organizations, health and safety organizations, and disability management organizations, to name a few.

**A D V A N C E D C E R T I F I C A T E P R O G R A M I N E R G O N O M I C S**

The ERBI program offers a 12-credit program approved by the Department of Education of New York State. Students who wish to pursue course work at NYU but desire only to take a few courses for academic or professional development, may apply as certificate students.

The goals of the program are to update and expand professional skills in the design and implementation of occupational safety and health programs, recognize hazards for musculoskeletal disorders, and enable the participants to acquire immediately applicable knowledge and skills for enhanced performance or career advancement.

ERBI certificate students should have a relevant professional degree or significant professional experience, so they may proceed with advanced course work. Certificate students must take two classroom courses on physical and environmental factors in the workplace (G48.2131 and G48.2132) and an independent study in applied ergonomic methods (G48.2133). The certificate is awarded upon completion of the three courses with a grade B or better. Time for completion is two to four semesters. If a certificate student is accepted later as a degree-seeking student, those courses may be credited toward the degree requirements.

**D O C T O R O F P H I L O S O P H Y**

The Ph.D. program is designed to prepare scientists for active and productive research careers and other professional service. The didactic portion of the program places a particular emphasis on achieving a solid foundation in relevant basic sciences, while the research portion provides trainees with the opportunity to design, conduct, and interpret studies focused on specific scientific issues in environmental health disciplines. The diversity of the research within the program allows trainees to develop skills...
involving their expertise using various investigatory approaches.

**Admission:** Admission is based on a strong academic background in a basic or applied science as judged by prior undergraduate academic performance, recommendation letters, an interview, performance on the general GRE, prior graduate studies, and any relevant work or research experience. General guidelines for admission are as follows: an overall GPA of at least 3.0 (on a scale of 4.0), a major field GPA of 3.3, and GRE scores of at least 550 verbal, 600 quantitative, and 4.5 analytical writing. However, each application is carefully considered, and there may be exceptions to the above.

**General Degree Requirements:** A total of 72 points, as well as a doctoral dissertation, are required for the Ph.D. degree. At least 48 points must be from didactic courses; the remaining can be research and tutorial credits. Candidacy for the Ph.D. is achieved through a qualifying examination, and the completed dissertation is then defended in a final oral examination. The qualifying examination consists of two stages: a written examination, and the writing and oral defense of a specific research project proposal (doctoral dissertation outline). Doctoral students are required to attend departmental seminars and journal clubs. Students are encouraged to establish early and frequent discussion with members of the faculty and to acquaint themselves with the types of research activities conducted within the department. This enables them to explore mutual interests, which facilitates the ultimate selection of a thesis research mentor. To this end, all first-year predoctoral students (ERBI candidates not included) are required to begin participating in a formal series of rotations within laboratories, selected on the basis of their perceived interest and with the advice and approval of their initial academic adviser. Presentations of available research opportunities are given during the first week of each academic year, in an orientation program at which faculty members describe the research opportunities in their laboratories. All students in the Ph.D. degree program are required to take three core courses in environmental health science: Environmental Health (G48.1004), Introduction to Biostatistics (G48.2303), and Principles of Toxicology (G48.2310). In addition, students are also required to take certain courses in the basic sciences, the nature of which depends on the specific area of concentration. These courses are generally offered through either the Department of Biology or the Program in Basic Medical Sciences. Beyond the above requirements, there are no universal course requirements. Thus, a specific program of study is arranged for each student that is appropriate to his or her particular background and career goals.

**Areas of Specialization:** The six areas of specialization offered in the program are biostatistics, epidemiology, ergonomics and biomechanics, exposure assessment and health effects, molecular toxicology/carcinogenesis, and toxicology (see [www.med.nyu.edu/environmental/graduate/phd.html](http://www.med.nyu.edu/environmental/graduate/phd.html) for details on these specializations). The distinctions between these areas are more for academic planning than for trainee research, as there is much overlap in the research approaches available. The full range of research resources within the program and expertise of the faculty are available to all trainees regardless of the specialization selected.

**Financial Support and Costs:** All successful full-time Ph.D. applicants (ERBI candidates not included) are supported by graduate assistantships for up to six years. The stipend for the 2008-2009 academic year was $27,000 plus tuition and fees. A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the [Financing Graduate Education section](http://www.gas.nyu.edu/page/grad/financialaid) of the GSAS Application for Admission and Financial Aid. This information is also available on the GSAS Web site at [http://gas.nyu.edu](http://gas.nyu.edu).

**HOUSING AND TRANSPORTATION** The Graduate School of Arts and Science offers students a variety of housing opportunities through NYU’s Department of University Housing, 385 Lafayette Street, 212-998-4600. Students can contact the department to obtain a housing application. Since most courses are offered at Washington Square, students are encouraged to live near the Manhattan site during their first two years. Transportation is provided by van from Washington Square to Sterling Forest to allow students to do laboratory rotations and attend seminars and journal clubs.

### Courses

The courses listed below are generally given during the day at NYU’s Washington Square location 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 Langone Medical Center, HJD-OIOC, located at 63 Downing Street, 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.

#### Environmental Health G48.1004 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 Prerequisite: undergraduate biology or chemistry, or permission of the instructor. Wrigg. 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.

Toxicogenomics is an emerging field of biology or molecular biology, or permission. Gunson. 2 points.

Toxicogenomics is an emerging field of biology or molecular biology, or permission. Gunson. 2 points.

Toxicology

Toxicology G48.1006 Not open to students who have taken G48.2310 or G23.2310. Prerequisite: an introductory course in either biology, physiology, or biochemistry. Gunson, Jaeger. 4 points.

Introduces the discipline of toxicology and stresses the basic concepts essential for understanding the action of xenogenous agents on biological systems. Principles underlying the absorption, distribution, metabolism, and elimination of chemicals by experimental animals and humans are presented. Toxic responses of organ systems and the experimental methods used to assess toxicity are discussed, as well as the regulation of toxic substances by governmental agencies. Specific examples of toxic substances in our environment are presented throughout the course.

Terrorism: Chemical, Biological, and Psychological Warfare

Terrorism: Chemical, Biological, and Psychological Warfare G48.1007 Prerequisite: undergraduate course in biological science and/or behavioral science. Evans. 4 points.

Survey of the agents of terrorism, their immediate effects, long-term consequences, and emerging research questions. Agents of terrorism include chemical weapons, radioactive materials, infectious agents, torture, and ethnic conflict. Long-term consequences include stress disorders, respiratory disorders, and sensitization and conditioned responses to noxious stimuli. Students meet with a broad range of experts for help in dealing with these questions.

An Introduction to Toxicogenomics

An Introduction to Toxicogenomics G48.1008 Prerequisite: undergraduate or graduate course covering the basics of cell biology or molecular biology, or permission of instructor. Gunson. 2 points.

Toxicogenomics is an emerging field of study in which genomic and bioinformatic techniques are utilized to assess the effects of toxicants in our environment on living organisms. As currently practiced, toxicogenomics deals primarily with the measurement and interpretation of global gene and protein expression in response to exposure to xenobiotics. This course begins with a comprehensive presentation of various microarray platforms and describes how they are used to measure global gene expression as mRNA. Various methods of measuring protein expression are also presented, as well as methods of data organization and analysis that are necessary for conversion of the massive volume of information generated by microarray technology to useful knowledge. Examples from the published literature are presented throughout that demonstrate both the principles of microarray technology and the practical applications of toxicogenomics. The latter include the classification of tumors in human subjects and prediction of their response to treatment, the identification of biomarkers of disease, the categorization of toxicants, and the elucidation of mechanisms of toxicity.

Biomarker Applications in Humans with Environmental Exposures

Biomarker Applications in Humans with Environmental Exposures G48.1009 Prerequisite: an introductory course in either biology or biochemistry. Qu. 2 points.

Application of biomarkers in human populations is a useful approach that incorporates advanced laboratory technology with epidemiology to evaluate the health hazards and risk of exposure to environmental pollutants at low levels. It is increasingly utilized as a tool to understand the interactions between genes and environmental exposures and to identify “at-risk” populations and individuals. This course covers both the basic concepts and the practical issues involved in conducting biomarker studies in human populations with environmental exposures. Topics include the strengths and limitations of biomarker applications, criteria for the selection and validation of commonly used biomarkers, approaches of newly emerging technologies (e.g., proteomics) relevant to discovery and development of new biomarkers, issues of quality control, and ethical considerations in biomarker research. The course also provides students with lectures focusing on specific environmental carcinogens regarding the current findings and future research needs of their biomarker applications.

Weather, Air Pollution, and Health

Weather, Air Pollution, and Health G48.1010 Prerequisite: for graduate students, B.S. in biology, chemistry, or an environmental health science-related field; for undergraduate students, chemistry/biology course work with instructor’s permission. Thurston. 4 points.

Global climate change concerns have made clear the need to better understand the interaction of air pollution and weather. This course gives the student an appreciation for the scientific bases for the known effects of weather on air pollution and, conversely, for the known and hypothesized effects of air pollution on weather and climate change, as well as their respective interactions with human health. Lecture topics include the fundamentals of atmospheric motions and weather; air pollution formation and dispersion in the atmosphere; acidic air pollution and acid rain; the health effects of air pollution and of extreme weather; global-scale weather and air pollution; and the effects of air pollution on the ozone layer and climate change.

Global Issues in Environmental Health

Global Issues in Environmental Health G48.1011 Thurston. 4 points.

Provides students with an introduction to the key environmental issues confronting international health. The course covers factors associated with environmental health problems in both the developed and developing world. Students gain an understanding of the interaction of individuals and communities with the environment, the potential impact on health of environmental agents, and specific case studies introducing concepts of environmental health. The course consists of a series of weekly lectures, each followed by group discussions of relevant examples from ongoing world events and/or recent developments in global environmental health. The lectures first introduce core principles derived from multiple environmental health disciplines, including toxicology, epidemiology, and risk assessment. The course then covers specific issues in environmental diseases that influence health in the developed and developing worlds (e.g., environmental and health impacts of agribusiness and energy production as well as infectious and vector-borne diseases such as influenza and malaria). The overall course goal is to illuminate the challenges involved in balancing environmental health considerations in a rapidly growing and developing world.
Environmental Radioactivity
G48.2017 Prerequisite: G48.2017 or permission of the instructor. Harley. 4 points.
Comprehensive evaluation of the levels, distribution, and variability of radioactivity in the environment. Sources and transport of radionuclides in the atmosphere, hydrosphere, and biosphere. Health effects of radioactive pollution from natural sources, nuclear weapons testing, and the nuclear fuel cycle.

DNA Replication, Damage, and Repair G48.2018 Prerequisite: biochemistry or permission of the instructor. Klein, 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 Prerequisite: permission of the instructor. M. Cohen. 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 brief, written description of the topics being covered 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 Ito. 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 Prerequisites: G48.2035 and permission of the instructor. Laboratory and field trips. Ito. 4 points per term.
Covers the instrumental techniques and procedures for the subjects covered in G48.2035.

Introduction to Epidemiology G48.2039 Marmar. 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 intervention 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 Prerequisite: biochemistry or permission of the instructor. 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.

Generic Susceptibility/Toxicogenomics G48.2042 Arslan, Klein. 4 points.
Generic 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 techniques used to explore relationships between polymorphisms and disease and the moral and legal ramifications of access to this data.

Cell Signaling and Environmental Stress G48.2043 Prerequisite: undergraduate biology or biochemistry. X. Huang, C. Huang. 4 points.
In the last few years, we have gained extensive knowledge of how cell surface receptors transmit signals to the nucleus, thereby controlling the expression of genetic programs involved in many cellular processes, including normal and aberrant cell growth. Signaling motifs (e.g., nuclear transcription receptors, kinase/phosphatase cascades, G-coupled protein receptors, etc.) are components of signaling webs, which are targets of disruption by environmental pollutants. This course covers various signal transduction pathways such as cytokine signaling and signal transduction to the nucleus by mitogen-activated protein kinase (MAPK). Some of the known detailed mechanisms, such as regulation of MAPK by phosphatases...
(removal of phosphorylation) and dual phosphorylation of MAPK on the relevant threonine and tyrosine leading to the downstream activator protein-1 (AP-1) activation, are discussed. The course further illustrates that alteration of the pathways by environmental pollutants, such as transition metals and airborne particles, may be implicated in pathological processes, cancer, inflammation, and chronic obstructive pulmonary diseases. Students gain a basic understanding of principles emerging in the signaling field and how they serve as guiding tools for students engaged in basic, clinical, and translational medical research.

Epidemiologic Methods G48.2044
Prerequisite: G48.2039 or G48.2303.
Zeelenb踌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 permission of the instructor. Shen. 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. Avrham. 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.

Introduction to Survival Analysis
G48.2047
Prerequisites: G48.2303 or basic statistics course, and permission of the instructor. Goldberg. 4 points.
This course reviews the basic concept of survival analysis, including hazard functions, survival functions, types of censoring, Kaplan-Meier estimates, and log-rank tests. Parametric inference includes the Exponential and Weibull distribution. The proportional hazard model and its extension to time-dependent covariates are included. Additional topics include accelerated failure time model, competing risks and multistate models. Recurrent event data are also clinical and epidemiologic examples used to illustrate the various statistical procedures.

Radiological Health G48.2301
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.

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

Advanced Topics in Biostatistics
G48.2304
Prerequisites: G48.2303 or 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
Prerequisites: basic statistics course; some programming experience or willingness to learn. Prior familiarity with R or S-plus is not required. Belitskaya-Levy. 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 source of this contamination and examines the toxic effects of metals such as mercury, cadmium, arsenic, lead, vanadium, nickel, beryllium, cobalt, aluminum, chromate, selenium, and others. Each metal is considered with regard to its major toxic action. Mechanisms are emphasized.

Environmental Carcinogenesis G48.2309
Burns. 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
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
Prerequisite: G48.2310, G48.1006, or permission of the instructor. Zeldhoff. 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.

Advanced Topics in Data Mining with Applications to Genomics G48.2331
Prerequisite: advanced training in biostatistics and statistical methods, and permission of the instructor. Seminar. Belitskaya-Lerz. 2 points.
This course introduces, illustrates, and evaluates a variety of statistical data mining methods employed in the context of large-scale genomic experiments, with an emphasis on applications to DNA microarrays. Techniques covered correspond to commonly encountered research questions and study designs. Topics may vary and include preprocessing/normalization of expression array data, exploratory data analysis, hypothesis testing, linear models, clustering, discrimination, prediction, and bootstrap methods. The course features extensive discussion and illustration of data mining techniques covered in the text. The Elements of Statistical Learning, by Haste et al. (Springer, 2001), and associated computational tools and resources. A brief overview of micro-array technology is included, as is discussion of recent array-related developments and extensions.

Methods for the Analysis of Longitudinal Data G48.2332
Prerequisites: some background in biostatistics and statistical methods; basic knowledge of matrix algebra, random vectors, multivariate normal distribution, and regression methods; and permission of the instructor. Seminar. Liu. 2 points.
This course covers statistical methods for analyzing longitudinal data, which mainly are collected in the form of repeated measurements over time. Topics include the linear model for longitudinal continuous data (e.g., multivariate normal model and mixed-effects models) and methods for analyzing longitudinal categorical data in the form of counts and binary data (e.g., generalized linear model and generalized estimating equations). Dropouts, missing mechanisms, and semiparametric methods are also discussed, with emphasis on newly proposed methods in the literature.

Independent Study: Ergonomics and Biomechanics G48.2100
Prerequisites: G48.2101, G48.2111, G48.2121, and G48.2131, or permission of advisor. Faculty. 1-12 points.
This course 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. At the end of each semester, the student is expected to submit a written report.

Biomechanics G48.2101
Prerequisite: calculus, physics, or permission of the instructor. Goldsby. 4 points.
This course consists of two parts. In the first part, the basic concepts of mechanics, such as force and torque, are introduced. These concepts are first applied to analyze relatively simple mechanical systems. Analogies between basic mechanical elements and human body parts are formed, and the principles of mechanics are then applied to analyze muscle and joint reaction forces controlling and coordinating the movements of major joints of the human musculoskeletal system.

The second part of the course is devoted to the analyses of “moving” systems with applications to human motion analyses and sports mechanics. The topics covered include description and causes of linear and rotational motion, one- and two-dimensional linear and angular kinematics and kinetics motion analysis as well as concepts of work, energy, power, impulse, and momentum and their application for the analysis of bodies in motion. Course lectures are carried out by solving examples and problems on the covered topics.

Physical Biomechanics G48.2111
Prerequisites: calculus and basic anatomy of the musculoskeletal system, or permission of the instructor. Weiner. 4 points.
This course consists of two parts. In the first part, the laws of physics and basic concepts of biology, physiology, and mechanics are applied to explain the effect of applied forces and the biomechanical response of the tissues of the neuromusculoskeletal system.

The second part of the course uses basic biomechanical concepts to describe motion undergone by various body/joint segments and the forces acting on these body parts during normal daily activities. To facilitate the understanding of the basic tissue/joint musculoskeletal biomechanics, selected case studies are used over the course of the semester.

Applied Biomechanics in the Analysis of Human Performance G48.2112
Prerequisites: G48.2101 and G48.2111, or permission of the instructor. Campello. 4 points.
This course builds on the Physical Biomechanics and Biomechanics courses. Its primary purpose is to explore the major processes and mechanisms underlying human motor performance and the pathomechanics of the most relevant occupation-related musculoskeletal disorders (MSDs). Biomechanical principles and their interaction with basic applied sciences are systemically introduced to produce a meaningful conceptual framework and facilitate hypothetical-deductive reasoning.

In the first part of the course, specific topics covered include the review of physical biomechanics with increased emphasis on its interaction with other applied sciences, such as neuroscience and energetics physiology.
The second part of the course focuses on multisegmental motion analysis and clinical biomechanics of selected case studies on occupation-related MSDs.

Practicum in Ergonomics and Biomechanics G48.2121 Prerequisites: G48.2111, G48.2112, G48.2131, and G48.2303, or permission of instructor. Sheikhzadeh. 4 points.
Focuses on methods and instruments for data collection and analysis of musculoskeletal disorders (MSDs). Uses lectures and hands-on projects to illustrate theoretical and practical issues with the use of various instruments. Emphasis is on appropriate methods of data collection and analysis of risk factors for MSDs—posture, force, and motion—using electromyography signals. Introduces students to the basic principles underlying the acquisition of a physiological signal via computer and to statistical methods for analysis and interpretation.

Research Methods in Ergonomics and Biomechanics G48.2123
Prerequisite: G48.2303. Weiser and Hiebert. 4 points.
This course gives graduate-level students an overview of common study designs in scientific and medical research and specific knowledge in the application of these research methods to the field of ergonomics and biomechanics. Students also learn to critically evaluate scientific papers and draw valid conclusions.

The first part of the course is an overview of the scientific method and various study designs that can be used to investigate musculoskeletal disorders (MSDs). The second part focuses on specific topics relevant to research practice, such as issues in measurement, measurement instrument validation, statistical analysis, and the ethical conduct of research. Illustrations of the applications of these methods are presented in the context of ergonomic and biomechanical approaches to the evaluation and control of musculoskeletal disorders.

Ergonomics Issues I: Physical Factors in the Workplace G48.2131
Prerequisites: G48.2101 and G48.2111, or permission of the instructor. Halpern. 4 points.

Ergonomics is the study of fitting the workplace to the capabilities of the human worker. Ergonomists apply knowledge from biomechanics, physiology, psychology, and engineering to the design of tasks, work organization, work environment, workstations, and tools.

Taking a “system 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 ergonomics program for injury prevention. In the first half, it demonstrates how the principles of physiology and biomechanics apply to workstation and tool design. The second half of the course covers industrial ergonomics applications: controlling cumulative trauma disorders of the upper extremities, office work, and manual material handling.

Ergonomics Issues II: Environmental Factors in the Workplace G48.2132
Prerequisites: G48.2101, G48.2111, and G48.2131, or permission of the instructor. Menon. 4 points.
Covers environmental influences 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 organizational factors. Enables students to appreciate environmental issues that affect ergonomic interventions in the workplace.

Applied Ergonomic Methods: Independent Study G48.2133
Supervised by a faculty member. 1-4 points.
This study project is intended to guide students in the application of ergonomic methods. The project is carried out under the supervision of one or more faculty members. Students may conduct the study in the field, at their workplace. Students are required to submit a written report for grading. The work may encompass up to two semesters. The topic and scope of the work are negotiated in advance with the program coordinator and approved by the faculty.

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 and Mediterranean Studies 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 a grant provided by the U.S. Department of Education, which in 1991 designated the Center, along with the European Institute at Columbia University, as a National Resource Center for Western Europe. The grant also funds the Foreign Language and Area Studies (FLAS) Fellowship Program, which provides full-year and summer language-study fellowships for graduate students in various disciplines who are conducting research on Western Europe.

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.

K. Fleming, Professor, History, Program in Hellenic Studies, Middle Eastern and Islamic Studies; Associate Director, Remarque Institute; Director, Alexander S. Onassis Program in Hellenic Studies. Ph.D. 1996 (history), California (Berkeley); M.A. 1989 (history of religions), Chicago; B.A. 1988 (religion), Barnard College/Columbia. Post-Byzantine and modern Greek history; western Ottoman provinces; Mediterranean and Greek Jewry.

Sylvia Maier, Assistant Professor/Faculty Fellow. Ph.D. 2001 (political science), M.A. 1999 (political science), Southern California; B.A. 1994 (political science), Vienna.

Politics of immigration in Europe; Islam-state relations in Europe; cultural diversity and identity.


Lidia Santarelli, Assistant Professor/Faculty Fellow. Ph.D. 2005 (history and civilization), European University Institute; Laurea 1996 (history), La Sapienza (Rome).

Italian fascism; nations and nationalism in the Balkans; collective memory in post-1945 Europe.


Larry Wolff, Professor, History; Director, Center for European and Mediterranean Studies. Ph.D. 1984 (history), Stanford; M.A. 1980 (history), Stanford; B.A. 1979 (history and literature), Harvard. Eastern Europe; Poland; Habsburg monarchy; Enlightenment.
### Programs and Requirements

**MASTER OF ARTS**
The Master of Arts program in European studies is an interdisciplinary program in the social sciences and humanities designed to prepare students for professions requiring an advanced understanding of Europe. The program draws upon the established resources of existing country programs in French studies, Italian studies, and Hellenic studies, as well as the disciplinary programs, and also offers courses of its own. M.A. students choose one of three tracks for specialization: European culture and society; European politics and policy; or Mediterranean studies.

Eight courses (32 points), a thesis or a special project, and an oral examination are required for the M.A. degree. Of the eight courses, two are required (an introductory course, What Is Europe?, and the graduate research seminar in European studies). The degree may be completed in 12 months, that is, two semesters and a summer session. Students are strongly recommended to complete their summer session at one of NYU’s study abroad sites in Europe.

Knowledge of a European language (other than English) at the advanced level is also required. Students can prove this advanced knowledge either by having completed during their undergraduate studies an advanced-level language course or by passing the GSAS foreign language proficiency examination prior to graduation. Knowledge of a second European language is also encouraged. A 4-point internship approved by the M.A. adviser is recommended.

**STUDY ABROAD**
Candidates for the M.A. degree in European studies are encouraged to spend their summer session abroad.

**RESEARCH WORKSHOPS AND EVENTS**

**Research Workshops:** These ongoing study groups are made up of faculty and graduate students from New York University and other area institutions and aim to help refine and design research projects, both individual and collective.

Currently the organized workshops are as follows: Modern European History; Eurasian Connections; Gender and Transformation: Women in Europe; Mediterranean Studies; and Language Acquisition Assessment.

**Faculty Colloquia:** A series of public lectures, the Center for European and Mediterranean Studies Lecture Series, is organized by the Center primarily to bring specialists from Europe and from other American universities to the NYU community. Speakers from the United States and Europe focus on such issues as immigration, class relations, the political construction of Europe, nationalism, and the relationship between politics and culture.

**Conferences:** The Center organizes national or regional conferences on European subjects, open to faculty and graduate students. Conferences held in 2007–2009 included "The Radical Right in Post-1989 Central and Eastern Europe," "The New Mediterranean," and "The Boundaries of Europe, Religious Identities, State-Church-Party Relations, and the European Project."

**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 three federally funded academic-year Foreign Language and Area Studies (FLAS) Fellowships for students who will study a West European language as an integral part of an academic program. It offers a small number of graduate fellowships that provide CEMS students tuition and stipends. Four FLAS summer language training fellowships are 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. This information is also available on the GSAS Web site at [http://gsas.nyu.edu/page/grad/financialaid](http://gsas.nyu.edu/page/grad/financialaid).

---

**ADVISORY COMMITTEE**
Ulrich Baer, German, Comparative Literature; Ruth Ben-Ghiat, Italian; Dalton Conley, Sociology; James D. Fernández, Spanish and Portuguese Languages and Literatures; John Joseph Lee, History; Judith Miller, French; Liana Theodoratou, Program in Hellenic Studies.
Courses

Courses offered by the Center are open to students in all departments and professional schools. 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 Staff: 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. 4 points. What Is Europe? A Cultural Approach G42.2301 Staff: 4 points. Examines the formation of the European nation-state starting with the French Revolution. Provides an overview of key issues, including citizenship, exclusion, immigration, identity, nationalism, security, and the creation of the European Union and its policy formation.

France in Europe G42.2424 Identical to G46.2424. 4 points.

East European Politics G42.2580 Staff: 4 points. Analysis of postcommunist Eastern Europe, focusing on main theoretical explanations of democratic survival, developments in Eastern Europe and the former Soviet Union in comparative perspective, and single-country studies.

The Mediterranean in Historical Perspective G42.2660 Santarelli. 4 points. Trains students in the history of the Mediterranean and provides them with insights into the theories and interpretations of the Mediterranean. Analyzes the ways in which the Mediterranean has been identified not only as a geographical region, but also as a cultural, political, and social one. Examines the reshaping of cultural, political, and social borders across the Mediterranean.

A Modern Mediterranean Region: Myth or Reality G42.2670 Santarelli. 4 points. Examines major political, cultural, and social trends of the region during the past two centuries, focusing on whether it is correct to locate these developments as particularly "Mediterranean" or not.

Graduate Seminar in European Studies G42.3000 Staff: 4 points. Trains European studies graduate students in approaches to research and in the sources and uses of research materials on Europe. Students start work on what will eventually become the master's thesis. Topics of discussion include how to select an appropriate topic, how to formulate a question about it, and how to design and develop the argument at the core of the thesis.

European Economy in a Globalized Market G42.3506 Staff: 4 points. Investigates theoretical and empirical work that has been published, looking first at historical and macro levels of analysis, and then at the institutional and sector impact of agent and structure explanations. The EU has gained considerable competence, yet it remains the victim of political dispute among 15 rival governments. Some sovereignty has been ceded to federalist agencies in Brussels, to the European Court, and to the EU Central Bank (ECB), but the power transfer is far from complete.

Politics of Immigration and Integration in Western Europe G42.3507 Maier. 4 points. Analysis of the histories and philosophies of immigration in the United Kingdom, France, and Germany, their minority integration regimes, the principal theories of multicultural accommodation, key issues in minority integration, and the tension between cultural sensitivity and women's rights.

Topics in European and Mediterranean Studies G42.3901 Staff: 4 points. Recent course topics:

Comparative European Politics
Advanced Topics in European Politics
European Citizenship
Eastern Europe
Southern European Cinema
The EU and Its Global Role
Religion and Democracy—Theoretical and Comparative Perspectives
The European City and the American City
The Institute of Fine Arts (IFA) 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 programs leading to the degrees of Master of Arts and Doctor of Philosophy, the Advanced Certificate in Conservation of Works of Art in conjunction with the M.A. program, and the Certificate in Curatorial Studies issued jointly with the Metropolitan Museum of Art in conjunction with 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


Margaret Holben Ellis, Eugene Thaw Professor of Paper Conservation; Director, Thaw Conservation Center, Morgan Library and Museum (part-time); Conservation Consultant, Villa La Pietra. M.A., Dip. (conservation) 1979, New York; B.A. 1975, Barnard College. Conservation of 20th-century works of art on paper.


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.
Clemente Marconi, James R. McCredie
Professor of the History of Art and Archaeology. Ph.D. 1997; Scuola Normale Superiore (Pisa).
Archaic and classical Greek art, architecture, and archaeology.

Michele D. Marincola, Professor, Conservation; Interim Director, Institute of Fine Arts; Sherman Fairchild Chairman, Conservation Center (on leave 2008-09); Conservator, The Cloisters, Metropolitan Conservation; Interim Director, Institute of Architecture, and archaeology.
Conservation of polychrome wooden sculpture and stone sculpture.


Archaic and classical Greek art, architecture.


Islamic art and architecture.

Edward J. Sullivan, Professor, Art History; Dean for Humanities, Faculty of Arts and Sciences.
Modern Latin American art.

Early Christian and Byzantine art and architecture.

Romanesque, Gothic, and Renaissance architecture.

Roman art.

Early modern art of the Netherlands; critical theory.

FACULTY EMERITI
Evelyn B. Harrison, Edith Kitzmiller Professor Emerita of the History of Fine Arts.

Egbert Haverkamp-Begemann, John Langeloth Loeb Professor Emeritus of the History of Art; Coordinating Scholar, Robert Lehman Collection Scholarly Catalogue.


James R. McCredie, Sherman Fairchild Professor Emeritus of Fine Arts; Director, Excavations in Samothrace.

INSTITUTE LECTURERS
Beryl Barr-Sharrar, Adjunct Professor of Fine Arts
Greek vase painting.

Miriam Basilio, Assistant Professor, College of Arts and Science.
Spanish and Latin American art.

Andrea Bayer, Curator of European Paintings, Metropolitan Museum of Art.
Curatorial studies.

Dietrich von Bothmer, Distinguished Research Curator 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.

Helen Evans, Curator of Byzantine Art, Metropolitan Museum of Art.
Curatorial studies.

Marsha Hill, Curator, Egyptian Art, Metropolitan Museum of Art.
Egyptian art.

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

Jeffrey Muller, Visiting Professor.
Seventeenth- and 18th-century art.

Nadine Orenstein, Curator, European Paintings, Metropolitan Museum of Art.
Seventeenth- and 18th-century art.

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

Robert Storr, Dean, School of the Arts, Yale University.
Post-WWII art and art criticism.

Jeffrey Weiss, Adjunct Professor of Fine Arts.
Modern and contemporary art.

Bonna D. Wescot, Associate Professor of Art History, Emory University.
Greek archaeology; excavations in Samothrace.
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 Conservation Center, 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 in art history 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 10075-0119; 212-992-5800; e-mail: ifa.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.)

Nonmatriculated Status: A student in another university’s graduate art history program may register for courses at the Institute by applying for nondegree status, with the permission of the IFA director of graduate studies, 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 year of study, each student registers for a minimum of five courses. 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

Language Requirements: To succeed in their graduate and professional careers, M.A. students need to be equipped to read the modern scholarly literature in art history, archaeology, and conservation. To this end, they are expected to demonstrate reading proficiency in two modern languages other than English by passing a written language examination in each. In principle, these two languages are German and French. The first examination must be taken at the beginning of the student’s first semester at the Institute, with a failure made up in the following semester. The Institute administers written examinations in German and French in fall, winter, and spring; dates are posted on the academic calendar. Application to the director of graduate studies is required to take either language examination for a third time.

Under rare circumstances, if Italian or Spanish is the primary scholarly language in the student’s field of specialization, that student’s faculty adviser may recommend that the student be examined in that language instead of French. In such a case, the student’s faculty adviser must petition the director of graduate studies for approval of
achieve a B+ or better average. Failure to do so results in automatic probationary status. A student on probation within one semester is expected to attain a B+ average. 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 1780; (5) Western art, 1780 to the present; and (6) African, Oceanic, pre-Columbian, and Native American art. At least one course must be taken in area (1) or (6). In addition, one course must be taken in the conservation of works of art.

Students planning to specialize in East Asian art may, with the written approval of their adviser, take two of the distribution requirement courses listed under (1) above.

Two Qualifying Papers for the Master’s Degree: One qualifying paper is required in each of two different major areas, as defined above. Each paper is written under the direction of a different faculty member. 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. 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 Course 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 fields 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 (six courses) must be in classroom seminars, of which 8 points (two courses) must be 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 four courses for undergraduate language study in their field.

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 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.

Final Examination in Major and Minor Fields: Students matriculated for the Ph.D. degree are required to pass the final examination in one major and two minor fields. 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 fields 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 fields, a two-week written paper on questions designed for 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 field with an average of A- or better.

Major and Minor Fields: Each area listed below constitutes a minor field. Normally two contiguous areas constitute a major field. An additional field, the related minor, must be directly related to the major, while a second field, the unrelated minor, should be distinctly removed from the major field. 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 areas from which a student selects the major and minor fields for examination are (1) prehistoric and protohistoric art of the Old World; (2) African and Oceanic art; (3) pre-Columbian art; (4) early Chinese art through the Han Dynasty; (5) Chinese art from the Northern and Southern Dynasties to the Yuan Dynasty; (6) later Chinese art, Ming Dynasty to the present; (7) Chinese pictorial art; (8) Japanese art, ca. 600-1300; (9) Japanese art, ca. 1300 to the present; (10) Buddhist art; (11) Indian art (non-Muslim); (12) art of Southeast Asia; (13) Egyptian art; (14) ancient Near Eastern art; (15) Aegean art; (16) Greek art; (17) Roman art; (18) Early Christian through Carolingian art; (19) Byzantine art; (20) Islamic art to the Mongol conquest, 690-1250; (21) Islamic art after the Mongol conquest, 1250-1800; (22) Romanesque art; (23) Gothic art; (24) Italian art from 1300 to 1500; (25) Italian art of the 16th century; (26) art outside Italy from 1400 to 1600; (27) art in Italy, France, and Spain from about 1580 to the end of the 17th century; (28) art of the Netherlands, Germany, and England from about 1580 to the end of the 17th century; (29) European (including English) and American art from 1600 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: 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. The completed dissertation is expected to 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.

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/Armenian; ancient Near Eastern/early Islamic; Byzantine/Greek or Roman; Roman/Indian (Gandhara); Byzantine/early Islamic; Early Christian/early Islamic. 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 16 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, in consultation with the director of graduate studies.

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 Certificate in Curatorial Studies is awarded at the completion of all requirements.

Requirements:

1. Curatorial Studies I (G43.2037): 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. Conservation course: At least one course in the field of conservation and technology of works of art is required. Students may choose from the courses designed for art historians.

3. M.A. degree in art history: All requirements for the Institute’s rigorous master’s degree must be completed as the foundation of the program. See the Admission paragraph and Master of Arts section for a description of the admission and degree criteria.

4. Ph.D. candidacy interview: Whether or not the student intends to pursue the doctorate as well as the curatorial studies certificate, he or she must be accepted by the faculty as being capable of doing Ph.D. work through acceptance into the Ph.D. program. See the Doctor of Philosophy section for a description of the necessary qualifications and the candidacy review process.

5. Curatorial studies interview: Students interested in pursuing the curatorial studies certificate must be accepted into the program by the Joint Committee on Curatorial Studies. Interviews are scheduled at the beginning of each academic year. Students are asked to discuss their long-term career goals, areas of special interest, and their preparation to date, including academic work and a demonstrated interest in curatorial issues. Normally the interview is held after the requirements listed above have been met and before Curatorial Studies II is taken.

6. Curatorial Studies II (G43.2537): A colloquium, conducted by a full-time curator from the Metropolitan Museum of Art, with additional lectures by 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 (G43.3037): Normally a nine-month internship, designed to provide maximum practical experience in each student’s area of specialization. Completion of Curatorial Studies I and II is a prerequisite, and usually the internship is elect after completion of all course work. Students should apply to the director of the program to make internship arrangements at least six months in advance of the desired starting date. The internship may be in a department at the Metropolitan Museum of Art or at another museum as appropriate to the student’s interests. A substantive written project is required.

Recommendations: Students should seek out courses in art history that consider objects in the original and should take full advantage of the opportunity to study and work with Institute faculty who are active in museum projects. Relevant work experience is encouraged. Students are urged to avail themselves of appropriate courses in conservation beyond the required minimum.

Financial Assistance: For the internship, fellowships are available on a competitive basis up to the level of top dissertation grants. Other aid may be awarded on the same basis as for students in other programs at the same general point of progress in their studies. Applications should be made through regular Institute of Fine Arts channels.

Questions about the Curatorial Studies Program offerings should be directed to the Academic Office at the Institute of Fine Arts, 212-992-5868.

CONSERVATION CENTER

The Institute’s Conservation Center, located in the Stephen Chan House, 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 enroll in the master’s program in art history and at the same time undertake research projects, laboratory work, and seminars in special areas of conservation such as advanced x-ray techniques or the treat-
Course of Study: Sixty-nine points are 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 are taken, including at least two seminars that must be in two different areas. Fifteen conservation courses (45 points) are taken as well, beginning with a two-year series of core classes that introduce students to the fundamentals of material science, conservation, and preventive care. One course must be an upper-level science class. With their second year of study, students choose to specialize in one of the following primary areas of study: conservation of paintings, objects, paper, photographs, or textiles. Students may additionally declare a special interest in modern and contemporary art conservation and take course work toward this specialty. Upper-level courses in each of these areas, as well as individualized instruction from conservators in the New York City area, are available. The internship is completed over two semesters in the fourth year 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. For more information on the program of study, please visit our web site at www.nyu.edu/gsas/dept/finart/ifa/curriculum/conservation.htm.

All requirements for the Institute’s M.A. degree, including languages, first-term paper, timing, academic standards, and two qualifying papers (one of which may be supervised by a member of the full-time conservation faculty) apply equally to students in the conservation training program.

The art history requirements may be partially or completely satisfied by an MA previously earned. A copy of the thesis or another research paper must be submitted to the director of graduate studies in order to judge its equivalency. The program may be followed only on a full-time basis and is normally completed in four years. The program leads to an M.A. degree in the history of art after six semesters and to an Advanced Certificate in conservation upon completion of the program. Those students holding an M.A. in the history of art from another institution and accepted by the director of graduate studies may complete the program for the Advanced Certificate in conservation in three years, including the internship.

Noncredit Summer Courses: The Institute offers a limited summer program, including special courses designed by the Conservation Center on topics of interest to conservators, scientists, and museum professionals. Further details and enrollment information can be obtained from the Conservation Center at www.nyu.edu/gsas/dept/finaart/ifa/curriculum/conservation.htm.

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 Stephen Chan Library of Fine Arts and the Conservation Center Library are noncirculating collections that serve the research needs of currently registered students, faculty, and visitors upon application. Office hours during the academic year for the Stephen Chan Library of Fine Arts are Monday and Friday, 9 a.m.-5 p.m., and Tuesday-Thursday, 9 a.m.-7 p.m.; for the Conservation Center Library, they are Monday-Friday, 9 a.m.-5 p.m.

The Institute Slide Collection is open to Institute students Monday-Friday, 9 a.m.-6 p.m. The Photographic Archive is open by appointment and permission of the curator. Consult the Institute’s Curator of Visual Resources for details of other available services.
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.

| Courses |
|-----------------|-----------------|-----------------|
| Prehistoric Art of the Old World | Art and Archaeology of Eastern Central Asia, Tibet, and Korea | Art in Italy, France, and Spain from ca. 1580 to the End of the 17th Century |
| African and Oceanic Art | Art of South and Southeast Asia | Art of the Netherlands, Germany, and England from ca. 1580 to the End of the 17th Century |
| Pre-Columbian and Native North American Art | Islamic Art Before the Mongol Invasion | Art of the Western World from 1680 to 1790 |
| Early Chinese Art Through the Han Dynasty | Islamic Art After the Mongol Invasion | Art of the 19th Century |
| Chinese Art from the Northern and Southern Dynasties to the Yuan Dynasty | Islamic Art: Thematic and Theoretical Issues | Art of the 20th Century |
| Chinese Art of the Ming and Qing Dynasties | Egyptian Art | Viceregal Art of Latin America, ca. 1500-1800 |
| Japanese Archaeology, Art, and Architecture up to the End of the 12th Century | Ancient Near Eastern Art | Modern and Contemporary Art of Latin America from 1800 to the Present |
| Japanese Art and Architecture from the Later 12th Century Through 1700 | Aegean Art | Transhistorical Studies |
| Japanese Art and Architecture from Around 1700 to the Present | Greek Art | Theory and Criticism |
| Modern Art in East Asia | Roman Art | Curatorial Studies |
| Art and Archaeology of Eastern Central Asia, Tibet, and Korea | Early Christian and Early Byzantine Art | Fundamental Conservation Courses (required) |
| Art of South and Southeast Asia | Middle and Late Byzantine Art | Conservation Courses for Art Historians |
| Islamic Art Before the Mongol Invasion | Early Medieval European Art, ca. 700-1200 | Advanced Conservation Courses (electives) |
| Islamic Art After the Mongol Invasion | Later Medieval European Art, ca. 1100-1500 | |
| Islamic Art: Thematic and Theoretical Issues | Italian Art, ca. 1250-1500 | |
| Egyptian Art | Italian Art of the 16th Century | |
| Ancient Near Eastern Art | European Art Outside Italy from 1400 to 1600 | |
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.
Denis Hollier, *Professor; Chair, Department of French. Docteur de Troisième Cycle 1973, C.A.P.E.S. 1970 (philosophy), Paris. Nineteenth- and 20th-century literature; literature and history; theory.


John Moran, *Clinical Assistant Professor; Director, Language Programs, Faculty Fellow in Residence, Ph.D., Tulane; M.S., Georgetown; B.A., Tulane. Foreign language methodology and pedagogy; historical linguistics; Old French language and literature; language policy and reform.


Lucien Nois, *Assistant Professor. Ph.D., Princeton. Seventeenth- and 18th-century literature and philosophy; political theory; critical theory; religion.


**LANGUAGE LECTURERS**


**REGULAR VISITING FACULTY**


**RECENT VISITING FACULTY**

Raymond Bellour, Leo Bersani, Pascal Bruckner, Hélène Cixous, Lucette Finas, Marc Fumaroli, Gérard Genette, Tahar Ben Jelloun, Alain Robbe-Grillet, Danièle Sallenave, Guy Scarpetta.

In addition, Jacques Derrida was a regular visitor to the department every fall.

**AFFILIATED FACULTY IN OTHER DEPARTMENTS**

Edward Berenson, *History; Herrick Chapman, *History; Frédéric Vigier, French Studies; Manthia Diawara, Comparative Literature; Daniel Javitch, Comparative Literature; Timothy J. Reiss, Comparative Literature; Susan Carol Rogers, Anthropology; Kristin Ross, Comparative Literature; Emmanuelle Saada, French Studies.

**FACULTY EMERITI**

Charles Affron, Serge Doubrovsky, Erika Ostrovsky, Max Sorkin.

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 six of seven areas (Middle Ages; Renaissance; 17th, 18th, 19th, and 20th centuries; Francophone) and one course in textual analysis.

**Foreign Language Requirement:** The Graduate School of Arts and Science requires foreign language proficiency. The French requirement must be fulfilled by passing any departmental course with a grade of B or better.

---

**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 required to submit a sample of their writing.

**MAJOR 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 six of seven areas (Middle Ages; Renaissance; 17th, 18th, 19th, and 20th centuries; Francophone) and one course in textual analysis.

**Foreign Language Requirement:** The Graduate School of Arts and Science requires foreign language proficiency. The French requirement must be 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; in some instances it may be pursued 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.

MASTER OF ARTS PROGRAM IN TEACHING FRENCH AS A FOREIGN LANGUAGE (Joint with Steinhardt School of Culture, Education, and Human Development)

This unique, transatlantic, and highly innovative 47-credit Master of Arts program combines two semesters in Paris and two semesters in New York City. The program leads to initial certification as a teacher of French for grades 7-12 and is offered jointly by Steinhardt's Foreign Language Education Program and NYU in Paris, Department of French, Graduate School of Arts and Science.

Degree Requirements: Students must enroll for full-time study (at least 12 points) for the two semesters at NYU in Paris. Students may complete remaining course work at the Washington Square campus on a full-time basis.

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 and written qualifying examination and a dissertation proposal 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) in each of seven areas of French and Francophone literature and one course in literary theory.

Fields of Study: In consultation with the director of graduate studies, 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 another discipline: linguistics, art history, cinema studies, performance studies, or comparative literature.

Certificate of French Studies: Students taking 16 points in summer courses or academic year core 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: 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 (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 student for the language's work.

Ph.D. Qualifying Examination: An examination composed of a two-hour oral portion and a take-home written portion 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.

Dissertation Proposal Examination: As soon as possible, but no later than two semesters after the successful completion of the Ph.D. qualifying examination, the student must submit a dissertation prospectus on which he or she will be orally examined for one hour.

Admission to Candidacy: When the student has completed at least one year in residence and all course and language requirements and passed the Ph.D. qualifying examination and the dissertation proposal 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 of five.

DEPARTMENTAL INFORMATION

Grades: Ph.D. students are expected to maintain at least a B+ average. M.A. students are expected to maintain at least a B average. A student whose grades fall below these averages is automatically placed on probation. A student normally remains on probation no longer than one semester. The department enforces the rules of the Graduate School of Arts and Science pertaining to grades of incomplete.

Lectures, Miniseminars, Conferences: The Department of French, La Maison Française, and the Institute of French Studies regularly host eminent writers, scholars, and artists from the United States and abroad. Lectures are sponsored several times each week while occasional miniseminars present visitors in an intimate seminar format. Among recent speakers have been Robert Badinter, Edgar Morin, Toril Moi, Maryse Condé, Bernard-Henri Lévy, Marie Darrieussecq, Edouard Glissant, Pascal Bruckner, Alain Finkielkraut, Marc Fumaroli, Patrick Chamoiseau, Michel Houellebecq, Michèle Perrot, Sylviane Agacinski, Michel Butor, Jean Baudrillard, Roger Chartier. The subjects of recent conferences have been “French Theory in America,” “Les Antiaméricanismes,” “Remembering Roland Barthes . . . 20 Years Later,” “Migration, Memory, Trace: Writing in French Outside the Hexagon,” “Cahiers
The courses listed below are among those offered. The 1000-level courses give students a general background, and the 2000-level courses prepare advanced students for a specialization in the field of their choice. 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.

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.

**Medieval Theatre**

G45.2221  Vitz.

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.

**Introduction to Medieval French Literature**

G45.1211  Vitz.

**RENAISSANCE**

**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?

Studies in 16th-Century Literature
G45.2390
A selected topic is described below.

Baroque and Preclassical Literature
Zezula. 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

Studies in 17th-Century Literature
G45.2490 4 points.
A selected topic is described below.

Women Writing Women in Early Modern France Goldclyne.
This seminar examines both the changing sociohistorical 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 relation 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?

18TH CENTURY

Studies in 18th-Century Literature
G45.2561
Recent topics include:

Anthropology of the Enlightenment Nuss. 4 points.
Considered by Emile Durkheim and Claude Lévi-Strauss as the father of human sciences, Rousseau was one of the first to insist on the importance of what was to become anthropology: “The most useful and the least advanced of all sciences seems to me that of mankind.” Along with him, 18th-century thinkers such as Diderot, Buffon, Maupertuis, and Kant reflected on fundamental questions concerning the origins of societies, natural law, the varieties of the human species, reproduction, death, monsters, and the relationship between man and animal. This seminar proposes to explore the philosophical, political, and social implications of this dramatic intellectual shift towards the purely, or merely, human.

The Age of Enlightenment Denevan-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.

Diderot G45.2573 Denevan-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.

19TH CENTURY

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.

Studies in 19th-Century Literature
G45.2690
Selected topics are described below.

1848: Literature and History Berenson, 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 1879 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 people” 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 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 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

Studies in French Cinema G45.1066 4 points.
Recent topic:

This seminar casts a light on one of the richest periods of French cinema from the perspective of style, literature, politics, class, gender and film theory. While the films are contextualized in French culture and history, the seminar also provides students with the analytical and theoretical tools of film analysis.

Contemporary French Theatre
G45.1721 Bishop, Miller. 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 it 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, Sarraste, Duras, le Théâtre du Soleil, recent authors.

Contemporary French Novel
G45.1731 Nicole. 4 points.
Fiction of the second half of the 20th century. The literature of commitment,
reflections on the absurd, the "new novel," and the role of the reader. Principal authors: Sartre, Camus, Beckett, Robbe-Grillet, Perec, Sarrut.

**Proust** G45.2776 Nicole. 4 points.
On the one hand, this course focuses specifically on *Du côté de chez Swann*, *À l’ombre des jeunes filles en fleurs*, Albertine disparue (Deuxième partie de *Sodome et Gomorrhe III*), and *Le Temps retrouvé*, providing a framework for an in-depth study of these four texts. On the other hand, it also gives the student an opportunity to reflect upon broader theoretical issues, which are representative of Proustian criticism today. Accordingly, special emphasis is placed both on the making and on the structure of *À la recherche du temps perdu*. After examining the philosophical roots of Proust’s aesthetics and the rich intertextual field of *La Recherche*, we show that Proust’s most powerful innovation resides in his conception of the novel as an instrument in the search for truth. The course provides ample opportunities to discuss a number of seminal interpretations, including works by Barthes, Deleuze, Genette, Anne Henry, Vincent Descombes, Paul Ricoeur, and others.

**Studies in Contemporary Literature**

G45.2790

Selected topics are described below.

**Surrealism, Ethnography, Autobiography, Poem**: Michel Leiris *Holliez*. 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.

**The Postwar Decade: Existentialism and Politics**

G45.2791 Bishop. 4 points.

Primary texts read for seminar discussion include several major works by Sartre and Camus and books by de Beauvoir, Edgar Morin, and Raymond Aron. Through these works, this class explores attitudes towards World War II, the defeat, the occupation, Communism, and the role of the Soviet Union as well as the U.S., the Cold War, and the French political scene. The basic notions of Sartrean existentialism are examined in *L’Existentialisme est un humanisme*, and the call for “*une littérature engagée*” is evaluated in *Qu’est-ce que la littérature*. Camus’ political essays, *Actuelles* and *L’Homme révolté*, reflect the constant concern with the problems of justice. Morin’s *Autokritik* is read as an exemplary document of the temptation of Communism and the disillusioned rejection of it. Aron’s *L’Optimisme des intellectuels* provides the counterpoint to the temptation of Marxism. In the novels and plays by Sartre and Camus (*Le Sursis, Les Mains sales, La Peste*) we see reflected the great issues of the period, while de Beauvoir’s *Les Mandarins* provides a fascinating fictional perspective of those turbulent years as lived by the principal authors themselves. The additional readings as well as seminar reports complement the primary books assigned.

**FRANCOPHONE LITERATURE**

Topics in Francophone Literature G45.1990

Selected topics are described below.

**Exoticism, Ethnography, Errancy: The Postcolonial Moment in Francophone Caribbean Literature** Dash. 4 points.

This course looks at a unique series of encounters that took place in the Caribbean during and after World War II between French writers escaping war-torn Europe and writers in Martinique and Haiti. The experience of war and exile on the surrealists traveling in the Caribbean led them to look at France for the first time from the outside and to question the nature of the French colonial project as well as ideas of cultural difference.

**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 nous. 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, Olliver, Schwartz-Barr, 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 partic- ular as well as on the absence of grand narratives for contemporary writing. However, these novels also represent a reaction against the ideological bina- risms of the postmodern by exploring a pluralistic universalism and a transnational cosmopolitanism.

**Francophone Theatre**

Miller. 4 points.

This course delves into French-language theatre texts and performances from four major Francophone areas: West Africa, the Caribbean, North Africa, and Québec. Focusing primarily on West Africa and the Caribbean, students study the emergence of French-language theatre in light of a particular colonial education and the fight to break free of that education. The class then considers the emergence of forms of theatre that combine elements of traditional African and Afro-Caribbean expressive forms with elements that cause us to define Western theatre as “theatre.” Studying three key works from Québec, students discuss an intriguing development of Québécois theatre from fierce nationalism to internationalism.

**Topics in Francophone Civilization**

G45.1991

Selected topics are described below.

**Women Writing, South of the Mediterranean**

Djebar. 4 points.

Examines the works of Marie Cardinal, Hélène Cixous, Fadhma Amrouche, Assia Djebar, 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 “Francophone” define some of these women authors rather than others?

**The Two Faces of Algerian “Francophonie”** Djebar. 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 problematic 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, Ferarraoun, Boudjedra, and Belamri on the one hand but paired with or opposed to Senac, Pelegri, 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
Beaujour, Bernard. 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.
Beaujour, Bernard, Regalado. 4 points.

Studies in Genres and Modes: Theatre and Drama G45.1121
Bishop, Miller. 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, non-verbal theatre, the uses of silence, the theatre of cruelty). The concept of the avant-garde.

Studies in Genres and Modes: Poetry G45.1122

The technique of versification and its linguistic bases. The special prosodic and rhythmic characteristics of French verse. Fixed forms. The modernist challenge to poetic conventions and conceptions (free verse, the prose poem, new patterns of typographic disposition, punctuation, syntax). This course aims at enabling students to perform sophisticated readings and close analyses of the poetic text through systematic exposure to linguistic and literary concepts relevant to this practice.

Studies in Literary History G45.2860
Selected recent topics are described below.

The Renaissance Zenza, A points.
While the traditional history of literature focuses primarily on describing, evaluating, and classifying literary phenomena in terms of their nature, significance, and order of appearance, historical poetics seeks to define the system in which these phenomena function and which, though coherent, is subject to historical and generic variabilities. As each of these approaches to literary history has its merits, the objective of this course is to examine the 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. A points.
In analyzing certain precise texts (of Ronsard, Honoré d'Urfé, Rousseau, Louis Sébastien Mercier), this course focuses on retraceing the evolution of the theme of the Golden Age up until 1789, all 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?

Studies in Literary Theory G45.2890
Selected recent topics are described below.

Thirty Years of Literary Theory: 1945-1975 Gaillard. A 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. A 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. A 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). Students read texts by André Breton, Michel Leiris, Klowski, Maurice Blanchot, and Robbe-Grillet and by theoreticians from Bergson to Blanchot and Deleuze.

Rhetoric and Literature Beaujour. A 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.

The Deleuzian Century: Theory, Art, and Politics in and through the Work of Gilles Deleuze Apter. A 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.

LANGUAGE AND CIVILIZATION

Translation G45.1009 Beaujour. A points.
Theoretical consideration and practical analysis of the problems of literary translation, English-French and French-English.

Teaching French as a Foreign Language G45.1012 Moran. A points.
The new graduate student teaching assistant workshop-seminar is a series of biweekly meetings that combines readings and discussions of articles that treat the basic tenets of foreign language pedagogy with opportunities to apply what is presented in those rea-
ings to real-world teaching situations. The principal goals of the workshop-seminar are the enrichment and diversification of our new teachers’ methodological approaches as well as the development of their confidence and skills in the classroom. These goals are met through both an examination of the theoretical underpinnings of second-language acquisition and a wide variety of exercises and tasks, including but not limited to peer classroom observations, textbook analyses, test writing and analysis, sample lesson plan creation, sample exercise and task creation, and self-observation and self-analysis.

**French Cultural History** G45.1067 4 points.
Selected recent topics are described below.

**Popular Front** 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.

**French Representations of Germany** Hollier. 4 points.
This seminar explores a series of patterns that have structured French representations of Germany. The seminar, though focused on the interwar years (1920-1940), deals with earlier (romantic), as well as more recent (post-World War II), periods.

**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. 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.

The master’s program can also serve as the first part of a course of study that proceeds to the Ph.D. The Institute’s Ph.D. programs all lead to joint degrees, combining multidisciplinary work in literature and the social and human sciences with rigorous disciplinary training in either anthropology, French, or history. These programs train graduates for careers as scholars and teachers in institutions of higher education. Students who earn a joint Ph.D. enjoy the prospect of academic careers either in French departments or in anthropology or history departments.

Finally, the Institute offers a Certificate of Achievement in French Studies 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, & Society, published in collaboration with Harvard’s Minda de Gunzburg Center for European Studies.

Faculty


Herrick Chapman, Associate Professor, History, French Studies. Ph.D. 1983 (history), Rochester; M.A. 1977 (history), California (Berkeley); M.P.A. 1972 (public and international affairs), B.A. 1971 (public and international affairs), Princeton. Twentieth-century French history; European social and economic history; the comparative history of public policy.
Frederick Cooper, Professor, History. Ph.D. 1974 (history), Yale. African history; colonization and decolonization; social sciences and the colonial world.


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.

Martin A. Schain, Professor, Politics. Ph.D. 1971 (politics), Cornell; B.A. 1961 (politics), New York University. Politics and immigration in France, Europe, and the United States; politics of the extreme right in France; political parties in France.


MEMBERS OF THE INSTITUTE OF FRENCH STUDIES

Bruce Altshuler, Museum Studies; Michel Beaujour, French; Claudie Bernard, French; Thomas Bishop, French; Michael Dash, French, Social and Cultural Analysis; Stephanos Geroulanos, History; J. Denis Hollier, French; Judith Miller, French; John Shovlin, History; Jerrold Seigel, Emeritus Faculty, History; Richard Sieburth, Comparative Literature and French.

VISITING FACULTY, 2001-2009


Antoine de Baecque, History, Université de Versailles (Versailles).


Christian Baudelot, Sociology, École Normale Supérieure (Paris).

Stéphane Beaud, Sociology, École Normale Supérieure (Paris). Université de Nantes.


Pierre Bouvier, Sociology, Université de Paris X Nanterre (Paris).

Judith Coffin, History, Texas (Austin).

Fred Constant, Politici, Université des Antilles-Guyane (Martinique).

Catherine Coquery-Vidrovitch, History, Université de Paris VII Denis-Diderot (Paris).

Laura Lee Downs, History, École des Hautes Études en Sciences Sociales (Paris).

Steven Englund, History, American (Paris).

Eric Fassin, Sociology, École Normale Supérieure (Paris).

Brigitte Gaïti, Sociology, Université Paris 1 (Paris).

Nancy Green, History, École des Hautes Études en Sciences Sociales (Paris).

Gérard Grunberg, Political Science, Directeur de Recherche CNRS au CEVIPOF et Directeur Scientifique de Sciences Po (Paris).


Olivier Ihl, Political Science, Institut d’Études Politiques (Grenoble).

Dominique Kalifa, History, Université de Paris I Panthéon-Sorbonne (Paris).

Cyril Lemieux, Sociology, Institut d’Études Politiques (Paris).

David Lepouvre, Sociology, Université de Picardie – Jules Verne (Amiens).

Emmanuelle Loyer, History, Université Charles de Gaulle-Lille III (Lille).


Frédérique Matonti, Politics, Institut d’Études Politiques (Paris).

Michel Offerlé, Politics, Université de Paris I Panthéon-Sorbonne et École Normale Supérieure (Paris).

Pascal Ory, History, Université de Paris I Panthéon-Sorbonne (Paris).

Pascal Perrineau, Politics, Institut d’Études Politiques (Paris).

François Pouillon, Anthropology, École des Hautes Études en Sciences Sociales (Paris).


Emmanuelle Sibaud, History, Université Paris VIII Saint-Denis (Paris).

Irène Théry, Sociology, École des Hautes Études en Sciences Sociales (Paris).


Rosemary Wakeman, History, Fordham.


Patrick Weiil, Political Science, Université de Paris I Panthéon-Sorbonne (Paris).

Examination (GRE) general test scores are required. For further information, contact the Institute of French Studies, New York University, 15 Washington Mews, New York, NY 10003-6694. For admission deadlines, see the Academic Calendar at the front of this bulletin.
Advisement: The limited enrollment in Institute programs allows close supervision of student progress and careful advisement on the choice of courses and the training required for various career goals. Each M.A. student is advised by a member of the Institute faculty, while each doctoral candidate normally has two advisers: one from the Institute and one from the department most related to the student’s dissertation field (i.e., French or history).

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 can 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. The course on 19th-century French history is required for all M.A. students.

Summer Study Abroad: The Institute offers 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 both courses in Paris can complete all course work for their M.A. degree in one year.

Dual and Joint M.A. Degree Programs
The dual degree programs integrate the study of France with the training offered by the NYU School of Law and the Leonard N. Stern School of Business; a joint degree is offered with the Department of Journalism. The dual degree programs enable students to complete the requirements in less time than if they were pursued independently. Candidates for dual programs in law or business must submit two applications: one to the Institute and one to the respective school. Applicants must meet the admission requirements of both the Institute and the other department or school, and admission is subject to approval by both. The ability to read French and to understand the spoken language is a prerequisite.

Dual Degree Program with Business Administration: The dual degree master’s program in French studies and business administration offered in cooperation with NYU’s Leonard N. Stern School of Business is the first degree program in the United States to combine training for corporate management with an integrated course of social and cultural studies focused on a major European country. The dual degree M.A.-M.B.A. program is intended for students seeking careers in business and finance that might require residence in and detailed knowledge of France.

Students in this program can complete the requirements in two and a half years of full-time study. One of the five semesters may be taken in Paris, attending courses at French business schools and other institutions. Students may attempt the program on a part-time basis but must meet the requirements for both degrees within six years of initial enrollment. For further details on the M.A.-M.B.A. program, see the GSAS application and also contact the Institute of French Studies. For Stern School application information, call the Office of Admissions at 212-998-0600 or visit the NYU Leonard N. Stern School of Business Web site at www.stern.nyu.edu.

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 degree 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 School of Law application information, call the Office of Admissions at 212-998-0600 or visit the NYU School of Law Web site at www.law.nyu.edu.

Joint Degree Program with Journalism: The joint master’s degree in French studies and journalism offered in cooperation with the Department of Journalism provides education and training at the master’s level for students seeking careers as professional newspaper, magazine, or broadcast journalists. Courses from both departments are combined to provide the student with specialized knowledge of French and journalistic writing and/or broadcasting skills. The degree 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 joint doctoral programs that prepare students for careers involving research and teaching on modern and contemporary France. The joint Ph.D. degrees in French studies and either French literature or history combine multidisciplinary approaches to the study of France, Europe, and the Francophone world with rigorous professional training in a discipline. These joint degrees are designed to 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 students for teaching both literature and civilization in French departments.

Admission: Students applying for a joint Ph.D. with anthropology, French, or history 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 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 are 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, or history) 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.

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, although this schedule can vary according to student needs and interests. 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 of Achievement in French Studies 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 Services 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, Ethical Culture Fieldston School, Georgetown University, Goucher College, Grace Church School, Harvard University, Hofstra University, Lehigh University, Middlebury College, Mount Holyoke College, Pennsylvania State University, Rice University, Smith College, the University of Virginia, 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, advertising agency Meneit & Associates; program officer, Louis Calder Foundation; commercial assistant, Christian Lacroix; president, Alliance Française-Baltimore; reporter, New York Daily News; program assistant, MADRE, Inc.-Women’s Peace Network.

Special Resources: The Institute is located in a charming townhouse in historic Washington Mews, adjacent to La Maison Française, 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.

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. This information is also available on the GSAS Web site at http://gsas.nyu.edu/page/grad/financialaid.
Courses

Approaches to French Culture
G46.1410  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  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  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  4 points.
The transformation of French society since the turn of the century as a result of economic crisis and growth, political upheaval, war, and decolonization. Topics include anti-Semitism, the rise of the radical Right and Left, the impact of World War I on women and men, labor conflict, collaboration and resistance during World War II, student rebellion, immigration, racism, and French-American relations.

French Political and Social Thought: 1750-1880
G46.1720  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  4 points.
Introduction to the analysis of French society and postwar processes of social reproduction and transformation. Local-level ethnographies and national-scale studies are used to explore relationships between individual experience, local variation, and national trends.

Topics in French Cultural History
G46.1500  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  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.

Visual Arts in French Society
G46.2339  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  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  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 in Europe
G46.2424  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.

French Social Theory and the Social Text
G46.3700  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  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.

Facilities and Services

G46.2810  4 points.
Recent topics: family and gender; urban anthropology; excursions in interdisciplinarity.

Topics in the French Economy
G46.2910  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.

The Revolution of 1848: History and Literature
G46.2315  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.

Topics in French Culture and Society
G46.2810  4 points.
Recent topics: family and gender; urban anthropology; excursions in interdisciplinarity.

Topics in the French Economy
G46.2910  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  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  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.

Facilities and Services

G46.2810  4 points.
Recent topics: family and gender; urban anthropology; excursions in interdisciplinarity.

Topics in the French Economy
G46.2910  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  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  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.

Facilities and Services

G46.2810  4 points.
Recent topics: family and gender; urban anthropology; excursions in interdisciplinarity.

Topics in the French Economy
G46.2910  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  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  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.

Facilities and Services

G46.2810  4 points.
Recent topics: family and gender; urban anthropology; excursions in interdisciplinarity.

Topics in the French Economy
G46.2910  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  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  4 points.
Interdisciplinary research seminar in contemporary French history, society, politics, and culture. Includes the design, execution, criticism, and presentation of research projects dealing with contemporary France since the Revolution.
The department offers programs leading to the Master of Arts and Doctor of Philosophy degrees in German. 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. Students are trained to carry out theoretically grounded readings of literary, philosophical, and other texts and to place their readings within their historical and cultural 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, 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; contemporary literature.

Andrea Dortmann, Language Lecturer; Language Program Coordinator. Ph.D. 2003 (Germanic languages and literatures), New York; M.A. 1992 (French and comparative literature), Free (Berlin).

German literature from the 18th to the 21st centuries; foreign language pedagogy; curriculum development.

Paul Fleming, Associate Professor. Ph.D. 2001 (German literature), Johns Hopkins; B.A. 1991 (comparative literature and religious studies), Brown.

Eighteenth- and 19th-century aesthetics; hermeneutics and cultural theory; German literature from Enlightenment through realism; theories of the comic.


German literature from the 18th to the 20th centuries; aesthetic and critical theory from Enlightenment to the present; Goethe; philosophy and ethics; literature of the Weimar Republic.

Viola Kolarov, Assistant Professor/Faculty Fellow of German. Ph.D. 2006, California (Santa Barbara).

German philology; psychoanalysis; Shakespeare; genealogy of media; childhood; film.

A vital Ronell, Professor, German, Comparative Literature. Ph.D. 1979 (Germanic languages and literature), Princeton; B.A. 1974 (German, philosophy, French), Middlebury College.

Literature; technology; psychoanalysis; feminism; "deconstruction"; philosophy; cyberculture; cultural critique; addiction studies.

Elke Siegel, Assistant Professor. Ph.D. 2003 (German literature), Johns Hopkins; M.A. 1999 (German literature, history, and journalism), Hamburg.

German literature and culture from the 19th century to the present; literary theory; feminism; psychoanalysis.


German romanticism; 20th-century novel; poststructuralist/deconstructionist theory.

**ADJUNCT FACULTY**

Robert Cohen, Adjunct Professor. Ph.D. 1988 (German), M.A. 1986 (German), New York.

Twentieth-century German literature; 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**


Visual culture; 19th- and 20th-century literature; gender studies; psychoanalysis; cultural theory.

Vivian Liska, Professor of German and Chair of Jewish Studies, Antwerp (Belgium).

Modernism; German-Jewish relations; Kafka; literary theory.

Slavoj Zizek, Marzieh Distinguished Professor. Ph.D. (philosophy), Ljubljana.

Jacques Lacan; psychoanalysis; Marx; Hegel; Schelling.

**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 in either English or German.

Foreign Language Requirement: Must submit a recent sample of academic writing of approximately 15 pages in either English or German.

Requirements:

1. A passing grade on the foreign language proficiency examination administered by the Graduate School of Arts and Science. (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.

Washington Mews is 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.

DOEUTSCHES 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

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. This information is also available on the GSAS Web site at http://gsas.nyu.edu/page/grad finanzi a1 aid.
Courses

**Problems in Critical Theory**
G51.1112 Ronell. 4 points.
Past topics have included “Kant’s third critique and Arendt’s lectures” and “theories of history.”

**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.

**German Enlightenment from Lessing to Goethe**
G51.1335 4 points.
Examines the philosophical roots and historical legacy of the German Enlightenment, addressing such topics as the public use of reason and the structural transformation of the public sphere; the dialectic of enlightenment; religious tolerance; the Jewish Enlightenment (Haskalah); representation and the sublime; opera and enlightenment; the idea of progress and the French Revolution. Texts by Leibniz, Mendelssohn, Kant, Lessing, Hamann, Goethe, Kleist, Mozart, Horkeimer, Adorno, Habermas, Benjamin, Foucault, and others.

**Goethe**
G51.1410 Goebel. 4 points.
Introduction to major works of Goethe, including *Die Leiden des jungen Werthers, Faust, Wilhelm Meister*, and selections of poetry.

**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.

**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.

**Visual Culture**
G51.1650 Bronfen. 4 points.
Focuses on the role of visuality 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.

**Photography and the World**
G51.1698 Baer. 4 points.
An investigation into the ways photography has been conceptualized since its inception until its recent transformation brought about by the advent of digital imaging. Particular attention is paid to the notion of the “world” as it informs most theoretical attempts to grasp photography; the way in which the rise of photography is indissociably linked to the emergence of psychoanalysis and phenomenology; theories of perception; issues of veracity, mimesis, and aesthetics; and the relationship between photography and its historical moment.

**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.

**Robert Musil**
G51.1868 Goebel. 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.*

**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.

**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.

**Realism: Problems in 19th-Century Prose**
G51.1994 Fleming. 4 points.
Systematic introduction to problems of representation in 19th-century prose. Authors include Tieck, Hebbel, Keller, Strifer, and others.

**Philosophy and Literature**
G51.2912 Taught annually in conjunction with the Departments of German, English, and Comparative Literature. Ronell. 4 points.
Recent themes include “forgiveness and violence,” “sovereignty,” “trauma.”

**Research**
G51.3000 Open to advanced students with permission of the director of graduate studies and chair of the department. 2-6 points.
The Skirball Department of Hebrew and Judaic Studies offers programs leading to the M.A. and Ph.D. degrees. 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 dual degree program offered jointly with the Steinhardt School of Culture, Education, and Human Development provides opportunities for students to earn an M.A. in Jewish education 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 Culture, Education, and Human Development.

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. The Taub Center for Israel Studies and the Goldstein-Goren Center for American Jewish History are also housed in the Skirball Department. 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.
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 earning a terminal degree in Museum Studies.

---

**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, Hebrew and Judaic Studies, History, Ph.D. 1979 (history), B.A. 1972 (history), California (Los Angeles). History of the Jews in Eastern Europe; Holocaust; Zionism and Israel.


Yael S. Feldman, Abraham I. Katch Professor of Hebrew Culture and Education. Ph.D. 1981, M.Phil. 1980 (Hebrew literature, Russian fiction, and literary theory), Columbia; M.A. 1976 (medieval Hebrew literature), Hebrew College; B.A. 1967 (Hebrew and English literature), Tel Aviv. Modern Hebrew literature; literary theory; gender and cultural studies.


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.


Ann Macy Roth, Clinical Associate Professor, Hebrew and Judaic Studies, Art History. Ph.D. 1985 (Egyptology). B.A. 1975 (Egyptology), Chicago. Egyptology; archaeology; ancient Near Eastern studies; Egyptian art; Egyptian mortuary traditions.


Elliot R. Wolfson, Judge Abraham Lieberman Professor of Hebrew and Judaic 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.

FACULTY EMERITI

Alfred L. Ivry, Baruch A. Levine.
Courses

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

REQUIRED COURSES FOR INCOMING GRADUATE STUDENTS

Problems and Methods in Hebrew and Judaic Studies G78.1005 Chazan, Engel, Schiffsman. 3 points.

Education, and Human Development and the Skirball Department of Hebrew and Judaic Studies, leads to the M.A. degree in Jewish education and the M.A. degree in Hebrew and Judaic studies. It is intended to train students for a variety of careers in Jewish education. 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.

INTERDISCIPLINARY COURSES

The Bible and Literary Criticism

G78.2115 Feldman. 3 points. Selected problems in current literary criticism are examined and applied to biblical narrative. Various “modernist” approaches to Scripture are empha-
sized: structuralism and poststructuralism; feminism and psychoanalysis; translation theory; phenomenology of reading; and historical poetics.

Christian-Jewish relations over the ages have been intense and complex, and this intensity and complexity is carefully explored.

Representations of Christianity in Judaism Throughout History G78.3520 Wolfson. 3 points.
Exploration of the various ways that Christianity has been represented in Jewish sources from late antiquity through the Middle Ages, with particular interest on the complex interface of the two traditions and the polemical attempts to draw sharp lines distinguishing them.

The Bible in Jewish Culture G78.3524 Engel. 3 points.
Exploration of the diverse roles played by the Hebrew Bible in constructions of Jewish identity and in cultural productions by Jews through the centuries.

Gender and Judaism G78.2462 Wolfson. 3 points.
This course explores various ways in which the issue of gender has informed the shaping of religious imagination in the course of Jewish history from the biblical period to the present.

Sacrifice, Culture, and Gender: From Isaac and Iphigenia to Contemporary Sacrificial Narratives G78.3992 Feldman. 4 points.
Explores modern responses to the moral and gender implications of two different constructions of human sacrifice that Western culture has inherited from antiquity: the Hebrew Bible and Greek myth and dramas.

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 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 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. 3 points per term.

Ugaritic I, II G78.1113, 1116 Fleming, Smith. 3 points per term.
Introduction to the Ugaritic language and texts, providing important background for further study in the Semitic languages.

Ugaritic III, IV G78.1124, 1125 Fleming, Smith. 3 points per term.

Aramaic I: Biblical Aramaic G78.1117 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 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.

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.

The Bible in Modern Jewish Thought G78.2112 Gottlieb. 3 points.
Explores ways Jewish thinkers interpret the Bible in light of different trends in modern thought. Attention is paid to historical criticism, aesthetics, and postcritical linguistic theory.

Topics in the Bible G78.3511 Fleming, Smith. 3 points.
Study of a selected biblical text, 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.

Rabbincic Texts G78.2140 Rubenstein, Schiffman. 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 Rabbincic intertextuality from both literary and historical points of view.

Apocryphal Literature G78.2210 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: Dead Sea Scrolls G78.2230 Schiffman. 3 points.
Selected texts are read and analyzed in order to reconstruct the Judaism of the Qumran sect and other groups of Second Temple period Jews. Students are trained in the use of Qumran manuscript sources and paleography.

Readings in the Babylonian Talmud G78.2571 Rubenstein, Schiffman. 3 points.
Study of a selected chapter of the Babylonian Talmud, paying attention to textual, linguistic, and historical matters. Emphasis is on the reconstruction of the history of the traditions preserved in the Talmud.
History of Jews in Babylonia
G78.3523 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 Chazon. 3 points.
Examination of scholarly literature on a selected problem in Jewish history, including (but not limited to) history and theories of anti-Semitism, the Jewish family, Jewish migrations, and the history of Jewish women.

The Medieval Church and the Jews
G78.2435 Chazon. 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 Chazon. 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.

MEDIEVAL JEWISH THOUGHT AND LITERATURE

Medieval Biblical Commentaries
G78.2412 Chazon. 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 Wolfson. 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.

Medieval Hebrew Mystical Literature
G78.2467 Wolfson. 3 points.
Examination of the esoteric theosophy and mystical practices of the Rhineland Jewish Pietists of the 12th and 13th centuries, with particular attention to the place of the Pietists in the history of ancient and medieval Jewish mysticism.

Contemplative Union and Ecstasy in Medieval Jewish Mysticism
G78.2468 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 Sha’are Zedeq.

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.

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 Jewish Philosophy
G78.3460 3 points.
Analysis of major texts and issues in medieval Jewish philosophy. Topic changes annually.

MODERN JEWISH THOUGHT

Modern Jewish Thought
G78.1601 Guttlieb, Wolfson. 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 AND CULTURE

Yiddishism in the 20th Century
G78.1320 Estrakh. 3 points.
Examination of the origin and development of Yiddishism as an international cultural movement and an ingredient of Jewish subcurrents in socialism, anarchism, folkism, and communism.

Yiddish and Communism
G78.1321 Estrakh. 3 points.
Analyzes history of Yiddish-speaking Communist circles in the 20th century, most notably in the Soviet Union, the United States, and Poland.

Irish and Jewish Migration to America
G78.1443 Diner. 4 points.
This M.A.-level course looks at the histories of these two immigrant groups to America in a comparative context, exploring the causes and nature of the movements; patterns of settlement, work, family, and popular culture; and the receptions these groups received in America.

History of Contemporary Israel
G78.1693 Zweig. 4 points.
Study of the ideological origins of the State of Israel, its political history, and the formation of its institutions.

History of the Yishuv: War of 1948 and the Wars of Historians
G78.2447 Zweig. 4 points.
This course discusses the historiography of Israel’s “War of Independence” and the Palestinian “Nakba” and examines how interpretations of those events have changed during the past 20 years.

Germans and Jews/Jews and Germans from the French Revolution Through World War I
G78.2673 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 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 Kaplan. 4 points.
This course begins with the cataclysmic end of World War I, the feelings of burst 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 anti-Semitism. The course focuses on the rise of Nazism, the social insiders and outsiders in Nazi Germany, the persecutions and reactions of Jews within Germany, and the role of persecutors and bystanders.

Jews and Germans in Postwar Germany: Conflicting Memories, Contentious Relations, 1945-2000
G78.2677 Kaplan. 4 points.
Explores the interactions of Jews and Germans after World War II, noting their interlocking histories and memories even after the Holocaust. Examines the immediate postwar turmoil, the displaced persons, Allied occupation, and “denazification,” and analyzes how Germans—East and West—did or did not come to terms with their Nazi past over time. Features readings in which Jews offer perspectives on their lives in West and East Germany—why they remained, how they experienced their citizenship, how they interacted with Germans, and how reunification (in 1990) affected them.

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.

American Jewish Thought
G78.2685 Chazan, Diner, Gottlieb. 4 points.
Graduate seminar examining the history of the Jewish community in America, focusing on the formal institutions that constituted the communal infrastructure. Considers the development of these institutions from the middle of the 17th century through the present era.

Lower East Side American Jewish Memory
G78.2686 Diner. 4 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. Explores the disjunction between the history of arguably the most important Jewish neighborhood in America and the subsequent memory culture that developed after its demise.

Memoirs and Diaries in Modern European Jewish History
G78.2688 Kaplan. 4 points.
Readings of memoirs and diaries written by European Jewish women and men from the 18th century through the Holocaust. Students read memoirs with several issues in mind: (1) the history we can learn from them and how to use them critically, (2) the relationship between personal viewpoints and collective experiences, (3) the ways in which Jewish and European societies cultivated memory, (4) the question of why individuals wrote and how they framed and fashioned their lives for their readers, (5) how gender, class, and European context influenced memoirists, (6) how audience (or lack of an intended audience) influenced writers.

Nazi Germany, the “Racial State,” and the Persecution of Minorities
G78.2689 Kaplan. 4 points.
Examines Nazi policies towards the Jewish people and how the “racial state” dealt with those it deemed “racially unfit” to belong to the German Volk. Looks at the heritage of racial thought that came before 1933 and the ways in which the Nazis sought to create a nation based on “blood and race,” although these terms were mutable (including and excluding “asocials” and social outsiders by plan or whim). Investigates policies toward the so-called enemies of the Third Reich, including Jews, Sinti and Roma (Gypsies), Afro-Germans, homosexuals, and the physically or mentally disabled, among other groups, as well as how these policies interacted with each other.

Major Issues and Problems in Modern Jewish History
G78.2690 Diner, Engel. 4 points.
Explores a general topic in modern Jewish history on a comparative basis across a broad range of geographical contexts.

Jewish Women in America and Europe: Historical Problems
G78.2719 Diner. 4 points.
This comparative course looks at the historical experiences of Jewish women in both Europe and the United States, focusing on work, education, family, communal activism, among other topics.
Israeli Politics and Society in the Second Decade of Independence and the Six-Day War G78.2695
Spring 2010. Zweig. 4 points.
Examines the development of the Israeli state between the Suez War/Sinai campaign and June 1967. The course examines domestic issues, foreign policy, and the changing strategic circumstances. The course concludes with a study of the events leading up to the Six Day War.

The Mandate System in the Middle East G78.2754 Zweig. 3 points.
Examines the evolution of the League of Nations Mandate system in Syria, Lebanon, Palestine, Iraq, and Transjordan and the reasons for the system’s demise.

Creating the State: Issues in Israeli History in the 1950s G78.2756 Zweig. 4 points.
After the ceasefire agreements that followed the war of 1948, Israel faced the challenge of creating the political, administrative, and legal institutions necessary for statehood. The course examines the domestic political and foreign policy issues that determined the character of the Israeli state.

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 Kirschenblatt-Gimblett. 4 points.
Discussion of key works in the history of Jewish folklore and ethnography dealing with Christian Hebraists and Jewish ceremonial; Wissenschaft des Judentums in areas of Statistik, Altertumskunde, Sittengeschichte, and Volksliteratur; ethnographic expeditions among the Jews of Eastern Europe; Jewish Volkskunde as a discipline; anthropological studies of Jews from Elron’s work on gesture to recent studies of contemporary Jewish life in the United States, Europe, and Israel.

Topics in American Jewish History G78.3520 Diner. 4 points.
Topics in recent years have included the history of American Judaism, the history of Jewish women in America, and post-World War II American Jewry.

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.

Jews in Western European Jewish History G78.3536 Engel, Kaplan. 4 points.
Analyzes the history of Jews in Western Europe, focusing on three major sites of Jewish integration (usually France, Germany, and Italy). Examines how Jews worked for and achieved citizenship in the 19th century, felt patriotism and loyalty to their nations during World War I, and later faced repression from Nazi Germany and its allies. Still, Jewish experiences differed, depending on the country in which they lived. Students examine government policies, Jewish reactions, and the behavior of perpetrators and bystanders.

MODERN HEBREW LITERATURE

Promise, Fulfillment, Disillusion: The Bible and Modernism (in English) G78.2650 Feldman. 4 points.

Topics in Modern Hebrew Literature G78.3502 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

K. Fleming, Professor; History, Program in Hellenic Studies, Middle Eastern and Islamic Studies; Associate Director, Remarque Institute; Director, Alexander S. Onassis Program in 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.

Yanni Kotsonis, Professor; History. Ph.D. 1994 (history), Columbia; M.A. 1986 (Russian history), London; B.A. 1985 (history), Concordia (Montreal). Russian and European history.


Ancient philosophy.

Lidia Santarelli, Assistant Professor/Faculty Fellow; Center for European and Mediterranean Studies, Program in Hellenic Studies. Ph.D. 2005 (history and civilization), European University Institute (Florence); Laurea 1996 (history), La Sapienza (Rome). Fascism; nations and nationalism in the Balkans; collective memory in post-1945 Europe.

Kostis Smyrulis, Assistant Professor; History, Program in Hellenic Studies. Ph.D. 2002 (history), D.E.A. 1996 (history of the Byzantine world and post-Byzantine), Paris I (Sorbonne); M.A. 1995 (Byzantine studies), Birmingham (UK); B.A. 1992 (law), Athens.

Byzantine empire, 9th to 15th centuries; economic history; emperor and subjects; state finances; law and land ownership; diplomatics.

Liana Theodoratou, Clinical Associate Professor; Director, Language and Cultural Program; Director, NYU in Athens. Ph.D. 1992 (classics and modern Greek literature), M.A. 1985 (classics and modern Greek literature), Pittsburgh; B.A. 1982 (classics), Athens.

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 assistantships 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. This information is also available on the GSAS Web site at http://gsas.nyu.edu/page/grad.financialaid.
The Department of History offers doctoral programs with specializations in national, comparative, and transnational fields, including the history of Africa, African diaspora, Atlantic world, East Asia, Europe, Latin America and the Caribbean, South Asia, and the United States. There are master’s programs in world history, archives and public history, and history with a field of study focus in history of women and gender. There are dual degree Ph.D. and M.A. programs in history and law with the law school and joint Ph.D. programs in French history through the Institute of French Studies; in Hebrew and Judaic studies and history through the Skirball Department of Hebrew and Judaic Studies; and in history and Middle Eastern studies with the Department of Middle Eastern and Islamic Studies. Students may choose to emphasize comparative or thematic approaches, either within their areas of specialization or as a second field. 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. Though the graduate programs are built around colloquia and seminars within the department, they often include faculty from other departments as well as distinguished international visiting scholars.

Students are encouraged to think transnationally and comparatively—across time as well as space. This emphasis is furthered by 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 Department of East Asian Studies, the Skirball Department of Hebrew and Judaic Studies, and the Program in American Studies.


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; European history; social, political, and 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.


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.

K. E. Fleming, Alexander S. Onassis Professor of Hellenic Culture and Civilization; Professor, History, Hellenic Studies; Director, Onassis Program in Hellenic Studies; Associate Director, Remarque Institute. Ph.D. 1993 (history), California (Berkeley); M.A. 1989 (religion), Chicago; B.A. 1987 (religion), Barnard College. Modern Greece; Balkans; Mediterranean; religion.

Stefanos Geroulanos, Assistant Professor. Ph.D. 2008 (humanities center), John Hopkins. Modern European intellectual history; French and German thought (esp. 20th century); ethics, political theology; and philosophical anthropology; film and philosophy of film.


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.


Greg Grandin, 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; U.S.-Latin American relations.

Fiona J. Griffiths, Associate Professor. Ph.D. 1999 (medieval history), M.Phil. 1996 (medieval history), Cambridge; B.A. 1994 (history), Toronto. Medieval history; monasticism and manuscript culture; women and gender; Germany.


Richard W. Hull, Professor. Ph.D. 1968, M.A. 1965 (African studies), Columbia; M.A. 1964 (European history), Columbia; B.A. 1962, Rutgers. Democratization in Africa; contemporary South Africa; genocide and warfare in Africa; global history of epidemics; urban Africa; democratization; Africa and the Atlantic from the 16th century.

Rebecca Karl, Associate Professor, East Asian Studies, History. 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, Professor. M.A. 1968, Cambridge; M.A. 1965 (history), National (Ireland); B.A. 1962 (history/economics), University College (Dublin); hon.: D.Litt. 2006 National (Ireland). History of Ireland and Irish diaspora.

David Levering Lewis, Professor; University Professor. Ph.D. 1962 (modern European/France), London School of Economics and Political Science; M.A. 1958 (history), Columbia; B.A. 1956 (history/philosophy), Fisk. African American history.


Maria Montoya, Associate Professor. Ph.D. 1993 (history), M.A. 1991 (history), B.A. 1986 (history), Yale. American West; labor history; gender; Latina/o history.

Andrew Needham, Assistant Professor. Ph.D. 2006 (history), Michigan; M.A. 1997 (history), San Francisco State; B.A. 1993 (history), Northwestern.

Historical geography; modern American history; environmental history; American West; American Indian history.

Mary Nolan, Professor. Ph.D. 1975 (history), M.A. 1969 (history), Columbia; B.A. 1966 (history), Smith College.

Europe and America in the 20th century; Cold War; Modern German history; European women's history.

Leslie Peirce, Professor; Silver Professor. Ph.D. 1988 (History and Near Eastern Studies), Princeton; M.A. 1968 (Middle Eastern Studies), Harvard; B.A. 1964 (History), Harvard-Radcliffe.

Early modern Ottoman history; gender; law and society; comparative empires.

Jeffrey Thomas Sammons, Professor. Ph.D. 1982 (history), North Carolina (Chapel Hill); M.A. 1974 (history), Tufts; B.A. 1971 (history), Rutgers.

U.S. social and cultural history, with emphasis on intersection of race and sport.


Modern South Asian history; modern intellectual history; social theory.


Eighteenth-century Europe; political and cultural history; French Revolution; history of international relations.


Twentieth-century U.S. history; social and political theory; race and ethnicity; African American history.

Kostis Smyrlis, Assistant Professor. History, Program in Hellenic Studies. Ph.D. 2002 (history), D.E.A. 1996 (history of the Byzantine world and post-Byzantine), Paris I (Sorbonne); M.A. 1993 (Byzantine studies), Birmingham (UK); B.A. 1992 (law), Athens.

Byzantine empire, 9th to 15th centuries; economic history; emperor and subjects; state finances; law and land ownership; diplomacy.


Modern Japan; political economy.

Jack Kuo Wei Tchen, Associate Professor. Gallatin School of Individualized Study; Associate Professor, History, Social and Cultural Analysis (Asian/Pacific American Studies); Director, Asian/Pacific American Studies Program. Ph.D. 1992, M.A. 1987, New York; B.A. 1973, Wisconsin (Madison).

Interethnic and intercultural relations of Asians and Americans.

Sinclair Thomson, Associate Professor. Ph.D. 1996 (Latin American history), M.A. 1987 (Latin American history), Wisconsin (Madison); B.A. 1982-1983 (religion studies), California (Berkeley); Certificate 1980-1991 (French language and history), Sorbonne (Paris).

Colonial Latin America; Andean region; peasant and Indian politics.


Early modern China; imperial Chinese political culture and social history.

Daniel Walkowitz, Professor. History, Social and Cultural Analysis; Director, Experiential Education. Ph.D. 1972 (history), B.A. 1964 (English), Rochester.

Social history; public history; labor history.


Modern Latin America; Brazil; labor history; slavery and emancipation; race and gender; regionalism and nationalism.


Eastern Europe; Poland; Habsburg Monarchy; the Enlightenment.


Archival management; American Christianity; local and community history; institutions and organizations; public history.

Marilyn B. Young, Professor. Ph.D. 1963 (history), M.A. 1958 (history), Harvard; B.A. 1957 (history), Vassar College.

U.S. foreign relations; U.S.-East Asian relations.

Jonathan Zimmerman, Professor. History, Professor. Education and History, Department of Humanities and Social Sciences, Steinhardt School of Culture, Education, and Human Development.

Ph.D. 1993 (history), M.A. 1990 (history), Johns Hopkins; B.A. 1983 (urban studies), Columbia.

U.S. social and cultural history; history of American education.

ASSOCIATED AND AFFILIATED FACULTY IN OTHER DEPARTMENTS

Thomas Abercrombie, Anthropology; Kamal Brathwaite, Comparative Literature; Robert Chazan, Hebrew and Judaic Studies; Robert Cohen, Steinhardt Teaching and Learning;

Stephen F. Cohen, Russian and Slavic Studies; Angela Dillard, Gallatin School of Individualized Study; Tamer El-Leithy, Department of Middle Eastern and Islamic Studies; David Engel, Hebrew and Judaic Studies; Khaled Fahmy, Middle Eastern and Islamic Studies; Bernard Haykel, Middle Eastern and Islamic Studies; Daniel Hulsebosch, School of Law; Adnan Hussion, Middle Eastern and Islamic Studies; Ben Kafka, Steinhardt Media, Culture, and Communication; Marion Kaplan, Hebrew and Judaic 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; Gabriella Petrock, Steinhardt Nutrition, Food Studies, and Public Health; Ron Robin, Steinhardt Media, Culture, and Communication; Richard Sennett, Sociology.

FACULTY EMERITI

Admission: The Department of History accepts applicants for fall admission only. Successful applicants generally show a minimum undergraduate grade point average of 3.3 or higher, 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. Please also consult the Admissions section of the history department's website for detailed admission information: http://history.fas.nyu.edu/page/Admissions.

MASTER OF ARTS

Specialization in History of Women and Gender

The Department of History offers a Master of Arts program in history with an area of study focus in history of women and gender. Students wishing to pursue an M.A. in history may only enroll with the history of women and gender focus. The department additionally offers separate master’s programs in world history and in archives and public history, as outlined below. The program for the master’s degree in history offers students graduate work that serves a variety of needs and purposes. A master’s program can be an end in itself for students whose personal and/or professional goal is an M.A. degree. The M.A. can also be a preparatory graduate degree en route to the doctorate; however acceptance into the M.A. program does not constitute admission into the Ph.D. program in the Department of History. Students who decide they want to pursue a Ph.D. may later apply for admission to it.

The M.A. program in history encourages students to explore the social, cultural, and political meanings and uses of gender constructs and to challenge traditional narratives about men and women across history. Our field draws its strength from our faculty’s commitment to investigating the history of women and gender, and from a long tradition of feminist scholarship.

Our field brings together faculty and graduate students from a wide range of geographical, chronological, and thematic fields, and is strengthened by departmental fields in African diaspora and Atlantic world, as well as by joint degree programs with Hebrew and Judaic Studies, Middle Eastern Studies, and the Institute of French Studies. NYU also has a strong Center for the Study of Gender and Sexuality, and our graduate students are encouraged to take courses with scholars of gender in other university departments. Admission to the program is highly selective.

Earning an M.A. degree in history prepares students for careers in museums, historical societies, and historic houses; with archives and historical papers; and in film and television. It can also prepare students for teaching at the secondary-school level or serve as a foundation for graduate study at the Ph.D. level.

Students in the history of women and gender field complete a 32-credit program of study consisting of the following courses:

1. The M.A. Proseminar (GS7.2022) is required of all M.A. students in the Department of History and provides them with an introduction to the professional study of history (4 points).
2. At least three courses that focus substantively on gender, offered either by our core faculty or, with approval, by faculty from across the university and beyond (12 points).
3. Three topical history courses intended to deepen historical expertise in chronological or geographical fields (12 points).
4. The M.A. thesis (research paper) in the student’s field of specialization (normally determined by the end of the first semester), which will consider gender as a central category of analysis; students select a faculty adviser to direct the thesis and register for an independent study with the adviser (4 points).

World History

The Department of History offers a master’s program in world history that introduces students to the methods and approaches used by historians to study global and transnational phenomena. It also engages students in comparative and thematic work exploring the history of at least two world regions. It is aimed at those who are seeking an historical perspective on the increasingly interconnected global society in which we live. Among those whose needs it may serve are educators, professionals involved in international occupations, journalists or others working in the field of communications, and those exploring their own interest in further study. Acceptance into the M.A. program does not constitute admission into the Ph.D. program in the Department of History, but students who decide they want to pursue a Ph.D. may later apply for admission to it.

The core curriculum for the program normally includes eight one-semester courses (32 credit points), including three core courses, three courses in a major field of study, and two courses in a minor field. Students must present a master’s essay, and they must demonstrate a reading knowledge of a foreign language relevant to their work. Students may take cognate courses in world history in the Draper Interdisciplinary Master’s Program in Humanities and Social Thought, and, with approval, up to two courses in anthropology, sociology, politics, economics, or literature.

Students must undertake study of two regions of the world, one of which will be designated the major field and one as the minor. The available regions are Africa, East Asia, South Asia, Europe, Latin America and the Caribbean, the Middle East, and North America. Students must elect at least one field outside of Europe and North America.

All M.A. students must take the M.A. Proseminar, usually in their first semester. Students in the world history program must take Methods and Approaches in World History, usually in the first or second semester. This course explores the conceptual issues involved in the study and teaching of world history. It includes a broad range of methodological perspectives and addresses current debates about world history. Students in the world history program must take a course covering comparative or transnational themes. Normally, this expectation is addressed by a variety of courses offered each year.
in the Department of History. Appropriate course topics include migrations and diasporas, globalization, frontiers and borderlands, colonialism and decolonization, global cities, and biological and ecological exchanges, among others. Each student is required to complete a master's essay, which should address some of the thematic or comparative questions encountered in the core courses. Master's essays must receive a grade of A- or higher.

The M.A. program is a terminal degree program and should not be seen as a precursor to the department's Ph.D. program in any way. All students enrolled full-time are expected to complete their course work after three semesters, including the passing of a language exam. They qualify for the degree when their master's essay has been approved. Part-time students are allowed to stretch the program out over a maximum of six semesters. Students may petition to substitute one course that does not fit the above program if their special needs, interests, or background justify it.

Archives and Public History
The Department of History offers a master's program in archives and public history. The master's in archives and public history can be combined with an advanced certificate in archival management or public history. Archivists and public historians present and interpret history in a wide variety of dynamic venues, ranging from history museums to digital libraries. For three decades, NYU has prepared students for successful careers as archivists, manuscript curators, documentary editors, oral historians, cultural resource managers, historical interpreters, and new media specialists. The program emphasizes a solid grounding in historical scholarship, intense engagement with new media technologies, and close involvement with New York's extraordinary archival and public history institutions. Students in the program elect to follow a concentration in either archival management or public history.

As part of their required core course work, students have the opportunity to embark on independent research projects using the unique resources of New York City as their public history and archives laboratory. In addition, internships are integrated with course work, contributing to a professionalized and constructive learning environment. The program offers students an M.A. degree in archives and public history, with individual concentration in either field. Students who already hold M.A. degrees may attain an advanced certificate in either archives or public history. Students in the archives and public history program must complete the following M.A. degree requirements:

1. Satisfactory completion of 32 points and a grade of B or better in the Research Seminar.
2. All required courses and at least two electives within concentration.
3. A capstone research project approved by the director.

Required M.A. courses include:
1. M.A. Preseminar
2. Introduction to Archives I
3. Introduction to Public History I
4. Internship Seminar
5. Research Seminar

There is no general language requirement for the archives and public history program.

Doctor of Philosophy
The program for the Ph.D. degree provides a framework within which students can acquire the following training and experience: (1) broad exposure to a general area of interest and to its current literature and controversies; (2) more intense training in the special field in which the student intends to conduct research and do his or her primary teaching; (3) a sound but more limited introduction to a second field; (4) training in research procedures and methods; (5) an appropriate linguistic competence; and (6) the completion of a dissertation judged to be a significant piece of historical research and writing.

To achieve these aims, the program is made up of the following components. (For a more complete discussion, see the Handbook for Graduate Students, available in the Department of History). Ph.D. Fields:
1. Africa
2. African Diaspora
3. Atlantic World
4. Modern East Asia
5. Medieval Europe
6. Early Modern Europe
7. Modern Europe
8. Latin America and the Caribbean
9. South Asia
10. United States
11. Hebrew and Judaic Studies (joint program)
12. Middle Eastern and Islamic Studies (joint program)
13. French Studies (joint program)
14. History and Law (dual degree program)

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 and their major area Literature of the Field course 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.

Departmental Foreign Language Requirement: Ph.D. students should satisfy the foreign language requirement for their field of study within the first year of graduate study; they must do so by the time they complete 48 points of course work. The minimal departmental requirement is one 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 adviser about what rules apply in their case.

Students must demonstrate proficiency in a foreign language that has direct relevance to their area of study. The choice of language must be approved by the student's adviser or by the director of graduate studies. Students may satisfy proficiency in one of the following ways: (1) by passing the proficiency examination in the language given by the Graduate School of Arts and Science; (2) by having earned a grade of B+ or better in an intermediate or advanced language course in a
college or university no more than two years prior to enrollment. Exceptions may be made for languages required for primary research, by which a student’s adviser may specify some other procedure as necessary to demonstrate sufficient competence. The language examination is offered by the Graduate School three times a year.

Qualifying Examination: Students must pass a written qualifying examination in one of the department’s designated fields, as well as in a second field. Full-time students entering with a bachelor’s degree take this examination at the end of the second year of study; other students take the examination within one semester after the completion of 12 courses (48 points). Those entering with an M.A. degree from outside the history department are normally expected to take the qualifying examination directly after they have completed six courses, of which one must be a “literature of the field” course. Students who have done graduate work elsewhere must, before sitting for the exam, complete all work for the number of courses the director of graduate studies has determined to be appropriate in each case. A student who does not pass the examination has the right to retake it once.

The qualifying examination is not a comprehensive examination. It is intended to test how well each student understands and can explain historical arguments and issues and bring to bear pertinent information and knowledge in discussing them.

Prospectus Oral Examination: Each student must pass a 90-minute oral examination after the language and course requirements have been completed. Full-time students normally take this examination at the end of the third year of study. Those entering with a master’s degree should take the examination at the end of the second year. For other students, the precise time is arranged with the director of graduate studies, but it must be as soon after the completion of course work as is practicable.

The student must submit a dissertation prospectus prior to the examination. The discussion of this proposal is a major component of the examination. The committee for the examination consists of three faculty members: one is the student’s major adviser; the other two are normally readers of the dissertation. Where appropriate, one member of the committee may be from outside the department. No student may sit for the major field examination without the previous completion of the language proficiency specified for that field. Students who fail the major field examination may sit for it one more time, in the following fall term.

Dissertation: Each student must write a dissertation under the supervision of a member of the department (joint advisers are permitted). The dissertation committee, including the adviser, has five members; a minimum of three must be GSAS full-time faculty.

Program Plan: Ph.D. students should arrange their schedules so that they can complete the required “literature of the field” courses and at least one seminar by the end of the first year. The qualifying examination is a major concern of doctoral students in the first two years, but students should also ensure that they begin serious work in the major field during these years, for the sake of their overall professional development. A student’s progress toward these goals is taken into account during the evaluation the department undertakes for each student following the qualifying examination.

The third year should be devoted primarily to the student’s major field, including the planning of the dissertation project. It may also, if necessary, be used for completing the second field.

Major Field: Each doctoral student must designate a major field, within which the subject of the student’s dissertation falls and presumably the field in which the student expects to be principally involved as a writer and teacher. Major fields should be broad enough so that they can prepare students to teach an upper-level undergraduate course or a graduate colloquium, but narrow enough so that students can develop professional competence in a body of literature, and each student’s own primary research can contribute to the preparation. Major fields may be defined in chronological and geographical terms, or they may be partly topical. In each case, a student’s major field should be worked out in discussion with his or her adviser and with one additional faculty member who has agreed to participate in examining it. Each field must be approved by the director of graduate studies.

Second Field: Each doctoral student must choose, by the end of the third semester, a second field and a second field adviser, who will examine the student in the qualifying exam. Normally the program consists of three courses.

A second field may have the same dimensions as the major field, or it may be thematically defined. In every case, however, the second field may not be contained within the student’s major field but must introduce some significant new area or dimension. Second fields may also be arranged in some fields in which no major fields are available and may be comparative. Archival management and historical editing also qualify as second fields, without respect to the major field. Women’s history and public history, if comparative, also qualify as second fields without respect to the major field.

Transnational Fields: Two transnational fields contribute to the distinctiveness of our program, serving students across various fields of concentration. The African diaspora field focuses on the dispersal and activities of people of African descent, from antiquity to the present, and incorporates Africa, South America, the Caribbean, North America, and Europe.

The Atlantic world field incorporates all of the continents that rim the Atlantic and spans early modern and modern eras.

FINANCIAL AID, FELLOWSHIPS, AND EXTERNAL FUNDING

For Ph.D. students:
All full-time students admitted into the Ph.D. program are funded by the Henry Mitchell MacCracken Program for five years. (Candidates who have already completed an applicable M.A. receive four years of funding instead.) Fully funded MacCracken-supported students receive full tuition and fee remission, a living stipend, and NYU health insurance for the four or five years of their fellowship. There is no teaching required for students entering in the 2009-2010 academic year or later. The stipend amount for 2009–2010 is $22,440. New students also receive a one-time $1,000 stipend that may be used for start-up expenses.

The department believes that teaching experience is an essential part of professional formation, and some teaching of discussion sections associated with large lecture classes will be strongly recommended. Compensation for any sections taught will be separate from the student’s fellowship and will be in addition to it.

The department welcomes applications from candidates who have outside fellowships. Enhanced support packages for students who enter with outside fellowships are designed on a case-by-case basis.
basis by the Department of History and the Graduate School, depending on the terms of the external award. Typically, for students who receive an external award, NYU’s enhanced support package can include additional years of funding, summer funding, or research support.

Continuing graduate students are encouraged to seek external sources of funding. Outside funding enables advanced students to undertake research in archives located abroad or in other U.S. cities. The Graduate School of Arts and Science also offers competitive awards for students to pursue dissertation and dissertation research. Up-to-date information about internal and external grants and fellowships appears on the history department Web site: http://history.fas.nyu.edu/object/admissions_funding. Smaller grants for special purposes are also available.

For M.A. students:
Several awards are offered to students in the archives and public history M.A. program within the archives concentration, in conjunction with Bobst Library. All applicants to the archives and public history M.A. program are automatically considered for these awards.

The Tuition Assistance Program for schoolteachers offers a 30 percent tuition discount to full-time primary and secondary teachers in New York City who are enrolled in the master’s program in world history. Awards granted under this program are contingent upon the availability of funds. The application form can be downloaded at http://history.fas.nyu.edu/docs/l1/8155/TAPforTeachersInWorldHistoryForm.pdf. Master’s students in world history are also encouraged to apply for a Foreign Language and Area Studies (FLAS) Fellowship through NYU. Links to relevant departments through which students can apply appear below under GSAS funding.

The Graduate School’s Tuition Incentive Program (TIP) encourages students to apply for external grants and provides matching tuition points (from 50 to 100 percent) to eligible recipients of external awards from recognized, academic sources of funding outside NYU. For applications and specific details about TIP eligibility criteria, please visit www.nyu.edu/gsas/Admissions/tipform.html.

New York University offers several loan programs to students. Information is available at www.nyu.edu/financialaid or at the Office of Financial Aid, 212–998–4444.

GSAS/CAS Tuition Program: Qualified CAS students graduating in 2009 or later who complete the admissions application process and are admitted to the master’s programs in history (world history, archives and public history, or history of women and gender), in the term immediately following the year of their graduation from CAS, will be eligible to receive a 25 percent tuition discount for courses required for the degree program. Students admitted through the B.A./M.A. program are also eligible for a tuition discount.

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. This information is also available on the GSAS Web site at http://gsas.nyu.edu/page/grad.financialaid.

J OINT AND D UAL D EGREE P ROGRAMS

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. Admission to these joint degree programs must be granted by both departments or institutes upon entry or at the point of screening.

Students in these programs normally are expected to complete the “literature of the field” courses and follow other curricular guidelines for the student’s major historical field and take the history department’s qualifying examination in the major field that may bridge the two disciplines. Joint degree candidates are exempt from the departmental requirement for a second field.

J.D.-Ph.D. Dual Degree Program in History and Law

This program allows accepted applicants to obtain a Ph.D. in history from the Graduate School of Arts and Science and a J.D. from the School of Law. Students must apply separately and be admitted to both programs, and they would normally apply concurrently. Students must complete all requirements for both degrees. By alternating enrollment in Graduate School of Arts and Science and the School of Law and by counting some courses toward both degrees, students are able to complete the two programs in seven or seven and a half years. The Graduate School of Arts and Science awards funding to students for the history portion of the dual degree program under the MacCracken program. Students are considered separately for funding at the law school.

Graduates of the dual degree program would be prepared to pursue careers in both history departments and on law school faculties. NYU has a long tradition of excellence in legal history scholarship. Students can participate in the Legal History Colloquium, which convenes weekly and houses the Samuel I. Golieb Fellowship Program for postdoctoral studies in legal history. Dissertation projects can be advised by committees composed of historians based both at NYU Law School and in the Department of History.

J.D.-M.A. Dual Degree Program in History and Law

This program allows accepted applicants to obtain an M.A. in history with a focus in history of women and gender, in world history, or in archives and public history from the Graduate School of Arts and Science and a J.D. from the School of Law. Applicants apply to each degree program separately. Students may apply to the history department either concurrently with their application to NYU School of Law or during the first year of study at the law school. Admission to one degree program does not depend upon nor guarantee admission to the second degree program; all admissions decisions are made distinctly.

The J.D.-M.A. program enables students to complete a J.D. and earn a master’s degree in four years. Under some circumstances, it may be possible to complete the program in seven semesters. The dual degree program is offered only on a full-time basis.

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 1993 an additional 9,000 documents gathered in an international search were microfilmed as the Collected Documents Series. Both
Courses

Courses are of several kinds:

1. Colloquia, based on common reading and discussion, in which students normally write interpretive papers, book critiques and review essays, and/or bibliographical essays.

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. M.A. students 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, set up between a student and a small group of students, and a particular faculty member.

6. Dissertation prospectus seminars. Ph.D. students are required to take this seminar in their third year.

Doctoral students may, with the approval of their advisers, enroll in up to four courses in other departments; M.A. students may enroll in up to two. Doctoral students may also, with approval, prepare their second fields outside the history department. Courses are also available at area universities through the Inter-University Doctoral Consortium.

The following is a selected list of course offerings. (Note: This list of courses is not exclusive, and courses are not necessarily taught every semester.)

AFRICA

Imperialism, Colonialism, and Decolonization in Africa Since 1875 G57.1558 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.

Literature of the Field: Africa G57.1562 4 points.
This course introduces students to the major themes, scholarly approaches, and sources for African history.

Topics in African History G57.1784 4 points.
Recent topics have included a research seminar in African history devoted to primary source research.

Islam in West Africa G57.2007 4 points.
Examines Islam’s multiple developments and expressions across the expanse of West Africa, from the seventh century through the present.

African Slavery and the Atlantic Slave Trade G57.2555 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.

AFRICAN DIASPORA

Conceptualizing the African Diaspora G57.1785 4 points.
A colloquium concerned with the ways in which the African diaspora has been (and is being) theorized; that is, the conceptual and methodological frameworks within which the African diaspora has been located, and by which the imaginary has been approached. Specifically, the field is considered in connection with and through insights provided by studies of the subaltern and cultural, theories of feminism and hybridity and creolization, black radical internationalism, etc.

Literature of the Field: The African Diaspora G57.1801 4 points.
A colloquium on the formation and development of the African diaspora, uncritically defined as the dispersal of people of African descent throughout the world, by way of examining the most recent and influential literature on the topic. Care is given to consider works addressing the Mediterranean Sea and Indian Ocean, as well as the Americas.

The Making of the African Diaspora G57.2622 4 points.
A seminar that emphasizes the historiography of what has come to be called the African diaspora, but in other eras was called something else, like pan-Africanism. Seminal works by Du Bois, Barnet Wells, Padmore, Casely-Hayford, James, Blyden, Crummell, Cooper, etc., are examined.

For additional information, contact Dr. Esther Katz, codirector/editor of the Margaret Sanger Papers.

The Papers of Jacob Leisler Project is collecting, transcribing, and translating the entire extant public and private correspondence of early New York governor Jacob Leisler (1640-1691) for publication in microfilm and annotated book editions. Considered by some colonial historians as the “Father of American Democracy” and best known for the 1689 New York uprising that bears his name, Leisler played a prominent role in the economic and social development of colonial New York and early America. House in the department since 1988, the Leisler Papers collection contains over 5,000 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.

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.

A project is preparing an electronic edition along with a reel guide and index. The microfilmed series are being published by University Publications of America, along with a reel guide and index. The project is preparing an electronic edition of the microfilmed documents for distribution on CD-ROM or via the Internet. The project will then work on a four-volume book edition of selected Sanger letters. The project employs graduate assistants and other students. Documents from the Sanger Papers collection are available for student and faculty research and serve as practical examples for the course on historical editing.

For additional information, contact Dr. Esther Katz, codirector/editor of the Margaret Sanger Papers.

The Papers of Jacob Leisler Project is collecting, transcribing, and translating the entire extant public and private correspondence of early New York governor Jacob Leisler (1640-1691) for publication in microfilm and annotated book editions. Considered by some colonial historians as the “Father of American Democracy” and best known for the 1689 New York uprising that bears his name, Leisler played a prominent role in the economic and social development of colonial New York and early America. House in the department since 1988, the Leisler Papers collection contains over 5,000 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.

Microfilmed series are being published by University Publications of America, along with a reel guide and index. The project is preparing an electronic edition of the microfilmed documents for distribution on CD-ROM or via the Internet. The project will then work on a four-volume book edition of selected Sanger letters. The project employs graduate assistants and other students. Documents from the Sanger Papers collection are available for student and faculty research and serve as practical examples for the course on historical editing.

For additional information, contact Dr. Esther Katz, codirector/editor of the Margaret Sanger Papers.

The Papers of Jacob Leisler Project is collecting, transcribing, and translating the entire extant public and private correspondence of early New York governor Jacob Leisler (1640-1691) for publication in microfilm and annotated book editions. Considered by some colonial historians as the “Father of American Democracy” and best known for the 1689 New York uprising that bears his name, Leisler played a prominent role in the economic and social development of colonial New York and early America. House in the department since 1988, the Leisler Papers collection contains over 5,000 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.

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.
Empire and Law in History G57.3702 4 points.
Introduces graduate students to the comparative study of law in empire.
Readings and discussions address such topics as the definition of imperial sovereignty, conflicts over jurisdiction and rights, the role of legal discourse in imperial politics, and the relationship between imperial law and international law. Also explored are various methodologies for the study of empire and law, including discussion of the use of case records and other legal documents and writings to analyze imperial history. The chronological and geographic sweep of the course is intended to encourage comparative analysis of law in empires, with most attention paid to the European colonial world between 1500 and 1900.

Atlantic History Workshop G57.3803 4 points.
This yearlong course overlaps with the Atlantic History Workshop colloquium, which meets regularly in the Department of History throughout the academic year. At the colloquium, participants discuss precirculated works-in-progress presented by visiting scholars or members of the colloquium. Students enrolled in this course attend every meeting of the colloquium and undertake additional activities assigned by the instructor.

EAST ASIA

Topics: East Asian History G57.1731 4 points.
Translation, Modernity, and History G57.1760 4 points.
Material Culture in Chinese History G57.1917 4 points.

Problems in the History of Early Modern China G57.1919 4 points.


Asiatic Mode of Production G57.2530 4 points.

Contemporary Discourse in Modern Chinese Intellectual History G57.2572 4 points.

Print Media and Journalism in China G57.2573 4 points.

MEDIEVAL EUROPE (FROM THE FALL OF ROME THROUGH THE 14TH CENTURY)

Historical Anthropology of the Middle Ages G57.1115 4 points.

Women and Gender in the Middle Ages G57.2109 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: Later Middle Ages G57.2115 4 points.
Interpretation of medieval history in the 20th century. Historiography and sociology of knowledge.

Seminar in Medieval History G57.3115 4 points.

EARLY MODERN EUROPE (1400-1789)

Literature of the Field: Early Modern Europe I G57.1150 Required of Ph.D. candidates in Modern Europe and Early Modern Europe. 4 points.
Surveys major literature and historiographical issues in the early modern field.

Trading Cultures in the Early Modern Atlantic, Ottoman, and Qing Empires G57.1514 4 points.

Constructing International Order: Europe 1648-1919 G57.2163 4 points.
Offers a broad exploration of European interstate politics in this period and critical perspectives on the categories historians and social scientists have used to make sense of this domain. Rather than focusing on diplomatic history, as traditionally defined, the course explores the changing social and cultural structures that shaped international life.

The French Revolution G57.2178 4 points.
Explores the origins and dynamics of the French Revolution of 1789, and the character of the Napoleonic settlement, with an emphasis on the international dimension of the revolution, political culture, and the historiography of the revolution.

Topics in Ottoman History G57.2680 4 points.
The Ottoman 17th Century G57.3505 4 points.
MODERN EUROPE (1750-PRESENT)

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.

State Theory and the Historical State G57.1144 4 points.
Approaches to the theory and practice of early modern and modern state formation. An early emphasis on political philosophy and critical theory yields to a focus on historical case studies from across Europe and the European colonies.

Europe Divided and United: East and West G57.1156 4 points.
Considers both the political and intellectual history of Europe’s division between Eastern Europe and Western Europe, from the 18th century to the present. Course material includes travel writing, mental mapping, the Iron Curtain, and the history of the European Union.

European Intellectual History, 1918-1945 G57.1194 4 points.
Interplays the specific cultural-historical context of interwar Europe (in particular France in the late Third Republic and Weimar Germany, but also to a lesser extent Austria, Italy, and early Soviet Russia) with trends of philosophical, literary, and political writing of the period. Certain themes or figures guide the choice of texts, e.g., authority, subjectivity, violence, sovereignty.

Literature of the Field: Modern Europe G57.1201 4 points.
Survey of the major literature and historiographical issues in the modern European field.

Women in European Society and Politics G57.1253 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.

From Imperial to Soviet Russia G57.1322 4 points.
A thematic approach to the problem of continuity in modern Russian history, with an emphasis on the European context of ideology, state formation, economy, and culture.

Culture, Empire and Power: The Irish and Indian Cases in the British Empire G57.1414 4 points.

Topics in Women and Gender in French History G57.1764 4 points.

Italian Colonialism G57.1981 4 points.
An exploration of Italian colonialism from the late 19th century through the end of empire. Through readings of travel literature, films, and historical works, we address the meaning of colonialism within Italian history and culture, colonial racial policies and gender identities, and the legacies of colonialism in Italy and in its former colonies.

Italian Fascism G57.1982 4 points.

Italy in World War II G57.1985 4 points.

The Habsburg Monarchy G57.2163 4 points.

The French Revolution G57.2178 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.

People, Politics, and Performance: Art and Ideas from Sergei Diaghilev to Edward Said G57.2707 4 points.

History of the Left G57.2716 4 points.
This colloquium reviews major developments in the left since the early 19th century, focusing on left visions, social movements, and political practices and the interaction of theory and practice. Readings focus on England, Germany, and Russia as well as the United States, India, Cuba, and China.

The Cold War and After G57.2771 4 points.
This colloquium views the Cold War as a global conflict and focuses on Western and Eastern Europe and the Third World as well as on the United States and the Soviet Union.

Eastern Europe G57.3901 4 points.
Surveys the major historiographical issues of the region, focusing particularly on the 18th, 19th, and 20th centuries. The principal issues include nationalism and national culture, communism and postcommunism, and war and ethnic cleansing.

Topics: Modern Mediterranean Region: Myth or Reality G57.3902 4 points.

LATIN AMERICA AND THE CARIBBEAN

Literature of the Field: Colonial Latin America G57.1801 4 points.
Reviews the historical scholarship on colonial Latin America and the Caribbean. Issues include imperial foundations, conquest and early encounters, ethnogenesis and identity formation, patriarchy and race, the origins of capitalism, the state and Bourbon reforms, subaltern mobilization and independence.

Literature of the Field: Modern Latin America, 1824-Present G57.1802 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.
The Haitian Revolution and the Atlantic World G57.1805 4 points.
Focuses on one of the most important and radical revolutions of the modern world. The course begins with classic and more recent perspectives on the revolution itself in an attempt to understand its origins, character, course, and legacies in Haiti from the period of 1789 through the immediate postindependence (1804) period. The second focus of the course is on the revolution’s repercussions and impact outside the borders of the French colony, throughout the Atlantic World. Third, the question of literary, cinematic, and academic representations of the revolution, its protagonists, and its legacies is addressed.

Slavery, Colonialism, and Revolution in the Caribbean G57.1809 4 points.
Introduction to the major themes and debates of colonial Caribbean history. Begins with the reading of general works on the Caribbean: selections from major texts and classic essays by historians, anthropologists, and literary critics arguing the case for the study of the Caribbean as a unit of analysis. From there, goes on to consider the central themes of the region and the period: slavery, capitalism, and emancipation; colonialism, revolution, and imperialism; nationalism and race. Themes are studied from a variety of approaches and perspectives, from very local microhistorical studies to comparative ones to more sweeping global treatments. Throughout, an attempt is made to bridge the vertical lines that often separate the study of the different linguistic and imperial Caribbeans.

Topics in Latin American and Caribbean History G57.2800 4 points.
Historiographic and analytic approaches to variable topics. Recent colloquia have included Historical Consciousness in Latin America; Age of Revolution in Latin America and the Caribbean; Race, Gender, and Nation; U.S.-Latin American Relations; Historical Perspectives on Race and Ethnicity in Latin America; 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.

Research Seminar: Latin America and the Caribbean G57.2801 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. This course is sometimes organized around research themes. Recent themes include slavery in the Americas and U.S.-Latin American relations.

METHODS, TRANSNATIONAL, COMPARATIVE

Industrialization and the Working Class in Comparative Perspective Since 1870 G57.1022 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.

Environmental History G57.1050 4 points.
Analyzes monographs in the field, drawn from all geographical areas, dealing with major theoretical issues.

Historians and New Media G57.1025 4 points.

Cultural History in Perspective G57.1145 4 points.

Global Encounters: 1300-1800 G57.1730 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 4 points.
Explores the social, cultural, and political meanings and consequences of racial constructions, with attention to such topics as law, sex, gender, science, and empire. Interrogates North American racial systems in transnational contexts.

The Ways of Social History in the 20th Century: Forms of Historiographical Change G57.2020 4 points.

Early Modern European Imperialism: Discourses, Institutions, Experiences G57.2186 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.

Women, Gender, and Politics in the Age of the Atlantic Revolutions G57.2605 4 points.
Examines 18th-century interrelated debates about the nature of citizenship and the civitas in revolutionary America, France, and Haiti.

Modern City Culture G57.2754 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.
**MIDDLE EAST**

Islamic Middle East, 1200-1800  
G57.1641  4 points.

Literature of the Field: Modern Middle Eastern History G57.1643 4 points.

**SOUTH ASIA**

Research in Globalization G57.2122 4 points.

Theories of Nationalism G57.3500 4 points.

**UNITED STATES (CONTACT TO PRESENT)**

Lower East Side American Jewish Memory G57.1271  4 points.  
Explores the disjunction between the history of arguably the most important Jewish neighborhood in America and the subsequent memory culture that developed after its demise.

Topics in American Jewish History G57.1280  4 points.  
Over the course of recent years, seminars under the “Topics” rubric have focused on the history of American Judaism, the history of Jewish women in America, and post-World War II American Jewry.

Jewish Women in America and Europe: Historical Problems  
G57.1281  4 points.  
This comparative course looks at the historical experiences of Jewish women in both Europe and the United States, focusing on work, education, family, and communal activism, among other topics.

Irish and Irish American Studies: Irish and Jewish Migration to America  
G57.1419  4 points.  
This M.A.-level course looks at the histories of these two immigrant groups in a comparative context, exploring the causes and nature of the migrations; patterns of settlement, work, family, and popular culture; and the receptions these groups received in America.

Literature of the Field: United States  
G57.1600  Required of Ph.D. candidates making this their major field.  
4 points.  
Twentieth-Century course surveys major literature and historiographical issues in the American field in the 20th century. Colonial Era course surveys major literature and historiographical issues in the American field in the colonial era.

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.

Literature of the Field: 19th-Century United States 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 in the 19th century.

Transnational Approaches to American History G57.1739  4 points.

Topics in American Women's History G57.1762  4 points.

History of American Education G57.1781  4 points.  
Examines the major themes, developments, and dilemmas of educational history in the United States. How have historians defined and explored American education? What are the major achievements and weaknesses of the field?

Afro-American History G57.1782  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.

African American Intellectual History from the Victorians to the Present G57.1804  4 points.

Transnational Constructions of Race G57.2008  4 points.  
Explores the social, cultural, and political meanings and consequences of racial constructions, with attention to such topics as law, sex, gender, science, and empire. Interrogates North American racial systems in transnational contexts.

Master's Seminar: Historical Research Methods G57.2022  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.

19th-Century Intellectual and Cultural History G57.2025  4 points.

Transition from Slavery to Freedom in the United States G57.2553  4 points.

Race, Civil War, and Reconstruction G57.2607  4 points.  
Studies the social, political, and cultural history of the Civil War era and its legacies, with particular attention to race.

The Cold War, 1945-1989 G57.2779  4 points.  
Examination of the Cold War from World War II to the fall of the Soviet empire in 1989.

Topics in Intellectual and Cultural History G57.3611  4 points.

**HISTORY OF WOMEN AND GENDER**

Black Women's Political Activism G57.1256  4 points.  
Examines black women's conceptions of, and presence in, the public or political realm from the antebellum era through the 1960s. Investigates the ways in which black women defined the public and political.

Topics in Women and Gender in French History G57.1764  4 points.

Colloquium in Women's History: Race and Reproduction G57.2600  4 points.

Gender and Imperialism G57.3901  4 points.  
Examines how gender is implicated in imperialism and postcolonial societies, including Africa, India, the United States, the Caribbean, and Latin America.
ARCHIVES AND PUBLIC HISTORY

Introduction to Archives G57.1010 4 points.
Introduction to the theoretical and methodological issues involving archives, historical documentation, and historical resources. Focuses on the history of records and record keeping, development of archival theory, appraisal, arrangement and description, reference, legal and ethical issues, and current trends in the profession.

Seminar in Historical Editing G57.1012 4 points.
Introduces students to the theories, practices, and problems involved in editing and publishing historical documentary editions. Students develop their own documentary editions complete with prefatory material, transcriptions, annotations, and calendars. Focuses especially on project leadership and includes an electronic edition component.

History in the New Media G57.1023 4 points.
Focuses on the ideas, techniques, and complexities of creating digital history texts and Web sites. Introduction to the digitization process, with an emphasis on standards and best practices for creating digital projects in an archival or public history setting.

Introduction to Public History G57.1750 4 points.
Reviews the history of public history from the early 20th century through the present, focusing on historians' relationships, dialogues, and collaborations with public audiences. Considers issues involving memory, identity, heritage, commemoration, historic preservation, history museums, oral history, film, and digital history.

Local and Community History G57.1752 4 points.
Explores changing definitions of “local” and “community” in light of contemporary historical interpretations. Focuses especially on differing historical methodologies and their impact on collecting and public history projects, considering such topics as unconventional evidence, material culture, museum interpretation, historical sites, and historical societies.

Media and History G57.1755 4 points.
Reviews efforts at dramatization and documentaries for radio, television, film, and print media. Considers the historical implications of media production and allows students to conceptualize projects and research in a variety of media formats.

Internship Seminar G57.2011 4 points.
Seminar setting in which students consider a variety of issues and topics relating to their fieldwork sites and internship venues. Topics include public policy, historic site interpretation, digital humanities, current archival and museological theory, and leadership in cultural institutions. Students complete a 120-hour internship/practicum at a cooperating archives or public history site, arranged through the program director.

Oral History G57.2012 4 points.
Fieldwork course that engages the historiographical, theoretical, and methodological issues involving oral history work. Includes a research and design component, as well as a project implementation module in which students conceive, interview, process, and present oral histories.

Introduction to Preservation and Reformatting G57.2013 4 points.
Overview of principles and practices of archival preservation. Examines the physical composition of archival materials in all formats, the causal agents that contribute to archival deterioration, the application of appropriate preservation practices and conservation methods, and various reformatting and rehousing techniques.

Institutional Archives G57.2016 4 points.
Traces the rise of modern bureaucratic organizations and their relationship to the documentary record. Examines the history of recordkeeping, the records and information needs of businesses, nonprofits, and governments, records management theory and practice, and current trends in administering electronic records programs.

RESEARCH AND READING

Reading in History G57.3011 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.
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 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.

**Faculty**

Master teachers in each area of inquiry play an important role in shaping the Draper Program. Master teachers, senior members of the Faculty of Arts and Science with strong commitments to interdisciplinary scholarship, provide curricular guidance and help to maintain connections to the rest of the Graduate School.

The Draper Program also appoints a faculty fellow 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 Draper’s introductory courses and topical seminars, 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, cinema studies, comparative literature, English, Hebrew and Judaic studies, history, journalism, performance studies, philosophy, 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 visiting scholars to teach courses in particular areas of expertise.

**Robert Dimit**, Associate Director, John W. Draper Interdisciplinary Master’s Program in Humanities and Social Thought. Ph.D. 2000 (comparative literature), M.A. 1992 (comparative literature), New York; B.A. 1972 (music), Macalester College. Early modern European literature and culture; English Restoration and French neoclassical theatre; history of affect; literature and music.

**Nina Hien**, Assistant Professor, Art Worlds; John W. Draper Faculty Fellow. Ph.D. 2007 (cultural anthropology), Cornell; M.A. 1998 (cultural anthropology), New School for Social Research; M.A. 1992 (journalism), Missouri; B.A. 1986 (English), SUNY (Stony Brook).
Visual cultures and globalization; photography and digital technology in Vietnam; vision, tactility, the body and the senses; popular culture and media studies in Southeast Asia.

**Heather Lukes,** Assistant Professor, Gender Politics; John W. Draper Faculty Fellow; Ph.D. 2004 (English), M.A. 2000 (English), California (Los Angeles); B.A. 1993 (English), California (Berkeley). American literature, gender and sexuality; American film; psychoanalysis.

**Robin Nagle,** Director, John W. Draper Interdisciplinary Master’s Program in Humanities and Social Thought; Ph.D. 1994 (anthropology), M.Phil. 1991 (anthropology), M.A. 1989 (anthropology), Columbia; B.A. 1987 (anthropology), New York. Consumption; garbage; material culture; urban studies; cultural geography.

**Mrinalini Rajagopalan,** Assistant Professor, The City; John W. Draper Faculty Fellow; Ph.D. 2007 (architecture), M.S. 2003 (architecture), California (Berkeley); B.Arch. 1996, Arkansas. Architectural and urban history; urban theory; postcolonial studies; visual cultures of South Asia.

**Maia Ramnath,** Assistant Professor, Global Histories; John W. Draper Faculty Fellow; Ph.D. 2008 (history), M.A. 2004 (history), California (Santa Cruz); M.A. 2002 (humanities and social thought), New York; B.F.A. 1995, Butler. Imperialism; globalization; decolonization; social movements; modern South Asian history.

**Nicole Rizzuto,** Assistant Professor, Literary Cultures; John W. Draper Faculty Fellow; Ph.D. 2006 (English and comparative literature), M.Phil. 2002 (English and comparative literature), M.A. 1999 (English and comparative literature), Columbia; M.A. 1997 (English and modern culture and media), Brown; B.A. 1995 (English and philosophy), SUNY (Binghamton). Twentieth-century British and Anglophone literature; European and American modernism and avant-gardes; critical and literary theory; feminist theory; postcolonial studies.

**Daniel Thurs,** Assistant Professor, Science Studies; John W. Draper Faculty Fellow; Ph.D. 2004 (history of science), M.A. 1997 (history of science), B.S. 1993 (physics, astronomy, and mathematics), Wisconsin (Madison). Language of science; nanotechnology; public conceptions of science; depictions of nature

**MASTER TEACHERS**

**Art Worlds:** Anna McCarthy, Associate Professor, Cinema Studies; Ph.D. 1995 (television and radio), M.A. 1991 (television and radio), Northwestern; B.A. 1989, Wesleyan. Television history; media and cultural studies; Marxist theory.

**The City:** Harvey Molotch, Professor, Sociology, Ph.D. 1968 (sociology), M.A. 1966 (sociology), Chicago; B.A. 1963 (philosophy), Michigan. Urban development and political economy; the sociology of architecture, design, and consumption; environmental degradation; mechanisms of intercultural inequalities.

**Gender Politics:** Ann Pellegrini, Associate Professor, Performance Studies, Program in Religious Studies; Ph.D. 1994 (cultural studies), M.A. 1992 (study of religion), Harvard; M.A. 1988 (literae humaniores), Oxford; B.A. 1986 (classics), Harvard. Religion, sex, and the law; feminist theory; queer theory; psychoanalysis and race; trauma studies; cultures of childhood; Jewish cultural studies; feminism and popular culture.

**Global Histories:** David Ludden, Professor, History; Ph.D. 1978 (history); B.A./M.A. 1972 (South Asian regional studies), Pennsylvania. Economic development; agrarian conditions; health environments; empire; inequality; social conflict.

**Literary Cultures:** Richard Sieburth, Professor, French, Comparative Literature; Ph.D. 1976 (comparative literature), Harvard; B.A. 1970 (comparative literature), Chicago. Comparative poetics; history and theory of translation; romanticism; symbolism; modernism.

**Science Studies:** Rayna Rapp, Professor, Anthropology; Ph.D. 1973 (anthropology), M.S. 1969 (anthropology), B.A. 1968 (anthropology), Michigan. Gender, reproduction, health and culture; science and technology; United States and Europe.

---

**Programs and Requirements**

Admission: The Draper Program is open for admission 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 recommended. The Graduate Record Examination (GRE) is also required. For international students who are not native English speakers, the Test of English as a Foreign Language (TOEFL) is mandatory, with a recommended minimum score of 650 (280 on the computer version or 114 on the Internet version).

**MASTER OF ARTS**

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 in the Graduate School of Arts and Science 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. Satisfactorily complete a final master’s thesis in consultation with a faculty adviser and with the program’s approval.

**Library and Information Science Dual Degree Program**

Long Island University’s Palmer School of Library and Information Science and New York University’s Graduate School of Arts and Science offer a unique dual master’s degree program with convenient classes in Manhattan. You can earn a Master of Science degree in Library Science (M.S.L.S.) from Long Island University and a Master of Arts degree from New York University for 13 fewer credits than if you took each degree separately. The Palmer School’s master’s degree is accredited by the American Library Association (ALA)—a distinction held by fewer than 60 programs in the United States.
Students enrolled in this program will work individually with their own mentors, subject specialists from the New York University Libraries, through to graduation.

For further information and advising, please call 212-998-2680 to discuss how the dual degree program matches your career goals, or make an appointment on the seventh floor of the Bobst Library at NYU, 70 Washington Square South, room 707, New York City.

MUSEUM STUDIES
The Program in Museum Studies offers a certificate that Draper students may earn in conjunction with the M.A.

Students should refer to a current class schedule each semester to determine current course offerings. Many courses meet in the evenings. Most carry 4 points. The list below is representative, not exhaustive.

ART WORLDS
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?

Modernism and the Alienation of Form
G65.2190
After the French Revolution, the idea of progressive evolution gave Western culture a unified sense of its place in the great scheme of things. But the decades leading up to World War I saw the gradual decline of that paradigm. From the linguistic turn in philosophy to the professionalization of sociology, from symbolist poetry to cubism, from Bartók to Bauhaus, from the New Criticism to socialist realism, a preoccupation with form emerged as the defining characteristic of a modernism that could no longer rely on natural design. This course considers various examples of that preoccupation in a search for the roots of postmodern dissolution.

Topics in Art Worlds: About Face
G65.3008
Reading the face has been a relevant activity in both Western and non-Western epistemological thought and practice through many eras. It appears both as an informal daily practice as well as the more formalized “art/science” of phrenology. By examining how the face, its gestures and its activities, is employed in different contexts and through diverse forms of political and artistic image making, students explore some of its literal and figurative meanings as a discursive, metaphorical, and material object and medium.

Alongside the central focus of the face as it appears in representations and the receptions of these images, students also address specific issues, problems, and practices of its aesthetic and social significance, such as ideas about social classification, status and hierarchy, political satire, stereotyping and racial profiling, national expressions and gestures, defacement and masking, facial reconstruction, the face in relation to the body, and the cyberfaces and interfaces of new media.

Topics in Art Worlds seminars examine particularly focused subject matter and themes, which change frequently. Previous seminars have included “Cultural Policy and Patronage” and “Memoir and Manifesto: Artists in Their Own Words.”

THE CITY
Introduction to the City I
G65.1108
Introduces the complex nature of the city and the local and global political, social, and economic forces that shape it. As these forces manifest themselves differently in different localities, students study various city types, including the global city, the modern metropolis, and the informal city. New York City is the main platform for exploration, revealing as it does the continuities and congruencies in the forms and processes that characterize contemporary cities.

Introduction to the City II
G65.2108
Students learn various approaches for studying the city by transforming a topic of interest into a researchable question, developing a research design, and identifying the most appropriate methods for their chosen research project. An overview of qualitative research methods is provided, both through the examination of existing studies and the development of the students’ own projects.

Topics in the City: A Brief History of Urban Consciousness
G65.3005
Starting with Walter Benjamin’s submission of the flaneur as the prototypical subject of the modern metropolis, theorists have debated the Eurocentric, hetero-normative, and bourgeois assumptions that underlie such framing of urban subjectivity. Indeed, post-structuralist, feminist geography, queer theory and subaltern studies have staged valuable interventions into this original thesis of urban consciousness as submitted by Benjamin. This course is arranged around the central premise that understanding urban space requires and interrogation of the particular subjectivities that it produces and a sustained exploration of the dialectic between subject and city.

For further information and advising, please call 212-998-2680 to discuss how the dual degree program matches your career goals, or make an appointment on the seventh floor of the Bobst Library at NYU, 70 Washington Square South, room 707, New York City.

MUSEUM STUDIES
The Program in Museum Studies offers a certificate that Draper students may earn in conjunction with the M.A.

Students should refer to a current class schedule each semester to determine current course offerings. Many courses meet in the evenings. Most carry 4 points. The list below is representative, not exhaustive.

ART WORLDS
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?

Modernism and the Alienation of Form
G65.2190
After the French Revolution, the idea of progressive evolution gave Western culture a unified sense of its place in the great scheme of things. But the decades leading up to World War I saw the gradual decline of that paradigm. From the linguistic turn in philosophy to the professionalization of sociology, from symbolist poetry to cubism, from Bartók to Bauhaus, from the New Criticism to socialist realism, a preoccupation with form emerged as the defining characteristic of a modernism that could no longer rely on natural design. This course considers various examples of that preoccupation in a search for the roots of postmodern dissolution.

Topics in Art Worlds: About Face
G65.3008
Reading the face has been a relevant activity in both Western and non-Western epistemological thought and practice through many eras. It appears both as an informal daily practice as well as the more formalized “art/science” of phrenology. By examining how the face, its gestures and its activities, is employed in different contexts and through diverse forms of political and artistic image making, students explore some of its literal and figurative meanings as a discursive, metaphorical, and material object and medium.

Alongside the central focus of the face as it appears in representations and the receptions of these images, students also address specific issues, problems, and practices of its aesthetic and social significance, such as ideas about social classification, status and hierarchy, political satire, stereotyping and racial profiling, national expressions and gestures, defacement and masking, facial reconstruction, the face in relation to the body, and the cyberfaces and interfaces of new media.

Topics in Art Worlds seminars examine particularly focused subject matter and themes, which change frequently. Previous seminars have included “Cultural Policy and Patronage” and “Memoir and Manifesto: Artists in Their Own Words.”

THE CITY
Introduction to the City I
G65.1108
Introduces the complex nature of the city and the local and global political, social, and economic forces that shape it. As these forces manifest themselves differently in different localities, students study various city types, including the global city, the modern metropolis, and the informal city. New York City is the main platform for exploration, revealing as it does the continuities and congruencies in the forms and processes that characterize contemporary cities.

Introduction to the City II
G65.2108
Students learn various approaches for studying the city by transforming a topic of interest into a researchable question, developing a research design, and identifying the most appropriate methods for their chosen research project. An overview of qualitative research methods is provided, both through the examination of existing studies and the development of the students’ own projects.

Topics in the City: A Brief History of Urban Consciousness
G65.3005
Starting with Walter Benjamin’s submission of the flaneur as the prototypical subject of the modern metropolis, theorists have debated the Eurocentric, hetero-normative, and bourgeois assumptions that underlie such framing of urban subjectivity. Indeed, post-structuralist, feminist geography, queer theory and subaltern studies have staged valuable interventions into this original thesis of urban consciousness as submitted by Benjamin. This course is arranged around the central premise that understanding urban space requires and interrogation of the particular subjectivities that it produces and a sustained exploration of the dialectic between subject and city.
Topics in the City seminars examine particularly focused subject matter and themes, which change frequently. Previous seminars have included “Militarization and Urban Warfare” and “The Public City: Public Space and the Public Sphere.”

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, Rimbeau, Faro, Butler, Sedgekwick, and others, and study material representations of sexuality in fiction, philosophy, photography, and dance.

Introduction to Gender Politics II

G65.1215

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.

Topics in Gender Politics:

Popularizing Identity: Engendering Sexuality, Race, and Nation in Cultural Studies

G65.3004

Interrogates ongoing definitions of “the popular” through the lens of recent national, transnational, and global constructions of sexual identity. Examines how contemporary popular culture produces, enables, and delimits personal practices of sex and identity. Intersectional and culturally specific analyses of gendered, ethnic, and sexual dissonance and dissonance engage the question of how the “popular” is constructed over and through overtly unpopular or unrecognized forms of erotic existence. Addressing both mass media and marginal forms of personal and aesthetic expression, this course investigates how the featured texts define the conditions of social legibility in myriad postmodern and transnational contexts.

Topics in Gender Politics seminars examine particularly focused subject matter and themes, which change frequently. Previous seminars have included “Gendered Genealogies of American Exceptionalism,” and “U.S. 20th-Century Queer Novels.”

GLOBAL HISTORIES

International Studies in Human Rights

G65.1048

Introduces students to international human rights and the movement’s relationship to the field of comprehensive peace education. As a multidisciplinary field, peace education takes a holistic approach to conflict and education. Essentially, peace education is the creation and transmission of knowledge needed to achieve and maintain peace. It is also about developing the critical and reflective capacities to apply knowledge in order to control, reduce, and eliminate various forms of violence. Using a peace education approach, the Universal Declaration of Human Rights and related normative global standards are used as the primary conceptual frameworks to guide the course’s inquiries.

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 from different historical periods 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 adopted by world and global historians in their analyses.

Introduction to Global Histories II

G65.2107

Studies colonialism from a comparative perspective. Examines the ways in which relations of power, subordination, and negotiation were constituted across time and space and poses questions about the most effective ways in which to understand the colonial “moment” in world history. Themes that are covered include race and classification, political subjectivity, and nationalism.

Topics in Global Histories: Islam and the Left: Languages of Resistance

G65.3005

Explores the complex interactions between two major intellectual and activist traditions of transnational resistance to Western imperialism over the last century and a half: leftist and Islamist political movements—each, contrary to popular perception (and orthodox insistence), a discourse of great internal diversity. The course starts with theoretical framing, locating both in the historical context of accelerated global connectivity, capital expansion, and processes of modernization. Students examine alternate critiques of Western capitalist modernity possible from vantage points along a spectrum of relationships within both genealogies, discussing the implications of liberalism, secularism, orientalism, and alternate modernities.

Topics in Global Histories seminars examine particularly focused subject matter and themes, which change frequently. Previous seminars have included “Violence, Culture, and Democracy in South Asia” and “History, Economy, Society, and Diaspora in the Indian Ocean.”

LITERARY CULTURES

The Passions of the Mind: Affect, Literature, and Music in Europe, 1600-1850

G65.1005

Studies relationships among affect, literature, and music in early modern Europe. Examines the ancient roots of early modern affective theories and contrasts those theories with our own. Takes as working hypotheses that what we now call “emotions” are primarily culturally determined and that social constructions of affect have varied over time. Three questions are posed: (1) How did people in earlier periods understand their affective experiences? (2) How did they think that affect—called passions, affections, sentiments, feelings, or emotions—functioned in literature and music? (3) How were these affective and aesthetic beliefs manifested in literary and musical practices? Students read theoretical and literary texts from the periods under study, as well as recent historical and analytical writings, and listen to musical examples. Topics include social constructionism, catharsis, the passions, the origins of opera, moral sentiments, sensibility, the emergence of the modern self, program music, and the roles of affect in ethics and rhetoric. Works by Aristotle, Cicero, Shakespeare, Monteverdi, Descartes, Byrd, Haywood, Francis Hutcheson, Richardson, Adam Smith, Mozart, Coleridge, Wordsworth, and others are studied. Note: Musical training is not a prerequisite for this course.

The Experience of Time in the 20th-Century Novel

G65.1009

Examines the representations of time in 20th-century European and American novels, as well as the relationship between this fictional time and the descriptions of time offered in philosophical and psychological works of the same period. Unlike earlier fiction, novels pro-
produced during the 20th century no longer recount objective sequences of events in the order in which they are supposed to have occurred. With the advent of literary Modernism, writers began fragmenting and reordering such “realistic” chronological accounts, sometimes abandoning altogether any attempt at representing objective, absolute time. Further, the subject matter of these texts is concerned to an unprecedented degree with questions about time, its nature, and the ways it is experienced in human life. This interest in time echoes similar speculations among 20th-century philosophers and psychologists regarding the conscious use of time. Reading works by Bergson, Husserl, Proust, Woolf, Faulkner, Heidegger, Nabokov, and others, students analyze the connections among innovations in narrative technique, fiction’s increased thematic focus on time, and nonfictional explorations of the experience of time during the last century.

**Introduction to Literary Cultures I**
G65.1301
An intensive survey of foundational texts in contemporary literary theory. Reading literary works from antiquity through modernity, students investigate how language and the literary determine our various approaches, relations, and commitments to the “true” and the “real.” Touchstones for discussion include imitation, representation, subjectification, transformation, resistance, and freedom.

**Introduction to Literary Cultures II**
G65.1321
Investigates the ethical and political dimensions of contemporary critical theory. Also explores the ways in which literary texts articulate and unfold the ethical and political paradoxes that traditional philosophical discourse too often characterizes as simply forms of error, unreason, contradiction, or transgression.

**Heidegger and Wittgenstein**
G65.2192
“Philosophy is an age grasped in thought,” Hegel once said, and if the 20th century was grasped in thought at all, it was by Martin Heidegger and Ludwig Wittgenstein. If their thought is elusive, no wonder—for their age made the very idea of comprehension suspect. In Heidegger and Wittgenstein we meet two philosophers profoundly inclined toward the unity that meta-physics promises, but forced to confront that promise as a receding possibility in an incomprehensible historical moment.

**Topics in Literary Cultures: Trauma and the Politics of Witnessing**
G65.3006
Investigates how recent theories of trauma and testimony that focus on the Holocaust and European literature might be productive for reading literature from other regions that stage different historical events as traumas. How might these literary works in turn revise, question, or replace theoretical models that have developed largely around one specific traumatic event? Topics include formal versus thematic articulations of the traumatic, testimony as crisis and event of translation, trauma as transnational and transcultural displacement, autobiographical utterance as the supplement and the confounding of collective memory, and attestation as a condition of possibility and aporia of forgiveness.

Topics in Literary Cultures seminars examine particularly focused subject matter and themes, which change frequently. Previous seminars have included “The Ethics of Literary Interpretation” and “Literary Hospitalsities.”

**SCIENCE STUDIES**

**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.

**Topics in Science Studies: Thinking About Tomorrow**
G65.3007
Focuses on the many roles of the future in Western cultures over the last several centuries. Its ability to serve as a blank canvas has made it an ideal location for projecting and working out today’s concerns and anxieties. Such projections, meanwhile, often feed back into the present, becoming the basis for restructuring social and cultural relationships that, in turn, give rise to the world of tomorrow. Over the course of the semester, students assemble some basic conceptual tools for understanding discussion of the future, as well as talk about why modern societies encourage so many predictions of things to come. The course looks into particular sites of futuristic imagery, including fiction, space travel, warfare, urban planning, nanotechnology, and the end of the world, and touches on the characteristics and implications of future predictions that failed.

Topics in Science Studies seminars examine particularly focused subject matter and themes, which change frequently. Previous seminars have included “Race, Science, and Technology” and “Science, Religion, and the Modern State.”

**A History of Media Theory**
G65.2193
It has become commonplace for theories of media to attribute massive psycho-cultural transformations to their influence. Homeric Greeks (like other “tribal” peoples) lacked an interior self because they lived in an “oral” world. The phonetic alphabet made philosophy possible. Print underlies bureaucracy and mechanization. TV creates a “global village.” Multimedia technologies on the Internet undermine (or realize) centralized attempts to control social meaning. And so on. The primary aim of this course is to raise the underlying, and as yet unanswered, questions upon which all such media theory depends: To what extent does the emerging age, the age we live in now (postindustrial, postphilosophical, postmodern, post-Western, information age, late capitalism), recover certain characteristics of oral/traditional culture? To what extent does it preserve or intensify or dilute characteristics of print/modern culture? To what extent is it constituting something entirely new?
The M.A. in Irish and Irish-American studies offers students a broad interdisciplinary curriculum that emphasizes new approaches to the field of Irish Studies modeled on the best methods of contemporary humanities and social science scholarship. Courses taught by Glucksman Ireland House faculty in history, literature, music, and cultural studies investigate the Irish experience in and outside of Ireland. The many archives and the vibrant Irish community of New York City offer unparalleled opportunities for graduate study.

The M.A. degree can be completed in three semesters at the NYU Washington Square campus, or in one calendar year with full-time summer study in New York and in Dublin. NYU in Dublin is a six-week summer program based on the campus of Trinity College in the heart of Dublin. Diverse cultural activities, including travel to various parts of Ireland, augment students’ understanding of the experiences and problems that shaped contemporary Ireland.

Glucksman Ireland House, the program center, hosts additional activities that complement the graduate experience, particularly its weekly public events series featuring lectures, readings, forums, films, concerts, and performances. Students benefit from a special relationship with NYU Division of Libraries’ Archives of Irish America, a repository of 20th-century primary research materials.

Faculty

Marion R. Casey, Clinical Assistant Professor of Irish Studies. Ph.D. 1998, New York; M.A. (history), New York; B.A., University College Dublin. Irish America; Irish diaspora; ethnic groups in American history; New York City; film and history; material and popular culture; public history.

Hasia R. Diner, Paul S. and Sylvia Steinberg Professor of American Jewish History; Professor, Hebrew and Judaic Studies, History. Ph.D. 1973 (history), Illinois; M.A.T. 1970 (history), Chicago; B.A. 1968 (history), Wisconsin. American Jewish history; immigration-ethnic history; women’s history.


J. “Joe” Lee, Professor of History; Director, Glucksman Ireland House; Glucksman Chair of Irish Studies; Fellow 1966-1974 (history), Cambridge; M.A. 1965 (history), University College Dublin; B.A. 1962 (history and economics), University College Dublin; hon.: D.Litt. 2006, National University of Ireland. Nineteenth- and 20th-century Irish, English, European, and Irish American history and politics; nationalism, imperialism, and postcolonialism; Irish diaspora; historiography.

Michael “Mick” Moloney, Global Distinguished Professor of Irish Studies and Music. Ph.D. 1992 (folklore and folklife), Pennsylvania; M.A. 1967 (economics), University College Dublin; B.A. 1965 (economics and politics), University College Dublin. Irish and Irish American music and popular culture.

Pádraig Ó Cearúil, Senior Language Lecturer. M.A. 1999 (communication, culture), New York; H.Dip.Ed. 1979 (education), Trinity College Dublin; B.A. 1978 (Irish and history), University College Galway. Irish language, culture, and mythology.

John P. Waters, Clinical Assistant Professor. Ph.D. 1995 (English), Duke; M.Phil. 1987 (Anglo-Irish literature), Trinity College Dublin; B.A. 1986 (English), Johns Hopkins. Eighteenth-century British and Irish culture; British romantic literature; Irish studies.
Programs and Requirements

Admission: Applicants to the M.A. in Irish and Irish-American studies should have a B.A. degree with a minimum 3.0 or equivalent GPA. Applicants may hold a degree in any field of the humanities or the social sciences, but should demonstrate in their personal statement the relevance of prior study to their desire and competence to do an Irish studies M.A.

In addition to a personal statement and applications, the following documentation is required: a writing sample of 15 to 20 pages, three letters of reference, the Graduate Record Examination (GRE) general test results, and one official copy of a transcript from each university previously attended.

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.

MASTER OF ARTS

The M.A. in Irish and Irish-American studies has been structured to offer students both a comprehensive grounding in the Irish studies field and the opportunity for in-depth course work and research in the new forms of interdisciplinary scholarship characteristic of the best recent work in the field. Courses are offered in history, literature, music, language, and cultural studies. The curriculum is structured in three tiers: core courses (8 credits), field specialization requirements (8 credits), and electives (16 credits).

Core Courses: All students enrolled in the M.A. are required to take two compulsory courses in their first year, the Irish Studies Seminar I (fall) and the Irish Studies Seminar II: An Teanga Bheo—The Irish Language (spring). The Irish Studies Seminar I is the core course of the M.A. It is designed to engage participants with the ideas and debates that animate all the component disciplines of Irish studies and to prepare students for the topics-oriented classes that form the bulk of the M.A. curriculum. The Irish Studies Seminar II is required of all students entering the M.A. program without prior Irish language study. The Irish language forms an integral part of Irish political and cultural history as well as contemporary intellectual life, yet very few universities offer course work in it. This seminar is designed to give students an accelerated introduction to conversational Irish and to the grammar, structure, and history of the language. The course will allow students better to comprehend the influence of Irish language place names, folklore, and Gaelic customs in modern Ireland. Students who demonstrate prior study of the language may be exempted from this requirement with permission of the director of the M.A.

Field Specialization: The M.A. offers a second tier of survey courses to assure coverage of major works and trends in the field via two-part surveys of Irish history (G58.1416 and G58.1417) and of Irish literature (G58.1083 and G58.1084). These courses are designed to offer M.A. students the courses necessary to attain a comprehensive grasp of one or more of the primary disciplines within Irish studies and to service students in other graduate programs who wish to make Irish and Irish-American history or Irish literature a component or minor field of their studies.

Electives and Individual Specialization: General elective courses are offered in Irish music, Irish history, Irish-American history, and Irish literature, and special topics courses in Irish literature and in Irish and Irish-American studies; a third tier for the master's allows students to complete the eight courses required for the M.A. degree and to develop their own particular areas of specialization. Students enrolled in the M.A. may, with permission of the director of the M.A., enroll in relevant courses offered within other programs and areas of specialization within the University, including the Departments of English, Music, History (including the graduate Atlantic History Program), and American Studies (including Urban and Suburban Studies), the Tisch Performance Studies Department, and the Draper Program.

Thesis or Final Project: All students are required to complete a final project or thesis. This requirement may be met in either of two ways. With permission of their faculty adviser, students have the option of enrolling, in their final semester, in a Guided Research class (G58.1099), in order to prepare an M.A. research thesis. This is recommended for students who wish to go on to pursue a Ph.D. degree. Students not approved to write a thesis must designate, with the approval of their faculty adviser, one research essay submitted on a course within their field of specialization as their final project. This essay must be revised to meet standards of publication in the field and must be approved by one additional faculty member in addition to the student's faculty adviser.

Dual Degree Program in Irish and Irish-American Studies (M.A.) and Library Science (M.S.L.S.): Long Island University’s Palmer School of Library and Information Science and NYU’s Graduate School of Arts and Science offer a dual degree program in which students earn two master's degrees. The program prepares students for positions as subject specialists and scholar-librarians for academic and research institutions and the information industry. Please see the Library Science section of this bulletin for further information.

DEPARTMENTAL FINANCIAL AID

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. This information is also available on the GSAS Web site at http://gsas.nyu.edu/page/grad_financialaid.
## Courses

### Core Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>G58.1001</td>
<td>The Irish Studies Seminar I</td>
<td>4 points</td>
<td>Introduction to the inter- and transdisciplinary nature of contemporary Irish studies practice, focusing on issues of historiographic and representational controversy in the interpretation of Irish history and culture.</td>
</tr>
<tr>
<td>G58.1002</td>
<td>Language Linguistic Acquisition and Historical/Cultural Context</td>
<td>4 points</td>
<td>Students achieve basic conversational proficiency in Irish. Examines major historical and cultural subjects surrounding the language such as its decline, attempts at revival, and its contemporary position.</td>
</tr>
<tr>
<td>G58.1083</td>
<td>Literature of Modern Ireland I</td>
<td>4 points</td>
<td>Survey of the traditions of writing in Ireland from the plantations of the late 16th century to the famine of 1846-1850. Considers the interplay of literature and national identity, and the role of literature and other forms of print culture in a variety of social processes.</td>
</tr>
<tr>
<td>G58.1084</td>
<td>Literature of Modern Ireland II</td>
<td>4 points</td>
<td>Surveys the main currents and individual careers of Irish writers from the mid-19th to the late 20th century, surveying 19th-century fiction, the Irish Renaissance, the literature of the Civil War and Free State periods, and post-War Irish poetry, drama, and fiction.</td>
</tr>
<tr>
<td>G58.1417</td>
<td>History of Modern Ireland II</td>
<td>4 points</td>
<td>Examines the impact of the Union and stages of its dissolution on Irish life, role of Ireland in the British empire, nature of civil society in Ireland, the cultural and political dimensions of nationalism and unionism, the role of the Irish diaspora, and Irish experience of urbanization, modernization, and globalization.</td>
</tr>
</tbody>
</table>

### Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>G58.1080</td>
<td>Modern Irish: Gaelic Tradition in Literature and Folkslore</td>
<td>4 points</td>
<td>Survey of the impact of translations of Irish language writing on the development of modern Irish literature in English. Concentrates on the language revival movement of the late 19th century, the production of works in translation by writers such as Lady Gregory and W. B. Yeats, and contemporary translations and adaptations of Irish language writing.</td>
</tr>
<tr>
<td>G58.1315</td>
<td>Topics in Irish Literature</td>
<td>4 points</td>
<td>Emphasis of this course varies by semester and is designed to allow flexibility in course offerings from visiting scholars and specialists in particular fields. Past examinations have included contemporary Irish fiction and poetry, Irish women writers, and Northern Irish poetry.</td>
</tr>
<tr>
<td>G58.1421</td>
<td>Irish Poetry After Yeats</td>
<td>4 points</td>
<td>In-depth reading of the most challenging poetry written by Irish poets since the ascendency of W. B. Yeats. Poets include Austin Clarke, Louis MacNeice, Denis Devlin, John Hewitt, Patrick Kavanagh, Thomas Kinsella, John Montague, Seamus Heaney, Michael Longley, Eavan Boland, Derek Mahon, Eilean Ni Chuilleanain, Paul Muldoon, Nuala Ni Dhomhnaill, Caran Carson, Vona Groarke, and Medbh McGuckian.</td>
</tr>
<tr>
<td>G58.1319</td>
<td>Irish Music in America 1750 to the Present</td>
<td>4 points</td>
<td>Survey of musical culture of Irish emigrants to North America from 1750 to the present. Establishes understanding of historical dialogue of musical styles in Ireland and America, opening explanatory paradigms for Irish diasporic experience and for the role of Irish music in North American social, cultural, and political life.</td>
</tr>
<tr>
<td>G58.1419</td>
<td>Irish and European Migration to America</td>
<td>4 points</td>
<td>Examines the comparative experiences of immigrant groups to the United States. Examines the forces which propelled the migrants out of their homes and the ways in which they created communities and new identities in America, as well as interactions between ethnic groups in the U.S.</td>
</tr>
<tr>
<td>G58.1425</td>
<td>Debates in Modern Irish History</td>
<td>4 points</td>
<td>Analyzes intense historical debates, concentrating on topics that transcend the specific Irish experience to raise issues of wider human import. Studies events' interpretation from various contested perspectives, thus tied to historiography and history as a mode of thought. Themes include conquest, collaboration, assimilation, and resistance.</td>
</tr>
<tr>
<td>G58.1431</td>
<td>Ireland in the Atlantic World, 1600-1800</td>
<td>4 points</td>
<td>Explores the significance of Irish involvements in the larger Atlantic World (maritime Europe, West Africa, and the Americas) as well as the ways in which Ireland responded to—and was affected by—such encounters.</td>
</tr>
<tr>
<td>G58.1435</td>
<td>The Great Famine and the Irish Diaspora</td>
<td>4 points</td>
<td>Explores the causes and consequences of the Great Irish Famine of 1845-1851 and analyses the impact of the consequent emigration on Ireland and the receiving countries. Critiques strengths and weaknesses of comparative methodology in historical studies.</td>
</tr>
<tr>
<td>G58.1433</td>
<td>Culture, Empire, and Power: The Irish and Indian Cases in the British Empire</td>
<td>4 points</td>
<td>Examines the relative roles of culture and power in imperialism with particular reference to the Irish and Indian cases in the British Empire.</td>
</tr>
</tbody>
</table>
Topics in Irish and Irish-American Studies G58.1441 4 points.
The emphasis of this course varies by semester and is designed to allow flexibility in course offerings by Ireland House faculty and by visiting scholars.

Sociology of Change in Ireland G58.1467 4 points.
Introduction to sociological theories of modernization, dependency, and class structure as applied to contemporary Irish society. Examines social change and continuity in modern Ireland, especially industrialization and economic development.

Britain and Ireland Since 1750 G58.2427 4 points.
Introduction to interpretive and primary literature in modern English history, emphasizing recent scholarship and methodology in English social and cultural history. Focuses on social class structure, the Victorian city and village, labor unions, public education and literacy, criminality, prostitution, and health.

RESEARCH

Independent Study G58.1097
Prerequisite: permission of director of graduate studies and faculty adviser. 2-4 points.
Designed to allow flexibility in course work otherwise unavailable via regular course offerings. Requires research proposal, abstract, and regularly scheduled meetings with faculty supervisor for approval.

Guided Research G58.1099
Prerequisite: completion of 12 points and permission of the director of graduate studies. 4 points.
Preparation for M.A. thesis in close supervision with faculty supervisor. Requires research proposal, abstract, and a schedule of meetings to supervisor for approval.
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 and of 20th-century literature, film, and culture. In addition to courses taught by faculty members, the program offers courses taught by eminent visiting professors from Italy and the United States. The 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. 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 Ardzzone, Associate Professor. Laura 1967 (medieval studies, history), Palermo. Medieval poetry, philosophy, and science; contemporary poetry; intellectual history.

Ruth Ben-Ghiat, Professor. Italian Studies, History, Chair, Department of Italian Studies. Ph.D. 1995 (history), Brandeis; B.A. 1985 (history), California (Los Angeles). Twentieth-century Italian culture and history; film; fascism; colonialism and empire.


Chiara Ferrari, Assistant Professor. Ph.D. 2003 (Italian), M.A. 1994 (Italian studies), New York; B.A. 1990 (communications), Brooklyn College (CUNY). Nineteenth- and 20th-century Italian literature; gender studies; fascism and culture; autobiography; travel narratives; critical theory.

John Freccero, Professor. Italian Studies, Comparative Literature. Ph.D. 1958 (Romance languages), M.A. 1953 (French), B.A. (English), Johns Hopkins. Dante; medieval poetry and poetics; Machiavelli.

Ara H. Merjian, Assistant Professor. Art History. Ph.D. 2006, M.A. 2000 (history of art), California (Berkeley); B.A. 1996 (history of art) Yale. Twentieth-century art history, theory; Nietzschean philosophy; modernist aesthetics; futurism; film; Pasolini.
Programs and Requirements

Admission: In addition to the requirements for admission to the Graduate School of Arts and Science, candidates for admission to the Department of Italian Studies must submit a sample of their writing.

**MASTER OF ARTS PROGRAM IN ITALIAN**

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 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. 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 are accepted as candidates in the doctoral program and who fulfill all the requirements for the doctorate (except the dissertation and its defense) are qualified for the Master of Philosophy degree. The requirements include the completion of 72 points (at least 32 points in residence at New York University), competence in a foreign language and the successful completion of the comprehensive or qualifying examination. Students who fail the qualifying or comprehensive examination do not receive the Master of Philosophy degree.

**CONSORTIUM**

The Inter-University Doctoral Consortium (IUDC) allows advanced Ph.D. students who are in good standing to take graduate courses at Columbia University; CUNY Graduate Center; Fordham University; The New School; Princeton University; Rutgers University; Stone Brook University; and Teacher’s College, Columbia. The consortium helps to expand the intellectual possibilities of doctoral study by affording students—in particular those from smaller departments—the opportunity to take courses that are not offered at their home institution. (See the Admission section of this bulletin for details.)

ASSOCIATED FACULTY IN OTHER DEPARTMENTS

Daniel Javitch, Comparative Literature.

AFFILIATED FACULTY IN OTHER DEPARTMENTS

Karl Appuhn, History; Susanne Cusack, Music; Josephine Hendin, English; Tony Judt, History; Antonia Lant, Cinema Studies; Louise Rice, Fine Arts.
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, Francesco Duranti, Vittorio Gassman, René Girard, Shirley Hazzard, Dante Isella, Dacia Maraini, Marco Risi, Giorgio Strehler, Gay Talese, and Giuseppe Tornatore.

Graduate Students Association: The GSA is an active group of departmental graduate students that sponsors departmental as well as interdisciplinary colloquia, parties, and meetings on professional matters such as placement and publication.

Graduate Placement: The department and New York University’s Wasserman Center for Career Development work closely with students in exploring career directions and in locating suitable positions. Graduates regularly have found teaching posts at colleges and universities as well as jobs in the public and private sectors.

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. This information is also available on the GSAS Web site at http://gsas.nyu.edu/page/grad.financialaid.

Courses

Courses may be given either in Italian or in English.

GENERAL

Screen Memories: Novel into Film G59.1881 Staff. 4 points.
Examines the transformation of literary narrative into cinematic discourse. Films by Visconti, Bertolucci, Pasolini, De Sica, and Scala; literary texts by D’Annunzio, Lampedusa, Verga, Moravia, Boccaccio, Bassani, Tarchetti, and others.


Variable content course. Staff. 4 points.
Recent topics: literature and the history of science (Freccero and Ardizzone); women’s writing and religious crisis in early modern Europe and the Americas (Tylus); fetichism in Italian literature (Ferrari).

Topics in Italian American Culture G59.2165

Variable content course. Taught every other year by the Tiro a Segno Visiting Professor of Italian American Culture. 4 points.
Topics range from sociology of immigration to anthropology of ethnic identity, and from Italian American fiction to the contribution of Italian Americans to the visual and performing arts.

Topics in Italian Literature G59.2192

Variable content course. Staff. 4 points.
Recent topics: pastoral and peasants in Italian culture (Tylus); gender and writing in Renaissance Italy (Cox); love and magic, words and images in Orlando Furioso and 16th-century culture (Bolzoni); travel literature in Italy (Ferrari).

Guided Individual Reading G59.2891 Staff. 4 points.

Literary Theory G59.3080 Variable content course. Staff. 4 points.

MEDIEVAL/EARLY MODERN

Divina Commedia G59.2311 Ardizzone, Freccero. 4 points per term.

Dante and Medieval Thought G59.2314 Ardizzone. 4 points.
Dante’s minor works and, in particular, Vita Nova, Convivio, and De Vulgari eloquentia, read in light of the philosophical-theological debate of the time. Focus is on intellectual history, medieval theory of knowledge, intelligence, and speculation from the Pseudo-Dionysius to Albert the Great, Thomas Aquinas, and Bonaventure.

Guido Cavalcanti: The Other Middle Ages G59.2318 Ardizzone. 4 points.
Explores a range of medieval interdisciplinary topics that are not grounded in theology and rereads Cavalcanti’s poetry as emblematic of the “other Middle Ages” and its scientific-philosophical context. Focus is on the intellectual debate in Europe and, in particular, in Bologna; poetry, rhetoric, and medieval natural philosophy; optics; medicine; ethics and logic.

Petrarch and Petrarchism G59.2322 Cox. 4 points.
An in-depth look at the lyric poetry of Francesco Petrarca (1304-1374) and its influence within Italian literary culture in the 15th and 16th centuries. The thematic focuses of the course include gender, the relation between poetry and the visual arts, and the impact of printing on patterns of literary production and consumption.

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 Umliana de’ Cerchi, Angela da Foligno, and Margherita da Cortona.

Studies in Medieval Culture G59.2389 Variable content course. Staff. 4 points.
Recent topics: bodies, passion, and knowledge (Ardizzone); Stilnovisti: poetry and intellectual history (Ardizzone); politics, poetics, and imagination in 13th-century poetry from the Sicilian School to Cino da Pistoia (Ardizzone).

Tasso and the Invention of Modernity G59.2571 Tylus. 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.
The Arts of Eloquence in Medieval and Early Modern Italy G59.2588 Cox. 4 points.
Recent scholarship in medieval and early modern culture has increasingly stressed the centrality of the study of rhetoric in these periods and the range of its influence, not simply on literature but on everything from art, music, and architecture to political thought. This course serves as an introduction to medieval and early modern rhetoric in Italy, conceived of broadly as a global art of persuasive discourse, spanning both verbal and nonverbal uses.

Studies in Renaissance Literature G59.2589 Variable content course. Cox, Tylus. 4 points.

The Courtesan in Early Modern Italian Society and Culture G59.2590 Cox. 4 points.
Examines the figure of the so-called cortigiana onesta within 16th- to 17th-century Italian culture, with a particular focus on the role courtesans played within the literary culture of the period, both as authors and as the subject of literary works. Also pays some attention to representations of courtesans within the visual arts and to their role within the musical culture of the time and in the early history of Italian theatre.

Studies in Early Modern Literature G59.2689 Variable content course. Cox, Tylus. 4 points.

19TH AND 20TH CENTURIES
Neorealism G59.1980 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.

Italian Fascism G59.1982 Ben-Ghiat. 4 points.
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.

Leopardi G59.2821 Staff. 4 points.
Reading of the Canti and their relationship to contemporary romanticism as theory and practice.

Italy in World War II G59.1985 Ben-Ghiat. 4 points.
Italy from 1940 to 1945, with a focus on cultural and political responses to war and on how the war has been represented in memory. The course is thematic rather than chronological in nature; sources include reportage, novels, archival documents, memoirs, and nonfiction and feature film. Ongoing themes include the meaning of resistance and collaboration; the problematic of testimony, witnessing, and memory; the impact of war on gender roles and identities; and the representations of violence.

Italian Cinema During the Fascist Dictatorship G59.1983 Ben-Ghiat. 4 points.
Looks at Italian commercial cinema made during the fascist dictatorship. The course examines the tensions between nationalist ambitions for that cinema and the internationalist influences and transnational realities of the interwar film industry; the challenge film professionals faced of reconciling profit and propaganda mandates, auteurist impulses with political pressures. A main subtheme of the course is gender and how different genres articulate the tensions surrounding different models of manhood and womanhood.

Finally, the intertextual relationships of these commercial films with fascist documentaries and newsreels is studied.

Italian Colonialism G59.2972 Ben-Ghiat. 4 points.
Explores Italian colonialism from the late 19th century through decolonization. Through readings of colonial travel literature, novels, films, diaries, memoirs, and other texts, 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.

20th-Century Italian Poetry G59.2984 Ardizzzone. 4 points.
Reading and analysis of major poetic texts of the century until contemporary poetry. Principal authors: D’Annunzio, Pascoli, Luzi, Montale, Saba, Sereni, Ungaretti, Zanzotto. Focus is on movements such as symbolism, decadentism, ermetism, as well as the discourse of the avant-garde.

Studies in 20th-Century Literature G59.2989 Variable content course. Staff. 4 points.

Futurism G59.2991 Staff. 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.

Up to Speed: New Italian Fiction and Film G59.2999 Staff. 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 Institute immerses students in the richness and vitality of the city, while attracting to campus many of the leaders and thinkers in the journalism profession.

New York City is our laboratory—and our inspiration. The very first lesson we offer students is: Tap into it, with our help.

NYU students study as interns in almost every major news organization in the city. They often graduate to jobs in newspapers, magazines, broadcast outlets, and online operations headquartered in New York, though some choose to go elsewhere. And every day, students move outward from the classroom to the city, on assignments that take them all over town.

The full-time faculty is itself of national stature in the journalism world. As writers, reporters, producers, and critics, NYU professors continue to practice the journalism they teach and preach, holding the profession to its highest standards of public service. 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.
Each area of study pairs accomplished faculty who have worked in the field with students who seek practical instruction and intellectual depth. Most classes are kept small at approximately 15 students to allow for one-on-one instruction. All of our graduate programs focus on content as well as skills. Students may enroll in one of nine different areas of study or choose one of seven global and joint studies programs. Areas of study include business and economic reporting; cultural reporting and criticism; literary reporting; magazine writing; news and documentary; reporting New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New York; reporting the nation; science, health, and environmental reporting; and Studio New Year 20. Joint programs include journalism combined with Latin American and Caribbean studies, Near Eastern studies, French studies, Russian and Slavic studies, Africana studies, international relations, or biology.

Course work begins with the basic skills of reporting, writing, and research, but students are simultaneously taught what journalism at its best can be—and what it should accomplish in a free and democratic society. Students are also encouraged to publish their work, with assignments, internships, and online projects geared to this end.

Housed within the arts and science core of a leading university, the Institute sees journalism as an essential strand in the liberal arts tradition and a critical factor in public culture. But we also recognize that news these days is a business. When our skilled graduates enter that business, they are prepared to improve and enliven it.

Institute facilities include state-of-the-art computer and digital equipment, including a fully equipped broadcast facility with television and radio studio, nonlinear editing, an Avid ISIS server, and digital video field equipment. The Institute’s Web site serves as an information hub for current and incoming students. It is also a self-publishing venue, showcasing student, faculty and alumni work.

Faculty

Mohamad Bazzi, Assistant Professor. B.A. 1997 (urban studies), CUNY. Foreign and conflict reporting; U.S. foreign policy in the Middle East; urban affairs.


Ted Conover, Distinguished Writer in Residence. B.A. 1981 (independent scholar), Amherst College. Investigative reporting; social issues; participatory journalism; magazine journalism.

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.

Frankie Edozien, Clinical Associate Professor. B.A. 1994 (journalism), New York.

Metro politics and government; African governments and culture; general interest reporting; public health, particularly HIV/AIDS issues; African immigrants in New York.

Dan Fagin, Associate Professor. B.A. 1985 (government), Dartmouth. Environmental journalism; science journalism; science and religion.

Meryl Gordon, Associate Professor. B.A. 1973 (English), Michigan. Political journalism and magazine profiles.


Perri Klass, Professor, Journalism, Pediatrics (School of Medicine). M.D. 1986, B.A. 1979, Harvard. Medicine and ethics; issues of infectious disease; issues of pediatrics and literacy.

Brooke Kroeger, Associate Professor; Director, Journalism Institute. M.S. 1972 (journalism), Columbia; B.S. 1971 (journalism, political science), Boston. Biography; archival research; women, foreign, and general interest reporting; identity and deception.

Yvonne Latty, Clinical Associate Professor. M.A. 1990 (journalism), B.A. 1984 (film and television), New York. Urban and social issues; immigration; veterans; African American and Latino culture.

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.


James McBride, Distinguished Writer in Residence. M.S.J. (journalism), Columbia; B.A. 1979 (communications), Oberlin College. Music; creative nonfiction; first person narrative.
The Journalism Institute offers numerous choices for specialization as outlined above and below, with all options leading to a master's degree. Graduates of the Business and Economic Reporting and the Science, Health, and Environmental Reporting programs receive an advanced certificate in their respective programs in addition to the M.A.; Global and Joint Studies graduates receive joint master's degrees.

**Programs and Requirements**

**MASTER OF ARTS**

The Journalism Institute offers numerous choices for specialization as outlined above and below, with all options leading to a master's degree. Graduates of the Business and Economic Reporting and the Science, Health, and Environmental Reporting programs receive an advanced certificate in their respective programs in addition to the M.A.; Global and Joint Studies graduates receive joint master's degrees.

**Business and Economic Reporting Program**

The Business and Economic Reporting Program educates students who aspire to cover major stories that have a business or economics angle. These stories may involve, for example, such subjects as the entertainment industry, the environment, national and local economic policy, finance, media, and marketing. Students take specialized business writing courses as well as M.B.A.-level courses at NYU’s Leonard N. Stern School of Business. The program requires three semesters of study plus a full-time summer internship and requires 44 points to complete. Students receive an M.A. degree in journalism and an advanced certificate in business and economic reporting. Full-time and part-time study is available.

Prospective students should contact the director, Professor Stephen D. Solomon, at 212-998-7995 or business.journalism@nyu.edu.

**Cultural Reporting and Criticism Concentration**

Students in the Cultural Reporting and Criticism concentration are equipped with a broad background in cultural issues as well as the reportorial and analytical skills needed to write on the arts, popular culture, the media, social issues, and social groups and milieus. Nine courses at a total of 36 points are required for the M.A. degree.

Prospective students should contact the Cultural Reporting and Criticism office at 212-998-5786 or cultural.program@nyu.edu.

**Literary Reportage Concentration**

Students in the Literary Reportage concentration are exposed to traditional journalism’s emphasis on rigorous reporting and research, and the
M.F.A. writing workshop’s emphasis on close professional faculty mentorship. Students learn how to build a coherent body of work with the aim being to publish in professional venues during the course of study and beyond. Applicants to Literary Reportage must have a detailed project in mind in order to apply.

Literary Reportage students take the basic sequence of Writing, Research and Reporting I and II, and the two-course Portfolio Workshop sequence from the Specialized Reporting group of courses. In addition, they take courses designed to deepen their reporting and research skills as well as their understanding of literary technique. There are plans for an apprenticeship opportunity and a master’s project in the form of a substantial piece of literary reportage of up to 10,000 words in length.

Prospective applicants should contact the director, Professor Robert Boynton at robert.boynton@nyu.edu.

Magazine Writing Track
At NYU, magazine writing is viewed less as a medium than as a way to look at the world with insight, intelligence, and a distinctive point of view. Students in magazine writing master the basics in an introductory sequence of reporting and writing courses. They master the literature through a number of intensive reading seminars. Finally, they put all these skills together in a number of specialized reporting courses, such as The Journalism of Empathy, The Fiction of Nonfiction, Portfolio, and Nonfiction Narrative. All teach students how to generate ideas, develop them into stories, report them thoroughly, and finally, write pieces that are lucid, compelling, and elegant. A total of nine courses (36 credits) is required for the M.A. in this area of study.

Many applicants to magazine writing aspire to work in the world of New York magazines with its strong focus on arts, fashion, leisure, sports, entertainment, ideas, and literature. NYU’s location in New York’s Greenwich Village puts students in close proximity to some of the best writers and editors in the country. Editors and writers from some of America’s best magazines and newspapers frequently visit classes, critiquing student stories and queries, and introducing them to the world of publishing.

Prospective applicants should contact the Institute at graduate.journalism@nyu.edu.

News and Documentary Concentration
Students in the News and Documentary concentration are educated in reporting and producing short- and long-form journalism for traditional and nontraditional media. From the first class, News and Documentary students are immersed in the small DV camera and desktop editing environment. They learn form, structure, and storytelling by working in the field with a partner and, eventually, by themselves. The Reporting I course begins with the basics of short-form stories in a variety of formats, and then students move on in a progression of courses to the 30-minute documentary. Courses in the history of documentary as well as electives that cover 48 Hours-style news magazine editing enhance the experience. Students are also encouraged to take advantage of the Institute’s summer global reporting programs. This concentration consists of nine courses totaling 36 credits for the M.A. degree.

Prospective students should feel free to contact the Institute at graduate.journalism@nyu.edu.

Reporting New York Concentration
The three-semester Reporting New York specialization is designed to prepare students to cover news in any of our nation’s great urban centers by focusing on the one that is the nation’s largest, greatest, and most complex. Students take a series of specialized research, reporting, and writing courses and seminars that take their cues from urban affairs and city life. Multimedia production is also a strong component of this program. Each semester, students also have the opportunity to enroll in at least one offering from another department or school in the University, in order to engage more deeply with such relevant subject matter as municipal government, budgeting, city planning, ethnic and racial diversity, and municipal courts. An internship with a city publication or broadcast outlet takes place between the second and third semesters. This is a 37-credit concentration with a total of 10 courses leading towards an M.A.

Prospective students should feel free to contact the director, Clinical Associate Professor Yvonne Latty, at yvonne.latty@nyu.edu.

Science, Health, and Environmental Reporting Program
The Science, Health, and Environmental Reporting Program prepares students to cover stories in science, medicine, and the environment for careers in the news media, industry, government, and public interest groups. The program requires three semesters of study plus part of one summer; students must complete 11 courses (44 points). Students receive an M.A. degree in journalism and an advanced certificate in science, health, and environmental reporting.

Prospective students should contact the director, Associate Professor Dan Fagin, at sherp.journalism@nyu.edu or 212-998-7971.

Studio 20 Concentration
Studio 20 is both master’s-level instruction and an editorial brand for video, audio, and Web products that will originate from the Institute’s headquarters at 20 Cooper Square with its state-of-the-art studio facilities. The emphasis is on high-quality production for a live public beyond campus, and instruction is built around that. Each incoming class will consist ideally of writers, editors, videographers, audio journalists, and Web producers, all mixed together.

Studio 20 focuses on project-based learning; students, faculty and visiting talent will work on editorial projects together, term by term, often with media partners to ensure wider distr-
bution of the work. Sometimes Studio 20 will publish or host the work itself on its own Web site.

The curriculum has three parts: the traditional requirements of two basic reporting classes plus press ethics; a core of three specialized reporting classes called Studio I, II, and III built around current projects that are “at” the studio; and elective enrichment courses and/or course credits that allow students to pursue interests and work on projects of their own, taping into the department’s elective offerings as appropriate.

Prospective students should contact Dean Osher at studio20.journalism@nyu.edu.

GLOBAL AND JOINT (GLOJO) PROGRAM STUDIES

A select group of students each year has the opportunity to work toward a joint M.A. degree in journalism and Latin American and Caribbean studies, French studies, Near Eastern studies, Russian and Slavic studies, or Africana studies. These intensive two-year programs are designed for students with strong international interests and the needed language preparation. Students have the opportunity to deepen their knowledge of each respective region or culture as they prepare to report and write from abroad or domestically on themes of international importance, always with a wide general readership in mind.

Also available is a joint program with the Department of Biology.

From the very start of the program, GloJo students meet regularly outside of class several times a semester in informal workshops expressly conceived to support the master’s projects they will submit at the end of their studies.

The GloJo program generally includes five journalism courses over the course of three to four semesters. Three of these—Writing, Research, and Reporting Workshop I (G54.1021) and II (G54.1022), and either The Law and Mass Communication (G54.0011) or Press Ethics (G54.0012)—are required along with two reporting courses from the available elective offerings. Detailed course descriptions and syllabi as well as the most up-to-date fall and spring offerings may be found on the Course Listings page at http://journalism.nyu.edu/courses.

The following joint M.A. programs prepare students for careers as professional newspaper, magazine, or broadcast journalists with a particular expertise in their area:

Journalism and Latin American and Caribbean Studies

Administered jointly by the Journalism Institute and the Center for Latin American and Caribbean Studies.

Journalism and Near Eastern Studies

Administered jointly by the Journalism Institute and the Hagop Kevorkian Center for Near Eastern Studies.

Journalism and French Studies

Administered jointly by the Journalism Institute and the Institute of French Studies.

Biomedical Journalism

Administered jointly by the Journalism Institute and the Department of Biology.

Journalism and Russian and Slavic Studies

Administered jointly by the Journalism Institute and the Department of Russian and Slavic Studies.

Journalism and Africana Studies

Administered jointly by the Journalism Institute and the Africana Studies Program.

ADMISSION

The Journalism Institute 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 an official transcript from each undergraduate or graduate institution attended (two official copies are required from CRC applicants), current resume or CV, three letters of recommendation, and three nonfiction writing samples. These samples should be indicative of the applicant’s best overall work and need not have been published. Multimedia clips (with transcripts) may also be submitted if applicable towards the area of study. A statement of purpose, which should adhere to the guidelines listed in the journalism application form, is also required. Please be sure to check each concentration/track/program’s Web site for any adjustments to their admission requirements.

Students who enroll in the graduate journalism program score, on average, above 600 on the verbal and 5.0 on the analytical writing sections of the Graduate Record Examinations (GRE), and have a minimum undergraduate grade point average (GPA) of 3.0 or B. No specific GRE subject test is necessary. International applicants must take the Test of English as a Foreign Language (TOEFL) unless English is their native language or they have completed their undergraduate education at an institution where English is the primary language of instruction. A minimum TOEFL score of 100 on the Internet-based test, 250 on the computer-based test, or 600 on the paper-based test is recommended. 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 GRE 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. It is recommended that all applicants take the test at least 10-12 weeks before the application deadline date to ensure that test scores arrive by the deadline date. Official test scores must be sent to NYU-GSAS directly from Educational Testing Service (ETS). Request that scores be sent to NYU GSAS, institution code 2596.

Applications are accepted for fall admission only. Please adhere to the deadline dates published in the GSAS Application Appendix. Applications submitted after the due dates are considered on a rolling admission basis if seats remain, but many programs fill rapidly.

DEGREE REQUIREMENTS

Students take 36 to 46 points for the Master of Arts degree, depending on the program in which they are enrolled (see Master of Arts section above). Depending on the area of study, up to 8 points of electives may be taken. Possible electives include any courses in the Institute (if prerequisites are met) or any graduate-level course in another department or school at NYU if approved by that department or school and by the Journalism Institute. Internships and Directed Reading are considered electives. Internships cannot be taken for credit until at least 20 points have been completed. Up to 12 points for a 36-point program may be transferred from another institution (if approved by the dean’s office). All applications for transfer credits must
be made within the first year of matriculation. Students should see the graduate administrative aide for a transfer application. The program requires at minimum three regular semesters of full-time study (fall, spring, fall), 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, courses are available at night.

Students must 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 or if they do not raise their cumulative GPA to 3.0 the following semester. The University will not award the Master of Arts degree to students who complete their studies with a GPA below 3.0.

Please see the Institute’s Web site at http://journalism.nyu.edu for each program for a detailed explanation of each program’s curriculum.

Courses

Not all courses are offered every semester, and the majority of courses carry 4 points.

**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, news-gathering problems, 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.

**Investigative Reporting**

G54.0331

The objective of this course is to help students master basic investigative tools and techniques, as well as how to apply them to everyday reporting and major enterprise pieces. The class explores how to take advantage of the two main sources of information—documents and people—and discusses when and how to use computer data to both enhance a story or provide the foundation for a major project. Throughout the course, the goal is to constantly delve beneath the surface. Going deep is the essence of investigative reporting, which pulls together all publicly available information, as well as harder-to-find material, to present the fullest possible picture. Corporations and powerful individuals employ armies of PR experts, lawyers, and lobbyists to ensure that only their version of reality prevails, and it is the lonely duty of journalists to dispel this fog of self-interest. At least as important as mastering the technical skills is learning to think critically and skeptically. The relentlessly upbeat press release, the carefully worded SEC filing, or the late-Friday-afternoon earnings statement each, as a matter of course, should be probed for accuracy and omission. What important development went unsaid? Did the company chairman really resign to “spend more time with his family”?

**Guerrilla News**

G54.0332

This course is broken into four parts: print/magazine, Web video, audio podcast, and Web. Over the course of the semester, students produce a magazine feature, a video segment, an audio podcast, an online column, and various forms of Web-based multimedia. Students also maintain individual blogs.

**Current Topics in Science, Health, and Environmental Journalism**

G54.1017

Introduces students to the world of science journalism by looking at scientific topics that are at the cutting-edge of current research and also have profound implications for the way we live.

**Science Numeracy**

G54.1018

Gives Science, Health, and Environmental Reporting Program students a historical and literary context for science journalism and introduces them to crucial concepts in statistics, probability, and data analysis. Extensive reading list traces the development of science journalism and examines the science journalist’s role in society. Problem sets and writing assignments are aimed at showing students how to recognize “good science” and its opposite.

**Current Problems in Mass Communication**

G54.1019

Topical issues in journalism. Subjects vary: media criticism, perspectives on race and class, global journalism, and others.

**Writing, Research, and Reporting Workshop I, II**

G54.1021, 1022

Workshop I is taken the first semester; Workshop II, the second semester. Provides a foundation in the principles and practices of basic news reporting. Includes lectures on reporting principles and techniques, study of specialized areas of reporting, and completion of increasingly challenging in-class assignments. Students use New York City as a laboratory to gather and report actual news events outside the classroom. A special section of Workshop I is offered for students in the cultural reporting and criticism concentration. A special section of Workshop II is offered for students in the Business and Economic Reporting Program.

**The Journalistic Tradition**

G54.1023

Students read from the works of some of the best English and American journalists, including Benjamin Franklin, Thomas Paine, Margaret Fuller, Charles Dickens, Stephen Crane, H. L. Mencken, Ernest Hemingway, Edward R. Murrow, Lilian Ross, James Baldwin, and Tom Wolfe. Special attention is paid to tone, voice, and imagery and to theories of reporting. Some sections are tailored to specific themes.

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. This information is also available on the GSAS Web site at http://gsas.nyu.edu/page/grad.financialaid or the Journalism Institute’s Web site at http://journalism.nyu.edu/prospectivestudents/grad_financial_aid.html.
Television Reporting I G54.1040
Prerequisite: G54.1070
This beginning course introduces students to field reporting. Students learn to develop story ideas, write to picture, structure a story and conduct interviews, and shoot and edit. Beat assignments cover a variety of topics in the neighborhoods of New York. As the course develops, detailed script analysis is combined with in-depth discussions of the completed pieces. A discussion of aesthetics is supported by viewing a variety of documentaries. Students work in teams of two. They use small DV cameras, linear and nonlinear editing systems.

Literary Journalism G54.1050
A course for ambitious writers who want to learn to read the way professional writers read, explicating the structure and language of well-crafted narratives and learning how to apply those lessons and techniques to their own work. Close readers and careful thinkers are wanted.

Topics in Financial Accounting, Financial Markets, and Corporate Finance G54.1060
Prerequisite: enrollment in the Business and Economic Reporting Program or special permission.
Provides a foundation for students who intend to become journalists covering business and financial issues. Students study accounting language and concepts and learn how to read and analyze the financial statements issued by corporations. They learn how to use these financial statements to detect problems and assess the financial health of an enterprise. The course also covers the financial markets and the financing tools available to corporations in need of capital.

Multimedia Science Journalism Workshop G54.1070
Students learn to combine the skills learned in previous writing and reporting classes with multimedia tools, including audio, video, photography, and Web presentation. Covers writing for broadcast (both radio and television) as well as writing for a variety of online formats. While this course offers some instruction in the tools and techniques of multimedia production, the focus of the course is on using these tools to enhance storytelling. The emphasis is on solid science journalism employing multimedia tools—not just bells and whistles. Students are expected to enter this course with a basic familiarity with video production using the department’s Avid systems. Techniques and tools for audio, video, and Web work are explored, with the goal of combining all those tools to produce (in small teams) a full multimedia Web package by the end of the course.

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: G54.1040 and G54.1172.
Students produce in-depth newspaper 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, Health, 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 courses is offered on a rotating basis. Following is a partial list: Television Newscast, Guerrilla News, Investigative Reporting, Sports Reporting, Reporting the Arts, Reporting the Workplace, Photожournalism, Writing Social Commentary, News Bureau, Long-Form Nonfiction, Visual Thinking, and the Journalism of Ideas.

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, Health, 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, Health, 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.

Business Webzine G54.1192
Students in this third-semester course use all the skills and knowledge they’ve acquired in the program to produce their own business publica-
Under the guidance of an instructor, they assign, write, and edit the articles that appear in the publication.

Magazine Writing Workshop
G54.1231  Prerequisite: G54.1021.
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  Prerequisites: 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 Institute.
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.
The Center for Latin American and Caribbean Studies (CLACS) at New York University is an interdisciplinary teaching, research, and public information program. It is a home for a small core of dedicated CLACS faculty, a touchstone for nearly 50 affiliated faculty in 22 departments (with special depth at the border between the social sciences and humanities, and in the Andean, Brazilian, and Caribbean regions as well as the Iberian Atlantic), and the site of exciting M.A. programs and curricular innovations for master’s and doctoral students across the University. It is a Title VI National Resource Center (NRC) and offers the Foreign Language and Area Studies fellowship (FLAS); a host to exciting interdisciplinary teaching aimed at doctoral students in a variety of disciplines; a provider of individual research grants to faculty and graduate students and administrator of funded interdisciplinary working groups. It is a leader in innovative training and outreach programs aimed at primary and secondary education based in the New York area; a forum for symposia, conferences, colloquium and film series; a clearinghouse for information and coordinated scholarly interaction across the hemisphere; and a provider of coordinated training to assure the improvement of research competence in the disciplines, the increase of public knowledge about Latin America and the Caribbean, and development of more effective economic, political, social, and cultural policy for the region. The Center opens channels of communication and encourages the sharing of ideas and observations across disciplinary boundaries, to the mutual benefit of faculty members, students, and the Greater New York City community interested in Latin America and the Caribbean. As a Title VI National Resource Center (jointly with Columbia University’s Institute for Latin American Studies), CLACS strives to improve training on and understanding of the regions of Latin America and the Caribbean in an attempt to increase the competence of future workers in the fields of teaching, policy, development and aid, security, and humanitarian endeavors, within and beyond the university.

Faculty affiliated with CLACS work in many disciplines and most of the countries of Latin America and the Caribbean, with special strengths in the circum-Caribbean, the Andes and Central America, Brazil, and the Southern Cone. The Center has a special interest in coordinating a comparative and relational hemispheric orientation toward Latin American and Caribbean issues of the past and present. It also seeks to promote transatlantic approaches to the complex interplay of European, African, and Amerindian social and cultural backgrounds in the genesis of these regions’ hybrid postcolonial realities. Area scholarship at NYU is especially deep at the border between the humanities and the social sciences, where literature, music, the arts, and communicative media find their context in embodied social experience. Center faculty have special expertise in cultural policy, performance, memory and heritage, narrative, indigenous social movements, race and nationalism, neoliberal policies and movements opposing them, populism, migration and social justice, and the study of urban life. Within the region’s cities and across its diasporas, many study the striking coexistence of deeply stratified populations and widespread cosmopolitanism and avant-garde sensibilities, which can be found equally among the very rich and the very poor. 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...
to them. 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 unique, interdisciplinary Master of Arts program in Latin American and Caribbean studies with five options: (1) Latin American and Caribbean studies; (2) Latin American and Caribbean studies with a concentration in museum studies; (3) Latin American and Caribbean studies with an advanced certificate in museum studies; (4) a dual degree M.A.-J.D. program with the NYU School of Law; and (5) a joint M.A. program with the Department of Journalism. The program is eminently suitable for students honing their area studies knowledge before continuing on for a Ph.D. in the humanities or social sciences, or for those aiming directly for careers in journalism, museum work, Latin American-focused work in government, area-focused NGOs, or international law, business, or development.

Each of these options has slightly different admission requirements, so applicants are encouraged to check with each of the programs of interest before applying.

**Faculty**

Thomas A. Abercrombie, Associate Professor; Anthropology; Director, Center for Latin American and Caribbean Studies. Ph.D. 1986 (sociocultural anthropology), M.A. 1978, Chicago; B.G.S. 1973 (philosophy/Asian art history), Michigan. Cultural history/historical anthropology; colonized societies; postcolonial situations; nationalism; ethnography of social movements; gender and sexuality in the Hispanic world; Andes, Spain.

Odi González, Language Lecturer, CLACS, Spanish and Portuguese. M.A. 2003 (Latin American literature), Maryland; Licenciado 1985 (Latin American literature and linguistics), San Agustín (Arequipa). Quechua oral tradition; interaction between Quechua orality and Latin American literature; study, transcription, and translation of Quechua oral tradition heritage; comparative studies of ancient Andean myths, tales, and songs; Quechua poetry.

Carmen Medeiros, Assistant Professor/Faculty Fellow, Ph.D. 2005 (anthropology), CUNY; M.A. 1981 (sociology), Catholic (Louvain); B.A. 1978 (social sciences), University Faculties Saint-Louis Brussels. Critical development theory; indigenious movements; multicultural citizenship and the neoliberal project; Latin American postcolonial theory; the Andes.

Rafael Sanchez, Assistant Professor/Faculty Fellow; Ph.D. 2004 (social sciences), Amsterdam; M.A. 1985 (anthropology), Chicago; B.A. 1981 (sociology), California (Santa Barbara). Social and cultural anthropology; colonial/postcolonial studies, media, modernity, globalization; nationalism, ethnicity, the state; Venezuela, Latin America.

**AFFILIATED FACULTY IN OTHER DEPARTMENTS**

Gerard L. Aching, Spanish and Portuguese Languages and Literatures; Asale Ajani, Gallatin School of Individualized Study; Alisha Ali, Psychology; Gwendolyn Alker, Tisch School of the Arts; Bruce Altshuler, Fine Arts; Gary Anderson, Education; Helene M. Anderson, Spanish and Portuguese Languages and Literatures; José Angel Santana, Tisch School of the Arts; Miriam de Mello Ayres, Spanish and Portuguese Languages and Literatures; Miriam Basilio, Museum Studies; Lauren Benton, History; Renée Blake, Linguistics; Kamau Brathwaite, Comparative Literature; Barbara Browning, Performance Studies; Rene Caldentey, Stern School of Business; Alma Carten, Social Work; Youssef Cohen, Politics; Juan E. Corradi, Sociology; Marie Cruz Soto, Gallatin School of Individualized Study; J. Michael Dash, French; Arlene Dávila, Anthropology, Social and Cultural Analysis (American Studies); Ana M. Docomo, Comparative Literature, Spanish and Portuguese Languages and Literatures; Georgina Doci-Black, Spanish and Portuguese Languages and Literatures; Fabienne Doucet, Education; Miriam Einstein Elsworth, Education; Diama Ettit, Spanish and Portuguese Languages and Literatures; Ignacio Espinosa, Stern School of Business; James D. Fernández, Spanish and Portuguese Languages and Literatures; Raquel Fernández, Economics; Ada Ferrer, History; Sibylle Fischer, Spanish and Portuguese Languages and Literatures; Juan Flores, Social and Cultural Analysis (Latino Studies); Shepard Forman, Center on International Cooperation; Pamela Fraser-Abler, Education; John J. Gershman, Robert F. Wagner Graduate School of Public Service; Gabriel Giorgi, Spanish and Portuguese Languages and Literatures; Juan Pedro Gómez, Stern School of Business; Alfonso Gonzales, Social and Cultural Analysis; Jeffrey R. Goodwin, Sociology; Gregory Grandin, History; Gregory Guy, Linguistics; Jeff D. Himpele, Anthropology; Eric Hoenes-de-Pinal, Anthropology; Guillermina Jasso, Sociology; Aisha Khan, Anthropology; Kenneth L. Krabbenhoft, Spanish and Portuguese Languages and Literatures; Jo Labanyi, Spanish and Portuguese Languages and Literatures; Jill Lane, Spanish and Portuguese Languages and Literatures; André Lepecki, Tisch School of the Arts; James Macinko, Public Policy and Service; Randy Martin, Sociology; Gigliana Melzi, Psychology; Christopher Mitchell, Politics; Sylvia Molloy, Spanish and Portuguese Languages and Literatures; Jairo Moreno, Music; José Esteban Muñoz, Performance Studies; Robin Nagle, Draper Program; Gabriel Natividad, Stern School of Business; Judith K. Némethy, Spanish and Portuguese Languages and Literatures; Shondel Nero, Education; Pedro Nogueira, Steinhardt School of Culture, Education, and Human Development; Sonia M. Ospina, Robert F. Wagner Graduate School of Public Service; Marta C. Peixoto, Spanish and Portuguese Languages and Literatures; Juan Pino, Mada, Culture, and Communication; Millery Polyne, Gallatin School of Individualized Study; Mary Louise
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, symposia, themed speaker series, brown-bag roundtables, and film series related to Latin America and the Caribbean, and North America’s interrelationships and shared interests with both.

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 who are not native English speakers 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 receive grades of B or better in courses totaling at least 20 points and must maintain a GPA of 3.0 or better. The student must take two core, integrating courses (8 points) offered by the Center in fall and spring, respectively. Four courses (16 points) are taken in a particular field designed to prepare students for interdisciplinary research. These fields refer neither to a region or discipline, but to a broad set of thematic concerns grouped together under rubrics such as development; social movements; democratic transitions; inter-American relations; violence and conflict resolution; gender and sexuality; immigration; ethnic studies; tourism; sports; and arts, museum, media, culture industry, and cultural policy studies. Students may also elect a specialization in business by enrolling in courses offered through the Langone Program at the Leonard N. Stern School of Business. (Students should contact Stern and CLACS for more information.) The remaining two courses (8 points) are distributive or elective, taken outside of the specialization. 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 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 specialization or in an integrating course may satisfy this requirement. Students must complete the degree within five years.

Language competency in Spanish, French, Portuguese, or Quechua must be proven through either option 1 (examination) or 3 (course work) as defined in the Degree Requirements section of this bulletin.

The M.A. degree in Latin American and Caribbean studies with a concentration in museum studies is awarded after satisfactory completion of 36 points (20 in CLACS and 16 in museum studies), a major project, and a full summer internship in a museum or cultural institution. This concentration is aimed primarily at those who are or will be museum professionals in Latin America and the Caribbean or are specializing in collections from these areas in U.S. museums. The program provides professional skills and internship opportunities in museum studies, as well as substantive academic knowledge of Latin America and the Caribbean.

The M.A. degree in Latin American and Caribbean studies with an advanced certificate in museum studies is awarded after satisfactory completion of 48 points (32 in CLACS and 24 in museum studies), a major project, and a full summer internship in a museum or cultural institution. Students may use 8 points from museum studies to count toward the required 32 points in CLACS.

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 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 Required Course for journalism totaling 24 points, and a major project. Students must be formally admitted by both the Department of Journalism and the Center for Latin American and Caribbean Studies.

Additional opportunities are available for CLACS students through cross-registration in courses offered at Columbia University. Registration in these courses requires the director’s permission; their enrollments are limited, and students may take no more than two courses at Columbia during their M.A. work at CLACS.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

Each year CLACS conducts a competition for summer field study awards; on average, 15 projects proposed by graduate students can be supported each summer. Recipients receive support for airfare and research expenses. Students may also apply for funds to support student-initiated conferences held at NYU. Those interested should call the Center for details on applying; full applications are usually due in February for summer projects.

Faculty awards are also offered through CLACS, funded jointly by CLACS and the U.S. Department of Education (Title VI-NRC). Faculty may apply for the following activities: (1) individual research/travel; (2) faculty working groups; (3) Co-taught, cross-disciplinary graduate course with allied themed speakers’ series.

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. This information is also available on the GSAS Web site at http://gsas.nyu.edu/page/grad_financialaid.

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 I: Iberian-Atlantic and Colonial Perspectives G10.1001

This course is both a history of the peoples, cultures, and nations of Iberia, Latin America, and the Caribbean, and a history and wide-ranging survey of the various disciplinary and interdisciplinary approaches to the area, including the area studies paradigm itself. Some of the readings are included as a means to explore the boundaries of the established disciplines. The purpose is not only to introduce Latin American and Caribbean realities but also to review the scholarly, intellectual, and political frameworks according to which these realities are discerned. Latin Americanist and Caribbeanist faculty from throughout the University are invited to speak about the history of the disciplinary and interdisciplinary frameworks for the study of the region, as well as the prevailing methods in the present moment. Some sessions are led by guest faculty; discussion in all sessions are facilitated by student study group presentations.

Part I of the course covers the pre-invasion Americas, Iberia, and the production of the imperial/colonial world and the “first modernity” through the early republican era, the mid-19th century. It also introduces the background to the genesis of plantation societies in Spanish America and Portuguese Brazil, and the contesting colonial projects in the Caribbean region, also involving slave plantation labor, of Britain, France, and the Netherlands.

Introduction to Latin American and Caribbean Studies II: Hemispheric and Postcolonial Perspectives G10.2001

Part II of the required introductory course sequence begins with the independence era, and treats the emergence of a Hemispheric axis for Latin America and the Caribbean, in which the emergence of a multiplicity of nation states, and relations with the United States, loom large, supplanted somewhat in the 21st century by renewed connections (foreign aid, investment, and a heavy flow of migrants) between Spain, France, and Holland, and their former colonies. Students learn about contending paradigms of sovereignty, patrimony, liberalism, citizenship, and development.

The course examines the development of democratic national government and periodic authoritarian rule, as well as social violence, foreign military intervention, and civil war. The course also explores continuing problems of inequality and the impact of pressure by other countries and international organizations on political and economic arrangements in the region. Alongside such issues, students are introduced to expressive culture and the arts, to competing paradigms of formal and commemorative memory and history, and to the emergence of tourism and the UNESCO-associated “culture industry.” The course ends with in-depth analysis of the impact of globalization, neoliberal policies, emerging social movements, increased political participation and decentralization of governance, and the rise of populist governments. Throughout the course, students work closely with instructors to develop a scholarly genealogy of key concepts and processes within which they will be able to frame the themes and methods of their master’s projects.
REGULAR CLACS COURSES

Following is a list of selected courses with Latin American or Caribbean foci that may be included in the CLACS master's program. Additional courses are open to CLACS M.A. students in other departments, such as Anthropology, Cinema Studies, History, Linguistics, Performance Studies, Social and Cultural Analysis, Sociology, Spanish and Portuguese Languages and Literatures. Not all the courses listed below are offered every academic year; a list of the courses during each semester is issued by CLACS before the registration period.

Contemporary Inter-American Relations G10.1004

CLACS Topics: Beginning Quechua I G10.0010

CLACS Topics: Beginning Quechua II G10.0011

Intermediate Quechua G10.0020

The U.S., Latin America, and the Media G10.1015

Government and Politics of Latin America G10.1017

Latin American Economics G10.1018

Covering Latino and Caribbean Stories in the U.S. G10.1019

Latinos in Urban Schools G10.1023

Education and Development in Latin America G10.1024

International Human Rights in Latin America G10.1048

Bolivarianism and the Populist Experience of Modernity in Latin America G10.2010

Challenges to Democratic Consolidation G10.2017

U.S.-Latin American Relations: WWI to the Present G10.2145

Social Space in Latin America and Latina/o U.S. G10.2150

The Latin American Left: Old or New G10.2300

CLACS Interdisciplinary Seminar: Cuba: History, Culture, Revolution G10.2590

Resisting Resistance: Nation/Diaspora in the Caribbean G10.2654

CLACS Internship Seminar: Careers in Latin American and Caribbean Studies G10.3050

Regional Research Seminar: Andean Studies G10.3300

COURSES OFFERED AT COLUMBIA UNIVERSITY

Every semester, six graduate courses from Columbia University are cross-listed at NYU. Please refer to the CLACS schedule of courses printed every semester.
the law and society program offers a Ph.D., a J.D.-Ph.D. dual degree, and a J.D.-M.A. dual degree in law and society. As an inter-school program, supported by New York University’s School of Law and the Faculty of Arts and Science, the law and society program serves as an intellectual center for faculty, graduate students, and law students interested in studying law and legal institutions from an interdisciplinary social science perspective. Law and Society encourages a wide range of social science perspectives, theoretical frameworks, and empirical methods. In addition to formal coursework, the program convenes the NYU law and society colloquium and the law and society workshop, sponsors sociolegal conferences, and hosts visiting scholars.

Christine B. Harrington, Professor, Politics; Affiliated Professor, Law; 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; Silver Professor; 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.

Nicola Persico, Professor, Economics, Law and Society; Affiliated Professor, Law; Ph.D. 1996, Northwestern; B.A. 1991, Bocconi. Law and economics; political economy.
Legal cultures; social theory; world history; Atlantic history; colonialism.

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.

Real estate transactions; employment discrimination; lawyering; property; race and legal scholarship.

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.

Peggy Cooper Davis, John S. R. Shad Professor of Law and Ethics, Law; Director, Lawyering Program (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 on the development of law.

Deviance; sociology of law; criminology; quantitative methods; sociology of sex; sociology of science.

Christine B. Harrington, Professor, Politics; Affiliated Professor, Law; 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.

James B. Jacobs, Chief Justice Warren Burger Professor of Constitutional Law in the Courts, Law; Director, Center for Research in Crime and Justice (Law); Ph.D. 1975, J.D. 1973, Chicago; B.A. 1969, Johns Hopkins.
Criminal law; criminal procedure; sociology of law; state and local government; administration of the criminal justice system.

Benedict Kingsbury, Marry and Ida Beker Professor of Law; Law; Director, Institute for International Law and Justice (Law); Director, J.D./LL.M. Program in International Law (Law); Director, LL.M. Program in International Law (Law).
International institutions; theory of international law; indigenous peoples in international law; international courts and tribunals; history of international law.

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.

Steven Lukes, Professor, Sociology, D.Phil. 1968, B.A. 1962, Oxford.
Social theory; political theory; moral philosophy.

Holly Maguigan, Professor, Clinical Law, Law; J.D. 1972, Pennsylvania; M.A. 1969, California (Berkeley); B.A. 1966, Swarthmore College.
Criminal law, criminal procedure, evidence; global public service lawyering; domestic violence.

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.

Frank K. Upham, Welf Family Professor of Property Law; Law; J.D. 1974, Harvard; B.A. 1957, Princeton.
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.

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.

Peter Carnevale, Professor, Psychology; Ph.D. 1982, M.A. 1979, SUNY (Buffalo); B.A. 1977, Delaware.
Decision making in interdependent situations.

Rochelle C. Dreyfuss, Pauline Neumann Professor of Law; Law; J.D. 1981, Columbia; M.S. 1970, California (Berkeley); B.A. 1968, Wellesley College.
Intellectual property; law and science; civil procedure.

Khaled Fahmy, Associate Professor, Middle Eastern and Islamic Studies. D.Phil. 1993, Oxford; M.A. 1988, B.A. 1985, American (Cairo).
Social history of the modern Middle East; gender studies; Egypt.

Administrative law; constitutional law; law and religion; comparative law; intellectual history of legal theory.

Barry Friedman, Jacob D. Fuchsberg Professor of Law; Law; J.D. 1982, Georgetown; B.A. 1978, Chicago.
Federal courts; public law; criminal procedure; politics of judicial review.

Twentieth-century U.S. social, political, and social policy history; women and gender; family; U.S. Southwest.
Law and Society offers a Ph.D., a J.D.-Ph.D. dual degree, and a J.D.-M.A. dual degree in law and society.

DOCTOR OF PHILOSOPHY

The Doctor of Philosophy in law and society affirms that the recipient has a comprehensive knowledge of social science theories and research in the interdisciplinary field of law and society, an in-depth knowledge of the theories and research in one chosen subfield of law and society; a basic knowledge of one of the social science disciplines engaged in disciplinary research in law, and systematic training in the quantitative and qualitative social science methods used in law and society research. Students are advised by the director of graduate studies during their first year. After the first year of study, students select one of the law and society core or affiliated faculty as their adviser. Students enrolled in the Ph.D. program in law and society may take up to 12 credits in the NYU School of Law after consultation with their adviser and with the permission of the instructor. Ph.D. students may also take a maximum of 24 credits in reading and research.

General Degree Requirements: To qualify for the doctorate, a student must satisfactorily complete graduate studies totaling at least 72 graduate credits, with a minimum of 32 credits at the doctoral level in residence at New York University and a cumulative GPA of B (3.0) or better; pass comprehensive qualifying examinations; and present an acceptable dissertation. Most graduate courses carry 4 credits. Students may petition that a limited number of law and society graduate courses taken elsewhere be transferred and credited toward the degree.

Programs and Requirements
requirements, but only after completing three courses at New York University. Only relevant law and society courses approved by the director of graduate studies and GSAS may be transferred.

**Foreign 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, Chinese, French, German, Hebrew, Italian, Japanese, Latin, 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 foreign 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. The foreign language requirement may be waived with approval by the LSP director of graduate studies and GSAS.

**Basic Law and Society Course Requirement:** This requirement ensures that students receive a comprehensive knowledge of the social science theories and research in the interdisciplinary field of law and society. To meet this requirement, students must take two basic law and society courses with a minimum grade of B in their first year of study: Sociolegal Seminar (G62.1001), offered each fall semester, and Law and Social Policy (G62.1002), offered each spring. Students should complete this requirement by the end of the first year of Ph.D. studies.

**Methods Course Requirement:** To ensure that students receive adequate methodological training for conducting research, they are required to take one quantitative methods course in statistics and one qualitative methods course in historical, interviewing, or ethnographic methods. While not required, it is highly recommended that students take one advanced course in either quantitative or qualitative methods. The advanced methods course typically focuses on the methods used for the dissertation research. Students should complete this requirement by the end of the second year of Ph.D. studies.

**Disciplinary Minor Course Requirement:** All students are required to acquire a basic knowledge of one of the social science disciplines engaged in disciplinary research in law and society. After selecting a discipline, each student is required to take three non-methods courses offered by the selected disciplinary department. A grade of B is the minimum grade required for each of the three courses.

**Law and Society Colloquium and Workshop Requirement:** Law and society Ph.D. students are required to attend the law and society colloquium and workshops during their first year of Ph.D. studies.

**Law and Society Written Field Exam:** The law and society field exam requires that students demonstrate a comprehensive knowledge of the interdisciplinary field of law and society. The examination covers material from the two basic law and society courses and supplemental readings from the law and society reading list. The law and society written field exam committee is composed of the faculty teaching the two required basic law and society courses. The exam is a written 24-hour take-home exam that is graded as pass or fail; it is given twice a year. If students fail, they may take it again but are not permitted to retake it more than once. Students should complete this exam by the end of the second year of Ph.D. work.

**Law and Society Oral Subfield Exam:** Each student is required to demonstrate an in-depth knowledge of one of the subfields of law and society. Each student selects three NYU law and society faculty to serve as the law and society oral subfield exam committee. Two of the three oral exam committee members must be NYU GSAS faculty or NYU School of Law faculty with a Ph.D. These faculty assist the student in developing an appropriate reading list for the exam. The law and society subfield exam given between October 15 and December 15 in the fall semester and between February 15 and April 15 in the spring semester. If students fail, they may take the exam again but are not permitted to retake it more than once. The exam is a two-hour oral exam graded as a pass or fail by the three selected faculty. A pass requires that two of the three selected faculty pass the exam. Students should complete this exam by the end of the third year of Ph.D. work.

**Dissertation:** After the dissertation chair and two readers approve a dissertation proposal and the chair submits a dissertation proposal acceptance form signed by the director of graduate studies, the dissertation may be undertaken. Once the completed dissertation is approved by the dissertation chair and two readers, an oral defense form is filed, and the oral dissertation defense is scheduled. Of the chair and two readers, two must be GSAS full-time faculty. The completed dissertation is defended in a two-hour oral defense before a five-member committee consisting of the dissertation chair, the two readers, and two additional members. Of the five members, three must be full-time GSAS faculty. Any dissertation members that are not full-time GSAS faculty 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 dissertation committee vote to approve the dissertation. For rules concerning time to degree, refer to the GSAS Policies and Procedures Manual.

**Dual Juris Doctor and Doctor of Philosophy**
Students with a special interest in law may wish to pursue the dual degree program leading to the J.D. and Ph.D. degrees. Students who wish to enroll in the dual degree program must apply separately to the School of Law and to the Graduate School of Arts and Science (GSAS). Students may apply to both schools simultaneously or to one school while in the first year of study at the other. There are no specific admission standards or applications for dual degree applicants to either school. Once admitted to both schools, the student qualifies for the dual degree program.

**General 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. The Ph.D. degree requires 72 credits of graduate study with a cumulative GPA of B (3.0) or better, of which 12 credits are accepted from the School of Law. The two degrees therefore require a total of 130 credits (70 at the School of Law and 60 at the Graduate School of Arts and Science). Because some of the credits earned in each program are counted toward the other degree, it is possible to complete the course requirements for both degrees in five years of full-time study. Students pursuing the dual degree program typically spend their first year in the Graduate School of Arts and Science, the second year in the School of Law, alternating years until the requirements for both schools are satisfied. Students may also take up to a maximum of 24 credits in reading and research. Students may petition for a limited number of law and society graduate courses taken elsewhere to be transferred and credited toward the Ph.D. degree requirements, but only after completing three courses at New York University. Only relevant law and society courses approved by the director of graduate studies and GSAS may be transferred.

Foreign 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, Chinese, French, German, Hebrew, Italian, Japanese, Latin, 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 foreign 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. The foreign language requirement may be waived with approval by the director of graduate studies and GSAS.

Basic Law and Society Course Requirement: This requirement ensures that students receive a comprehensive knowledge of the social science theories and research in the interdisciplinary field of law and society. To meet this requirement, students must take the two basic law and society courses with a minimum grade of B in their first year of study: Sociolegal Seminar (G62.1001), offered each fall semester, and Law and Social Policy (G62.1002), offered each spring. Students should complete this requirement by the end of the first year of Ph.D. studies.

Methods Course Requirement: To ensure that they receive adequate methodological training for conducting research, students are required to take one quantitative methods course in statistics and one qualitative methods course in historical, interpreting, or ethnographic methods. While not required, it is highly recommended that students take one advanced course in either quantitative or qualitative methods. The advanced methods course typically focuses on the methods used for the dissertation research. Students should complete this requirement by the end of the second year of Ph.D. studies.

Disciplinary Minor Course Requirement: All students are required to acquire a basic knowledge of one of the social science disciplines engaged in disciplinary research in law and society. After selecting a discipline, each student is required to take three non-methods courses offered by the selected disciplinary department. A grade of B is the minimum grade required for each of the three courses.

Law and Society Colloquium and Workshop Requirement: Law and society Ph.D. students are required to attend the law and society colloquium and workshops during their first year of Ph.D. studies.

Law and Society Written Field Exam: The law and society field exam requires that students demonstrate a comprehensive knowledge of the interdisciplinary field of law and society. The examination covers material from the two basic law and society courses and supplemental readings from the law and society reading list. The law and society written field exam committee is composed of the faculty teaching the two required basic law and society courses. The exam is a written 24-hour take-home exam that is graded as pass or fail; it is given twice a year. If students fail, they may take it again but are not permitted to retake it more than once. Students should complete this exam by the end of the second year of Ph.D. work.

Law and Society Oral Subfield Exam: Each student is required to demonstrate an in-depth knowledge of one of the subfields of law and society. Each student selects the law and society faculty to serve as the law and society oral subfield exam committee. Two of the three oral exam committee members must be NYU GSAS faculty or NYU School of Law faculty with a Ph.D. These faculty assist the student in developing an appropriate reading list for the exam. The law and society subfield exam is given twice a year. If students fail, they may make it again but are not permitted to retake it more than once. The exam is a two-hour oral exam graded as a pass or fail by the three selected faculty. A pass requires that two of the three selected faculty pass the exam. Students should complete this exam by the end of the third year of Ph.D. work.

Dissertation: After the dissertation chair and two readers approve a dissertation proposal and the chair submits a dissertation proposal acceptance form signed by the director of graduate studies, the dissertation may be undertaken. Once the completed dissertation is approved by the dissertation chair and two readers, an oral defense form is filed, and the oral dissertation defense is scheduled. Of the chair and two readers, two must be GSAS full-time faculty. The completed dissertation is defended in a two-hour oral defense before a five-member committee consisting of the dissertation chair, the two readers, and two additional members. Of the five members, three must be full-time GSAS faculty. Any dissertation members that are not full-time GSAS faculty 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 dissertation committee vote to...
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 Law and Society for specific dates.

Course numbers listed in the course descriptions below refer to the following:

1) Law and Society Course: Open to law and society (Ph.D., J.D.-Ph.D., J.D.-M.A.) and other GSAS students.

2) Law Courses: Open to law and society (Ph.D., J.D.-Ph.D., J.D.-M.A.) and other students if space is available, special permission is given by the professor, and if the appropriate special permission paperwork is completed. If space is available after law school students have registered, special permission can be granted at the beginning of each semester.

The Sociolegal Seminar G62.1001
Merry.
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.

Law and Social Policy G62.1002
Dixon.
Scholars have debated for centuries the relationship between law and social policy and whether law leads or follows social change. Regardless of one’s position on these issues, most agree that law and society are interwoven such that law constitutes a field where social policies are created, reinforced, and transformed. This course utilizes the lens of the courts to examine the relationship between law, social policies, and social change. The first part of the course analyzes how social policies are created, reinforced, and transformed in trial courts. Students consider the relationship between social policy and the transformation of criminal courts in the progressive era; they then investigate this relationship in the contemporary context. In particular, the relationship between social policies and current criminal court transformations involving plea bargaining, sentencing guidelines, and the recent creation of problem-solving, specialized drug and domestic violence courts is explored. The third and final part of the course examines how social policies are created, reinforced, and transformed in international courts. In particular, students explore human rights policies and the development of the International Criminal Court.

Introduction to Legal Philosophy L06.3005
Sociology of Law G62.1103
Dixon, Garlind, Greenberg.
Designed to provide a broad theoretical framework for analyzing and interpreting the interrelationships between law, politics, and society. This course begins with a consideration of the intellectual and methodological differences between law and social science; it 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, 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

Law and Modern Society G62.1004
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

Advanced Theory Seminar: Foucault G62.1010
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, governmentalization, and subjectification. Critical responses to Foucault’s work are discussed, as are attempts by other authors to put Foucaultian concepts to their own use.

Law, Culture, and Power G62.1012
Merry.
Anthropologists view law as basic to social life but highly variable in different cultural and historical contexts. This course examines theoretical and methodological issues in legal anthropology, looking at some of the classics in the field as well as contemporary work concerning the cultural dimensions of law and their relationship to forms of power and governmentality. It focuses on ethnographic methods for studying law and legal institutions. The first part of the course examines early work that grappled with the question of defining law in contexts that lacked formal legal systems. The second part explores legal pluralism, law and the colonial process, law and culture, the relationship between law and discipline, and law and everyday life. As students read ethnographic studies of everyday legal phenomenon, they discuss how to carry out ethnographic research and experiment with mini-research projects. In each of the readings, students consider ethnographic approaches to legal phenomena and discuss how each author has done his or her ethnographic research and the techniques involved.

Alternative Dispute Resolution
L09.3523

State, Law, and Politics in Society G62.1102
Cheesney, 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 sociological theories of interpretation. Investigates the ideology of law in legal formalism, both contemporary and in the past; law and society; and critical legal studies.

Current Constitutional Issues L01.3556.01

Constitutional Theory of Emergency Powers L01.3553

State and Local Government L01.3016

Law and Economics L06.3020

Voting, Game Theory, and the Law L06.3035

Law and Social Science G62.1403
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.

American Legal History L06.3010

Readings in American Legal History G62.1203
Prerequisite: U.S. Constitutional Law or permission of instructor. Read.
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.

Seminar in Sociology of Law: Gender Politics and Law G62.1021
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.

216 • Law and Society
Gender Issues in Law and Culture L06.3567
Race and Legal Scholarship L06.3545
Race, Values, and the American Legal Process L06.3512
Law and Literature L06.3510
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
Juvenile Justice L04.3019
Child, Parent, and State L08.3030
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 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 L04.3512
Policing in Democratic Societies L04.3533
Gun Control L04.3525
Regulation of Vice L04.3559
Corruption and Corruption Control L04.3510
Deviance and Social Control G93.2160
Empirical Issues in Land Use and Environmental Law L10.3501
Land Use, Housing, and Community Development in New York City L10.3506
Sex Discrimination Law L08.3508
Sexuality and the Law L08.3509
Intimate and Family Violence L08.3501
Rights of the Mentally Disabled L08.3535
Free Speech, Censorship, and Culture L01.3502
History and Theory of International Law L06.3539 Kingsbury.
Indigenous Peoples in International Law L05.3547 Kingsbury.
Children's Rights in International Law L05.3565
International Human Rights L05.3034
Constitutional Justice and Comparative Perspective L01.3528
Law and Development L06.3554
Race and the Law: The United States and South Africa L06.3542
Law and Society in Japan L05.3006
Law and Society in China L05.3009
Islamic Law and Society G62.3006 Haykal.
The aim of this seminar is to expose graduate students to a variety of writings in and on Islamic law. The first readings consist of introductory surveys. These are followed by recent studies on the theoretical foundations of Islamic law (usul al-fiqh). Students then sample some substantive legal material as it is presented in the classical legal manuals. The aim here is to give a sense of the way in which Islamic law was traditionally presented and how these manuals were then used by scholars. This is followed by an examination of the methods and forms of transmission of Islamic legal knowledge and expertise. Students then look at a number of studies that depict Islamic law as it was understood, practiced, and enforced. Next, students look at the treatment of Islamic jurists of marginals and minorities in theoretical writings as well as historical experience in order to explore how norms were established and enforced and how those who did not fully fit these were conceived and treated by the law. Finally, students survey the attempts to reform Islamic law in modern times.

Women and Islamic Law G62.3007 Haykal.
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

Legal Changes After Communism L05.3522

Transitional Justice in Times of Transition L05.3536

Case Studies in Transitional Justice L05.3540  Prerequisite: L05.3536.

Global Public Service Lawyering: Theory and Practice L05.4510

The Empowered Self: Law and Society in the Age of Individualism L06.3551

Topics in Law and Society G62.3300  Staff.

Special topics.

Reading and Research G62.3304  Staff.

Independent study.

Colloquium in Legal, Political, and Social Philosophy L06.3517

Interpretation, the Human Sciences, and the Law: The Lawyering Theory Colloquium L06.3555

Colloquium on Constitutional Theory L06.3501

Colloquium on Law, Economics, and Politics I and II L06.3531 and L06.3513  Full-year course.

Colloquium on the Law, Economics, and Politics of Urban Affairs L10.3504

Legal History Colloquium L06.4515  Full-year course.

Colloquium on Culture and Law L06.3587

Globalization and Its Discontents Colloquium L05.3557

Colloquium on Innovation Policy L12.3534

NONCREDIT COLLOQUIA

Law and Society Colloquium Dixon, Merry.

Hoffinger Criminal Justice Colloquium (Center for Research in Crime and Justice/Law) Garland, Jacobs, Skolnick.

Interpretation, the Human Sciences, and the Law: The Lawyering Theory Colloquium L06.3555

Colloquium on Constitutional Theory L06.3501

Colloquium on Law, Economics, and Politics I and II L06.3531 and L06.3513  Full-year course.

Colloquium on the Law, Economics, and Politics of Urban Affairs L10.3504

Legal History Colloquium L06.4515  Full-year course.
In this dual degree program, students may simultaneously pursue a stand-alone master’s degree in the Graduate School of Arts and Science of New York University and a master’s in library science (M.S.L.S.) with LIU’s Palmer School of Library and Information Science. The Palmer School office and classes are located in Bobst Library on the NYU Washington Square campus.

The primary objective of the dual degree program is to prepare students for employment as subject specialists in libraries at universities, colleges, and research institutions. Students enrolled in this program work with librarians who are subject specialists (mentors) from the New York University Libraries.
The main strengths of the department are in the core areas of grammar (phonology/phonetics, syntax, semantics), in sociolinguistics, and in neurolinguistics. 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 Ph.D. program prepares students for research in linguistics and for careers in academia and industry.

Faculty

Mark R. Baltin, Professor. Ph.D. 1978 (linguistics), Massachusetts Institute of Technology; M.A. 1975 (linguistics), Pennsylvania; B.A. 1971 (linguistics), McGill.

Syntax; semantics; lexical representation.

Chris Barker, Associate Professor. Ph.D. 1991 (linguistics), B.A. 1986 (computer and information sciences), California (Santa Cruz); B.A. 1983 (English), Yale.

Formal semantics; syntax/semantics interface; computational linguistics.


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

Christopher T. Collins, Associate Professor. Ph.D. 1993 (linguistics), B.S. 1985 (mathematics), Massachusetts Institute of Technology.

Theor of Syntax; comparative syntax of African languages; English, Ewe, Ju’hoansi, Hoan, and Khoisan syntax.

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.


Phonetics; laboratory phonology; 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.


Phonology; phonetics; morphology.

Maria Gouskova, Assistant Professor. Ph.D. 2003 (linguistics), Massachusetts (Amherst); B.A. 1998 (English linguistics and German language and literature), Eastern Michigan.

Phonology; morphophonology; prosody; optimality theory; laboratory phonology.


Linguistic variation and language change; sociolinguistics; phonology, phonetics, Romance linguistics.


Morphology and syntax of Russian and other Slavic languages.


Syntactic theory; comparative syntax; Romance languages.

Alec Marantz, Professor. Ph.D. 1981 (linguistics), Massachusetts Institute of Technology; B.A. 1978 (psycholinguistics), Oberlin College.

Universal grammar; syntax; morphology; language acquisition; neurolinguistics.


Syntax; structure of French; foundations of linguistics.
Programs and Requirements

Admission: The applicant should have a demonstrated strength in one of the areas that 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. Admission is based on an evaluation of the full completed GSAS application, including the applicant’s academic record, writing sample, scholarly recommendations, and required test scores. Applications are only accepted for admission in the fall semester.

The graduate program in linguistics is a Ph.D. program, for students interested in a career in research. All applicants must apply directly for this program; applications are not accepted for a stand-alone M.A. degree. The M.A. degree may be awarded to students in the Ph. D. program upon completion of the requirements outlined below.

Transfer credits: 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 transfers of credits for particular courses must be made within the student’s first year in the department.

MASTER OF ARTS

While the graduate program in linguistics is a Ph.D. program, it offers continuing students the option of receiving a Master of Arts degree during their studies for the doctorate. The department does not admit students for a stand-alone M.A. degree. Students in the Ph.D. program who complete the following requirements may, at their option, apply for the M.A. degree, but are not required to do so as a prerequisite for the Ph.D.

M.A. Degree Requirements:

1. Course Requirements: Satisfactory completion of graduate studies totaling at least 32 points of approved courses (at least 24 in residence at New York University), including the four basic courses required of all Ph.D. students (G61.1210, G61.1310, G61.1340, G61.1510), and two of the following five courses: G61.1220, G61.1410, G61.2310, G61.2370, G61.2540 (see Ph.D. requirements below).

2. Language Proficiency: Reasonable proficiency in a foreign language of clear relevance to the student’s research, subject to approval by the director of graduate studies (DGS). (For evaluation of language proficiency, see below under Doctor of Philosophy.)

3. Qualifying Paper: An article-quality paper in which the student demonstrates the ability to carry out original research. This is the student’s first qualifying paper; the Ph.D. degree requires a second one. The rules and timetables for the two qualifying papers are spelled out together in item 3 of the Ph.D. requirements. (Students who are leaving the program without completing the Ph.D. may, with the approval of their adviser and the director of graduate studies, substitute another substantial paper or a written comprehensive examination instead of a qualifying paper.)

DOCTOR OF PHILOSOPHY

Ph.D. Degree Requirements:

1. Course Requirements: For the Ph.D., the student is required to complete a total of 72 points of approved courses (of which at least 32 must be completed in residence at NYU). Course work in related fields must be approved in advance by the director of graduate studies.

The following 4-point courses are required of all students:

- Phonology I (G61.1210)
- Syntax I (G61.1310)
- Semantics I (G61.1340)
- Sociolinguistics (G61.1510)

In addition, students must fulfill breadth and area requirements, as follows:

Breadth requirements: All students are required to take three of the following four courses: Field Methods (G61.0044), Phonology II (G61.1220), Historical Linguistics (G61.1410), and Syntax II (G61.2310).

Area requirements: For students wishing to specialize in syntax or semantics, the area requirements are Syntax II (G61.2310) and Semantics II (G61.2370). Semantics II must be taken in the same year as Semantics I. Area requirements for those wishing to specialize in phonetics or phonology are Phonology II (G61.1220) and a course in phonetics. Students wishing to spe-
cialize in sociolinguistics are required to take Sociolinguistic Field Methods (G61.2540) and Linguistic Variation (G61.2530); the department also recommends that these students take Linguistic Anthropology (G14.1040) and at least one other course in linguistic anthropology from the following: Ethnographic Methods (G14.2700), Identity and Language (G14.3392), or Linguistic Field Methods (G14.3394).

For students wishing to specialize in sociolinguistics, the department recommends the Seminar in Sociolinguistics (G61.3710) and another appropriate course in this area.

Students are not required to choose a specialization when they enter the program. When they choose, or change, their specialization, the DGS will advise them about how to comply with the area requirements.

2. Language Proficiency:

For the Ph.D. degree, the student must demonstrate reasonable proficiency in one language other than English that is of clear relevance to the student’s research, subject to approval by the director of graduate studies. (A language used to satisfy the M.A. language requirement may count as the one required for the Ph.D.) 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 is demonstrated in some other way (e.g., when a student presents an undergraduate degree from a foreign university where the language in question is 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. Qualifying Papers:

For the Ph.D. degree, students must submit qualifying papers in two different areas of linguistics. A qualifying paper (QP) is called “qualifying” because a student demonstrates that she or 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 double-spaced pages in length (tables, charts, spectrograms, footnotes, and bibliography included).

Qualifying-paper committee. Each qualifying-paper committee consists of a committee chair and two other faculty members. It is the student’s responsibility to obtain the consent of the committee chair and members to participate on the committee. The committee should be fully constituted before the start of the semester in which work on the QP is to begin.

Timetable for submission. The student submits the first QP in the fourth semester of the student’s career and the second QP in the fifth semester. If one of the QPs contains an extensive experimental or fieldwork component, one semester is added to that QP’s timetable. Thus, if it is the first QP, it is due in the fifth semester (and hence the second QP is due in the sixth semester), while if it is the second QP that adds an extensive experimental/fieldwork component, it is due in the sixth rather than the fifth semester. This alteration of timetable must be agreed upon by the student’s adviser, QP committee chair, and the DGS no later than the beginning of the semester in which the QP would otherwise be due.

Proposals. Before undertaking a QP, students must prepare a two-page proposal of their QP consisting of an abstract and a reading list. For QPs with extensive experimental or fieldwork content, this proposal must include a timetable indicating what work is to be done and when, extending across both semesters of work. The student is then expected to adhere to this timetable. For QPs conducted during the spring semester, the proposals must be delivered to the committee chair in the last week of the fall semester; for QPs conducted during the fall semester, they are due the first week of the fall semester. Students receive prompt feedback from the QP committee members on the proposal.

Deadlines. A substantial first draft of the QP must be submitted by the beginning of the tenth week of spring semester (ordinarily the first week after the spring break), or the ninth week of fall semester. The student’s committee reviews the paper with the student within three weeks of submission. This evaluation results in a finding that the paper is either acceptable, acceptable upon revision, or unacceptable. If the paper is found to be “acceptable upon revision,” the student will have four weeks to complete the revisions to the satisfaction of the committee.

Students are expected to submit acceptable QPs on time. If a student’s paper is either not submitted on time or submitted but not deemed acceptable by the student’s committee, or if the student fails to complete acceptable revisions required by the committee within the prescribed time limits, then the student is placed on academic probation. To be removed from probation and return to good academic standing, the student must submit an acceptable QP as soon as possible; when this happens, the student’s QP timetable is adjusted by one semester. However, a student who fails to submit an acceptable QP by the end of the semester following the one in which the QP was originally due will be terminated.

Probation in connection with Qualifying Papers is only possible once in the student’s career. If a student is put on probation for any reason in connection with the first QP, then for the second QP, failure to submit on time or submission of a paper that is not ultimately passed by the committee will be grounds for termination.

Note also that the Graduate School requires completion of qualifying requirements for doctoral candidates by the end of the third year of study, which means that students must complete and pass both QPs by the end of the third year. Failure to do so is grounds for termination. Therefore, if students have taken an extra semester for a QP with extensive experimental work or field work, there is no room to also have a semester of probation; conversely, if they have taken an extra semester on probation completing a QP, there will be no extra semesters remaining in which to do experimental work/fieldwork.

Changing topics. If a student’s first submission is not accepted, the student is permitted to change the topic or even the area of linguistics, provided that the student’s two acceptable qualifying papers are in two different areas of linguistics. Changing the topic does not alter the student’s timetable or the student’s status relative to academic probation or termination. If a student changes the topic or area after the first submission is not accepted, the second submission is precisely that, a second submission of the first QP.

4. Dissertation Proposal:

Choosing an adviser and a committee. After a student has completed the second qualifying paper, the student begins work on a dissertation proposal. Once the student has selected the area in which she or he wishes to write a
dissertation, the student should meet with her or 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 are expected to choose the dissertation adviser by the end of the first week of the seventh semester. This person is responsible for working with the student to make sure that the dissertation proposal is completed in a timely fashion.

The student and the dissertation adviser will also work out the composition of the student’s dissertation committee; in addition to the dissertation adviser, it will consist of four faculty members, at least three of whom will come from within the department. A full committee for the dissertation should be chosen by February 1 of the eighth semester.

Content of the proposal. The dissertation proposal is to be a maximum of 50 double-spaced pages, including footnotes, tables, charts, spectrograms, and bibliography. It should demonstrate a command of the literature, the significance of the dissertation (i.e., the contribution that it will make to the field), the structure of the proposed dissertation, and the student’s ability to carry out linguistic analysis of a quality appropriate for a 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 will go directly into the dissertation.

Timetable for submission. Students are expected to complete the dissertation proposal by the third Monday in April of the eighth semester and defend the proposal by the end of the fourth year. A date for the defense will be determined in conjunction with the committee members. A proposal defense can have three outcomes: “accepted,” “accepted pending satisfactory revisions,” and “rejected.” If the proposal is not accepted (in either form) by the end of the fourth year, the student will be put on academic probation.

It is expected that all students will submit their proposals no later than their eighth semester. However, if the student completed a QP that was given an extension of one semester, then the date of completion of the proposal and the proposal defense may be extended to the end of the ninth semester with permission of the dissertation adviser and the DGS. If the proposal of a student who is given permission to take an extra semester is not accepted by the end of the ninth semester, he or she will be put on academic probation.

(But note that the timetable for dissertation proposals is not adjusted for a student who had earlier been on academic probation for failure to have a QP accepted in the semester in which it was due.)

In either of these cases, if the student’s proposal is not submitted and fully accepted (i.e., no further revisions necessary) by the end of the student’s first semester on academic probation, then the student will be terminated.

Evaluation of the proposal. Once a student submits a proposal, it is evaluated by the student’s committee. There will also be an oral defense scheduled in consultation with all of the committee members. If the committee finds the proposal acceptable, then the student may proceed to work on the dissertation. If the committee does not find the proposal acceptable, it will notify the student as to what changes it recommends. The student may then submit a revised proposal in the following semester.

Completion of other requirements. Ordinarily a student whose dissertation proposal has been accepted has already completed the language requirements and all course work for the Ph.D. other than the final course taken in the fifth year. A student who has reached this level and has not yet met these requirements is encouraged to do so at once.

5. Dissertation Defense: Students with an approved dissertation proposal will proceed to write the dissertation under the supervision of the dissertation adviser and with the advice of the members of the dissertation committee. When the committee members agree that the dissertation is ready to be defended, a final oral examination will be scheduled. The defense of the dissertation is during a final oral examination. Passing this defense and receiving the committee’s approval of the dissertation are the final departmental requirements for the Ph.D.

Full-Time Status: To qualify for full-time status, Ph.D. students enroll in courses according to the following schedule. The three courses completed in the fourth and fifth years should be seminars rather than reading courses.

First Year: fall, 12 points; spring, 12 points.
Second Year: fall, 12 points; spring, 8 points.
Third Year: fall, 12 points; spring, 8 points.
Fourth Year: fall, 4 points; spring, 4 points.
Fifth Year: 4 points.

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. This information is also available on the GSAS Web site at http://gsas.nyu.edu/page/grad.financialaid.

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. Those who are not graduate students in this department should seek the instructor’s permission before enrolling in a course.

Field Methods G61.0044
Prerequisites: an introductory linguistics course and one course in either syntax or phonology. Collins, Gouskova. 4 points.

Linguistics as Cognitive Science G61.0048 Marantz. 4 points.

Morphology G61.1029 Marantz. 4 points.

Phonology I G61.1210 Gafos, Gouskova. 4 points.

Phonology II G61.1220 Prerequisite: G61.1210 or permission of the instructor. Gafos, Gouskova. 4 points.

Syntax G61.1310 Baltin, Collins, Kayne. 4 points.

Semantics I G61.1340 Barker, Szabolcsi. 4 points.

Historical Linguistics G61.1410 Castello. 4 points.
Sociolinguistics G61.1510  Blake, Guy, Singler. 4 points.

African American English G61.1520  Blake. 4 points.

Acoustic Phonetics G61.2110  Davidson. 4 points.

Laboratory Phonology G61.2220  Prerequisite: G61.1220 or permission of the instructor. Davidson, Gafos, Gouskova. 4 points.

Syntactic Theory and Analysis G61.2310  Prerequisite: G61.1310 or permission of the instructor. Baltin, Collins, Kayne. 4 points.

Semantics II G61.2370  Prerequisite: G61.1340 or permission of the instructor. Barker, Pylkkänen, Szabolcsi. 4 points.

Indo-European Grammar and Phonology G61.2410  Costello. 4 points.

Indo-European Syntax G61.2460  Costello. 4 points.

Pidgin and Creole Languages G61.2510  Singler. 4 points.

Linguistic Variation G61.2530  Guy, Singler. 4 points.

Sociolinguistic Field Methods G61.2540  Blake. 4 points.

Neurolinguistics G61.2710  Pylkkänen. 4 points.

An Introduction to Computational Modeling of Recursion: Coordination, Subordination, and Embeddings G61.2820  Dougherty. 4 points.

Seminar in Phonology G61.3210  Prerequisite: G61.1220 or permission of the instructor. With permission, may be repeated for credit. Davidson, Gafos, Gouskova. 4 points.

Seminar in Syntax G61.3320  Prerequisite: G61.2310 or permission of the instructor. With permission, may be repeated for credit. Baltin, Collins, Kayne, Marantz, Postal. 4 points.

Seminar in Semantics G61.3340  Prerequisite: G61.2370 or permission of the instructor. With permission, may be repeated for credit. Barker, Pylkkänen, Szabolcsi. 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. Pylkkänen. 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.

COURSES IN OTHER DEPARTMENTS

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

Seminar in Verbal Learning and Verbal Behavior G89.3250  3 points.

Russian and Slavic Studies

Old Church Slavonic G61.3501  Identical to G92.3501. 4 points.
The Department of Mathematics of the Courant Institute of Mathematical Sciences offers several degree programs. The Ph.D. program offers research opportunities and instruction at the highest level in a range of core, multidisciplinary, and computational mathematics. In addition to the Ph.D. program in mathematics, the department offers a Ph.D. program in atmospheric ocean science. 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.

The philosophy of the Courant Institute, developed over several decades, has been to maintain a balanced 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), atmospheric 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, whose members include Columbia University; CUNY Graduate Center; Fordham University; The New School; Princeton University; Rutgers University; Stony Brook University; and Teachers College, Columbia University. With permission, doctoral students who are in good standing and beyond the first year of study may cross-register for courses in these institutions and thus have access to a very broad range of mathematics and related fields. (See the Admission section of this bulletin for details.)

The Department of Mathematics is housed in Warren Weaver Hall, which contains a mathematical sciences library of 70,000 volumes, over 250 journal backfiles in paper, and an extensive array of electronic resources, such as Web of Science (ISI) and MathSciNet. Over 13,000 electronic journal titles across all fields are available at the University. Every Ph.D. student has a workstation on his or her desk. In addition, there are also convenient, general-purpose computer labs for use by students and researchers, and a variety of other computing resources. The Applied Mathematics Laboratory is an experimental facility in fluid mechanics and other applied areas. 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


Simeon M. Berman, Professor. Ph.D. 1961 (mathematical statistics), M.A. 1958 (mathematical statistics), Columbia; B.A. 1956 (economics), City College (CUNY). Stochastic processes; probability theory; applications.


Oliver Bühler, Associate Professor. Mathematics (Atmosphere Ocean Science); Director, Center for Atmospheric Ocean Science. Ph.D. 1996 (applied mathematics), Cambridge; Diplom 1992 (applied physics), Technische (Berlin); M.S.E. 1990 (aerospace engineering), Michigan. Geophysical fluid dynamics; waves and vortices in the atmosphere and ocean; statistical mechanics; stochastic wave theory.


Percy A. Deift, Professor. Ph.D. 1976 (mathematical physics), Princeton; M.S. 1971 (physics), Rhodes; M.S. 1970 (chemical engineering), B.S. 1967 (chemical engineering), Nataf (Durban). Spectral theory; inverse spectral theory; integrable systems; random matrix theory.


Leslie Greengard, Professor; Director, Courant Institute of Mathematical Sciences. M.D./Ph.D. 1987 (computer science), Yale; B.A. 1979 (mathematics), Wesleyan. Applied and computational mathematics; partial differential equations; computational chemistry; imaging; computational biology.


C. Sinan Güntürk, Associate Professor. Ph.D. 2000 (applied and computational mathematics), Princeton; B.S. 1996 (mathematics and electrical engineering), Bogaziçi. Harmonic analysis; information theory; signal processing.


Fengbo Hang, Associate Professor. Ph.D. 2001 (mathematics), New York; M.S. 1996 (mathematics), Beijing; B.S. 1993 (mathematics), Tsinghua. Geometric analysis and nonlinear partial differential equations.

Helmut Hofer, Professor; Silver Professor. Ph.D. 1981 (mathematics), Dip. 1979, Zurich. Symplectic geometry; dynamical systems; partial differential equations.


Geometric analysis; geometric group theory; geometric evolution equations.

Nonlinear partial differential equations; materials science; mathematical finance.

Mathematical finance.

Fang-Hua Lin, Professor; Silver Professor. Ph.D. 1985 (mathematics), Minnesota; B.S. 1981 (mathematics), Zhejiang. 
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.

Analysis; probability; convex geometry; applications to combinatorics, mathematical physics, and theoretical computer science.

Probability theory; statistical physics; stochastic models.

Michael Overton, Professor. Ph.D. 1979 (computer science), M.S. 1977 (computer science), Stanford; B.S. 1974 (computer science), British Columbia. 
Numerical linear algebra; optimization; linear and semidefinite programming.

Partial differential equations; variational problems with applications to physics.

Nonlinear partial differential equations.

Henry P. McKean, Professor; Silver Professor. Ph.D. 1953 (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.

Robotics; genomics; finance; mathematical and theoretical computer science.

Analysis; probability; convex geometry; applications to combinatorics, mathematical physics, and theoretical computer science.

Probability theory; statistical physics; stochastic models.

Michael Overton, Professor. Ph.D. 1979 (computer science), M.S. 1977 (computer science), Stanford; B.S. 1974 (computer science), British Columbia. 
Numerical linear algebra; optimization; linear and semidefinite programming.

Partial differential equations; variational problems with applications to physics.

Computational neuroscience; nonlinear dynamics of neurons and neural circuits; sensory processing.

K. Shafer Smith, Associate Professor, Mathematics. 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.

Discrete mathematics; theoretical computer science.

Daniel L. Stein, Professor, Physics, Mathematics; Duan for Science, Faculty of Arts and Science. Ph.D. 1979 (condensed matter theory), M.S. 1977 (physics), Princeton; B.S. 1975 (physics), Brown. 
Quenched disorder in condensed matter systems; stochastic escape phenomena; fluctuations in mesoscopic systems.
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 can be obtained from the department. See also the requirements for admission to the Graduate School of Arts and Science in the Admission 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.

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.

Scientific Computing (Weiqing Ren, Director): This program is offered jointly by the Departments of Mathematics and Computer Science of the Courant Institute. It offers focused training in mathematical and computational techniques as well as appropriate parts of computer science that enable the student to make full use of modern computational hardware and software. To fulfill the requirements for the master's degree in scientific computing, a student must complete 36 points including a computational master's project, which must demonstrate mastery of computational methods as well as use of modern data analysis and graphical methods.
Mathematics in Finance (Peter P. Carr, Director): This is a professional master’s program that prepares students for careers 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. Further information about the program is available in the office of the department and on the Web at www.math.nyu.edu/financial_mathematics.

ADVANCED CERTIFICATE

In addition to the M.S. Program in Mathematics in Finance, the department now offers a Mathematics in Finance Certificate Program, which permits part-time students working in the industry to take just the courses most relevant to their interests and needs. Individuals enrolled in this program choose any 8 of the 12 courses associated with the mathematics in finance curriculum.

DOCTOR OF PHILOSOPHY

The Graduate School of Arts and Science requirements for the Doctor of Philosophy degree are listed in the Degree Requirements section of this bulletin.

Mathematics: The two-stage qualifying examination consists of a written comprehensive examination (which also satisfies a requirement for the Master of Science degree in mathematics) and an oral preliminary examination. All students who plan graduate study beyond the master’s level are urged to take the written comprehensive examination as soon as possible. Students with outstanding preparation in mathematics may be able to pass the examination on entering the program. The oral preliminary examination is usually taken after two years of graduate study and only after passing the written comprehensive examination with a grade of A. Further information about the program is available in the office of the department and on the Web at www.math.nyu.edu/degree/phd.

Atmosphere Ocean Science: This program focuses on the application of modern applied mathematics to the problems of atmosphere and ocean science. It has a strong multidisciplinary component and draws on the physical sciences as well as applied mathematics and computer science. The degree requirements are similar to those of the Ph.D. program in mathematics listed above and include a required core of applied mathematics courses. There are also notable distinctions such as an additional requirement for courses in physical sciences. Further details about the program are available on the Web at http://atmos.cims.nyu.edu as well as in the Atmosphere Ocean Science section of this bulletin.

DEPARTMENTAL FELLOWSHIPS AND ASSISTANTSHIPS

Fellowships and assistantships are available to highly qualified students who plan to engage in full-time study for the Ph.D. degree in mathematics. Applicants for these awards are required to submit their scores on the general and subject tests of the Graduate Record Examination (GRE). 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. This information is also available on the GSAS Web site at http://gsas.nyu.edu/page/grad/financialaid.

Detailed information regarding programs, course work, and financial opportunities can be found on the Web at www.math.nyu.edu.

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/courses.

ALGEBRA AND NUMBER THEORY

Linear Algebra G63.2110, 2120

Linear Algebra G63.2111
Prerequisite: undergraduate linear algebra. This one-term format course is intended primarily for doctoral students.


Algebra G63.2130, 2140
Prerequisite: elements of linear algebra.
Basic concepts including groups, rings, modules, polynomial rings, field theory, and Galois theory.

Number Theory G63.2210
Introduction to the elementary methods of number theory. Topics: arithmetic functions, congruences, the prime number theorem, primes in arithmetic progression, quadratic reciprocity, the arithmetic of quadratic fields.

Advanced Topics in Number Theory G63.2250, 2260
Recent topics: modern analytical and algebraic number theory; ergodic theory and number theory; analytic theory of automorphic forms; computational number theory and algebra.

GEOMETRY AND TOPOLOGY

Topology G63.2310, 2320
Prerequisites: elements of point-set topology and algebra.

Advanced Topics in Topology G63.2333, 2334
Recent topics: concentration measures; characteristic classes and applications;
toric varieties and their applications; vector bundles and singular varieties.

**Differential Geometry** G63.2350, 2360

Theory of curves and surfaces.

Riemannian geometry: manifolds, differential forms, and integration.

Covariant derivatives and curvature.

Differential geometry in the large.

Curvature, geodesics, Jacobi fields, comparison theorems, and Gauss-Bonnet theorem.

**Advanced Topics in Geometry** G63.2400, 2410

Recent topics: fixed points and their applications; comparison geometry; polyfolds and a generalized Fredholm theory; asymptotic geometry; critical points and quantitative rigidity.

**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** G63.1340, 1420


**Real Variables** G63.2430


**Complex Variables** G63.2450, 2460


**Complex Variables** G63.2451


**Ordinary Differential Equations** G63.2470


**Partial Differential Equations** G63.2490

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

Prerequisites: linear algebra, complex variables, and real variables.


**Harmonic Analysis** G63.2565

Prerequisites: linear algebra, complex variables, and real variables.

Hardy-Littlewood maximal functions and Marcinkiewicz integrals, singular integrals. Fourier series and Fourier interpolation theorems. Applications in partial differential equations.

**Advanced Topics in Partial Differential Equations** G63.2610, 2620

Recent topics: stochastic PDE; free boundary problems; mass transportation; harmonic analytical methods in nonlinear evolution equations; homogenization and boundary layers; hyperbolic and dispersive equations; semiclassical pseudodifferential operators and applications; free boundary value problems; harmonic maps and their heat flow; Fourier analysis and incompressible Navier-Stokes equations.

**Advanced Topics in Ordinary Differential Equations** G63.2615, 2616

Recent topics: dynamical systems; Hamiltonian mechanics; bifurcation theory; nonlinear dynamics and chaos.

**Advanced Topics in Analysis** G63.2650, 2660

Recent topics: wave packets analysis with applications to PDE; infinite dimensional Hamiltonian systems; integrable systems; geometric measure theory coding, quantization, and compression; dynamical systems; wavelets and time frequency analysis.

**NUMERICAL ANALYSIS**

**Numerical Methods** G63.2100, 2020

Corequisite: linear algebra.


**Advanced Topics in Numerical Analysis** G63.2111, 2012

Recent topics: fast numerical methods for solving elliptic systems; high-performance scientific computing; computational fluid dynamics; convex and nonsmooth optimization; finite element methods; computational techniques for problems with evolving interfaces;
numerical methods for time-dependent partial differential equations.

Advanced Numerical Analysis: Computational Fluid Dynamics G63.2030 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 Prerequisites: knowledge of linear algebra and computer programming. Constrained and unconstrained optimization. Topics: Newton’s method and modifications, conjugate gradient and other methods suited to large, sparse systems, conditions of optimality; linear and quadratic programming.


Computing in Finance G63.2041 Prerequisites: basic C/C++ and Java programming. An integrated introduction to software skills and their applications in finance including trading, research, hedging, and portfolio management. Students develop object-oriented software, gaining skill in effective problem solving and the proper use of data structures and algorithms while working with real financial models using historical and market data.

Scientific Computing G63.2043 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 Prerequisites: 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 Prerequisites: G63.2043 or G63.2020, and G63.2792. Computational methods for calibrating models; valuing, hedging, and optimizing portfolios; and assessing risk. Approaches include finite difference methods, Monte Carlo simulation, and fast-Fourier-transform-based methods.

APPLIED MATHEMATICS AND MATHEMATICAL PHYSICS


Time Series Analysis and Statistical Arbitrage G63.2707 Prerequisites: G63.2043, G63.2791, and familiarity with basic probability. An introduction to econometric aspects of financial markets, focusing on the observation and quantification of volatility and on practical strategies for statistical arbitrage.

Algorithmic Trading and Quantitative Strategies G63.2708 Prerequisites: G63.2041 and G63.2751, or equivalent. Development of a quantitative investment and trading framework: mechanics of trading in the financial markets, some typical trading strategies, modeling of high-frequency data; transaction costs and market impact models, portfolio construction and robust optimization, and optimal betting and execution strategies; simulation techniques, back-testing strategies, and performance measurement. Use of advanced econometric tools and model risk-mitigation techniques throughout the course.

Financial Engineering Models for Corporate Finance G63.2709 Prerequisites: G63.2751 and G63.2791. Advanced stochastic modeling applications. This course uses simulation as a unifying tool to model all major types
of market, credit, and actuarial risks.
Application of financial theory to the conceptualization and solution of multifacted real-world problems.

Mathematics

Mechanics G63.2710

Risk and Portfolio Management with Econometrics G63.2751
A mathematically sophisticated introduction to the analysis of investments. Core topics include expected utility, risk and return, mean-variance analysis, equilibrium asset pricing models, and arbitrage pricing theory.

Active Portfolio Management

G63.2752 Prerequisites: G63.2041 and G63.2751.
Theoretical aspects of portfolio construction and optimization, focusing on advanced techniques in portfolio construction and addressing the extensions to traditional mean-variance optimization—robust optimization, dynamical programming, Bayesian choice, and others. Econometric issues associated with portfolio optimization, including estimation of returns, covariance structure, predictability, and the necessary econometric techniques to succeed in portfolio management are covered.

Advanced Risk Management

G63.2755 Prerequisites: G63.2791 and G63.2041 or equivalent programming.
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 Value-at-Risk, stress testing, and credit risk modeling.

Case Studies in Financial Modeling

G63.2754 Prerequisites: G63.2041 and G63.2792.
Advanced topics in quantitative finance such as dynamic hedging, the volatility surface, local volatility and stochastic volatility models, jump-diffusions, volatility-dependent options; power-law tails and their consequences, behavioral finance.

Derivative Securities G63.2791
Prerequisite: G63.2901.

Continuous Time Finance G63.2792
Prerequisites: G63.2791 and G63.2901.
Advanced option pricing and hedging using continuous time models: the martingale approach to arbitrage pricing; interests rate models including the Heath-Jarrow-Morton approach and short rate models; the volatility smile/skew and approaches to accounting for it.

Interest Rate and Credit Models G63.2794
An introduction to widely used fixed income models, emphasizing their implementation and applications to pricing, hedging, and trading strategies. Topics include extraction of the yield curve from market data; pricing and hedging of interest-based instruments using binomial and trinomial tree models calibrated to market data; and credit risk models including applications to the pricing of collateralized debt obligations and the evaluation of credit risk in loan portfolios.

Mortgage-Backed Securities and Energy Derivatives G63.2796
Prerequisites: G63.2791, 2902
Fundamentals and building blocks of understanding how mortgage-backed securities are priced and analyzed. The focus is on prepayment and interest rate risks, benefits and risks associated with mortgage-backed structured bonds and mortgage derivatives. Credit risks of various types of mortgages are also discussed. Energy commodities and derivatives, from their basic fundamentals and valuation, to practical issues in managing structured energy portfolios.

Development of a risk-neutral valuation framework starting from basic GBM and extending to more sophisticated multifactor models. These approaches are then used for the valuation of common, yet challenging, structures. Particular emphasis is placed on the potential pitfalls of modeling methods and the practical aspects of implementation in production trading platforms. Survey of market mechanics and valuation of inventory options and delivery risk in the emissions markets.

Advanced Topics in Applied Mathematics G63.2830, 2840
Recent topics: mathematical models of crystal growth; math adventures in data mining; ice dynamics; vortex dynamics; applied stochastic analysis; developments in statistical learning; fluctuation dissipation theorems and climate change; theory and modeling of rare events.

Advanced Topics in Biology

G63.2851, 2852 Identical to G23.2851, 2852.

Advanced Topics in Mathematical Physiology
G63.2855, 2856 Identical to G23.2855, 2856.

Advanced Topics in Fluid Dynamics
G63.2862
Recent topics: atomic modeling and computation; magnetohydrodynamics; fluid dynamics of animal locomotion; asymptotic problems in fluid mechanics; introduction to molecular simulations.

Advanced Topics in Mathematical Physics
G63.2863, 2864
Recent topics: statistical mechanics of classical lattice systems; quantum computation; supersymmetry; quantum dynamics; hydrodynamical limit of nonreversible particle systems.

PROBABILITY AND STATISTICS

Basic Probability G63.2901

Stochastic Calculus G63.2902
Prerequisite: G63.2901 or equivalent.
An application-oriented introduction to those aspects of diffusion processes most relevant to finance. Topics include Markov chains; Brownian motion; stochastic differential equations; the Ito calculus; the forward and backward Kolmogorov equations; and Girsanov’s theorem.

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, arc sine law. Further topics: large deviation theory, martingales, Birkhoff’s ergodic theorem, Markov chains, Shannon’s theory of
information, infinitely divisible and stable laws, Poisson processes, and Brownian motion. Applications.

**Advanced Topics in Probability**
G63.2931, 2932
Recent topics: stochastic analysis; two-dimensional conformal probability and statistical physics; random walks on disordered systems; random walks on graphs; percolation and disordered Ising models; stochastic differential equations and diffusion processes.

**Advanced Topics in Applied Probability** G63.2936
Recent topics: quantitative investment strategy; stochastic control and optimal trading in incomplete and inefficient markets; information theory and financial modeling; stochastic differential equations and Markov processes.

**Mathematical Statistics** G63.2962
Prerequisite: a working knowledge of probability at the undergraduate level.

**RESEARCH**

**Independent Study** G63.3771, 3772, 3773, 3774
Prerequisite: permission of the department. 1-3 points.

**Advanced Practical Training**
G63.3775, 3776
Students in the doctoral program in mathematics gain experience with practical uses of advanced mathematical tools, through relevant activity in a corporate, laboratory, or similar environment.

**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 the 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 (see separate listings), which offers a stand-alone M.A. in Near Eastern studies, a joint M.A. in Near Eastern studies and journalism, an M.A. in Near Eastern studies with a concentration in museum studies, and an M.A. in Near Eastern studies with a business track.

**Faculty**

**Zvi Ben-Dor Benite, Assistant Professor History, Middle Eastern and Islamic Studies, Ph.D. 2000 (history), M.A. 1997 (history), California (Los Angeles); B.A. 1991 (East Asian studies and history), Hebrew.**

World history; Chinese history; Islam in China; Islamic diasporas.

**Peter J. Chelkowski, Professor. Ph.D. 1968 (Persian), Tehran; M.A. 1958 (oriental philosophy), Jagiellonian.**

Postgraduate studies 1959-1962 (history and Islamic studies), London.

Persian literature; mysticism; Islamic studies and performing arts of the Middle East.

**M. Credi, Language Lecturer.**

**Sibel Erol, Senior Language Lecturer. Ph.D. 1993 (comparative literature), M.A. 1981 (English literature), California (Berkeley); B.A. 1979 (English literature and linguistics), Istanbul.**

Turkish language; role of writing in teaching language; the uses of literature in language teaching; the novel; nationalism; women authors.

**Khaled Fahmy, Associate Professor, Middle Eastern and Islamic Studies, History, D.Phil. 1993 (social and economic history), Oxford; M.A. 1988 (political science), B.A. 1985 (economics), American (Cairo).**

Social history of the modern Middle East (emphasis on law and medicine); gender studies; Egypt.

**Ahmed Ferhadi, Clinical Professor. Ph.D. 1989 (linguistics), M.A. 1988 (teaching Arabic as a foreign language), Michigan; M.S. 1979 (applied linguistics), Edinburgh.**

Arabic language; sociolinguistics; technology applications in pedagogy.

**Michael Gilsenan, David B. Keiser Professor of the Humanities; Professor, Middle Eastern and Islamic Studies, Anthropology; Director, Hazog Kovorkian Center. D.Phil. 1967 (social anthropology), Dip.Audh. 1964, B.A. 1963 (Arabic), Oxford.**

Anthropology of Arab societies; forms of power and hierarchy; urban studies; Arab diasporas in Southeast Asia.

**Ogden Goellet, Research Associate Professor. Ph.D. 1982 (history), M.A. 1975 (history), Columbia; B.A. 1966 (German literature), Harvard.**

Egyptian cultural history; ancient Egyptian religion; Egyptian lexicography.

**Halil Halim, Assistant Professor, Middle Eastern and Islamic Studies, Comparative Literature, Ph.D. 2004 (comparative literature), California (Los Angeles); M.A. (English and comparative literature), American (Cairo); B.A. 1985 (English literature), Alexandria.**

Modern Arabic literature and culture.

**Aman Hassan, Language Lecturer. M.A. 1992 (comparative literature), New York; B.A. 1987 (literature), Ayn Shams (Cairo).**

Arabic language and literature.
Gabriela Nik. Ilieva, Clinical Associate Professor, Ph.D. 2000 (South Asian languages, ESL minor), Minnesota; M.A. 1990 (Indology), B.A. 1988 (Indology, English philology), Sofia.

Foreign language pedagogy; gender and pragmatics in Hindi and Sanskrit; historical Indo-Aryan linguistics; medieval Indian poetics.

Hasan Karatas, Language Lecturer.

M.A. 2003 (Near Eastern studies), California (Berkeley); B.A. 2001 (history), Bogazici. Ph.D. candidate (Near Eastern studies), California (Berkeley).

Social and political history of the early Ottoman Empire.

Marion Holmes Katz, Associate Professor.


Ritual law; Islam.

Philip F. Kennedy, Associate Professor.


Classical and modern Arabic literature (poetry and prose); wine poetry; modern vernacular Arabic poetry.

Arang Keshavarzian, Associate Professor.


Political economy of development; Iranian politics; democratization.

Mohammad M. Khorrami, Clinical Professor.

Ph.D. 1996 (French and Persian literature), Texas (Austin); M.A. 1992 (French language), Houston; B.A. 1980 (sociology), Tehran.

Computer-based language training; modern Persian literature.

Elias Khoury, Global Distinguished Professor of Middle Eastern and Islamic Studies. Diplôme d’Études Approfondies 1972, 1973 (social history, sociology of development), Paris I (Sorbonne).

Novelist, playwright, literary critic, editor.

Tamer el-Leithy, Assistant Professor.


Medieval Islamic history.

Zachary Lockman, Professor, Middle Eastern and Islamic Studies. History; Chair, Department of Middle Eastern and Islamic Studies. 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; history of Egypt and Palestine.

Monica Mikhail, Associate Professor.


Modern and contemporary Arabic language and literature; gender studies.

Tahira Naqvi, Language Lecturer.

M.A. 1983 (education), Western Connecticut State; M.A. 1969 (psychology), Punjab; B.A. 1965 (English), Lahore College for Women.

Urdu language and literature; translation.

Leslie Peirce, Professor, Middle Eastern and Islamic Studies. History; Silver Professor. Ph.D. 1988 (Near Eastern studies), Princeton; M.A. 1966 (Middle Eastern studies), B.A. 1964 (history), Harvard-Radcliffe College.

Ottoman history; history of women and gender.

Francis E. Peters, Professor Emeritus, Middle Eastern and Islamic Studies, Program in Religious Studies, History, Ph.D. 1961 (Islamic studies), Princeton; M.A. 1952 (philosophy and Greek), B.A. 1950 (classics), St. Louis.

Islamic history and religion; comparative Judaism, Christianity, and Islam; the Haj.

Everett K. Rowson, Associate Professor.

Ph.D. 1982 (Near Eastern languages and literatures), M.Phil. 1973 (Near Eastern languages and literatures), Yale; B.A. 1968 (classics), Princeton.

Classical Arabic and Islamic philosophy; adab; law and theology.

Ella 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), Bard-Ham.

Cultural studies; postcolonial theory; transnational and gender studies.


ASSOCIATED AND AFFILIATED FACULTY IN OTHER DEPARTMENTS

K. Fleming, History, Program in Hellenic Studies; Finbarr Barry Flood, Art History; Michael Gomez, History; Alfred L. Ivry, Hebrew and Judaic Studies; Deborah Anne Kapchan, Performance Studies; Farhad Kazemi, Politics; Ali Mirsepassi, Gallatin School of Individualized Study; Timothy P. Mitchell, Politics.

FACULTY EMERITI

James Carse, Francis Peters.

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; applicants who are not native English speakers and who are not graduates of undergraduate institutions where the language of instruction is 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 either complete a master's thesis that meets departmental standards or, with the approval of their adviser, submit two seminar papers, at least one of which contains substantial original research based on primary sources and both of which would, in the judgment of the student’s two master's thesis/papers readers, have been developed and substantially reworked such that they are roughly equivalent in caliber to work that might reasonably be submitted for publication in a scholarly journal in the student’s field. The master’s thesis or the two papers must be discussed and approved in an oral defense that will include the two readers and the student.

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 want 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 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 course work, 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 two major fields and begin focusing their studies on them. 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 a written comprehensive examination in each of their two major fields. Students prepare for these examinations by course work and by working through a reading list for each field under the supervision of the faculty member who will examine them; each examination will have a second reader as well. Each written comprehensive examination will be followed by an oral examination, administered by the two readers. Students who do not pass a major field examination may petition the department for permission to take it one more time.

After completing the major field requirements, the student should formulate a dissertation proposal, in consultation with his or her 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 successfully defend the dissertation proposal, with the student’s adviser and two other faculty members serving as examiners.

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 as early as possible. Joint program students must also take the methodology course required of all history graduate students. Between their second and third year of full-time study, students must take and pass a comprehensive examination in each of two major fields of history. One field must be Middle Eastern; the other may be Middle Eastern or one of the other fields defined by the Department of History. Subject to the availability of faculty, Middle Eastern fields may include modern Middle Eastern history (1750-present), early modern Middle Eastern history (1200-1800), and early Islamic history (600-1200); other Middle Eastern history fields may be approved later. Each student’s choice of fields must be approved by the directors of graduate studies of both departments.
Both comprehensive 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. Each written comprehensive examination will be followed by an oral examination, administered by the two readers. Students who do not pass a comprehensive 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, preparation for examinations in those fields may be done in formal “literature of the field” courses, if offered, or through reading courses arranged with faculty. In either case, students prepare for their 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 his or her comprehensive 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 successfully defend the dissertation proposal, with the student’s adviser and two other faculty members serving as examiners.

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.

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 Goetzel. 4 points per term.

Introduction to hieroglyphics; readings in ancient Egyptian texts.

Advanced Ancient Egyptian I, II G77.1390, 1391 Prerequisite: G77.1360 or the equivalent. Goetzel. 4 points per term.

Advanced readings in ancient Egyptian texts.

Note: Advanced readings courses in hieroglyphics, Old Egyptian, and Coptic are also offered.

ARABIC LANGUAGE AND LITERATURE

Prerequisite for advanced Arabic language courses: Intermediate Arabic or the equivalent.

Contemporary Literary and Media
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 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 Mikhail. 4 points.

Introduction to the genres of modern Arabic prose and poetry, with readings in each.

Recognition and Anagnorisis in Arabic, Islamic, and European Narrative
G77.1124 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.

Arabic Texts
G77.1127 Kennedy. 4 points.

Introduction to the Qu’ran
G77.1609 Katz. 4 points.

20th-Century Arabic Literature in Translation
G77.1710 Mikhail. 4 points.

Introduction to 20th-century Arabic literature.

Drama and the Mass Media in the Arab World
G77.1778 Mikhail. 3 points.

This seminar investigates the origins of modern Arabic drama and its intimate interfacing with mass media in contemporary Arab societies.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

The Department of Middle Eastern and Islamic Studies awards a number of fellowships to new and continuing doctoral graduate students. Students who are studying Arabic, Hebrew, Persian, or Turkish and who are U.S. citizens or permanent residents 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. This information is also available on the GSAS Web site at http://gsas.nyu.edu/page/grad.financialaid.
Seminar in Medieval Arabic Literature G77.3192 Kennedy. 4 points.
Selected topics in medieval Arabic literature.

Seminar in Modern Arabic Literature G77.3193 Khouri. 4 points.
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: Chełkowski, Khorrami.

Persian Historical and Biographical Texts G77.1412 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: Evol.

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.

OTHER LANGUAGES AND LITERATURE
Advanced Urdu I, II G77.1107, 1108 Naqvi. 4 points per term.

MIDDLE EASTERN HISTORY
Note: The following are lecture courses.

History of the Middle East, 1200-1800 G77.1641 Pearce. 4 points.
Survey of the history of the Middle East from 1200 to 1800.

History of the Middle East, 1750-present G77.1642 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 I: Modern Middle Eastern History G77.1643 Identical to G57.1643. Staff. 4 points.

Literature of the Field II: Modern Middle Eastern History G77.1644 Identical to G57.1644. Staff. 4 points.

Topics in Medieval Islamic History G77.1646 Staff.
Topics in medieval Middle Eastern social, cultural, economic, and political history.

Classical Islamic Literature of Ethics and Advice G77.1708 Rowson. 4 points.

Modern Iran (1800 to the Present) G77.1661 Chełkowski. 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 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.

Seminar in the History of the Modern Middle East I G77.1653 Lockman. 4 points.
Topics in the history of the modern Middle East.

Introduction to Islamic Philosophy and Theology G77.2720 Rowson. 4 points.

MODERN BODIES

Anthropology for Middle Eastern Studies G77.1636 Gilsenan. 4 points.
Assessment of the contribution of anthropological research to the study of Middle Eastern history, politics, literature, and civilization.

Imaging Palestine/Israel: Issues in the Politics of Representation G77.1735 Shohat. 4 points.

Shi’i Islam G77.1750 and G93.1618 Chełkowski. 4 points.
Survey of the origins, development, forms, and significance of Shi‘i Islam.

Topics in Economic and Social History of the Middle East G77.1782 Staff. 4 points.

Islam in the Modern World G77.1803 Staff. 4 points.
Social, political, and cultural roles of Islam in the modern period.

Islamic Legal Theories G77.1851 Katz. 4 points.

Islamic Law and Society G77.1852 Staff. 4 points.
Introduction to Islamic law in theory and as social practice.

Women and Islamic Law G77.1854 Staff. 4 points.
Islamic law and its treatment of women in theory and practice.

Modern Bodies G77.2789 Fahmy. 4 points.

COURSES OFFERED IN CONJUNCTION WITH OTHER DEPARTMENTS

Government and Politics of the Middle East G77.2590 Identical to G53.2590. 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 communications 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 a master’s or doctoral degree 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.

Bruce J. Altschuler, Director, Program in Museum Studies; Adjunct Professor, Art History, Program in Museum Studies.
History of exhibitions; museum history and theory; modern and contemporary art.

Miriam Basilio, Assistant Professor, Art History, Program in Museum Studies.
Art, propaganda, cultural property, and national identity in Spain; modern Spanish and Latin American art; and the reception of Latin American art in the United States.

Haidy Geismar, Assistant Professor, Anthropology, Program in Museum Studies.
Ph.D. 2003 (anthropology), M.A. 1999 (anthropology of art), University College London; B.A. 1997 (archaeology and anthropology), Cambridge.
Anthropology of material and visual culture; intellectual and cultural property issues; critical museology; Pacific anthropology.
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 who are not native English speakers must achieve a score of at least 600 on the paper-based test, 250 on the computer-based test, or 100 on the Internet-based test of 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 the fall semester to the Program in Museum Studies. Spring applications are considered if space remains available in the program. Please contact the program before applying.

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 the Program in Museum Studies, New York University, 240 Greene Street, Suite 400, New York, NY 10003-6675.

MASTER OF ARTS

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 (History and Theory of Museums, G49.1500); a focused introduction to the creation of exhibitions and the management of collections (Museum Collections and Exhibitions, G49.1501); and a comprehensive account of the administrative, strategic, and financial aspects of museum management (Museum Management, 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) with
a grade of B or better to receive the degree.

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.).

The M.A. program must be completed within five years of admission.

**ADVANCED CERTIFICATE**

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 History and Theory of Museums (G49.1500), Museum Collections and Exhibitions (G49.1501), Museum Management (G49.1502), Internship (G49.3990), and Research Seminar (G49.3991). Students must successfully complete Internship (G49.3990) with a grade of B or better to receive the certificate. Electives may be chosen either from the museum studies curriculum or from course offerings cross-listed from other departments.

The advanced certificate program must be completed within three years of admission.

**CONCENTRATIONS IN MUSEUM STUDIES IN CONJUNCTION WITH OTHER M.A. PROGRAMS**

All concentrations in museum studies combine in-depth knowledge of a particular discipline with museum theory and professional training. They are designed for those who intend to pursue careers in museums and cultural organizations and those currently employed in the field who wish to acquire new skills and formal training. All concentrations offer individualized internship placement.

**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 to work as museum professionals with collections in museums, historic houses and sites, and government agencies relating to black history and culture, literature, and politics are encouraged to apply.

For more information, contact the 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 Hagog Keovorkian 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 the 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 the 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 museum career and long-range goals, academic specialization, experience, and skills. 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 participated in the Annual Graduate Student Symposium “Visible Players in Civic Life: On Civic Engagement in Museums” (December 2003-2008), co-organized with the CCNY Graduate Program in Art History and Museum Studies and the Lower East Side Tenement Museum.

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” (December 1-2, 2001), organized by the New York Institute for the Humanities at NYU.

Other 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

REQUIRED COURSES

History and Theory of Museums G49.1500 Stampe, Trask. 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 final paper.

Museum Collections and Exhibitions G49.1501 Beesch, Siegel. 4 points.
Introduction to the care and management of objects and collections and to the process of organizing a temporary exhibition. Assignments consist of individual reports and working in small teams to prepare and present proposals on specific functions of collection management and to make an exhibition proposal. Museum professionals (registrars, conservators, curators) speak on issues specific to their practice. Museum visits are scheduled as part of regular classroom meetings. As far as possible, the course covers museums of all disciplines.

Museum Management G49.1502 Beesch, Siegel. 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. Stampe. 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. Alishuler, Basili, Trask. 2 points.
Students conduct research combining their academic and professional interests, using appropriate methodology. They formulate a topic, prepare an annotated bibliography, and write the qualifying paper based on their research. M.A. students also develop their thesis proposal.

ELECTIVES

Topics in Museum Studies G49.3330 4 points.
Current issues in the museum profession and the interdisciplinary study of museums. Outside museum scholars, specialists, and university faculty offer in-depth examination of topics. Among the topics offered in recent years have been Museums and Contemporary Art, Anthropology in and of Museums, Heritage and Memory in History Museums, Museums and Indigenous Peoples, Curating as Collaboration, Museums and Political Conflict, and Cultural Property, Rights, and Museums. Practicums with hands-on components also are offered periodically under this course number. (Refer to the current course schedule for particular seminars offered in each academic year.)

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 Linkev. 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.

Museum Conservation and Contemporary Culture G49.2222 Wharton. 4 points.
As an introduction to museum conservation, this seminar combines classroom discussion with museum laboratory visits to provide an understanding of how conservation functions in the context of contemporary culture. The seminar is divided into three broad topics: museum collections care, the history and philosophy of Western conservation, and the conservation of modern and contemporary art. It provides technical information about how artifacts age in the museum environment while examining conflicts that arise between professional and nonprofessional stakeholders. The seminar addresses concerns of living artists as well as indigenous groups and others with claims to the disposition and care of cultural materials. While enrollment is open to all NYU graduate students, priority is given to Museum Studies students with research interests in exhibition and collections management.

Historic Houses, Cultural Landscapes, and the Politics of Preservation G49.2223 Trask. 4 points.
Examines the cultural politics that influence reuse of historic spaces for museums and other public purposes. Through course readings, site visits, and individual archival research, students explore sites ranging from historic houses and period rooms presented as museum installations, to restored villages and communities, to dramatically reused historic space for cultural tourism. Students pay particular attention to the social and political contexts in which original use and subsequent reuse took place, and analyze primary documents that illustrate both motivations and strategies for interpretation.

Museum Education G49.2224 Barisky. 4 points.
This seminar provides an overview of the field of museum education in the context of the institution's relationship with constituent communities and with application to a broad range of audiences. Among the topics considered are teaching from objects, learning strategies, working with docents and volunteers, program planning, and the educational use of interactive technologies.
Museums and Interactive Technologies G49.2225 Gill 4 points.
This course presents a survey and analysis of museum use of interactive technologies. Among the 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 Gallagher 4 points.
This course focuses on the planning, development, and design of exhibitions, permanent, temporary, and traveling. It is a participatory class where students learn basic exhibition design techniques, including spatial layouts and the use of graphics, audiovisual aids, lighting, colors, materials, and fabrication methods. Students gain insight into exhibition planning and development and the roles played by various museum professionals. There are visits to designers to discuss their work and to museums and other venues to analyze exhibition design techniques. Individual student projects provide hands-on experience.
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.

Students may specialize in historical musicology, ethnomusicology, or composition and theory, but their research interests are not expected to conform to narrow interpretations of these fields. Indeed, our students’ work addresses a wide range of musical traditions (such as jazz, film music, various “world,” “European art,” and “popular” musics) from a variety of critical, analytical, ethnographic, and historical perspectives. Recent graduates hold academic appointments in some of the most prestigious universities in North America and make distinguished contributions to scholarship and musical composition on both the national and international levels. Deliberately small, the graduate program admits six to eight students per year. Through research-oriented seminars, independent study, and close work with faculty advisers, the program prepares students for careers in which their scholarly and creative work will stretch and redefine the boundaries of current knowledge. Accordingly, students are strongly encouraged to work with faculty mentors to develop scholarly papers or compositions for public presentation and publication.

Located in one of the largest private universities in the world and in one of the world’s most exciting cities for arts and culture, the NYU Department of Music has access to unmatched facilities and resources. The department’s Media Lab, used extensively by students in the ethnomusicology specialization, has recent and updated equipment for processing music and sound field recordings. Further, the department houses the Washington Square Computer Music Studio, which is a comprehensive research and composition lab for graduate students. 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. Finally, 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 University is rich in supporting resources, including the Elmer Holmes Bobst Library, which houses an important collection of music, books, periodicals, and microfilms of musical sources. The Avery Fisher Center in the Bobst Library has a leading collection of videos and recordings. Within Bobst, the Fales Library and Special Collections houses the Jan LaRue Thematic Identifier Catalogue of the 18th-Century Symphonies as well as an important collection of material on the “downtown” and avant-garde arts scene in mid-20th-century New York, and the Tamiment Library and Robert F. Wagner Labor Archives include materials on music in relation to radical and labor activism. 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, City Lore, 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 Mario Davidovsky, Cort Lippe, Brian Hyer, Samuel Araujo, Elisabeth LeGuin, Pamela Z, Charles Wuorinen, and Don Ihde.

### Faculty

**Michael Beckerman, Professor; Chair, Department of Music.** Ph.D. 1982, M.Ph. 1978, M.A. 1976, Columbia; B.A. 1973, Hofstra. Music, war, and oppression; 19th- and 20th-century music; film music; Eastern European music.


**Suzanne G. Cusick, Associate Professor.** Ph.D. 1975, North Carolina; B.F.A. 1969, Newcomb College. Music in early modern Italy; gender, sexuality, and embodiment in relation to music; acoustical violence in contemporary war.

**J. Martin Daughtry, Assistant Professor.** Ph.D. 2006, M.A. 2001, California (Los Angeles); B.A. 1994, New College (Florida). Ethnomusicology; music of the Russian-speaking world; music and memory; music and politics; the significance of sound in conflict zones.

**Elizabeth Hoffman, Associate Professor.** D.M.A. 1996, Washington; M.A. 1988, SUNY (Stony Brook); B.A. 1985, Swarthmore College. Composition (including computer generated); comparative models for analysis and criticism of 20th-century music.


**Jairo Moreno, Associate Professor.** Ph.D. 1996, Yale; M.A. 1993, Queens College (CUNY); B.M. 1986, North Texas State. History of tonal theory and analysis; jazz performance practice; identity formation and political representation in Latin America; Spanish Caribbean music in the U.S.


**David Samuels, Associate Professor.** Ph.D. 1998, M.A. 1992, Texas (Austin). Ethnomusicology and linguistic anthropology; music and semiotics; Native American music and poetics.

**Jason Stanyek, Assistant Professor.** Ph.D. 2004, M.M. 1996, California (San Diego); B.M. 1990, Brooklyn College (CUNY). Ethnomusicology; Brazilian music; technologies of popular music; global hip-hop; music and diaspora.

### VISITING FACULTY


### ADJUNCT FACULTY


### ASSOCIATED WITH THE DEPARTMENT

**Deborah Anne Kapchan, Associate Professor, Performance Studies.** Ph.D. 1992 (folklore and folklife), Pennsylvania; M.A. 1987 (linguistics), Ohio; B.A. 1981 (English), New York. Narrative; feminism; music; poetics and aesthetics; North Africa and the Middle East.


### FACULTY EMERITI

Robert Bailey, David Burrows, Martin Chusid, Brian Fennelly, Edward Roesner.
Programs and Requirements

Admission: 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 demonstration of scholarly and creative promise (as evidenced by samples of composition and scholarly writing).

Applicants must hold (or be in the process of receiving) a B.A., 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 intending to specialize in composition should submit two or three musical works with their application, with accompanying recordings. Fixed media pieces without scores are also welcome. Applicants intending to specialize in ethnomusicology or historical musicology should submit one or two writing samples that demonstrate their analytical and writing abilities. All students must submit Graduate Record Examination (GRE) scores.

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 2009. A major curricular overhaul will be effected after this bulletin goes to print; 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. After completing 36 points of credit and passing the general examination and one language examination, however, students who do not already have an M.A. in music from another university are eligible for the M.A. as an interim degree. The M.A. degree is not automatically awarded; students must apply for it. However, it is strongly recommended that qualified students take the degree and that they apply for it as soon as they are eligible. The application should be made well 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 funding through the MacCracken program are required to maintain full-time status over the duration of their support—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).

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 who is no longer 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 covered by the student’s MacCracken funding and for four semesters immediately 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 students when they come to graduate, since they will not be permitted to receive their degree until all fees have been paid. 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.

Department of Music doctoral students in good standing who are beyond their first year of doctoral study are eligible to take graduate courses through the Inter-University Doctoral Consortium at several distinguished universities throughout the greater New York area. (See the Admission section of this bulletin for details.)

Outside Work: In general, GSAS does not permit graduate students on MacCracken support to engage in outside work. This is stated in the MacCracken award letter issued by the Graduate School at the time of admission. Students wishing to work must obtain the permission of the director of graduate studies; if this is obtained, the request must be forwarded to the associate dean of graduate enrollment services by the department for 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 language by passing a written examination administered by the department before taking the general examination. Between the general and special examinations, students must demonstrate reading knowledge in a second language (students in composition are exempted from this requirement). Students are expected to select a second language appropriate to their research topic. Ordinarily, students will have passed the second language examination by no later than the third year of study. No student in musicology or ethnomusicology may advance to candidacy without having passed the second language.

General Examination: The general examination tests the student’s knowledge of all 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. Those specializing in historical musicology should demonstrate a thorough general knowledge of Western musical history, of Western music’s changing styles, and of current issues in the discipline. Students are expected to cite and discuss recent musicological writing and to advance and support coherent arguments about major issues in response to the questions posed on the examination. Those specializing in ethnomusicology should demonstrate an understanding of the history of the discipline, its theories and principal ethnographies, and major musical cultures. Students specializing in composition and theory 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. Whatever their field of specialization, students are also expected to have a basic knowledge of the other fields of music scholarship and to incorporate this knowledge into their examination responses. Preparation for the examination should therefore include independent study of both repertoire (with extensive listening and analysis as appropriate) and scholarly writing about music.

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.

Special Examination, Dissertation Proposal, and Advancement to Candidacy: During the third or fourth year of study, students should select a principal adviser for the dissertation and, in consultation with their adviser, should select two other faculty to form a dissertation committee. One member of the committee may come from outside the department, or, more rarely, from outside the University. Students should develop a dissertation project in close consultation with the committee they have chosen. Ordinarily, this work should be sufficiently developed to allow students to take the special examination by some time in their fourth year of study. The special examination requirement may be met in one of two ways, which students should choose after close consultation with their adviser and committee, subject to approval by the director of graduate studies. Students must satisfy the special examination requirement before they will be advanced to candidacy.

1. Students may elect to ask their committee to prepare an individualized special examination that tests the student’s competence in the planned field of research, in related fields, and in current methodological and theoretical approaches to the dissertation subject. The examination may consist of written and oral components at the discretion of the committee. Students who satisfy the special examination requirement in this way will simultaneously develop a dissertation proposal that must be submitted to the committee for approval.
2. Students may elect, instead, to develop a dissertation proposal in consultation with their committee and to present it to that committee as the central text on which the committee will conduct an oral examination. Lasting from one to two hours, this examination will probe the student’s competence in the planned field of research, in related fields, and in current methodological and theoretical approaches to the dissertation topic. Students should expect that the committee may require substantial revisions of their proposal and/or additional work. Students who pass this oral examination on their dissertation proposal will be approved to begin work immediately on the dissertation. Whether prepared after a special examination or as the central text of a special examination, the dissertation proposal should succinctly state (1) the research question to be studied; (2) how the question relates to existing scholarship; (3) the methods to be used (e.g., approaches to fieldwork, analytical techniques, theoretical framework); (4) how the dissertation will contribute to knowledge of the field; and (5) a working bibliography. In some cases, chapter outlines will be required. For students specializing in composition, the principal part of the dissertation will be a composition of significant proportions accompanied by a thesis. In their dissertation proposal, composers must include a brief description of the intended composition, and they must discuss scoring, any texts to be set, and the planned structure and size. Additionally, they should discuss the thesis as described above.

Students who fulfill all the requirements for the Ph.D. and who decline to complete a dissertation may request that the department award the M.Phil. (Master of Philosophy) degree.

Dissertation Defense: The completed dissertation will be defended in a public oral examination to be administered by a committee of five faculty. This defense will follow rules established by the Graduate School of Arts and Science. Ordinarily, the examining committee will consist of the three-member committee that advised the dissertation and two additional faculty who are appointed by the director of graduate studies in consultation with the student and principal adviser. The examining committee must include at least three members of the GSAS faculty. At least three committee members must approve the dissertation prior to the scheduling of the defense. The dissertation must be distributed to all members of the committee at least a month before the scheduled defense. At least four of the five members of the examining committee must vote to approve the dissertation’s oral defense.

Areas of Specialization and Recommended Course Work

Historical Musicology: The specialization in historical musicology is intended to familiarize students with the modes of thought and research techniques in that discipline. Students should expect to develop skills in doc-
ument study, archival research, analysis, editing, the study of performance and performance practices, historiography, and recent critical approaches such as genre, gender, and reception studies. The 36 points of course work before the general examination typically include the following recommended courses:

1. Introduction to Musicology (G71.2101)
2. Ethnomusicology: Theory and History (G71.2136)
3. a course in musical analysis

Students should choose other courses from a range of repertoires and critical perspectives.

**Ethnomusicology:** The ethnomusicology specialization at NYU emphasizes critical and experimental approaches to the anthropology of sound. While this area assigns central importance to ethnography, we are resolutely interdisciplinary, incorporating methodologies and theoretical orientations from fields throughout the humanities and social sciences. Our broad definition of ethnomusicology allows us to engage with issues of perennial concern to the discipline (e.g., representation, identity, memory, nationalism, diaspora, indigeneity, place/space, performativity, listening practices, power, ethics) as well as with less conventional sets of questions that are emerging from sound studies, psychoacoustics, trauma studies, science and technology studies, and other hybrid fields. This commitment to seeking out new and flexible avenues of inquiry is grounded by our shared interest in producing analyses that combine close attention to sonic detail with a heightened awareness of the ways people make, disseminate, and consume music.

While we support ethnographic projects in all possible contexts, our students hone their research skills within the complex environment of New York City and grapple with the production and circulation of "local" knowledges in densely populated areas that are shot through with transnational flows and disjunctures. We are highly selective, accepting two or three students each year in order to maintain excellent advising, funding, matriculation, and job placement. We regard our graduate students as colleagues and collaborators, and work to engage them in joint teaching, research, and publication projects. The ethnomusicology specialization is conceptualized in profound interrelationship with other areas of study in the department and departments in the university, and our doctoral students may take courses at CUNY Graduate Center, Columbia University, the New School University, and other distinguished universities in the region through the Inter-University Doctoral Consortium.

Typical course work recommended for ethnomusicology includes the following:

1. Introduction to Musicology (G71.2101)
2. Ethnomusicology: Theory and History (G71.2136)
3. Musical Ethnography (G71.2166)
4. one other graduate course from the department
5. a course in the humanities or social sciences (approved by the director of graduate studies and the student's adviser)

**Composition and Theory:** The specialization in composition and theory is designed to provide training through original creative work, theoretical and analytical study, and readings pertaining to issues particularly germane to music of the 20th and 21st centuries. Students explore techniques of 21st-century music composition and develop expertise in areas of contemporary musical thought, aesthetics, and philosophy. The department's computer music studio is an integral part of the composition specialization. Students receive regular performances of their compositions by professional New York City musicians in department-sponsored concerts. Additionally, concerts are presented by the graduate student-run organization, First Performance, and by the department's professional series, Washington Square Contemporary Music. Groups performing student works at NYU in recent years have included the Arditti String Quartet, Alarm Will Sound, the International Contemporary Ensemble (ICE), and the New York Virtuoso Singers. In addition to its full-time faculty, the department has offered semester-long seminars in composition and theory taught by distinguished visitors. Recent guests have included Cort Lippe, Mario Davidovsky, Milton Babbitt, Charles Wuorinen, and Joseph Straus, among others.

Recommended course work typically is comprised of the following:

1. Analysis of 20th-Century Music (G71.2163) or Music Since 1945 (G71.2132)
2. Tonal Analysis (G71.2130) or Studies in Music Theory (G71.2134)
3. Five 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 circa 1650, 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 (G71.2101)
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. This information is also available on the GSAS Web site at http://gsas.nyu.edu/page/gradfinancialaid. Additional information can be found on the Department of Music Web site at www.nyu.edu/gsas/dept/music.
Courses

During the current period of curricular reform in the department, many graduate seminars have been offered under the rubric of "Special Studies" (listed below as G71.2198 and G71.2199). Recent course topics have included: Aurality, New Media, and the Politics of Presence; Difference; Renaissance; Subjectivity in Music; Feminist and Queer Historiography/Music; Tonality and Its 20th-Century Expansions; and Dramaturgy of National Opera.

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 Admission by audition. May be repeated for credit. 2 points per term.
Performance ensemble concentrating on the music of pre- and early-modern Europe and on neglected works or genres from other periods.

World Music Ensembles G71.1003, 1004 Admission by audition. May be repeated for credit. 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.

Introduction to Musicology G71.2101 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.

Readings in Medieval Musical Thought G71.2108 4 points.
Documents of musical theory and aesthetics from Boethius to Jehan des Murs.

Monteverdi G71.2114 4 points.

Verdi’s Compositional Process G71.2125 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.

Autographs and Revisions G71.2160 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.

Music Since 1945 G71.2132 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, serialization, electronic music, musique concrète, aleatoric tendencies, and stochastic music. May be presented as a concentrated study of a small group of composers.

Analysis of 20th-Century Music G71.2163 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. 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 4 points.
Code-based and graphic-user-interface languages for digital signal processing and event processing. Filtering, analysis/resynthesis, digital sound editing, granular synthesis. Study of computer music repertoire of past 20 years.

Ethnomusicology: History and Theory G71.2136 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.

The Expediency of Sound: Music and Cultural Policy G71.2140 4 points.
Exploration of the relation between the materiality of sound, political theory and philosophy, and the expediency of culture in a globalized world.

Musical Ethnography G71.2166 4 points.
Pragmatic instruction in field and laboratory research and analytical methods in ethnomusicology. Emphasizes the urban field site. 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.

Special Studies G71.2198, 2199 May be repeated for credit with a changed topic. 4 points per term.
A substantial proportion of doctoral seminars are offered each year under this heading. See the beginning of this Courses section for a list of recent works.

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.
Near Eastern Studies

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 Research Workshop Series, 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 other universities in the city; a luncheon seminar series for informal discussions with Middle East writers, filmmakers, human rights workers, political actors, and scholars; a Visual Culture Series, bringing together artists, filmmakers, and scholars of cultural studies; and intensive faculty workshops for groups of scholars writing and teaching on similar topics across world regions. We hold annual symposia in fields such as postcolonial theory, Islamic arts and cultures, Arabic literature, and law and society. In recent years, the Center has held faculty workshops on topics such as Islam and the public sphere, mixing oil and politics, and government and organizations, human rights, or political advocacy and seeking to understand the region’s cultures, politics, and histories and to engage with questions of cultural production and economic and social transformation.

Language study is an integral component of the M.A. and the Middle East curriculum. NYU offers three-year programs for Hebrew, Persian, Turkish, and Urdu and a four-year program of Arabic study.

The Department of Middle Eastern and Islamic Studies (MEIS) offers a separate program of study leading to the Ph.D. degree. The Program in Ancient Near Eastern and Egyptian Studies (ANEES) offers an M.A. and a Ph.D. degree. Please see their respective listings in this bulletin.

Hagop Kevorkian Center

HAGOP KEVORKIAN CENTER PROGRAM IN
Near Eastern Studies

DIRECTOR OF THE CENTER:
Professor Michael Gilsenan

ASSOCIATE DIRECTOR OF THE CENTER:
Greta Scharnweber

DIRECTOR OF GRADUATE STUDIES:
Assistant Professor Sofian Merabet

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 Research Workshop Series, 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 other universities in the city; a luncheon seminar series for informal discussions with Middle East writers, filmmakers, human rights workers, political actors, and scholars; a Visual Culture Series, bringing together artists, filmmakers, and scholars of cultural studies; and intensive faculty workshops for groups of scholars writing and teaching on similar topics across world regions. We hold annual symposia in fields such as postcolonial theory, Islamic arts and cultures, Arabic literature, and law and society. In recent years, the Center has held faculty workshops on topics such as Islam and the public sphere, mixing oil and politics, and government and organizations, human rights, or political advocacy and seeking to understand the region’s cultures, politics, and histories and to engage with questions of cultural production and economic and social transformation.

Language study is an integral component of the M.A. and the Middle East curriculum. NYU offers three-year programs for Hebrew, Persian, Turkish, and Urdu and a four-year program of Arabic study.

The Department of Middle Eastern and Islamic Studies (MEIS) offers a separate program of study leading to the Ph.D. degree. The Program in Ancient Near Eastern and Egyptian Studies (ANEES) offers an M.A. and a Ph.D. degree. Please see their respective listings in this bulletin.
Faculty

Michael Gilsenan, David B. Kriser
Professor of the Humanities; Professor, Middle Eastern and Islamic Studies; Anthropology; Director, Hagop Kevorkian Center. D.Phil. (Social Anthropology) 1967, Dip.Anth. 1964, B.A 1963 (Arabic), Oxford. Arabs in Hadhramaut and Southeast Asia 1850-present; law and society in British colonial Southeast Asia; anthropology of Arab societies; urban studies; forms of power and hierarchy.

Soﬁan Merabet, Assistant Professor/Faculty Fellow; Director of Graduate Studies. Ph.D. 2008, M.Phil. 2004, M.A. 1999, Columbia; M.A. 1998 SUNY (Binghamton). Sociocultural anthropology; urban studies; gender studies/queer theory. 

Note: Courses in the program are taught by faculty from the Departments of Anthropology, Comparative Literature, Hebrew and Judaic Studies, History, Middle Eastern and Islamic Studies, and Politics. Individual faculty research interests are listed under their home departments and in more detail on the Center’s Web site.

AFFILIATED FACULTY IN OTHER NYU DEPARTMENTS

Early Modern Middle East

Sinan Antoon, Gallatin School of Individualized Study, Zvi-Ben Dor Benite, Middle Eastern and Islamic Studies; Peter J. Chełkowski, Middle Eastern and Islamic Studies; Assia Djebbar, French; David Engel, Hebrew and Judaic Studies; Sibel Erol, Middle Eastern and Islamic Studies; Khaleed Fahmy, Middle Eastern and Islamic Studies; Yael Feldman, Hebrew and Judaic Studies; Ahmed A. Ferhadi, Middle Eastern and Islamic Studies; K. Fleming, History, Middle Eastern and Islamic Studies, Program in Hellenic Studies; Michael Gilsenan, Middle Eastern and Islamic Studies, Anthropology; Michael Gomez, History, Bruce Grant, Anthropology; Hala Halim, Middle Eastern and Islamic Studies, Comparative Literature; Bernard Haykel, Middle Eastern and Islamic Studies; Rosalie Kamelhar, Hebrew and Judaic Studies; Deborah Anne Kapchan, Performance Studies; Farhad Kazemi, Politics; Arang Keshavarzian, Middle Eastern and Islamic Studies; Mehdi Khorrami, Middle Eastern and Islamic Studies; Elias Khoury, 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 Mirespassi, Gallatin School of Individualized Study, M. Ishaq Nadiri, Economics; Leslie Peirce, Middle Eastern and Islamic Studies, History; Ella Shohat, Middle Eastern and Islamic Studies, Art and Public Policy (Tisch School of the Arts); Ronald Zweig, Hebrew and Judaic Studies.

Early Islamic and Medieval Middle East

Tamer el-Leithy, Middle Eastern and Islamic Studies; Finbarr Barry Flood, Art History; Marion Katz, Middle Eastern and Islamic Studies; Philip Kennedy, Middle Eastern and Islamic Studies; Everett Rowson, Middle Eastern and Islamic Studies; Priscilla P. Soucek, Fine Arts.

Pre-Islamic Near East

Joan Connelly, Art History; Daniel Fleming, Hebrew and Judaic Studies; Ogden Goeland, Middle Eastern and Islamic Studies; Donald P. Hansen, Fine Arts; Thomas F. Mathews, Fine Arts; David O’Connor, Fine Arts; Ann Macy Roth, Hebrew and Judaic Studies, Art History; Lawrence H. Schiffman, Hebrew and Judaic Studies; Mark Smith, Hebrew and Judaic Studies; Rita Wright, Anthropology.
Programs and Requirements

Admission: The Center looks for applicants who show evidence of outstanding academic achievement and an interest in the Middle East, demonstrated through education, life, or work experience. Applicants from all undergraduate majors are eligible to apply. The Center values, but does not require, an undergraduate training in a Middle Eastern language or in the politics, history, and cultures of the region. All applicants must submit scores from the Graduate Record Examination (general test only). Applicants who are not native English speakers and who have not completed undergraduate degrees at universities where English is the language of instruction must submit scores from the Test of English as a Foreign Language (TOEFL). Joint journalism applicants must comply with the additional admission requirements of the Department of Journalism. Applicants must meet all Graduate School of Arts and Science admissions deadlines.

Applications for entry are accepted for the fall semester; applications for spring entry are considered only in exceptional circumstances and cannot be considered for financial aid.

MASTER OF ARTS

The program has three elements: (1) a coherent sequence of courses on the region, totaling 40 points; (2) a demonstrated ability in one modern language of the area; and (3) a master’s thesis or report written under the supervision of an adviser. The program includes an 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 the Middle East [G68.2785]).

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 following their first year may satisfy the requirement by testing at an upper 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 year and should select a topic and an adviser, in consultation with the director of graduate studies, before the end of their third semester. Students are encouraged to conduct research on their topic during the summer following 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.

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 two journalism skills courses, chosen with the advice of the director of graduate studies in the Department of Journalism. 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.

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, 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 muse-
ums 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), an internship in a museum or cultural institution, and a master's essay based on the student's study of coursework (32 points of Middle Eastern studies, including up to 8 points of language, and 16 points of Museum Collections and Exhibitions [G49.3990] 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 are eligible to apply for the Foreign Language and Area Studies Fellowships.

Students accepted to the Stern School of Business may cross-register to add courses 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 and will enroll in one additional Middle East class each semester.

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, and (2) 15 points of business courses.

There are four required business courses, totaling 12 points: Statistics and Data Analysis (B01.1305); Financial Accounting and Reporting (B01.1306); Understanding Firms and Markets (B01.1303); and The Global Economy (B01.2303). The business distribution requirement can be satisfied by completing one of the following 3-point courses: Managing Organizations (B01.1302); Marketing: Delivering Value to Customers and Businesses (B01.2310); Foundations of Finance (B01.3211); Strategy (B01.2301); or Competitive Advantage from Operations (B01.2314).

Students entering the program should have completed undergraduate economics and calculus courses before beginning the program and may be 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).

Unlike most other financial aid at GSAS, application for FLAS Fellowships is separate from the admissions application. Both summer and academic year applications are due in January for study beginning the following summer and fall, respectively; application forms are available the preceding November.

How to Apply: For inquiries about FLAS Fellowships, or to request an application, contact the Hagop Kevorkian Center, 212-998-8877, e-mail: kevorkian.center@nyu.edu. Application forms may be downloaded in Adobe Acrobat format from the Center Web site at www.nyu.edu/gsas/programs/neareast.

SUMMER LANGUAGE PROGRAMS

The Hagop Kevorkian Center is a member of the Eastern Consortium in Persian and Turkish, which organizes an annual intensive summer language program that gives students the equivalent of one year of Persian or Turkish language study at either the elementary or intermediate level. Classes are taught by instructors chosen by a committee from the American Association of Teachers of Persian and the American Association of Teachers of Turkish.

The Eastern Consortium is a cooperative arrangement of the Middle East Centers of University of Chicago, Georgetown University, Harvard University, University of Michigan, New York University, Ohio State University, University of Pennsylvania, Princeton University, and Yale University; it is sponsored by the U.S. Department of Education under Title VI. The summer program is held at one of the member schools every summer. Admission to the Eastern Consortium program requires submission of an application directly to
Selected courses are provided below. Consult the listings of the Departments of Middle Eastern and Islamic Studies (G77), 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 Merabt. 1–4 points.

Master's Thesis Research G68.2998 Staff. 1–4 points.

Problems and Methods in Middle Eastern and Islamic Studies G77.1687 4 points.

ANTHROPOLOGY

Cities of the Middle East G77.1626 4 points.

Anthropology for Middle Eastern Studies G77.1636 4 points.

The Anthropology of Gender and Masculinity in the Middle East G68.2007 4 points.

POLITICS, ECONOMICS, AND SOCIOLOGY

Middle Eastern Government and Politics G53.2590 4 points.

Topics in Middle East Politics G77.1612 4 points.

History of the Middle East, 1200-1800 G77.1641 4 points.

History of the Middle East, 1750-Present G77.1642 4 points.

Topics in Medieval Islamic History G77.1646 4 points.

Seminar in the History of the Modern Middle East G77.1653 4 points per term.

Modern Iran (1800 to the Present) G77.1661 4 points.

Egypt in Modern Times G77.1664 4 points.

Topics in Ottoman History G77.2680 4 points.

The Mandate System in the Middle East G77.2754 4 points.

History of Contemporary Israel G78.1693 4 points.

LAW, PHILOSOPHY, AND RELIGION

Introduction to the Qur'an G77.1609 4 points.

Classical Islamic Literature of Ethics and Advice G77.1708 4 points.

Shi'i Islam G77.1750 4 points.

Islamic Law and Society G77.1852 4 points.

Women and Islamic Law G77.1854 4 points.

Islamic Philosophy and Theology G77.2720 4 points.

Problems and Methods in the Study of Islam G77.2725 4 points.

Islam in the Modern World G90.1803 4 points.

LITERATURE, CULTURE, AND ART

Arabic Literature: Modern Poetry and Prose G77.1117 4 points.

Persian Historical and Biographical Texts G77.1412 4 points.

Turkish Literary Texts: Modern G77.1514, 1515 4 points per term.

Imaging Palestine/Israel: Issues in the Politics of Representation G77.1735 4 points.

Drama and the Mass Media in the Arabic World G77.1778 4 points.

Seminar in Medieval Arabic Literature: Abbasid Poetics G77.3192 4 points.

Seminar in Modern Arabic Literature I G77.3193 4 points.

Topics in Hebrew Poetry: Varieties of Modernism G78.3506 3 points.


Art and Architecture of Early Kingship in Egypt G43.2016 4 points.

Islamic Art: Theory and Practice of Portraiture G43.3015 4 points.

Ethnicity, Archaisms, and Innovation: The Art of Third Intermediate Period Egypt (ca. 1070-664 BCE) G43.3016 4 points.

Ancient Near Eastern Art: Neo-Assyrian Relief Sculpture G43.3017 4 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 approaches that have proved useful in other areas of science.

Experimental questions concern 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 experiment and theory. Areas of specialization include neurochemistry, neurobiology, cellular physiology and biophysics, neural development, behavioral neuroscience, auditory and visual neuroscience, cognitive neuroscience and brain imaging, neural mechanisms of memory and emotion, mathematical biology, computational neuroscience, decision making and neuroeconomics, and cognitive science. The curriculum of the Ph.D. program is designed to provide research training of the highest caliber to a small group of full-time students with varied backgrounds and interests.
Program and Requirements

Admission: Admission to the program is limited to qualified students, usually documented by high scores on the Graduate Record Examination (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.

ASSOCIATES OF THE CENTER FOR NEURAL SCIENCE

Karen Adolph, Psychology; Efrain C. Azmitia, Biology; Justin Blau, Biology; Marisa Carrasco, Psychology; Edgar E. Coons, Jr., Psychology; Clayton E. Curtis, Psychology; Lila Davachi, Psychology; Claude Desplan, Biology; Davi Geiger, Computer Science; Scott P. Johnson, Psychology; Michael S. Landy, Psychology; Laurence T. Maloney, Psychology; T. James Matthews, Psychology; David W. McLaughlin, Mathematics; Denis G. Pelli, Psychology; Charles S. Peskin, Mathematics; Elizabeth Phelps, Psychology; Michael J. Shelley, Mathematics; Daniel Tranchina, Biology, Mathematics.

AFFILIATES OF THE CENTER FOR NEURAL SCIENCE

Doris R. Aaronson, Psychology; Ned Block, Philosophy, Psychology; David Cai, Mathematics; Andrew Caplin, Economics; Adamantios I. Gafos, Linguistics; Murray Glanzer, Psychology; Yann A. Lecun, Mathematics; Jerome K. Percus, Mathematics, Physics; Aaditya V. Rangan, Mathematics; Carol S. Reiss, Biology; Andrew Schotter, Economics; Eugene Tunik, Physical Therapy (Steinhardt School of Culture, Education, and Human Development); Edward B. Ziff, Biochemistry.
**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, and research traineeships, 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. This information is also available on the GSAS Web site at http://gsas.nyu.edu/page/grad.financialaid.

---

**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 (G80.2207). 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 I, II (G80.2210, 2211), six-month rotations through the Center for Neural Science faculty laboratories; and Seminar in Current Topics (G80.3390, 3391), 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, psychology, and the Sackler Institute of the NYU School of Medicine. 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 Open to doctoral candidates in fields relevant to neural science. Bloomfield, Sanes, staff. 4 points.

Team-taught, intensive course. Lectures and readings cover basic biophysics and cellular, molecular, and developmental neuroscience.

**Sensory and Motor Systems**

G80.2202 Open to doctoral candidates in fields relevant to neural science. Bloomfield, Heeger, 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.

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. Prerequisites: undergraduate calculus and some programming experience. Simoncelli, Dene, staff. 4 points.

Team-taught intensive course. Lectures, readings, and laboratory exercises cover neuroanatomy, cognitive neuroscience, learning, memory, and emotion.

**Mathematical Tools for Neuroscience**

G80.2207 Open to doctoral candidates in fields relevant to neural science. Prerequisites: undergraduate calculus and some programming experience. Simoncelli, Dene, 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 Prerequisite: permission of the instructor. Desplan, Sanes. 4 points.

Provides an understanding of current molecular and genetic approaches to neural development, emphasizing phylogenetic comparison.

**Development and Dysfunction of the Nervous System**

G80.3500 Sanes. 4 points.

Explores how the nervous system develops in normal animals, and how genetic and epigenetic factors can disrupt these processes. The major goals of the course are to understand the extent to which current theories can explain the etiology of each disorder, and to learn how basic research can best facilitate advances in our knowledge and, ultimately, lead to treatments or cures.

**Special Topics in Neural Science**

G80.3041, 3042, 3201, 3202 Aoki, Rinzel, Rubin, Shapley, Suzuki, staff. 3 points per term.

Advanced seminars led by the faculty to provide in-depth consideration of specific topic areas in neural science.

---

**AWARDS**

**FELLOWSHIPS, PRIZES, AND AWARDS**

Financial support is provided for students in the program through University fellowships, research assistantships, and research traineeships, 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. This information is also available on the GSAS Web site at http://gsas.nyu.edu/page/grad.financialaid.

Dissertation Research and Seminar
G80.3301 1-3 points per term.

Reading Course in Neural Science
G80.3305, 3306  May be repeated for credit. 1-3 points per term.

Research Problems in Neural Science G80.3321  May be repeated for credit. 1-3 points per term.

Functional Magnetic Resonance Imaging Lab G80.2245  Identical to G89.2245. Hoeger, Inati. 3-6 points.

Fellows’ Seminar G80.3380  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  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.

Seminar in Neuroeconomics
G80.3410  Glimcher. 3 points.
Seminar on the intersection of the fields of neuroscience, psychology, and economics.
The performance studies curriculum covers a full range of performance, from theatre and dance to ritual and popular entertainment. Postmodern performance, kathakali, Broadway, festival, ballet, and capoeira are analyzed using fieldwork, interviews, performance theory, and archival research. Courses in methodology and critical theory are complemented by offerings in specialized areas. The program is both intercultural and interdisciplinary, drawing on the arts, humanities, and social sciences.

Areas of inquiry include contemporary performance, dance, 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


Deborah Anne Kapchan, Associate Professor. Ph.D. 1992 (folklore and folk-life), Pennsylvania; M.A. 1987 (linguistics), Ohio; B.A. 1981 (English), New York. 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, Associate Professor. Ph.D. 2001 (performance studies), M.A. 1995 (performance studies), New York; B.A. 1990 (cultural anthropology), New University of Lisbon. Dramaturgy; dance; philosophy and phenomenology.

José Esteban Muñoz, Associate Professor; Chair, Department of Performance Studies. Ph.D. 1994 (literature), Duke; B.A. 1989 (comparative literature), Sarah Lawrence College. Latina/o studies; queer theory; critical race theory, visual culture.


Ann Pellegrini, Associate Professor; Performance Studies, Program in Religious Studies. Ph.D. 1994 (cultural studies), Harvard; B.A. 1988 (literae humaniores), Oxford; B.A. 1986 (classics), Harvard-Radcliffe College. Queer theory; religion and sexuality; psychoanalysis and culture; religion, performance, and community-formation; cultures of childhood; feminist and queer performance; confessional culture; religion and secularism; Jewish cultural studies.

Richard Schechner, Professor; University Professor. Ph.D. 1962 (theatre), Tulane; M.A. 1958 (English), Iowa; B.A. 1956 (English), Cornell. Comparative performance; performance theory; experimental theatre; theories of directing and acting.
Karen Shimakawa, Associate Professor.  
Ph.D. 1995 (English literature),  
Washington; M.A. 1991 (English literature),  
Virginia; J.D. 1989, California (Hastings College of Law); B.A. 1986  
(English literature), California (Berkeley).  
Asian American performance/cultural  
studies; critical race history; transnational/diaspora studies; intercultural  
performance.

Anna Deavere Smith, Professor;  
University Professor. M.F.A. 1977 (acting), American Conservatory Theater; B.A.  
1971 (English), Bates College. Acting and performance.

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’Etudes Supérieures 1972, Université  
Aix-Marseille; B.A. 1971 (creative writing), University of the Americas (Mexico).  
Latin American theatre and performance;  
theatre history; gender studies; performance and politics.

Allen Weiss, Associate Teacher, Cinema  
cinema studies), New York; Ph.D. 1980  
(philosophy), SUNY (Stony Brook); B.A.  
1974 (philosophy), Queen College (CUNY).

Experimental theatre, radio, and film;  
aesthetics; psychoanalytic theory; post-  
structuralism.

FACULTY EMERITUS

Brooks McNamara.

VISITING FACULTY

In an effort to vary the offerings and  
provide opportunities for students to  
work with scholars and artists from  
other parts of the United States and  
abroad, the department regularly  
invites visiting faculty to develop spe-  
cial course offerings at various times  
during the year, including summers.

Programs and Requirements

Admission: Applicants must follow  
the admission procedures set forth by  
the Tisch School of the Arts. Applicants  
are encouraged to contact the depart-  
ment to discuss degree requirements  
and financial aid and to arrange for class  
visits. Admission decisions are based on  
the applicant’s particular qualifications  
for study in the department, in addi-  
tion to grades, degrees, and letters of  
recommendation.

Special attention should be given to  
the statement of purpose 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 com-  
pletion 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. pro-  
gram and who wish to continue for the  
Ph.D. should follow the procedures out-  
lined 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 finan-  
cial aid are provided by the Tisch  
School of the Arts (TSOA). The Tisch  
School of the Arts Bulletin, application  
forms, and other information are avail-  
able from the Office of Graduate  
Admissions, Tisch School of the Arts,  
New York University, 721 Broadway,  
8th Floor, New York, NY 10003-6807;  
212-998-1918. All material— applica-  
tion forms, letters of recommendation,  
transcripts, and essays—should be sent  
directly to the TSOA Office of  
Graduate Admissions.

The deadline for admission is  
December 15. All application materials  
should be received by this date.

Advisement: At orientation, students  
are assigned an adviser based on their  
areas of interest and meet with this  
adviser during the registration period  
each semester to plan their course work  
and review their progress. Individualized  
programs of study are encouraged.

MASTER OF ARTS

Degree Requirements: The M.A. pro-  
gram begins during the summer semes-  
ter, and students graduate the following  
May. Students must complete 36 points  
of 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) or a course otherwise design-  
adated as practical. Up to 4 points of aca-

ademic course work may be taken out-  
side 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 applica-  
tion dossier includes the following:

1. A list of all courses taken in per-  
formance studies and grades earned.

2. A substantial paper previously writ-  
ten for a course.

3. A description of the projected dis-  
sertation 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 evi-  
denced in submitted paper.

3. Proposed topic and compatibility  
with departmental plans.

4. Predilection of faculty to direct  
the student’s Ph.D. course work and  
dissertation.
DOCTOR OF PHILOSOPHY

Degree Requirements: Students must complete 72 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 36 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 Advising (H42.2301), taken upon completion of the language requirement, 72 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 course work. For further information, see the Degree Requirements section of this bulletin.

Area Examination: The area examination is offered every spring 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 student’s adviser 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 committee will 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 student fails a question, the 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 Advising (H42.2301) is required the 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 faculty of the Department of Performance Studies or approved faculty from another NYU department.

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 a work commitment of 20 hours per week; University scholarships, which are awarded as partial tuition remission; and a limited number of named scholarships.

For further information, contact the Office of Graduate Admissions, Tisch School of the Arts at 212-998-1918.

Graduate Assistantships: Some 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.

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.nysaid.fafsa.ed.gov 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 December 15 for consideration for the following academic year.

Resident Assistantships: The Department of Residential Education 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 Residential Education, New York University, 75 Third Avenue, Level C2, New York, NY 10003-5582; 212-998-4311.
Courses

The following list includes courses offered in the recent past and ones projected for the near future. Approximately 35 courses are offered each year, many of them new. As a result, only a portion of the courses listed in the bulletin can actually be scheduled during any academic year. Courses taught on a regular basis are indicated with an asterisk (*).

Healing and Performance H42.1026 Browning. 4 points.

An exploration of the ways in which performance theory and practice have informed the field of medical anthropology and the ways in which medical anthropology can in turn amplify and inform the creation and analysis of performance. Examines seminal texts in both fields (including Artaud, Lévi-Strauss, Turner, Kleinman, Taussig, Scheper-Hughes and Lock, and Caordas) to find points of contact and confluence. Also explores a variety of performances (in diverse cultural contexts) that take on the issue of healing.

Tourist Productions H42.1041* Kirshenblatt-Gimblett. 4 points.

How tourist settings, events, and artifacts are produced, interpreted, and consumed; the "production of culture" for the consumption of the "other" (guest, stranger, tourist, expatriate, pilgrim); tradition and authenticity and the synthetic nature of culture; the process of aestheticizing and commoditizing history, politics, and aesthetics of tourist cultural production.

Theories of Directing H42.1060 Schechner. 4 points.

Starts with a brief theoretical-historical overview of directing. Then examines four directorial approaches to texts—realization, interpretation, adaptation, and deconstruction. Next looks at the director-actor relationship in terms of actor training. Finally, considers how directors deal with interculturalism. Uses as examples the works of Stanislavsky, Meyerhold, Brecht, Grotowski, Brook, Schechner, Le Compte, Mouchkine, Suzuki, and Ong. Students give classroom reports and stage short scenes.
Performing Cultures in the Middle East and North Africa H42.1065
Kapchan. 4 points.
Focuses on the expressive culture of the Middle East and North Africa, looking at both sacred (religious) practices and more popular forms of cultural performance, such as music, poetry, film, festivals, novels, and dance. Analyzes all these practices in their historical context as well as their place in the history of scholarship in and about the Middle East and North Africa. Explores the many and various forms of being and knowing extant in contemporary cultures of the Arab-Islamic world. Draws heavily on ethnographic texts but also draws inspiration from readings in philosophy, literature, and history.

History of the Body H42.1095
Nyong'o. 4 points.
A rhetoric of embodiment has arisen in many contemporary discourses that seek leverage against the abstracting, totalizing, and idealizing tendencies of theory. Such investments in “the body,” however, risk repeating the very process of abstraction, totalization, and idealization that they seek to counter, particularly when a unitary “body” with no further specification is called on to do all the heavy lifting. Can we produce a rhetoric of embodiment that does not immediately reinvest itself, through such lack of specification, in the body/mind dualism? This course takes a historical route to answering that question, examining the emergence of the body as a site of knowledge for humanism, while at the same time attending carefully to humanism’s gendered and racialized unconscious. We explore how constructions of “the body” produce hierarchizing and marginalizing effects, in terms of which flesh can and cannot access its pains and privileges. We explore how sentence and affect are figured through shifting layers of historical knowledge that unsettle any unitary or stable concept of “the human.” And we conclude with a consideration of the range of claims—technical, philosophical, and political—that have been made recently on behalf of the “posthuman.” Authors include Deleuze, Foucault, Haraway, Hayles, Kuriyama, Laqueuer, Otis, Reid-Pharr, Schiebinger, and Sedgwick.

Projects in Performance Studies H42.2000* Required course for all M.A. students. Resident faculty. 4 points.
The final course in master’s programs in performance studies. The course helps students develop and present a final culminating project.

Topics in Critical Theory: Critical Race Theory H42.2100* Muñoz. 4 points.
This course offers students methodologies to think critically about race and ethnicity. Fundamental phenomenological questions about the relationship between “self” and “other” launch the inquiry. Early materialist and psychological investigations into the nature of racialization are also pursued. Readings and lectures challenge ontological claims about the nature of race and ethnicity by proposing theories of racial and ethnic performativity. Critical legal theories are also considered. Intersectional methodologies that consider the relationship between racialization and other major rubrics of difference like class, gender, and sexuality are emphasized as students survey recent works in the field of critical race theory. This section of the course bibliography includes essays and books by Spillers, Gilroy, Lubiano, Kondo, Spivak, Alarcón, Muñoz, Reid-Pharr, Lippit, Moten, and Eng. Theoretical readings are often read in conjunction with performances as well as literary and cinematic texts.

Bibliography and Research: Advanced Readings in Performance Studies H42.2201* Required course for first-year Ph.D. students. Resident faculty. 4 points.
Readings are balanced between foundational texts in the field of performance studies as well as new interventions that propel the discourse forward. Readings examine the performance studies project’s intersections with different lines of thought that include anthropology, philosophy, feminism, critical race theory, legal theory, Marxism, and queer critique. Students are expected to assemble an annotated bibliography on some aspect of the field as well as writing a final research paper.

Dissertation Proposal Advising H42.2301* Required for doctoral students. Prerequisite: 72 points of completed course work. Resident faculty. 0 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.

Political Performance H42.2406
Taylor. 4 points.
This course examines the use of performance—by the State, by oppositional groups, and by theatre and performance practitioners—to solidify or challenge structures of power. The course looks at specific examples of how public spectacles have been used in the 20th and 21st centuries—from Nazi rallies to antiwar demonstrations, AIDS activism, and “escapes” (acts of public shaming by the children of the “disappeared” in Argentina), to the current use of stagecraft by the Bush administration. Following the lead of Guy Debord, students examine how the “concentrated spectacle” of fascism and military dictatorships blends with “diffuse” spectacles of capitalism resulting in the “integrated spectacle” of the current U.S. administration. Students are asked to develop their own sites of analysis. Readings include Guy Debord, Walter Benjamin, Bertold Brecht, Adorno, Augusto Boal, and others. The course includes a Web component.

Studies in Dance: Still Acts H42.2504* Lepek. 4 points.
Perception has a social structure—it operates by erasing certain acts from its cognitive field and dismissing those acts as being either insignifcant or im/perceptible. In those leftover zones filled with canceled meanings and microscopic perceptions, we find traces of the deep ideological imbrications between sensory and signifcation. However, the “insignifcant” and the “imperceptible” also constitute many shady areas for unruly creativity, subversion, and resistance. In the development of Western choreographic imagination and ideologies, one act has been particularly accused of lacking in signifcation, purpose, and value: the still act. However, one can trace in dance’s uses of stillness not only extraordinary challenges to hegemonic structures of perception but to the very defnition of dance. This seminar examines the epistemological, political, and performative challenges brought by uses of stillness within Western choreography. The seminar contextualizes stillness in dance historically, theoretically, and aesthetically by tracing its uses in the visual arts, performance art, and film. Students read closely seminal texts in the history of perception (Benjamin, Corbin, Foucault), phenomenology (José Gil, Hegel, Merleau-Ponty), and dance and performance theory (Kleist, Susan Foster, Mark Franko, Jacques Riviére) to assess how stillness, by challenging ideologies of perception, challenges not only dance’s ontology but, more ambitiously, undermines the very notion of Being.
Performance Theory: Performance, Identity, and the Law H42.2602 Pellegreni. 4 points.

An examination of the interplay between “identity” and “the law” (in both its regulatory and generative modes) with a focus on the U.S. context. Engages selected federal and state court decisions (e.g., Reynolds v. U.S. [1878], Plessy v. Ferguson [1896], Bowers v. Hardwick [1986], R.A.V. v. St. Paul [1991]) through the critical resources of performance studies, critical race theory, and feminist and queer theories. Special attention is given to law’s reliance on “the precedent” and analogy (the precedent as analogy?) to construct identity and difference.

Methods in Performance Studies H42.2616* Required course for first-year Ph.D. students. Resident faculty. 4 points.

The development of performance studies methodologies based on interdisciplinary research paradigms (movement analysis, ethnomusicology, ethnography, history, oral history, orature, visual studies, ethnomet hodology, among others) and the close reading and analysis of exemplary studies. Considers the conceptualization and design of research projects in the context of theoretical and ethical issues and in relation to particular research methods and writing strategies. Develops practical skills related to archival and library research; ethnographic approaches, including participant observation and interviewing; documentation and analysis of live performance; and analysis of documents of various kinds, including visual material. Readings address the history of ideas, practices, and images of objectivity, as well as of reflexive and interpretive approaches, relationships between science and art, and research perspectives arising from minoritarian and postcolonial experiences. Assignments include weekly readings, written responses to the readings, and exercises. Students are encouraged to bring projects to the course, especially ones that might develop into dissertations.

Drama, Theatre, and Performance: Theories of Spectatorship H42.2746 Taylor. 4 points.

An exploration of the many ways in which theorists and theatre practitioners have thought about the ways in which staged action (whether in film, theatre, or politics) pacifies, activates, interpolates, and manipulates viewers. Examines concepts such as identification, voyeurism, narcissism, bearing witness, percepticide, spect-actor, and others. Readings include ancient texts such as Aristotle’s The Poetics and Popul Vuh but focuses on contemporary theorists: Brecht, Althusser, Laura Mulvey, Christian Metz, Herbert Blau, Augusto Boal, Fernandez Retamar, Martin Jay, Shosana Felman, and Dori Laub, and others.

Intercultural Performance H42.2860 Shimakawa. 4 points.

This course locates the genre of (contemporary) “intercultural performance” within the context of the rise of transnational and/or “global” capitalism. How might the former term be seen as a materialization of, catalyst for, or commentary on, the latter—or vice versa? The course considers current theories of the bases of transnationalism, its current formations (its legal, corporate, labor, and representational manifestations), as well as concurrent developments in intercultural performance. Requirements: one to two class presentations/discussion facilitation(s); biweekly response papers; final research project (M.A. students: conference-length presentation; Ph.D. students: article-length essay).

Dance Ethnography H42.2920* Browning. 4 points.

An examination of the challenges and possibilities of cross-cultural dance analysis. Begins with a brief overview of the history of the field and a consideration of the advantages and disadvantages of a variety of methods and approaches. Then alternates close readings of recent dance ethnographies with the workshopping of students’ own writing. Student projects may be based on previously performed fieldwork or on research conducted specifically for the class. The course includes weekly readings, written responses to the readings, and exercises. Students are encouraged to bring projects to the course, especially ones that might develop into dissertations.

Topics in Music and Performance: Critical Readings in World Music and Dance H42.2960 Kapchan. 4 points.

How do contemporary musical and dance forms restructure public spaces and public imaginaries? What does world music contribute to theories of globalization? How do racial and gender identities take shape in the realm of the aesthetic? How is the sacred constructed in new media? This course begins by interrogating the concepts of public culture, globalization, and the imagination. It then moves on to explore theories of sound, temporality, affect, and aesthetics as they relate to genres of music and dance. Some examples of visual art are also explored.
The Department of Philosophy welcomes applicants who wish to pursue the Doctor of Philosophy or Master of Arts degree. The department has particular strengths in the areas of metaphysics, epistemology, philosophy of mind, philosophy of language, logic, philosophy of logic and mathematics, moral and political philosophy, philosophy of law, and the history of philosophy. The department offers a Ph.D.-J.D. dual degree program with the NYU School of Law. The M.A. degree may be taken in dual degree programs with the New York University School of Law and with the New York University School of Medicine. The department’s small classes give ample opportunity for discussion and allow close consultation on writing.
Programs and Requirements

MASTERS 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

Requirements

The Department of Philosophy also offers a program leading to the degree of Doctor of Philosophy. The requirements are as follows:

Courses: The University requires 72 points. The department requires that 44 points (the "basic points") be as specified below. The remaining 28 points may all be in dissertation research, although the student may include other courses toward the total as well. The required 44 basic points consist of the following:

1. Proseminar (8 points). Each year, the department offers a full-year Proseminar required for all first-year Ph.D. students. It is open to first-year Ph.D. students only. It includes frequent short writing assignments, and the mode of instruction emphasizes discussion rather than lecture. The topics are determined by the instructors but include basic texts and ideas in analytic philosophy.

2. Basic course work (28 points; typically seven 4-point courses) drawn from advanced introduction courses, intermediate-level courses, topics or advanced seminar courses, and research seminar courses. These must include at least one course in value theory (ethics, aesthetics, philosophy of law, or political philosophy); at least one course in metaphysics, epistemology, philosophy of language, or philosophy of mind; and at least one course in the history of philosophy (ancient, medieval, modern, or 19th century). At least three of the courses must be outside value theory. Of these 28 points, no more than 8 points may be in advanced introduction courses.
3. Two Associated Writing courses (8 points).

Third-Year Review: By the first day of the fifth semester in the program, students must submit three papers (normally the product of courses in the first two years). To satisfy the requirement, papers should be substantial pieces of work of 15-30 pages in length and should demonstrate that the student is able to take his or her philosophical research and writing to the high level appropriate for writing a dissertation. Students should also be in good standing at the time of the review.

Third-Year Thesis Prospectus Examination: By the 10th week of their sixth term in the program, students must submit to the director of graduate studies a proposal for a thesis. The prospectus should be between 5 and a strict maximum of 15 pages long (double spaced). It should not be a philosophy paper, but rather a thesis plan that (1) clearly articulates an interesting philosophical problem in a way that (2) displays the student’s knowledge of the problem’s place in the space of philosophical ideas and, in particular, of the leading attempts to resolve the problem, and (3) gives as clear an indication as the student can give at this early stage of how he or she intends to organize the thesis, and of what he or she expects her contribution to be, that is, of what he or she can add to the existing literature. (Students writing a thesis consisting of three linked papers should apply these guidelines to each of their topics.) The director of graduate studies then appoints a committee, of at least two faculty members, but normally three faculty members, who meet with the candidate about the proposal. This meeting is the oral thesis prospectus examination. Although the prospectus defense takes the form of an oral examination, its principal purpose is to reach an agreement with prospective future members of the student’s thesis committee as to the shape and substance of the project. This meeting must take place by the end of the third year in order for the student to maintain good standing.

Once it takes place, the student remains in good standing even though the committee may require him or her to revise the thesis proposal and meet to discuss it further. The student must pass the examination by the end of the seventh term in the program. The thesis prospectus examination should satisfy the committee that the candidate can write a passing thesis meeting the description in the candidate’s submitted prospectus.

Logic Requirement: Students should satisfy the department of their competence in the following: formalization of English sentences; derivations within a system of predicate logic; formal definition of truth and validity for a first-order language; basic metalogical tools, including the use-mention distinction, the concept of rigor, and proof and definition by mathematical induction; statement and proof of basic metalogical results, including the deduction theorem, soundness and completeness for sentential and predicate logic, and completeness for predicate logic. The director of graduate studies will count the student as having passed the requirement when presented with appropriate evidence (e.g., of a pass in a relevant course at NYU or elsewhere).

Language Requirement: There is a University requirement of proficiency in one language other than English. Knowledge of a formal language can be used to satisfy this requirement.

Thesis and Oral Examination: The dissertation can consist of a monograph or, alternatively, of three outstanding papers.

The department envisions that, in most cases, the dissertation will grow out of work done for the topics or advanced seminar and Associated Writing courses and that there will be no sharp distinction between years of course work and years of dissertation writing. Students are expected to complete all degree requirements, including the dissertation, within five years. Special permission from the department is required to extend work on the dissertation beyond the seventh year.

Further Requirements

A minimum of 36 of the 44 basic points must be taken in the NYU Department of Philosophy. In addition, in order to receive the Ph.D., a student must be in residence as a full-time student for two full years at NYU.

Each term’s program must be approved by the student’s adviser and the director of graduate studies in the first week of classes.

Transfer Credit

Transfer credit is apportioned on a case-by-case basis and is normally restricted to courses taken in philosophy Ph.D. programs. Normally, credit for a maximum of 12 basic points and 12 nonbasic points is allowed for work done elsewhere.

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. In each case, students must meet the admission requirements of both schools. 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 frequent colloquia, at which the research of faculty or invited speakers is presented.

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. This information is also available on the GSAS Web site at http://gsas.nyu.edu/page/grad_financialaid.
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 only. 4 points. Examination of central philosophical texts as preparation for further graduate study. Topics range over most key areas of philosophy.

Advanced Introduction to Ethics G83.1004 Murphy, Nagel, Pallikathayil, Parfit, Scheffler, Street, Unger, Velleman. 4 points. Background course for entering graduate students.

Advanced Introduction to Bioethics G83.1005 Ruddick. 4 points. Background course for entering graduate students.

Advanced Introduction to Metaphysics G83.1100 Fine, Horwich, Sider, Unger, 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.

Advanced Introduction to Epistemology G83.1101 Boghossian, Field, Pryor, Unger, Yalcin. 4 points. Background course for entering 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, Horwich, Pryor, Schiffer, Wright, Yalcin. 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 who said what and more on the plausibility of the views considered.

Advanced Introduction to Philosophy of Science G83.1104 Field-Hall, Streuven. 4 points. Background course for entering graduate students.

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.

Philosophy of Mathematics G83.1181 Field, Fine. 4 points.

Plato G83.1191 Evans, Richardson. 4 points. Examination of selected topics in the works of Plato.

Aristotle G83.1192 Evans, Richardson. 4 points. Examination of selected topics in the works of Aristotle.

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.

Rationalism in the 17th Century G83.1250 Garrett. 4 points. Study of some selections from the works of Descartes, Malebranche, Spinoza, and Leibniz.

British Empiricism in the 18th Century G83.1251 Garrett. 4 points. Study of some selections from the works of Locke, Berkeley, and Hume.

Kant’s Critique of Pure Reason G83.2109 Longuenesse, 4 points. Detailed examination of this important Kantian text.

Wittgenstein G83.2114 Boghossian, Horwich, Wright. 4 points. Detailed examination of Wittgenstein’s philosophy.

Clinical Ethics G83.2222 Ruddick. 4 points. Theoretical and practical medical ethics, combined with observation in a clinical setting.

Epistemology G83.2223 Boghossian, Horwich, Wright, Unger. 4 points. Central issues in the theory of knowledge.

Political Philosophy G83.2280 Murphy, Nagel, Pallikathayil, Scheffler. 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.

Ethics: Selected Topics G83.2285 Murphy, Nagel, Pallikathayil, Parfit, Ruddick, Scheffler, Street, Unger, Velleman. 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.
**Research Seminar on Mind and Language** G83.2295 Block, Boghossian, Field, Fine, Garrett, Longuenesse, Nagel, Pryor, Schiffer, Strevens, Unger, Velleman, Yalcin. 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.

**History of Philosophy: Selected Topics** G83.2320 Evans, Garrett, Longuenesse, Richardson. 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: pre-Socratics; Greek ethics; medieval philosophy; utilitarianism; Nietzsche; and Schopenhauer.

**Topics in Philosophical Logic**

G83.3001 *Prerequisite: permission of the instructor.* Block, Field, Fine, Schiffer. 4 points.

Selected topics in philosophical logic.

**Topics in Epistemology** G83.3003 *Prerequisite: permission of the instructor.* Boghossian, Field, Foley, Peacocke, Pryor, Unger, Velleman, Yalcin. 4 points.

Selected topics in epistemology.

**Topics in Metaphysics** G83.3004 *Prerequisite: permission of the instructor.* Field, Fine, Schiffer, Sider, Unger. 4 points.

Selected topics in metaphysics.

**Topics in Ethics** G83.3005 *Prerequisite: permission of the instructor.* Murphy, Nagel, Pallikathayil, Schiffer, Strevens, Unger, Velleman. 4 points.

Selected topics in ethics.

**Advanced Seminar in Percepts and Concepts** G83.3006 Block, Boghossian, Strevens. 4 points.

Selected topics in theories of cognition.

**Advanced Seminar in Philosophy of Action** G83.3007 Velleman. 4 points.

Selected topics in philosophy of action.

**Advanced Seminar in Philosophy of Mind** G83.3008 Block, Boghossian, Pryor, Schiffer. 4 points.

Selected topics in philosophy of mind.

**Topics in Philosophy of Mind** G83.3010 *Prerequisite: permission of the instructor.* Block, Boghossian, Pryor, Schiffer. 4 points.

Additional topics in philosophy of mind.

**Topics in Philosophy of Physics** G83.3011 *Prerequisite: permission of the instructor.* Strevens. 4 points.

Selected topics in philosophy of physics.

**Topics in Philosophy of Psychology** G83.3012 *Prerequisite: permission of the instructor.* Block, Strevens. 4 points.

Selected topics in philosophy of psychology.

**Philosophical Research** G83.3300, 3301 *Prerequisite: permission of the instructor.* 1-8 points.

Specialized individual research.

**Colloquium in Law, Philosophy, and Social Philosophy** G83.3302 Identical to L06.3517 (School of Law). 4 points.

**Thesis Research** G83.3400 For Ph.D. students who have completed core requirements. 1-8 points.

**Associated Writing** G83.3500 Required writing course for Ph.D. students. 4 points.
The Department of Physics offers courses leading to the degrees of Master of Science, Master of Professional Studies, 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 molecular and optical physics, condensed matter physics, elementary particle physics, quantum field theory and string theory, many-body and statistical physics, and nonlinear dynamics. Although the curriculum is designed primarily to meet the needs of full-time students, opportunities also exist for part-time students.

**Faculty**


**Andrei Gruzinov**, Associate Professor. Ph.D. 1993, California (San Diego); M.S. 1987, Moscow Institute of Physics. Theoretical astrophysics.


**Andrei D. Kent**, Assistant Professor. Ph.D. 2000, California (Santa Cruz); B.A. 1987, Columbia. Theoretical and computational astrophysics.


**Andrei Gruzinov**, Associate Professor. Ph.D. 1993, California (San Diego); M.S. 1987, Moscow Institute of Physics. Theoretical astrophysics.


Massimo Porra, Professor. Dip. di Sci. 1985, Scuola Normale Superiore (Pisa); Laurea 1984 (fisica), Pisa. Theoretical elementary particle physics; quantum field theory; string theory.


Tycho Slettor, Associate Professor. Ph.D. 1986, M.A. 1982, California (Berkeley); B.S. 1979, Illinois (Urbana-Champaign). Experimental and theoretical atomic physics; quantum optics.


Neal Weiner, Assistant Professor. Ph.D. 2000, California (Berkeley); B.A. 1996, Carleton College. Theoretical particle physics; astrophysics; cosmology.

Jun Zhang, Associate Professor. Physics, Mathematics. Ph.D. 1994, Copenhagen; M.S. 1990, Hebrew (Jerusalem); B.S. 1985, Wuhan (China). Nonlinear dynamics; fluid dynamics, biomechanics, complex systems.


FACULTY EMERITI


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 colloquia, which highlight progress in cutting-edge research areas of broad and general interest. The department holds weekly seminars in astrophysics, particle physics, atomic optical and molecular physics, nonlinear dynamics, condensed matter physics, theoretical physics, relativity, and cosmology. Distinguished lectures endowed by the James Arthur and Stanley H. Klop Funds are held periodically. Informal interactions and “journal clubs”—where students, postdoctoral researchers, and faculty discuss research in progress—promote collaboration within and across subfields. Interaction is also fostered with programs at the Courant Institute of Mathematical Sciences, the Center for Neuroscience (program for theoretical neuroscience), the School of Medicine, and the Department 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 complete 32 points of credit (at least 24 in residence at the Graduate School and at least 16 in the Department of Physics) and achieve 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:

- Dynamics (G85.2001)
- Statistical Mechanics (G85.2002)
- Electromagnetism I (G85.2005)
- Computational Physics (G85.2000)
- Quantum Mechanics I (G85.2011)
- Quantum Mechanics II (G85.2012)
- Experimental Physics (G85.2075)

M.S. candidates are permitted to take at most two courses outside the department, with permission of the director of graduate studies.

In addition to the above course requirements, M.S. candidates complete their degree requirements via one of two 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.

MASTER OF PROFESSIONAL STUDIES
The two-year Master of Professional Studies program prepares students for scientific/technical careers in nonacademic economic sectors. The program provides students with an intensive focus on physics, while at the same time incorporating ancillary elements that are designed specifically to prepare students for challenges they will confront in industrial and business settings.

The degree requires 36 points of course work to be completed on a full-time or part-time basis, an internship, and a master’s thesis or special supervised project.

Course Requirements
The following three courses:
- Computational Physics (G85.2000)
- Electromagnetism (G85.2005)
- Quantum Mechanics I (G85.2011)

At least one of the following courses:
- Statistical Mechanics (G85.2002)
- Dynamics (G85.2001)
- Quantum Mechanics II (G85.2012)

Two advanced physics courses beyond the above core courses.

Three of the following four courses offered at the Leonard N. Stern School of Business:
- Managing Organizations (B01.1302)
- Competitive Advantages from Operations (B01.2314)
- Marketing (B01.2310)
- Firms and Markets (B01.1303)

Additional Requirements
Mandatory attendance at regular colloquium series: During both years, each student must attend colloquium series sponsored by the program.

Internship: Internship opportunities are available to students in the summer of the first year. The internships are selected to complement the student’s career and academic interests. The internships are primarily sited in industrial settings but may also be appropriate in academic research settings.

Thesis or final report: Students are required to submit either a master’s thesis supervised by an NYU faculty member or a special project, which can be an elaboration of an internship experience. Special projects must be supervised by an NYU faculty member but may be jointly supervised by a properly qualified person in an industrial setting.

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 full-time students who qualify for admission to the Ph.D. program are offered a departmental financial aid package. Departmental support may be withdrawn if a student is deemed to be not making adequate progress toward fulfilling the degree requirements. Students may apply for research assistantships and fellowships at any time.

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 five core subjects:
- Dynamics
- Statistical Mechanics
- Electromagnetism
- Quantum Mechanics (Parts I and II)
- Computational Physics

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 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. Candidacy 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**

Students are required to have experience in experimental physics. This requirement may be satisfied by taking the course Experimental Physics (G85.2075). Alternatively, a student may conduct an independent experimental project under physics faculty supervision.

**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.

**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 convincing picture of a person with the preparation and skills needed to do original scientific research in the proposed area.

**Annual Review, Progress Report, Thesis Proposal**

There is an annual review of each student’s progress toward the Ph.D. This includes a progress report submitted by the student. Prior to the formation of a thesis committee, the review is conducted by the Ph.D. Candidacy Committee. Afterward, 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 assistant to the director of graduate studies.

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. This information is also available on the GSAS Web site at http://gsas.nyu.edu/page/grad/financialaid.html.

---

**Courses**

- **Electronics for Scientists** G85.1500, 1501
  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 eigenvalues; complex variables, differential equations; Legendre and Bessel functions; integral equations; Green’s functions; group theory; calculus of variation.

Electromagnetism G85.2005  4 points per term.
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; superconductivity, magnetism; 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.

Complex Fluids G85.2020  4 points.
Nature and industry abound with fluids containing polyatomic structures such as polymer molecules and colloidal particles. Such structured fluids differ substantially from so-called simple fluids, and their extraordinarily rich and varied properties often run counter to intuition. This course presents the major categories of complex fluids, explaining both their microscopic structure and also the physical principles by which microstructure gives rise to macroscopic properties.

Biophysics G85.2022  4 points.
This course focuses on the fundamental physical processes exploited by living organisms in the process of living. In particular, it introduces and develops elements of equilibrium and nonequilibrium statistical mechanics to explain how the molecular-scale components of cells store and process information, how they organize themselves into functional structures, and how these structures cooperatively enable cells with the ability to eat, move, respond to their environment, communicate, and reproduce.

Special Topics in Solid-State Physics G85.2023, 2024  4 points per term.
Selection of advanced topics of current research interest in the area of condensed matter physics.

Particle Physics G85.2027  Prerequisite: G85.2025. 4 points.
Experimental evidence on elementary particles and their interactions. Phenomenological models, electrons and photon-hadron interactions, weak decays and neutrino interactions, hadronic interactions.

Special Topics in Particle Physics G85.2033, 2034  Prerequisite: permission of the instructor. 4 points per term.
Advanced topics in particle physics, including the field-theoretical description of elementary particles and their interactions.

Introduction to Atomic Physics G85.2035  Prerequisites: G85.2011, 2012 or adequate undergraduate quantum mechanics. 4 points.
Theory and experiments in atomic structure and processes. Structure of one- and many-electron atoms; theory of angular momentum; Racah algebra; radiation theory; interactions with external fields; collisions.

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.

High-Energy Astrophysics G85.2050  4 points.
Astrophysical phenomena provide the only available laboratories for experimental physics at extreme energies and in extreme gravitational fields. This course introduces the fundamentals of high-energy astrophysical phenomena and theory, including the physics of black holes, neutron stars, and white dwarfs as well as relevant cosmological topics such as high-energy signatures of dark matter annihilation and prospects for their detection with NASA’s soon-to-be-launched GLAST satellite. Phenomena explored include active galactic nuclei (AGN), pulsars, supernovae and their remnants, gamma-ray bursts (GRBs), micro-quasars, magnetars, novae, accreting compact objects, relativistic jets, and high-energy cosmic rays. Also discussed are phenomena of relevance for GLAST, NASA’s new high-energy gamma-ray observatory, designed to make observations of celestial gamma-ray sources in the energy range of 10 MeV to more than 100 GeV.

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.

Group Theory G85.2057
Prerequisites: G85.2011, 2012. 4 points.
Discrete and continuous groups: their structure, representations, and associated algebras; Poincaré and internal symmetry groups; applications to atomic, nuclear, solid-state, and elementary particle physics.

Special Topics in Many-Body and Statistical Mechanics G85.2059
Prerequisite: permission of the instructor. 4 points.
Advanced topics in many-body theory and statistical mechanics.

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 G63.2863, 2864. Prerequisite: permission of the instructor. 3 points.
Advanced topics in mathematical physics.

Special Topics in Theoretical Physics G85.2063
Prerequisite: permission of the instructor. 4 points.

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 quasiaperiodicity, 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, III G85.2058, 2077, 2078
Prerequisites: G85.2006 and G85.2012. 4 points per term.

QFT I focuses on the basics of quantum field theory. It starts with the quantization of free spin-0, spin-1/2, and spin-1 fields, and basics of space-time symmetries. It continues with detailed discussion of relativistic perturbation theory, Feynman diagrams, and applications to scattering processes in quantum electrodynamics.

QFT II focuses on detailed description of non-Abelian gauge theories and their applications to quantum chromodynamics and the Standard Model of electroweak interactions. It covers topics such as the BRST quantization, spontaneous symmetry breaking, Higgs mechanism, and CP violation.

QFT III covers topics such as anomalies, solitons and instantons, lattice gauge theories, and finite temperature field theories. The course starts with detailed discussions of anomalies in various field theoretic models. It covers at great length nonperturbative techniques used to study solitons and instantons. The course also gives a description of gauge theories on a lattice, their applications to strong interactions, as well as field theories at finite temperature and their use in particle physics and cosmology.

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. Lightcone formalism, the Hagedorn temperature. Modern covariant quantization, ghosts, and the BSRT symmetry. Global properties of string theory, multiloop diagrams and the moduli space, strings on curved backgrounds. The fermionic string: classical theory and world-sheet supersymmetry, the GSO projection, spectrum and space-time supersymmetry. Non-Abelian gauge symmetries in open strings. The heterotic string, compactifications on tori. Tree-level amplitudes in the fermionic and heterotic strings.

Advanced Topics in String Theory G85.2080
Prerequisite: G85.2079. 4 points.
Loop diagrams: the partition function of bosonic, fermionic, and heterotic strings. The aE0 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 Louiville non-critical string. Fixed-t scattering at high energies, all-loop resummed. Random surfaces and 2-d Einstein gravity, topological field theory.

Practicum in the Teaching of Physics G85.2090
0 points.
Course designed to develop and enhance teaching skills of graduate students, with specific reference to the basic undergraduate courses in physics. Presentations by the students form the core of the course. Sessions are videotaped. Emphasis is on clarity of presentation and organization of recitation and laboratory materials. Topics include preparations for problem-solving sessions, encouragement of class participation and responses, and techniques for gauging student involvement. Specific content issues arising in elementary mechanics and electromagnetism are addressed. Use of texts, articles, and specially prepared sample materials.

Experimental Physics Research G85.2091, 2092
Prerequisite: permission of the instructor. 1-9 points per term.

Theoretical Physics Research G85.2093, 2094
Prerequisite: permission of the instructor. 1-9 points per term.

Research Reading G85.2095, 2096
Prerequisite: permission of the instructor. 1-9 points per term.

Experimental Research G85.3301, 3302
Prerequisite: permission of the instructor. 1-9 points per term.

Theoretical Research G85.3303, 3304
Prerequisite: permission of the instructor. 1-9 points per term.

Reading G85.3305, 3306
Prerequisite: permission of the instructor. 1-9 points per term.
The 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, and 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

Martin Harries, Associate Professor, English. Ph.D. 1995 (comparative literature), Yale; B.A. 1987, Columbia. Modern drama; film; Shakespeare; theory; spectatorship.

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.

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

Eligibility: All students enrolled in Ph.D. and M.A. programs in the Graduate School of Arts and Science are eligible. Students funded through the MacCracken program 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 codirector.

Program and Requirements

For those not already enrolled at NYU, admission to the advanced certificate program is by application to the Graduate School of Arts and Science.

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

In addition to the directors of the program, a wide range of faculty from all of the ancient and modern literature departments and the Departments of Cinema Studies, Performance Studies, and Philosophy participate in the program.

Web site: www.nyu.edu/fas/program/poeticsandtheory
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 funding 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. program and two stand-alone M.A. programs. The Ph.D. program in politics trains researchers for placement in highly competitive institutions of higher learning and in applied settings such as government, international and nongovernmental 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.

The M.A. program in politics allows students to study more standard fields of political science and learn basic social science research skills. The program trains students to take positions in applied settings in government, NGOs, the private sector, and other areas where a strong understanding of politics along with practical knowledge is required. The M.A. program in international relations prepares students for work in a variety of governmental agencies that specialize in international affairs in the U.S. and in other countries, NGOs and think tanks specializing in foreign policy issues, private sector positions, and international organizations.

**Faculty**

**Nathaniel Beck**, Professor; Chair, Department of Politics. Ph.D. 1977, M.A. 1969, Yale; B.A. 1967 (mathematics and political science), Rochester. Political methodology; political economy; conflict and civil war.

**Steven J. Brams**, Professor. Ph.D. 1966 (political science), Northwestern; B.S. 1962 (economics, politics, and science), Massachusetts Institute of Technology. American politics; international relations; voting and elections; game theory; social choice theory.

**Bruce Bueno de Mesquita**, Professor; Silver Professor. Ph.D. 1971 (political science), M.A. 1968 (political science), Michigan; B.A. 1967, Queens College (CUNY). International conflict; political economy of governance.


**David B. H. Denoon**, Professor. Ph.D. 1973 (political science), Massachusetts Institute of Technology; M.P.A. 1968 (economics and public policy), Princeton; B.A. 1966 (economics), Harvard. Comparative politics; international relations; political economy, particularly of Asia; North-South trade and finance; national security.


**Patrick J. Egan**, Assistant Professor. Ph.D. 2008, California (Berkeley); M.P.A. 2000, Princeton; B.A. 1992, Sarah Lawrence College. Public opinion, public policy, and their relationship in American politics; public opinion and the judiciary; lesbian, gay, and bisexual issues and politics; campaigns and elections.
Thræinn Eggertsson, Global Distinguished Professor. Ph.D. 1972, Ohio State; B.A. 1964, Manchester. Political economy; comparative institutions; industrial organization; theory of property rights; economic development.

Jon X. Eguia, Assistant Professor. Ph.D. 2007, M.S. 2004, California Institute of Technology; B.S. 2002, Málaga. Political economy; formal political theory; social choice; public economics.


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.


Catherine Hafer, Associate Professor. Ph.D. 2001 (political science), Rochester; B.S. 1993 (economics), California Institute of Technology. Game theory; political economy.

Russell Hardin, Professor. Ph.D. 1971 (political science), Massachusetts Institute of Technology; B.A. 1964 (mathematics), Oxford; B.A. 1962 (mathematics), B.S. 1962 (physics), Texas. Rational choice; collective action; morality behind the law; moral and political philosophy.

Christine B. Harrington, Professor. Ph.D. 1982 (political science, law minor), M.A. 1976 (political science), Wisconsin; B.A. 1974 (political science, history minor), New Mexico. Politics and ideology of law; legal culture; legal profession and lawyers; dispute processing and litigation; administrative law and regulatory policy; constitutional law and society; law and state formation in American political development.

Anna L. Harvey, Associate Professor. Ph.D. 1995 (political science), M.A. 1990 (political science), Princeton; B.A. 1988 (political science), Ohio. American politics; elections and voting behavior; judicial politics.


James C. Hsiung, Professor. Ph.D. 1967 (political science), Columbia; M.A. 1961 (journalism), Southern Illinois; B.A. 1953 (comparative literature), National Taiwan. Interplay of politics and law in international relations; international governance; IPE; U.S.-China relations; China's foreign policy; international relations of the Asia Pacific.

Farhad Kazemi, Professor. 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; civil society.


Bernard Manin, Professor. Thèse de doctorat sur travaux, Habilitation à diriger des recherches 1995 (political science), Institut d'Etudes Politiques (Paris); M.A. 1974 (political science), Paris I (Panthéon-Sorbonne); Agrégation 1973 (philosophy), Ecole Normale Supérieure (Paris). Democratic theory; the French revolution; contemporary constitutionalism.

Lawrence M. Mead, Professor. Ph.D. 1973 (political science), M.A. 1968 (political science), Harvard; B.A. 1966 (political science), Amherst College. American politics; public policy; antipoverty policy; welfare reform; policy analysis.


Asli Peker, Clinical Assistant Professor. Ph.D. 2007 (politics), New York; M.A. 1998 (political science), Bilkent; B.A. 1997 (political science), Middle East Technical (Turkey). Comparative politics; international relations.

Adam Przeworski, Carroll and Milton Petrie Professor of Politics. Postdoctoral 1967 (sociology), Polish Academy of Science; Ph.D. 1966 (political science), Northwestern; M.A. 1961 (philosophy and sociology), Warsaw. Political economy; democratic theory.

Shinasi Rama, Clinical Associate Professor. Ph.D. 2004 (comparative politics/international relations), Columbia; M.A. 1996 (international relations), South Carolina. International relations theory; comparative politics theory; the state; nationalism; security; Balkan politics.

Howard Rosenthal, Professor. Ph.D. 1964 (political science), B.S. 1960 (economics, politics, and science), Massachusetts Institute of Technology.

Voting and coalition theory; political economy of finance; taxation and public goods; American and European politics; political and economic history; political polarization and inequality.


Political economy; international relations; formal modeling.


Comparative politics; American politics; European politics; the politics of immigration in Europe and the U.S.; center-periphery relations; the extreme right in Europe.


Role of domestic politics in international interactions; international conflict; political economy.


Comparative political economy; monetary policy; link between democratic institutions and economic policy.


Comparative politics with an emphasis on mass politics, including elections and voting, the development of partisan attachment, public opinion formation, and, more recently, political representation and democratization.

Leonard Wantchekon, Professor. Ph.D. 1995 (economics), Northwestern; M.A. 1992 (economics), British Columbia; Baccalauréat série C 1977 (mathematics and physics), Benin.

Comparative politics in Africa; political economy; development.

FACULTY EMERITI


---

**Programs and Requirements**

**MASTER OF ARTS**

Admission: Admission to the M.A. program in politics is 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 or other related evidence. Applicants with lower averages may be admitted where there is indication of a particular strength in political science and clear aptitude for graduate work. 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 who are not native English speakers are also required to submit scores from the Test of English as a Foreign Language (TOEFL).

Course of Study: Four departmental fields of study are offered: political philosophy and theory, political economy, international affairs, and comparative politics. Students are required to complete a total of 36 points consisting of the following: eight courses (32 points), of which at least six must be in the department and four must be in one departmental field; an internship and corresponding supervision course (2 points); and a master’s thesis and corresponding seminar (2 points). 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. As noted above, students must also complete a master’s thesis. Students will complete the master’s thesis as part of the Master’s Thesis Seminar course. The thesis will be a heavily researched academic work consisting of 10,000-15000 words dealing with an important and timely topic in politics related to a student’s chosen concentration. The thesis should demonstrate that a student has a sufficient command of literatures and arguments pertaining to the chosen topic. Students are required to notify the thesis seminar course instructor at the initiation of research for the master’s thesis and register for the M.A. thesis course. In conjunction with the M.A. program director and the thesis seminar instructor, students will choose a faculty thesis supervisor. Once a thesis topic and supervisor are designated, the director of M.A. program must approve changes to them.

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 with the M.A. program adviser every semester to discuss and agree on a course of study. The director of the M.A. program will assign an adviser prior to the start of the student’s first semester.

Foreign Language Requirement: Students must demonstrate proficiency in one language other than English or, with permission of the director of the M.A. program, in intermediate or advanced statistics. Students demonstrate proficiency in a foreign language by passing the GSAS foreign 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.

**MASTER OF ARTS IN INTERNATIONAL RELATIONS**

Admission: Admission to the M.A. program in international relations is 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 international affairs. This means an outstanding undergraduate record or other related evidence. Applicants with lower averages may be admitted where there is indication of a particular strength in political science and clear aptitude for graduate work. 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 who are not native English speakers are also required to submit scores from the Test of English as a Foreign Language (TOEFL).

Course of Study: Students are required to complete 40 points for the M.A. in international relations: three core courses in International Politics,
Comparative Politics, and Quantitative Analysis (12 points); three international relations electives (12 points); three general politics electives (12 points); an approved internship (2 points); and a master's thesis (2 points). The internship component is designed to provide students with practical experience in the field of international affairs. While participating in an internship, students simultaneously enroll in the internship supervision course to ensure thoughtful reflection on the experience. Students must also complete a master's thesis. Students complete the master's thesis as part of the Master's Thesis Seminar course. The thesis is a heavily researched academic work consisting of 10,000-15000 words dealing with an important and timely topic in politics related to a student's chosen concentration. The thesis should demonstrate that a student has a sufficient command of literatures and arguments pertaining to the chosen topic. Students are required to notify the thesis seminar course instructor at the initiation of research for the master's thesis and register for the M.A. thesis course. In conjunction with the M.A. program director and the thesis seminar instructor, students choose a faculty thesis supervisor. Once a thesis topic and supervisor are designated, the M.A. program director must approve changes to them.

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 with the M.A. program advisor every semester to discuss and agree on a course of study. The director of the M.A. program will assign an advisor prior to the start of the student's first semester.

Foreign Language Requirement: Students must demonstrate proficiency in one language other than English or, with permission of the director of the M.A. program, in intermediate or advanced statistics. Students demonstrate proficiency in a foreign language by passing the GSAS foreign 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.

Joint Degree Program with Journalism
The M.A. in international relations and journalism, offered in cooperation with the Arthur L. Carter Journalism Institute, provides education and training at the master's level for students to develop both journalistic skills and expertise in analyzing international politics and political phenomena. Courses from both departments are combined to provide the student with specialized knowledge of international relations and journalistic writing and/or broadcasting skills. The program is administered jointly by the Department of Politics and the Arthur L. Carter Journalism Institute. For further information, contact the politics department or the Arthur L. Carter Journalism Institute.

Concentration in International Politics and International Business
Students complete up to nine courses, four of which must be in the international relations field, including the international relations core course; in addition, they must register for the Master's Thesis Seminar and the Internship Seminar. The other courses are taken from a designated group in other disciplines in the Leonard N. Stern School of Business and in the Department of Politics. Each student is also expected to write a master's thesis on a topic related to his or her program work.

Students in this concentration also register for a 1-point reading and research course (G53.3991), in which they produce a paper detailing how they will apply the methods, skills, or knowledge they obtain in their business courses to political science.

Concentration in Political Economy Analysis
Students fulfill the concentration requirements by completing 16 points. The curriculum consists of a required course, Political Economy (G53.1400), designed to introduce students to literature and debates in the field of political economy, as well as an approved political economy topics course. In addition, two other 4-point approved economics courses must be completed. These economics courses are subject to approval from the director of the NYU Alexander Hamilton Center.

Additionally, students in this concentration must write their master's thesis on a topic that deals with analyzing political economy and must also undertake at least one approved internship with a professional organization or agency specializing in political economy analysis. The internship is supervised by the director of the NYU Alexander Hamilton Center and should focus on either domestic or international politics.

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 who are not native English speakers 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. Students are required to take one core course in each of at least three substantive subfields. To further 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 required 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 that 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 (see the Admission section of this bulletin for details) other than those specified by 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 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. Please note that if a student is granted a waiver of 24 points, he or she is required to waive one year of academic funding.

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).

Advisory Committees: 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 the syllabus and defends the syllabus by the end of the fifth semester (third for students entering with an equivalent M.A. degree) or, if invited to do so, resubmits the QP and defends the syllabus by the end of the sixth semester.
4. Defends the Ph.D. proposal within six months of 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 emphasis enables political scientists to acquire a regional specialization in the Near East. This track of study 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.

Dual Degree Ph.D.-J.D. Program in Politics and Law: This dual degree program allows accepted applicants to obtain a Ph.D. in politics from the Graduate School of Arts and Science and a J.D. from the School of Law. Students must complete requirements for both programs but may count some courses toward both programs, typically saving one full year of study. Students enroll each year either in the Department of Politics or in the School of Law, and separate funding must be obtained for both the Department of Politics and the School of Law years. Students must apply to and be accepted into each program separately.

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. This information is also available on the GSAS Web site at http://gsas.nyu.edu/page/gradfinancialaid.

POLITICAL PHILOSOPHY AND THEORY


History of Political and Social Thought G53.1100 Core course. 4 points.

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

Advisors: Brams, Ferejohn, Hardin, Holmei, Landau, Martin, Olmman, Pasquin.

History of Political and Social Thought G53.1100 Core course. 4 points.
Introduction to Quantitative Political Analysis II G53.1251 For Ph.D. students only. 4 points. Builds on G53.2151. 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.

Game Theory I G53.1260 For Ph.D. students only. 4 points. Survey of the main concepts and findings of game theory that are relevant to the study of politics.

Formal Modeling in Political Science G53.2105 4 points. Introduction to formal modeling and deductive theorizing. Main tools of analysis used are decision theory, game theory, and social choice theory.

Game Theory and Politics G53.2108 For M.A. students only. Prerequisite: one course in statistics or formal modeling. 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 For M.A. students only. 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 For M.A. students only. 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 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.

Math and Democracy: Designing Better Voting and Fair-Division Procedures G53.2170 4 points. Analysis of democratic procedures, or rules of play, that (1) reflect the interests of the citizens in elections and (2) respect due process and rule of law in the fair division of public and private goods. By making precise the properties of these procedures and clarifying trade-offs among them, mathematics strengthens the intellectual foundations of democratic institutions. While mathematical training is helpful in understanding some topics in the course, more important is the ability to think carefully and rigorously about the nature of democracy and its institutions.

Seminar in Political Methodology G53.2251 For Ph.D. students only. 4 points. Builds on G53.1250 and 1251. Concentrates more specifically on political science research methods. Emphasis is on problems of research design, data collection, statistical solutions, data analysis, and statistical theory.

Better Voting and Fair-Division Procedures G53.2260 For Ph.D. students only. 4 points. Builds on G53.1260 and G53.1110. Advanced analysis of the concepts and findings of game theory as relevant to the study of politics.

Seminar in Political Methodology G53.3200 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


American Political Institutions and Processes G53.1300 Core course. 4 points. Overview of public policymaking process; political participation, organization, and structure; governmental institutions.

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.

American Politics—The Domestic Politics of the United States I
G53.1350 Core course. 4 points.
Broad overview of important topics in the study of the domestic politics in the United States. Examines in depth the analysis and merits of a selection of contemporary research on political participation, mass opinion, elections, legislative politics, interbranch relations, bureaucratic politics, judicial politics, federalism, inequality, and the role of money in politics. Course goals are to (1) introduce students to important controversies in the study of American domestic politics and (2) encourage students to think rigorously about the process of conducting political research.

American Politics—The Domestic Politics of the United States II
G53.1351 Core course. 4 points.
A more focused exploration of important topics in the study of the domestic politics of the United States. Examines in depth the analysis and merits of a selection of contemporary research on political participation, mass opinion, elections, legislative politics, interbranch relations, bureaucratic politics, judicial politics, federalism, inequality, and the role of money in politics.

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 Political Parties G53.2320 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 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.

Public Policy G53.2371 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.

POLITICAL ECONOMY

Political Economy G53.1400 Core course. For M.A. students only. 4 points.
Overview of the emerging field of political economy: Surveys three broad intellectual traditions prominent in the political economy literature: (1) the application of microeconomic, game theoretic, and public choice theory to politics, (2) a focus on institutions and the behavior of their related politics, and (3) Marxian and neo-Marxian approaches. The course requires an understanding of basic microeconomics.

Political Economy G53.1450 Core course. For Ph.D. students only. 4 points.
Overview of fundamental contributions to the field of political economy. Covers topics in (1) social choice and collective aggregation of preferences; (2) electoral competition; the spatial model and theories of turnout; and (3) public choice, public economics, and comparative electoral systems. The course requires an understanding of mathematical background at the level of G53.1110 or above.

Politics of Economic Growth G53.2424 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 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.

COMPARATIVE POLITICS
Advisors: Chandra, Denoon, Hsiung, Kazemzadeh, Przeworski, Rama, Rosenthal, Schain, Tucker.

Comparative Politics G53.1500 For M.A. students only. Core course. 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.

Comparative Politics of Industrialized Democracies G53.1550 For Ph.D. students only. Core course. 4 points.
Introduction to the comparative study of politics in different institutional and cultural settings. Themes covered include the role of institutional “veto players”; presidential and parliamentary government; bicameral and unicameral legislatures; the institutional structuring of legislative decision making; electoral systems; social capital/civic culture; social and political cleavages; dimensions of policy and ideology; voting; party competition; and the making and breaking of governments.

Comparative Politics of Developing Countries G53.1551 For Ph.D. students only. Core course. 4 points.
Introduction to the methodology and to some of the main themes in comparative politics of developing countries. Prepares students to do comparative research through an in-depth coverage of current debate in comparative politics of developing countries and an introduction to the main methodological approaches.
French Politics, Society, and Culture
G53.2524  Identical to G46.1710.  4 points.

The Political Economy of Development G53.2536  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.

Government and Politics of Northern Africa G53.2540  4 points.
Comparative analysis of selected aspects of state formation, political identity, development, and political discourse in the countries of Arab North Africa.

Middle Eastern Government and Politics G53.2590  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  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 redemocratization of Latin America.

Latin American Government and Politics G53.2621  4 points.
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.

Seminar in Comparative Politics G53.3500, 5501  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
Advisers: Brann, Bueno de Mesquita, Denoon, Downs, Gilligan, Hsiung, Kazemi, Peker, Rama, Satyanath, Schein, Smith, Stavartavge.

International Politics: Concepts and Theories G53.1700  For M.A. students only. Core course.  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.

International Relations: Cooperation and Political Economy G53.1750  For Ph.D. students only. Core course.  4 points.
Core course that covers two crucial areas in international relations: cooperation and political economy. Covers general theories of cooperation that are useful for understanding cooperation across issue areas including human rights, peacekeeping, and international trade and finance in international politics.

International Relations: Conflict G53.1751  For Ph.D. students only. Core course.  4 points.
Survey of modern approaches to the study on international conflict. Emphasis is placed on rigorous scientific approaches that use models to derive testable implication as to conflict relations.

Strategy and Defense Policy G53.2701  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  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.

U.S. Foreign Policy G53.2750  4 points.
American foreign policy and the major international problems facing the United States today.

Contemporary Inter-American Relations G53.2765  4 points.
U.S. corporate and governmental policy toward Latin America; trends in Latin American and Caribbean migration to the United States; strategies of resource-rich Latin American nations toward technology-rich United States.

The Political Economy of North-South Relations G53.2770  4 points.
Major issues involved in restructuring the international economic system. Analyzes initiatives of the Western, Socialist, and developing countries. Emphasis is on trade and monetary questions. Acquaintance with international politics and economics is necessary.

The Political Economy of the Pacific Basin G53.2774  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  4 points.
A general introduction to the field: evolution of the international political economy, international cooperation, international institutions, international trade and finance policy, macroeconomic policy coordination.
International Organization  
G53.2800  4 points.  
Functions, operation, structure, and accomplishments of the United Nations and the specialized organizations. Emphasis is on international organization as an approach to peace.

International Law  G53.2900  
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  
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.

Internship Supervision 
Internship Seminar  G53.3995  
Prerequisite: approved internship position consistent with student's academic and/or career trajectory.  2 points.  
Required course for students in the M.A. and M.A. international affairs programs completing their internship requirement.

Thesis Supervision 
Master's Thesis Seminar  G53.4000  
Prerequisites: completion of all course work, or on track to complete all course work, during the semester in which enrolled in course; approved master's thesis proposal.  2 points.  
Required capstone course for students in the M.A. and M.A in international affairs programs. Support for thesis-writing process.

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.

Workshop in Political Science  G53.3955  
Prerequisite: Student must be engaged in research and must be ready to make a research presentation and receive comments on that research.  2 points.  
Continues the student's education in how to do political research and is seen as a key aspect in helping students to complete in a timely manner, and improve the quality of, their dissertation (and related) research.
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.

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 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.

Infant learning; perceptual-motor development; exploratory activity, problem solving, and social referencing.

David Amadio, **Assistant Professor.** Ph.D. 2006 (social psychology), California (Los Angeles); M.S. 1997 (social psychology), Wisconsin; B.A. 1996 (psychology and music), Macalester College.
Behavioral regulation in the context of prejudice and stereotyping; social cognition; cognitive/affective neuroscience.

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.

Emily Balceitis, **Assistant Professor.** Ph.D. 2006 (social psychology), Cornell; B.A. 2001 (psychology), B.F.A. 2001 (music performance), Nebraska (Kearney).
Motivational influences on visual perception; accuracy and error in self and social judgments; cross cultural investigation of motives.

Marisa Carrasco, **Professor, Psychology, Neural Science; Chair, Department of Psychology.** Ph.D. 1989 (psychology), M.A. 1986 (psychology), Princeton; Licentiate in psychology 1984 (human experimental psychology), National Autonomous (Mexico).
Visual perception and attention; visual search; psychophysics.

Edgar E. Coons, **Professor, Psychology, Neural Science.** Ph.D. 1964, Yale; B.A. 1951, Colorado.
Behavioral analysis of neuronal mechanisms mediating hunger, reward, and pain; psychoneuroimmunology and stress; aesthetics.
Clayton Curtis, Assistant Professor, Psychology, Neural Science. Ph.D. 1999, M.A. 1997, Minnesota (Minneapolis); B.A. 1992, Texas (Austin). Working memory; inhibitory control; event-related functional magnetic resonance imaging (fMRI); psycho-physiology.

Lila Davachi, Assistant Professor, Psychology, Neural Science. Ph.D. 1999 (neurobiology), M.Phil. 1995, Yale; B.A. 1992 (psychology), Barnard College. How are memories formed? Why do we only remember some of what we encounter? Why do we remember some events in exquisitely rich detail, only have a sense or feeling that we’ve encountered other events, and still forget others entirely?


Todd Gureckis, Assistant Professor, Ph.D. 2005 (psychology), M.A. 2004 (cognitive psychology), B.S. 2001 (computer and electrical engineering), Texas (Austin). Memory, learning, and decision processes; computational models as a tool for integrating and directing research.

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. Heilman, Professor. Ph.D. 1972 (social psychology), Columbia; B.S. 1967 (child development and family relations), Cornell. Sex bias in work settings; dynamics of stereotyping; consequences of preferential selection procedures.


Alec Marantz, Professor, Psychology, Linguistics. Ph.D. 1981, Massachusetts Institute of Technology (linguistics); B.A. 1978 (psycholinguistics), Oberlin College. Linguistic theory; syntax; morphology; neurolinguistics.

Gary F. Marcus, Associate Professor. Ph.D. 1993 (cognitive science), Massachusetts Institute of Technology; B.A. 1989 (cognitive science), Hampshire College. Language acquisition; computational models of language and cognition; connectionism; cognitive development.


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.


Gabriele Oettingen, Professor, Habilitation 1996 (psychology), Free (Berlin); Ph.D. 1986 (anthropology), M.A. 1982 (biochemistry, physiology), B.A. 1979 (biology), Ludwig-Maximilians. Self-regulation of goal setting and goal disengagement.


David Poeppel, Associate Professor. Ph.D. 1995 (psychology), B.S. 1990, Massachusetts Institute of Technology. Human auditory cortex physiology; neural basis of speech perception; auditory/speech psychophysics; (mostly lexical level) psycholinguistics and neurolinguistics.


Marjorie Rhodes, Assistant Professor. Ph.D. 2009 (developmental psychology), M.S. 2006 (developmental psychology), M.S.W. 2006 (program and policy evaluation), B.S. 2003 (biopsychology and cognitive science), Michigan. Cognitive development, with particular emphasis on the development of social cognition, the influence of culture on conceptual development, processes of conceptual change, and categorization and induction.
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 scores of at least 530 in the verbal and at least 580 in the quantitative sections as well as a score of 4.5 or above in the analytical writing section for admission to the General Program. Applicants to the I/O Program must achieve scores of least 580 in the verbal and at least 600 in the quantitative sections as well as a score of 4.5 or above in the analytical writing section. In addition, international applicants who are not native English speakers 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.

**Programs of Study:** Two programs 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 resource fields.

**Degree Requirements:** Formal requirements for the M.A. degree in psychology are the satisfactory completion of 36 points (at least 24 in residence in the Graduate School of Arts and Science) 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 G89.2120).

Note: Students who are admitted without having majored in psychology as undergraduates are required to complete a total of four courses from core A and core B, such that each core is sampled.

I/O Psychology Requirements:
Satisfactory completion of G89.2032, two courses from core I (G89.2070, G89.2071, and G89.2073), two courses from core O (G89.2072, G89.2074, and G89.2076), and a research course (normally G89.2067).

Master’s students are required to register for courses, request an official leave of absence, or maintain matriculation each semester from the start of their academic career until graduation.

The Master of Arts degree is also granted to students matriculated in the doctoral program when they have met the requirements for the degree as defined by their program and by the Graduate School of Arts and Science.

Courses at the M.A. level usually commence no earlier than 4:55 p.m. and no later than 6:55 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. 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 the verbal and 580 in the quantitative 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, and social psychology. Students may also choose to concentrate in developmental psychology in conjunction with one of the other programs.

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 not required. The cognition and perception program places a particular emphasis on research experience. 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 who are not native English speakers 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 courses approved by the student’s program); satisfactory completion of an oral or written comprehensive examination, or thesis (requirements vary by program); 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 significantly to the field and is effectively presented in the dissertation.

The Graduate School’s foreign language requirement has been waived for the Department of Psychology.

DEPARTMENTAL PROGRAMS AND RESEARCH
Cognition and Perception: Research programs in cognition and perception focus on seven areas: (1) attention and perception (Carrasco, Heeger, Johnson, Landy, Maloney, Pellis); (2) memory and cognition (Aaronson, Carrasco, Curtis, Davachi, McElree, Murphy, Phelps, Rehder); (3) language and psycholinguistics (Aaronson, Marcus, Pylykänen, McElree, Murphy); (4) the physiological bases of behavioral, cognitive, and linguistic neuroscience, emotional, and sensory processes (Coons, Curtis, Davachi, Heeger, Inati, Phelps); (5) conditioning and learning (Matthews, Phelps); (6) human development (Adolph, Johnson, Marcus); and (7) perception and action (Adolph, Landy, Maloney).

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) and Center for Brain Imaging (CBI). Projects examine neuronal interactions in feeding; positive and negative hedonic motivation; memory; sensory transmission; brain damage; recovery; aging; audition; and the neuropsychology of vision, visual development, and visual attention. Learning projects involve both operant procedures with animals and behavioral

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 Center for Neural Science offers opportunities to students in the cognition and perception program to participate in neural science courses along with students of the Center and, in some cases, to work with faculty of the Center as well as affiliated faculty from the Departments of Biology, Chemistry, Computer Science, Mathematics, and Physics.

There are weekly area seminars with prominent speakers in cognition and perception, developmental psychology, and neural science.

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 Concentration, below.

Developmental Concentration: The Department of Psychology at New York University offers a unique concentration in developmental psychology. Students who participate in the developmental concentration do so within one of the department’s core programs (cognition and perception, or social psychology). They engage in advanced-level seminars and 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 concentration 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 or applied 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, homelessness and family functioning, language acquisition, motor skill acquisition, racial socialization, and social referencing. Students can also receive 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 mathematical models of psychological phenomena. All areas of psychology can be approached from a quantitative perspective, so it is possible to pursue a quantitative specialization from any of the doctoral specialty programs. To qualify for the quantitative specialization, students take elective courses in advanced statistical and/or mathematical topics and demonstrate an ability to communicate mathematically approaches clearly.
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. 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.

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 Allegra MR system for the use of faculty and students interested in research using functional brain imaging. The center includes faculty members from both the Department of Psychology and the Center for Neural Science.

The department maintains computer classrooms and laboratories. Faculty laboratories are equipped with specialized computer equipment within each of the graduate programs. The department collaborates closely with the Center for Neural Science in maintaining a technical shop for computer and network support as well as the development of specialized electronics. There is also a fully equipped machine shop.

DEPARTMENTAL FINANCIAL AID

Students admitted to the doctoral program are funded through a combination of fellowships, research assistantships, and training grants. These funding mechanisms cover tuition, fees, NYU student health insurance and provide a stipend. Doctoral students in good standing are supported for five years (typically four years with a master’s in psychology). Although we do not offer summer stipends, students are encouraged to apply for paid summer teaching assignments. These assignments are made on a competitive basis.

Doctoral students are also asked to be part-time adjunct instructors for faculty who teach undergraduate psychology courses or graduate statistics courses. These teaching assignments are compensated above the MacCracken stipend. Workshops on effective teaching methods and support for first-time graduate student teachers are provided. Depending on the sources of financial aid, doctoral students may have two to five semesters of teaching experience over the first ten semesters.

Advanced students who have completed at least 6 points in the Master of Arts programs may request teaching assignments, which are compensated. These assignments are made on a competitive basis with preference given to M.A. Scholars and students in their second year. 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. This information is also available on the GSAS Web site at http://gsas.nyu.edu/page/grad金融aid.

Courses

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. In addition to the regularly offered courses in the various master’s and doctoral programs, a number of electives are also offered each year.

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. Semistag. 3 points.

The development of Freudian psychoanalysis in historical perspective. Guided reading of primary texts.

Principles of Learning

G89.2010 Matthew. 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 Staff. 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 Carv. 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.
Intermediate Master’s Statistics
G89.2016 Fall 011 M.A. statistics requirement. Prerequisites: undergraduate course in statistics and satisfactory performance on diagnostic quiz. Cohen. 3 points.
Topics in experimental design and correlation 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 Getzfeld. 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 G89.2052 Required of all M.A. students in industrial/organizational psychology. Eggebeen. 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 Wolitzky. 3 points.
Covers several broad categories of disordered psychological functioning as classified by the current psychiatric nomenclature. Focuses on a select number of major diagnostic entities. Emphasizes the formal, structural, experiential, and intrapsychic factors that serve as a foundation for understanding such behavior. Course helps students develop an understanding of the consistencies between behavior that is considered normal and that which is considered pathological.

Psychology of Violence G89.2036 Staff. 3 points.
Surveys the current clinical, theoretical, and research approaches to studying aggressive and violent behavior—including cognitive models and biological variables—in relation to mental illness. Students review the literature on the antecedents of violent behavior as well as the evaluation and treatment of violent patients, along with related forensic issues.

Forensic Psychology G89.2038 Pearson. 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 Topics in Forensic Psychology G89.2039 Prerequisite: G89.2038 or the equivalent. Staff. 3 points.
Covers latest advances in forensic psychology by means of invited speakers and detailed analyses of key legal cases.

Current Issues in Psychology G89.2040, 2041, 2042 Staff. 3 points.

Health Psychology G89.2051 Rubland. 3 points.
Basic overview of the field, including behavior modification, stress, coronary heart disease, hypertension and stroke, pain, the immune system, AIDS and cancer, issues in pediatric health psychology, smoking, and weight control.

Gender Roles G89.2055 Hawell. 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 Browning. 3 points.
Overview of the major categories of psychopathology in childhood and adolescence. Theoretical, empirical, and clinical studies are examined and discussed.

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.

Psychology of Decision Making G89.2059 Mourad. 3 points.
Exploration of the psychological processes that underlie people’s judgments and decision making. First identifies some general rules that capture the way people make decisions. Then explores how people make decisions in numerous domains, including consumer, social, clinical, managerial, and organizational decision making. Looks at both rational and irrational patterns in the way people select options. Also examines how the impact of the media and different ways of presenting options and different decision-making strategies can influence decision outcomes.

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 Masia. 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. Ruhland. 3 points.
Basic principles of research design, with emphasis on methods and strategies used in the area of clinical psychology.

Applied Research Methods
G89.2067 Prerequisite: G89.1016 or equivalent. Eggheen. 3 points.
Development and design of field research and quasi-experimental techniques addressed to applied and theoretical questions: problems of control, selection of variables, nonobtrusive measures, sampling, etc. Evaluation research is emphasized.

Personnel Selection G89.2070
Prerequisite: G89.1016 and G89.2032, or the equivalents. Rotolo. 3 points.
Development and evaluation of personnel selection techniques, including mental ability tests, personality inventories, interviews, work simulations, biographical information, and drug tests. Strategies for evaluating the validity, fairness, and overall utility of a selection process are addressed.

Performance Measurement and Rewards G89.2071
Prerequisite: G89.2032 or the equivalent. Eggheen. 3 points.
Considers the conceptual and practical issues concerning job analysis, criterion development, and performance measurement. Critical review of alternative approaches and evaluation of their use in providing information to meet various organizational objectives, including performance appraisal, training and development, personnel selection, administrative decisions, and compensation.

Work Motivation and Attitudes
G89.2072 Flippen. 3 points.
Analysis and application of 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 Jones. 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 Ziehler. 3 points.
Review of basic counseling theory and techniques. Covers process-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.

Personality and Organizational Behavior
G89.2077 Adler. 3 points.
Reviews theory and empirical research in industrial/organizational and personality psychology to explore the effects of individual differences on workplace outcomes, such as job performance, work attitudes, leadership, and turnover. Examines the Big Five personality model; such specific dispositions as self-esteem, achievement motive, emotional intelligence, and explanatory style; and interactionism, psychodynamic, and evolutionary personality theories in order to better understand the relationship between personality and organizational behavior.

Management Consulting
G89.2078 Eggheen. 3 points.
The consulting process through the lens of industrial/organizational principles and practices. Students learn and demonstrate the skills of client problem definition, analysis, solution, and presentation.

Executive Coaching and Development
G89.2079 Gans. 3 points.
Coaching is a tailored learning program for behavioral change and optimized performance. This seminar focuses on how coaching in the organization can help individuals achieve optimal leadership competencies; better delivery of strategic objectives; greater resilience in response to organizational change; and improved quality in personal and professional development. Although the focus of the course is on individual coaching, applications to team development are included.

Psychology of Adolescence
G89.2082 Browning. 3 points.
In-depth study of selected topics in adolescent psychology through a reading of primary sources. The readings follow a historic line, beginning with psychoanalytic contributions in the 1930s (Anna Freud, Karen Horney) and continuing through Erikson, Piaget, Elkind, Youniss, and Gilligan. Topics covered include early theoretical conceptions, cognitive development, identity, peer relations, and more recent papers concerned with multicultural and gender issues. Two psychopathological conditions (suicidal behavior and eating disorders) are studied, as prototypes of adolescent problems, along with descriptions of adolescent psychotherapies.
Group Dynamics G89.2083 3 points.
A study of the processes by which individuals start functioning as a team.
Considers the developmental stages of team development and the patterns of making decisions and relating to group leaders from a systemic, social, and psychological point of view. Includes a combination of didactic and experiential methods that would be of interest to future team consultants, to people who belong to work teams, to the social psychologist studying how people function in groups, and to the future clinician interested in conducting group therapy.

Cross-Cultural Psychology G89.2084 3 points.
Introduces the fundamental concepts, perspectives, values, and strategies of cross-cultural psychology, which focuses on understanding human behavior in its sociocultural context. Psychological processes can be compared for similarities and differences across cultures, as well as analyzed in their "indigenous" forms, which means that the psyche has both universal and culture-specific components. Thus, while some phenomena (e.g., depression) exist in almost all cultures, their causes, manifestations, and meanings may be culture-specific and not comparable.

Interpersonal Approaches to Psychotherapy and Psychopathology G89.2085 3 points.
Examines a variety of interpersonal approaches to psychopathology and psychotherapy through consideration of theory, research, and practice. Considers long-standing, fundamental issues regarding (1) the role of interpersonal relationships in human nature and (2) how to conceptualize interpersonal behavior. Includes some discussion of recent critiques of work on psychopathology and psychotherapy, which argue that efforts—even including certain supposedly interpersonal efforts—reflect and support an overly individualistic view of the person.

Quality of Work Life G89.2090 3 points.
Considers major theories, research, and best practices contributing to quality of work life as a core part of business strategy. Topics include work-life quality as a function of organizational structure and design; assessment, evaluation, and intervention schemas; stress management; organizational culture and diversity; and the application of emotional intelligence to leadership and team building.

Independent Study G89.2110 3 points.
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 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 3 points.
Prerequisite: permission of the instructor. 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 3 points.
Prerequisite: G89.1016 or equivalent, and permission of appropriate sponsor. 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 3 points.
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 3 points.
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.

Sensory and Motor Systems G89.2202 3 points.
Part of core curriculum for doctoral students in cognition and perception. 3 points.
Team-taught, intensive introduction to integrative neuroscience. Lectures and readings cover sensory and motor systems and higher functions of the nervous system.

Mathematical Tools for Neuroscience G89.2206 3 points.
Prerequisites: undergraduate calculus and some programming experience. 3 points.
Basic mathematical techniques for analysis and modeling of neural systems. Includes homework sets based on the MATLAB software package.

Cognitive Development G89.2209 3 points.
Part of core curriculum for doctoral students in cognition and perception. 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).

Intensive course in basic mathematical techniques for analysis and modeling of behavioral and neural data, including tools from linear systems and statistics.

Judgment and Decision Making G89.2212 3 points.
Prerequisite: elementary probability theory. 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.
Research Methods in Social/Personality Psychology
G89.2217 Staff. 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.

Behavioral and Cognitive Neuroscience G89.2221 Identical to G80.2205. Part of core curriculum for doctoral students in cognition and perception. 4 points.

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.

Simulation and Data Analysis G89.2233 Prerequisite: elementary calculus and some programming experience in any language. 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.

ANOVA G89.2239 Prerequisite: G89.2228. 3 points.
Complex analysis of variance designs and their computation.

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.

Functional Magnetic Resonance Imaging Lab G89.2245 Prerequisites: graduate standing in psychology or neural science or permission of the instructors. Recommended: some experience with Matlab programming, statistics, and linear algebra. Haeger. 3 points.
Covers the major topics and issues in the field of fMRI. With this background, students can design and implement their own fMRI experiments. Weekly lab projects involve acquiring and analyzing fMRI data, and submitting written lab reports. Final grades are based on the lab reports. The lectures provide background information useful in performing the labs, along with additional information for a broader and deeper understanding of fMRI methods.

Structural Equation Methods G89.2247 Prerequisite: G89.2244, Bolger, 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.

Psychology of Justice G89.2258 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.
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 interpretive processing; modular and nonmodular approaches to language comprehension; statistical and rule-based approaches to language acquisition.

Social/Personality Development  
G89.3214  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, Johnson, 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, Maloney, Pelli.  3 points.  
Advanced topics in perception. Topics have included object recognition, space perception, binocular stereopsis, visual cue combination, feature analysis, visual-motor coordination, visual attention, and fMRI methods in perception.

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  Staff.  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.

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 doctorate.  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.  
Davachi, McElree, Murphy, Phelps, Rehder.  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.

Prejudice  
G89.3380  Amadio.  3 points.  
Provides a comprehensive overview of topics in the social psychological study of prejudice, stereotyping, and intergroup relations. Class discussions deal with both theoretical and empirical articles related to different topics within this broad field of research. Emphasis on considering and integrating classic and contemporary approaches to questions of intergroup relations. Discussions focus on the ability of this research to capture the psychological phenomenon of prejudice, to make contact with other levels of analysis, and to promote social change (i.e., prejudice reduction).

Social Neuroscience  
G89.3381  Amadio.  3 points.  
Provides an overview of topics in the emerging field of social neuroscience. The focus is on how theories and methods of neuroscience may be used to address classic questions of social psychology from new and informative angles. The goal of this course is to give students a broad background in social neuroscience so that they may (a) be a critical consumer of this literature, (b) broaden the way they think about connections between the mind, brain, and behavior in the context of the social world, and (c) most importantly, apply these ideas to inform their own program of research.

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.

Self-Regulation  
Provides an overview of major theories and findings in research and self-regulation. More specifically, addresses the history of research on motivation and volition, classic phenomena of self-regulation (delay of gratification, resistance to temptation), the psychology of goals (goal setting, goal implementation, effortful goal pursuits, disengagement, content and structure of goals, the mental representation of goals), disorders of self-regulation, cognitive-neuropsychological research on self-regulation, and self-regulation from the perspective of economics. Focuses on interrelations and contradictions among the different approaches as well as on designing research that promotes different lines of thinking.

Psychology and the Design of Legal Institutions  
Tyler.  
Joint law school-psychology seminar that provides an overview of the literatures in which law and psychology interface. These include legal decision making by judges and juries, evidence, studies of legal procedures and institutions, and research on compliance and rehabilitation.
Person Perception within Dyads
Recommended: at least one graduate course in statistics prior to enrolling in this course. Wait.
Focuses on theoretical and methodological approaches to studying dyadic and group-level person person processes. Topics covered include person perception within a wide variety of close relationships (including romantic, friendship, and family relationships) and new acquaintance relationships (including friendships and intergroup relationships). Much of the focus is on understanding how basic perception processes operate in dyad and group-level contexts, processes such as self-perception, perceived partner perception, and metaperception. In addition, new methodological approaches to studying dyads and groups are introduced.

The Relational Self
Seminar that covers research literatures on the manner in which the self develops, is defined, and is maintained in the context of interpersonal relationships. It is a true seminar in that participants read journal articles and chapters each week to be discussed in depth during class. Selected topics covered involve relational aspects of the self, including the social-cognitive process of transference, relational schemas, attachment processes, contingencies of self-worth, self-protective processes, and relationship-protective processes, interdependent self-construal, self-standards/roles/norms, social identity, and culture.
1961 for psychologists who at that time found it difficult to obtain formal training in psychoanalysis, the program 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.
Postdoctoral Clinic: The Postdoctoral Clinic is the clinical facility for the training program. It is designed to provide individual intensive psychotherapy and psychoanalysis for a limited number of individuals unable to afford private fees. Clinic fees are arranged according to the patient’s income. Candidates working with clinic patients are supervised by the faculty of the postdoctoral program.

Inquiries about the Postdoctoral Clinic should be addressed to
Dr. Spyros D. Orfanos
Clinic Director
Postdoctoral Clinic
New York University
240 Greene Street, 3rd Floor
New York, NY 10003-6675

For clinic applications and further information, call 212-998-7925 or send e-mail to gsa.postdo@nymu.edu.

For up-to-date information and a complete description of courses as well as program faculty and supervisors, visit the Web site at www.postdocpsychoanalytic.as.nyu.edu.

FINANCIAL AID
The program has obtained funding from the Irving Harris Foundation, the Wolstein Fund, and the University, in addition to a fellowship to support diversity, that makes it possible for many candidates in the program to receive financial assistance.

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. Stephen Solow (spsolow@aol.com), to discuss individual questions and planning.

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 chairs of the faculty in the interpersonal area of study, Dr. Ann D’Ercole (adercole@psychoanalysis.net) and Dr. Judy Gold (judyjgld@aol.com), to discuss individual questions and planning.

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 coursework; 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. Nina Thomas (doctornina@aol.com) and Dr. Neil Skolnick (njpsy@aol.com), to discuss individual questions and planning.

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. Steven Knoblauch (sk@psychoanalysis.net), to discuss individual questions and planning.
Selected Courses

The History and Development of Psychoanalysis Focusing on Specific Contributors: Special Topics G89.4580
- The Evolution of Freud's Thought I, II Solow. 2 points.
- Sandor Ferenczi and Relational Psychoanalysis Frankel. 2 points.
- Individuation in Psychoanalysis: Benjamin Wolstein Jordan. 2 points.

Clinical Case Seminars—The Psychoanalytic Relationship: Selected Topics G89.4581
- Clinical Seminar in Psychoanalytic Process Bromberg. 2 points.
- Countertransference: A Clinical Seminar Hirsch. 2 points.

The Study and Clinical Use of Dreams: Selected Topics G89.4583
- Clinical Use of Free Association and Dreams Knaflo. 2 points.
- Clinical Seminar on Dreams Blechner. 2 points.

Psychoanalytic Theory and Technique—Selected Topics G89.4585
- Theory of Psychoanalytic Technique I, II Druck. 2 points.
- Relational Concepts: An Integrative Seminar Davies. 2 points.

Cultural, Political, and Spiritual Issues: Special Topics G89.4586
- Race, Racism, and Psychoanalysis Altman, Leey-Warren. 1 point.
- Psychoanalysis and Buddhism Safran. 2 points.

Gender and Sexuality: Selected Topics G89.4587
- Gender and Envy Ellman. 2 points.
- Bending Psychoanalysis D’Ercole, Drescher. 1 point.
- Sexuality in Relational Perspective Dimen. 2 points.

Developmental and Life Span Issues: Selected Topics G89.4588
- Infancy through Latency Vorus. 2 points.
- Coupling Gerson. 1 point.
- Developmental Issues in the Analytic Setting Harris, Wershaw. 2 points.
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. This multidisciplinary program seeks to prepare students with both knowledge of a religious world and the tools to study that world, including language training where appropriate. It should be stressed that the M.A. Program 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, as well as 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. 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 one and a half to two years.
Program and Requirements

Admission: Decisions on admission to the graduate Program in Religious Studies are based on several factors including undergraduate transcripts, Graduate Record Examination (GRE) test results, letters of recommendation, a writing sample, and a personal statement. Although it is advantageous to have previous course work in the field of religious studies, it is not required.

MASTER OF ARTS

Course of Study: This multidisciplinary program seeks to prepare students with both knowledge of a religious world and the tools to study that world, including language training where appropriate. The program for each candidate for the Master of Arts degree in religious studies consists of 36 points of course work (nine courses) in addition to a thesis project or an exam:

1. Required course G90.1001, Theories and Methods in the Study of Religion (4 points).
2. Eight courses (32 points) on religious life and practice that combine a disciplinary and a cultural focus.

Courses often speak to both areas of study (e.g., History of 19th-Century American Christianity uses a historical approach to cover religious life in the United States). Therefore, a student’s course trajectory will be worked out with close faculty advice. By graduation, students should have a grasp of the tools of at least one disciplinary focus and a working knowledge of at least one cultural area.

Disciplinary Focus: During the first semester of study, students are introduced to a number of theoretical approaches to religion and the history of the ongoing public and academic conversations about religion. Urged to employ a multidisciplinary approach in the program, students benefit from choosing for themselves the disciplinary approach they find most useful for thinking about religion. Disciplinary foci include history; anthropology and sociology; performance studies and cultural studies; literary, hermeneutic, and philosophical approaches; gender and sexuality studies; and journalism (see Area of Study: Religion and Journalism, below).

Area of Study: Religion and Journalism

As religion appears with growing force in the political, economic, social, and cultural life of a globalizing world, its representation in various media, electronic and print, likewise grows in importance. The Program in Religious Studies has joined forces with the Department of Journalism to provide an article aimed at a sophisticated general readership in expository, explanatory, or investigative form on a subject related to religious life. Admission to this area of study shall be made at the discretion of the admissions committee. The requirements for the area of study in religion and journalism include 36 points of course work (nine courses), distributed as follows:

Required courses in religious studies (16 points total):
2. Religion as Media, G90.3397 (4 points).
3. Where language study is deemed necessary, students may use two courses (8 points) for intermediate or advanced-level language study, reducing the above requirement to six courses (24 points) in addition to Theories and Methods in the Study of Religion (4 points). Furthermore, students are encouraged to employ the numerous University and local resources to pursue informal language study.

Required courses in journalism (20 points total):
1. Writing, Research, and Reporting Workshop I and II, G90.1021-1022 (8 points).
2. Press Ethics, G54.0012 (4 points).
3. Two elective courses, one of which should specialize in writing about religion (8 points).

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. This information is also available on the GSAS Web site at http://gsas.nyu.edu/page/grad/financialaid.
All graduate courses offered in religious studies carry 4 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 4 points
Survey of the principal methods of studying religious belief and practice.

Problems and Methods in Hebrew and Judaic Studies G90.1005
Identical to G78.1005. 4 points.

Religion, Gender, and Violence G90.1320 4 points.
This seminar asks how religion contributes to social violence as well as to movements for peace and reconciliation. Drawing on critical theories of religion and recent work in gender and sexuality studies and feminist postcolonial studies, the course considers questions of historical change, cultural variation, national/geographic difference, and moral complexity.

History of Israelite Religion G90.1327 Identical to G78.1327. 4 points.

Topics in the Bible G90.1330
Identical to G78.3311. 4 points.

Christianity and Culture in America G90.1470 Identical to G57.2020. 4 points.

Shi’i Islam G90.1577 Identical to G77.1730 and G93.1618. 4 points.

Introduction to the Qur’an G90.1609 Identical to G77.1609. 4 points.

History of Judaism in Late Antiquity G90.1800 Identical to G78.2623. 4 points.

Islam in the Modern World G90.1803 Identical to G77.1803. 4 points.

Islamic Law and Society G90.1852 Identical to G77.1852. 4 points.

Women and Islamic Law G90.1854 Identical to G77.1854. 4 points.

The Bible and Literary Criticism G90.2115 Identical to G78.2115. 4 points.

Gender, Otherness, and Difference G90.2453 Identical to G78.2453. 4 points.

Medieval Mystical Hebrew Literature G90.2467 Identical to G78.2467. 4 points.

Religion, Memory, and Commemorative Practices G90.2473 4 points.
Examines the complex and porous intersection of religion and memory by analyzing commemorative practices from an interdisciplinary perspective.

M.A. Thesis Research G90.2901, 2902 1-4 points per term.

Directed Study in Christianity G90.2921, 2922 1-4 points per term.

Directed Study in Judaism G90.2931, 2932 1-4 points per term.

Directed Study in Islam G90.2941, 2942 1-4 points per term.

Directed Study in Asian Religion G90.2951, 2952 1-4 points per term.

Directed Study in Philosophy of Religion G90.2961, 2962 1-4 points per term.

Directed Study: Topics in Religion G90.2971, 2972 1-4 points per term.

Religion as Media G90.3397 4 points.
This course introduces students to the long-standing and complex connection between religious practices and various media, based on the premise that, like all social practice, religion is always mediated in some form or other.
The Department of Russian and Slavic Studies encourages a broad and sophisticated understanding of Russian culture, fostering approaches that are comparative, interdisciplinary, theoretically informed, and geographically encompassing. With faculty expertise in cross-cultural literary comparison, cultural theory, Continental philosophy, the multinational nature of the tsarist and Soviet empires, Eurasian studies, the role of ideology in the Russian experience, film and visual studies, and the very idea of “Eastern Europe,” we aim to situate the study of Russia past and present within the context of today’s most important literary, cultural, and historiographic debates. The doctoral track in particular (interdisciplinary specialization in Russia) is designed to provide students with a strong grounding in the discipline of their choice (comparative literature or history) while also encouraging the kind of academic boundary crossing that has distinguished much of the most innovative recent work in Russian studies.

Faculty

Irina Belodedova, Senior Language Lecturer; Language Coordinator. M.A. 1983 (Russian literature), New York; B.A. 1973, Kiev. Teaching methodology; computer-assisted language instruction; 20th-century Russian literature.

Eliot Borenstein, Professor; Director, Morse Academic Plan. Ph.D. 1993 (Slavic languages and literatures), M.A. 1989 (Slavic languages and literatures), Wisconsin (Madison); B.A. 1988 (Russian language and literature), Oberlin College. Russian modernism and postmodernism; critical theory and cultural studies; sexuality and culture; Central and East European literature.


Stephen F. Cohen, Professor, Russian and Slavic Studies, History. Ph.D. 1969 (political science and Russian studies), Columbia; M.A. 1962 (government and Russian studies), B.S. 1960 (economics and public policy), Indiana. Twentieth-century Russian politics and history; U.S.-Soviet/Russian relations; American media coverage of the former Soviet Union and Russia.

Milan Fryscák, Associate Professor. Ph.D. 1969, Ohio State; M.A. 1963, California (Berkeley); Promovany Filolog 1956, Palacky. Slavic linguistics; Slavic culture; Czech literature.


Boris Groys, Global Distinguished Professor. Ph.D. 1992 (philosophy), Münster; M.A. 1971 (philosophy and mathematics), Leningrad State. Modernist and postmodernist art and cultural theory; theories of media; philosophy; Moscow conceptualism; the Russian avant-garde.

Mikhail Lampolski, Professor, Comparative Literature, Russian and Slavic Studies. Habil. 1991 (French philosophy and film studies), Moscow Institute of Film Studies; Ph.D. 1977, Russian Academy of Pedagogic Sciences; B.A. 1971, Moscow Pedagogical Institute. Theory of visual representation; the body in culture.


Yanni Kotsonis, Associate Professor, History; Chair, Department of Russian and Slavic Studies. Ph.D. 1994 (history), Columbia; M.A. 1986 (Russian studies), London; B.A. 1985 (history), Concordia (Montreal). Late imperial and early Soviet Russia; modern Europe; governmentality; theory and practice of the modern state; Russian and European political economy and political philosophy; economic and political history of Russia.
Programs and Requirements

INTERDISCIPLINARY SPECIALIZATION IN RUSSIAN (ISR): Ph.D. track available in the Departments of Comparative Literature and History.

The interdisciplinary specialization in Russian literature, history, and culture is a Ph.D. track housed within the Departments of Comparative Literature and History; students are fully funded for five years of study. ISR is designed to encourage innovative work made possible by disciplinary crossover while also providing a strong grounding in students’ discipline of choice. The goal is a broad understanding of the field, taking account of the various contexts in which Russia can be studied. The curriculum takes advantage of intellectual resources for the study of Russia across NYU, not only in the Departments of Russian and Slavic Studies, History, and Comparative Literature, but also in Anthropology, Music, Politics, Hebrew and Judaic Studies, and others. Drawing on faculty’s expertise in such areas as cross-cultural literary comparison, the multinational nature of the tsarist and Soviet empires, Eurasian studies, the role of ideology in the Russian experience, film and visual studies, cultural theory, and the very idea of “Eastern Europe,” ISR fosters an expansive appreciation of Russian culture and a wide sense of geographic context.

Admission and requirements for the ISR Ph.D. track: Candidates apply through either the Department of Comparative Literature or the Department of History, depending on their main field; applicants should clearly note their interest in ISR in the statement of purpose. Specific requirements for admissions and degrees are those of the Ph.D.-granting department (Comparative Literature or History) in which the student enrolls. In addition to pursuing courses in their chosen department, students will take classes in the Department of Russian and Slavic Studies, including specially designed interdisciplinary seminars.

MASTER OF ARTS

The department offers an interdisciplinary M.A. in Russian and Slavic studies, a program that allows students to take Russia-related courses in departments across NYU. In addition to the departmental curriculum’s particular strengths in literature and film, the course of study can encompass a wide variety of specializations, from history and anthropology to politics, music, linguistics, and performance studies. With its focus on interdisciplinary and comparative methodologies, the program can serve as excellent preparation for graduate study at the Ph.D. level. It also provides a thorough grounding in the Russia field for terminal M.A. students who choose to pursue a career in this area.

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. Before being granted the M.A., students must attain the level of advanced in all language skills (speaking, oral comprehension, reading, and writing), to be demonstrated by either passing an examination or earning the equivalent of an A grade in auditing the department’s third-year Russian course.

The M.A. degree requires successful completion of eight courses (32 points) and a thesis. Four of these 32 points may be obtained either through an independent course of thesis-related research or through an Independent Study graduate seminar. Students enrolled full time can expect to complete the degree requirements in three semesters; part-time students may take two years.

FELLOWSHIPS, PRIZES, AND AWARDS

Applicants are encouraged to apply for funding through NYU as well as outside agencies. Applicants should consider carefully whether a given fellowship is related to their interests in the broad sense. As an example, please see eligibility requirements of the Reynolds Graduate Fellowship at www.nyu.edu/reynolds.

1. Grants administered by NYU. There are some opportunities open to the most outstanding and suitable applicants. Applicants should consider carefully whether a given fellowship is related to their interests in the broad sense. As an example, please see eligibility requirements of the Reynolds Graduate Fellowship at www.nyu.edu/reynolds.

2. Grants administered by organizations other than NYU. Again, applicants should consider the ways in which their interests coincide with the stated purpose of a given grant. As an example, please see the National Security Education Program at www.nsepp.org/programs/nsep/graduate.

3. Recipients of grants from outside NYU may be eligible for substantial additional funds from GSAS through the GSAS Tuition Incentive Program (TIP). Please see http://gsas.nyu.edu/page/gradfinancialaid.tips.html.

4. Loans administered through a variety of agencies, including NYU.

5. For recent NYU graduates: GSAS/CAS Tuition Program for Master’s Students. New CAS graduates are eligible for a 25 percent tuition discount.

In all of these cases, applicants should consult http://gsas.nyu.edu/page/gradfinancialaid.html and feel free to contact NYU’s Office of Financial Aid.

Nineteenth-century Russian literature; comparative Russian and American literary studies; history and theory of the novel; symbolic geographies.

FACULTY EMERITA

Charlotte Douglas.

Michael Kunichika, Assistant Professor. Ph.D. 2007 (Slavic Languages and Literatures), M.A. 2002 (Slavic languages and literatures), (California) Berkeley; B.A. 1999 (Russian literature), Reed College.

Courses

The department’s graduate courses meet once a week, usually in the evening. Most of the courses listed below are offered every year, but some 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 must be written in English. The department offers special studies and research courses that permit students to pursue individual interests under the supervision of a faculty adviser.

RUSSIAN LITERATURE AND CULTURE

Seminar in 19th-Century Russian Literature G91.1006 Kliger, Lounsbery. 4 points.

Seminar in 20th-Century Russian Literature G91.1092 Borenstein, Kunichika. 4 points.

Special Studies in Literary Genres G91.2006 Staff. 4 points.

Theory of the Avant-Garde, East and West, 1890-1930 G91.2103 Greys. 4 points.

Examines movements of the avant-garde—cubism, futurism, imagism, vorticism, constructivism, dadaism, and surrealism—in their international and interdisciplinary perspectives. Attention is given to the interrelation and mutual influence of visual and verbal art.

Special Studies in Literary Movements G91.2106 Staff. 2-4 points.

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.

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, Kunichika. 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.

Authorship and Authority in the Russian Tradition G91.2120 Lounsbery. 4 points.

Critical examination of literary works reflecting the Russian author’s role as cultural and moral authority. Focuses on the 19th century (Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy) with some attention to the Soviet era (Lenin, Mayakovsky, Akhmatova, Solzhenitsyn, Brodsky).

Defining Russia G91.2121 Required course for graduate students in the department. Lounsbery. 4 points.

Interdisciplinary, team-taught course designed to introduce the main methods and chief scholarly debates in contemporary Russian studies.

Conspiracy Theories: Paranoid Fictions After Freud G91.2122 Borenstein. 4 points.

With its clash of ideologies and the rise and fall of metanarratives (modernism, postmodernism, Marxism), the 20th century saw a proliferation of conspiracy theories and intricate attempts to impose rational order on increasingly chaotic systems. This course examines 20th-century narratives that exemplify and explore the modernist and postmodernist paranoid mindset. Authors include Kafka, Olesha, Freud, Pynchon, Dick, and Solzhenitsyn.

The Naive Shape of Truth G91.2125 Kliger. 4 points.

The novel has been for a long time understood by its theorists as the genre par excellence of truthlessness. This course attempts to reevaluate this view, proposing that the 19th-century novel in particular should be understood as responding to the emerging tendency to view truth as inseparable from, rather than opposed to, time. This tendency, then, can be said to account for the specific shape and the remarkable “success” of the 19th-century European novel. It is in these novels that narrative’s essential relation to time achieves its most dramatic fruition. Readings from Goethe, Hegel, Balzac, Stendhal,
Dostoevsky, Tolstoy, Henry James, Bakhtin, Kojève, Peter Brooks.

The Bildungsroman in Russia and the West G91.2126 Kliger. 4 points. Explores the generic field of the Bildungsroman as it organizes a number of representative narratives in 19th-century Russia and Western Europe in light of modernity’s paradoxical injunctions toward rigorous socialization on the one hand and subjective volatilization on the other. The course foregrounds difficulties and rewards of the Bildungsroman within the specifically Russian literary tradition and social context. Readings from Goethe, Balzac, Constant, Dostoevsky, Goncharov, Flaubert, Lermontov, Pushkin, Tolstoy, and Turgenev.

Tragic Realism G91.2127 Kliger. 4 points. Begins with a brief survey of the crucial moments in the history of tragedy from Sophocles to Schiller, complemented by a number of theoretical approaches to the genre. Moves on to explore the category of tragic realism as it applies to 19th-century European (especially Russian) narrative. Authors include Sophocles, Shakespeare, Racine, Schiller, Stendhal, Herzen, Dostoevsky, and Tolstoy. Secondary readings from Hegel, Kierkegaard, Freud, Lacan, Benjamin, Lukács, Auerbach, Raymond Williams, and Franco Moretti.

Malevich G91.2290 Seminar: Groys. 4 points. Examination of the work and thought of the 20th-century artist Kazimir Malevich.

Special Studies in Literary Criticism G91.2304 Staff. 4 points.

Culture of Modernity: Case Eisenstein G91.2900 Lampolski. 4 points. Russian film director Sergey 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.

STUDIES IN RUSSIAN LANGUAGE AND LINGUISTICS

Structure of Modern Russian G92.1505 Fryscák. 4 points. Outline of modern standard Russian phonology, morphology, and syntax; introduces Russian/English contractive grammar.

Applied Phonetics and Spoken Contemporary Russian G92.1506 Staff. 4 points. The phonetic system and phonological rules of contemporary standard Russian; study and practice in articulation, rhythm, and intonation of spoken language in different social settings and communicative modes.

Methodology of Instruction in Russian G92.1509 Fryscák. 4 points. Characteristic approaches to teaching Russian, from the traditional to those using the most recent achievements of applied linguistics; prepares students for practical classroom presentation of grammatical topics.

History of the Russian Language G92.2501 Fryscák. 4 points. Historical survey of Russian phonology and morphology, with an examination of the main currents that shaped the development of Russian as a literary language.

Seminar in Russian Linguistics G92.2592 Staff. 4 points.

Old Church Slavonic G92.3501 Fryscák. 4 points. Introduction to the study of Old Church Slavonic grammar and lexicon. Reading and grammatical analysis of selected canonical texts.

Research G92.3991 Fryscák. 2-4 points.

STUDIES IN RUSSIAN AND SOVIET HISTORY

Revolutionary and Soviet Russia G91.1302 Identical to G57.1302. 4 points.

The Decline and Fall of the Russian Empire, 1856-1917 G91.1326 Identical to G57.1326. 4 points.

RELATED COURSES

Certain courses in the Departments of Anthropology, Comparative Literature, History, Linguistics, Politics, and Sociology may be counted toward degree requirements for the Master of Arts degree in Russian and Slavic studies. For specific courses, consult the director of graduate studies.
The Department of Sociology emphasizes both theoretical creativity and substantive empirical research on important social issues. It encourages a range of analytic perspectives and maintains strength in both quantitative and qualitative methods. The graduate program complements research on the contemporary United States, including New York City, with international and historical studies. Among its areas of strength are gender studies; social inequality; crime, law, and deviance; organizations and economy; political sociology; social movements; urban sociology; race and ethnicity; culture; and theory.

In addition to formal course work, the department offers students a chance to participate in collaborative research projects through its apprenticeship program. This gives students an early research experience and leads NYU faculty and students to publish an unusually high number of coauthored papers. Students also have access to the department’s extensive computer resources. The department also maintains strong links to NYU in Berlin, to the London School of Economics (via the NYLON program), and to the Brookings Institution. Interested students can apply to spend part of their graduate career in any of these venues.

In addition to two department-wide colloquia (the Puck series and the seminars offered by the Center for Advanced Social Science Research), the NYU Department of Sociology organizes six 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 Urban Studies; Politics, Power, and Protest; Gender and Inequality; Crime, Law, and Deviance; Political Economy; and Culture, Institutions, and Social Change. The department frequently cosponsors speakers and panels with other units, such as the Robert F. Wagner Graduate School of Public Service, as well as an array of academic meetings, including an annual conference run entirely by graduate students themselves at which faculty play the role of discussants.

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 graduate student teachers with increasing levels of responsibility. It also includes graduate student representation on a wide range of departmental committees, including those devoted to faculty hiring.
Craig Calhoun, Professor; University Professor. D.Phil. 1980 (sociology and history), Oxford; M.A. 1975 (social anthropology), Manchester; M.A. 1974 (anthropology), Columbia; B.A. 1972 (anthropology), Northwestern. Social theory; social history; political sociology (movements, democracy, and nationalism).

Vivek Chibber, Associate Professor. Ph.D. 1999 (sociology), M.A. 1991 (sociology), Wisconsin (Madison); B.A. 1987 (political science), Northwestern. Comparative/historical sociology; political sociology; economy and society.

Dalton Conley, Professor; Chair, Department of Sociology. Ph.D. 1996 (sociology), M.A. 1994 (sociology), M.P.A. 1992, Columbia; B.A. 1990 (humanities), California (Berkeley). Stratification/mobility; race/class/gender; medical sociology.

Juan E. Corradi, Professor. Ph.D. 1974 (sociology), M.A. 1967 (sociology), B.A. 1965 (sociology), Brandeis. Fear and violence; urban cultures; corporate social responsibility programs in developing countries.


Troy Duster, Professor; Silver Professor. Ph.D. 1962 (sociology), Northwestern; M.A. 1959 (sociology), California (Los Angeles); B.A. 1957 (journalism), Northwestern. Science; public policy; race and ethnicity; deviance.


David W. Garland, Arthur T. Vanderbilt Professor of Law (School of Law); Professor, Sociology. Ph.D. 1984 (sociological studies), Edinburgh; M.A. 1978 (criminology), Sheffield; L.L.B. 1977, Edinburgh. 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.


Doug Guthrie, Professor, Management and Organizations (joint appointment with Stern School of Business), Sociology. 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, Associate 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. Ph.D. 1971 (sociology), M.A. 1969, Chicago; B.A. 1966, California (Berkeley). Education; social stratification; social institutions.


Robert Max Jackson, Professor. Ph.D. 1981 (sociology), M.A. 1974 (sociology), California (Berkeley); B.A. 1971 (psychology and sociology), Michigan. Gender inequality; stratification; economy and society.


Colin Jerolmack, Assistant Professor. Ph.D. 2008 (sociology), Graduate Center (CUNY); M.A. 2005 (sociology), Queens College (CUNY); B.S. 2000 (psychology), Drexel. Community and urban sociology, environmental sociology, human-animal relations.

Eric Klinenberg, Professor. Ph.D. 2000 (sociology), M.A. 1997 (sociology), California (Berkeley); B.A. 1993 (history, philosophy), Brown. Urban sociology; media and culture; disasters and security.

Dohoon Lee, Assistant Professor. Ph.D. 2008 (sociology), M.A. 2005 (sociology), North Carolina (Chapel Hill); M.A. 1999 (sociology), B.A. 1995 (religious studies), Seoul National. Social demography; social stratification; quantitative research methods.


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 Marsell, 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.

**Programs and Requirements**

**Admission:** All applicants must take the Graduate Record Examination (GRE) general test.

**Grade and Point Requirements:**
Graduate School requirements are described in the Degree Requirements section of this bulletin. The Department of Sociology requires all graduate students to maintain a grade average of B or better in order to remain in good standing. All students must complete at least 12 points per semester in letter-graded work in the Department of Sociology (unless the director of graduate studies gives special permission to do otherwise), 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 described 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.

---

**Associated Faculty in Other Departments**

Pedro Noguera, Professor, Teaching and Learning (Steinhardt School of Culture, Education, and Human Development), Sociology. Ph.D. 1989 (sociology), California (Berkeley); M.A. 1982 (sociology), B.A. 1981 (sociology), Brown. Race and schooling; immigration/education and economic development; education in other countries.

**Affiliated Faculty in Other Departments**
Rodney Benson, Culture and Communication (Steinhardt School of Culture, Education, and Human Development); Cynthia Miller-Idriss, International Education, Educational Sociology (Steinhardt School of Culture, Education, and Human Development).

**Faculty Emeriti**
Wolf V. Heydebrand, Edwin M. Schur, Dennis H. Wrong.
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 career 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 career. 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 coauthorship of published work. Students may receive up to 24 points of credit toward Ph.D. course requirements for apprenticeships. The first 8 points of credit (G93.2321, 2322) can count as part of the 48 points students need in regular sociology courses. Additional apprenticeship credit (G93.2323, 2324, 2325, 2326) must count against the 24 points allowed toward the doctoral degree from the combination of apprenticeship, reading, dissertation, and outside courses. The department encourages students to take research apprenticeships. See the department’s official statement on research apprenticeships for more details.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

A comprehensive list of University and Graduate School fellowships, prizes, and awards appears in the Financing Graduate Education section of the GSAS Application for Admission and Financial Aid. This information is also available on the GSAS Web site at http://gsas.nyu.edu/page/grad.finaid. Departmental fellowships, prizes, and awards can be found on the Department of Sociology Web site at http://www.sociology.as.nyu.edu/object/soc.departmantalawards.

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.

Advanced Seminar in Selected Sociological Traditions G93.3112
Prerequisite: one basic (2000-level) theory course.
Advanced analysis of one or two sociological theorists or traditions, considering the origins, major claims, and current debates over their status (e.g., Marxism, Foucault, Merton, Bourdieu, Habermas).

Advanced Seminar in Selected Themes in Sociological Theory G93.3113 Prerequisite: one basic (2000-level) theory course.
Advanced analysis of a particular theoretical question, looking at how varying authors and traditions have attempted to answer it; reviews historical and contemporary debates.

Advanced Seminar in Contemporary Sociological Theory G93.3115 Prerequisite: one basic (2000-level) theory course.
Topics in sociological theory since World War II, including structural functionalism, interpretive approaches, rational choice theory, Marxism, critical theory, European developments, and the theoretical eclecticism of the discipline.
Seminar in Culture, Politics, and Social Theory G93.3116
An in-depth exploration of one or more core themes linking culture, politics, and social theory; for example, Enlightenment and Romanticism, secularism, cosmopolitanism, humanitarianism, punishment and social control, nationalism or democracy.

Advanced Seminar in Culture, Politics, and Social Theory G93.3117 * Prerequisite: G93.3116 or permission of the instructor.
A seminar devoted to the advancement of graduate student research projects engaging core themes linking politics, culture, and social theory.

METHODS OF INQUIRY
Courses marked with an asterisk (*) following the course number satisfy the second methods requirement for the Ph.D. degree.

Introduction to Quantitative Methodology G93.2332 * Prerequisite: G93.2332 or permission of the instructor.
Provides a practical introduction to quantitative social sciences methodology. The course provides basic knowledge of both the methodological logic and techniques of statistical data analysis. The course covers the purpose, goals, and mathematical assumptions behind statistical analysis. It also provides practical experience in analyzing data and interpreting results using statistical software.

Introduction to Methods of Sociological Research G93.2330 * Prerequisite: G93.2332 or permission of the instructor.
Provides an introduction to the methods of research in sociology. Topics include the relationship between theory and empirical evidence, observation, causal inference, sampling, conceptualization, measurement, and research design.

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.

Historical and Comparative Sociological Methods G93.2308 * Prerequisite: knowledge of basic statistics and methods.
Overview of issues in historical and comparative methodology in macrosociology: methods of and current controversies in historical and comparative sociology; debates about what makes sociology “historical” to debates about the benefits of techniques, such as qualitative comparative analysis; analysis of recent macrosociological investigations in sociology, employing comparative and historical methods.

Advanced Multivariate Statistics G93.2512 * Prerequisite: permission of the instructor.
Presents the graduate student who has already completed one semester of statistics with an deeper engagement into the question of how we make causal claims within the context of analyzing observational data. Given this intent, the focus is on the operationalization of research questions, the management of data, and the interplay between methodology and theory. To that end, the course previews a number of econometric techniques—such as difference-in-difference, fixed and random effects models, instrumental variable estimation, and regression discontinuity—with a focus on when and how to use these tools rather than formal mathematical proofs or explanations of their statistical properties.

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).

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 Political Sociology G93.3442

SOCIAL INSTITUTIONS

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 A. Dabney.
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.

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.

Sociology of Punishment G93.2508

OCCUPATIONS, LABOR, AND ORGANIZATIONS

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 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 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

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.

Interdisciplinary Seminar G93.3000

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
Spanish and Portuguese Languages and Literatures

CHAIR OF THE DEPARTMENT: 
Associate Professor Gerard L. Aching

DIRECTOR OF GRADUATE STUDIES: 
Associate Professor Gabriela Basterra

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 Spanish and Latin American languages and literatures with a concentration in either Spanish language and translation or Spanish and Latin American literatures and cultures.

Gerard L. Aching, Professor; Chair, Department of Spanish and Portuguese Languages and Literatures. Ph.D. 1991 (Romance studies), Cornell; B.A. 1982 (political science), California (Berkeley). Contemporary Caribbean literatures; Afro-Caribbean cultures and literature; modernism and the avant-garde in Spanish America; slavery and philosophy, cultural theories, criticism, and politics; visual culture.

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). Nineteenth- and 20th-century Latin American literature in historical context; contemporary women writers of Mexico; politics and literature in Latin America; pre-Columbian cultures of Mexico.

Miriam de Mello Ayres, Senior Language Lecturer. Ph.D. 1995 (Spanish and Portuguese), Yale; M.A. 1989 (Brazilian literature), Pontificial Catholic (Rio de Janeiro); B.A. 1985 (Latin and classics), Federal (Rio de Janeiro). Methodologies of foreign-language instruction; comparative literary and cultural studies: Brazil-Spanish America; 20th-century Brazilian literature; postcolonial Lusophone African literature; critical theory.

Gabriela Basterra, Associate Professor. Ph.D. 1997, M.A. 1990, Harvard; B.A. 1987, Zaragoza. 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 Dopico, Associate Professor, Comparative Literature, Spanish and Portuguese Languages and Literatures. Ph.D. 1997 (comparative literature), M.Phil. 1993 (comparative literature), M.A. 1988 (English and comparative literature), Columbia; B.A. 1985 (English, history), Tufts. Comparative literature of the Americas; literature and the nation; gender and culture; literature and cultural politics.

Georgina Dopico-Black, Associate Professor. Ph.D. 1995 (Spanish literature), Yale; B.A. 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.
Programs and Requirements

A student wishing to enter the doctoral program in New York must go through the normal application process.


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.

Eduardo Subirats, Professor. Ph.D. 1981, M.A. 1978, Barcelona. Spanish intellectual history; the Counter-Reformation and the Conquest; the Enlightenment; avant-garde movements in Spain and Latin America; Spain’s transition to democracy.


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.

MASTER OF ARTS (New York University in Madrid)

A Master of Arts degree in Spanish and Latin American languages and literatures is 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 in one of two areas of concentration: Spanish and Latin American literatures and cultures or Spanish language and translation.

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.

James D. Fernández, Associate Professor. Ph.D. 1988 (Romance languages and literatures), Princeton; B.A. 1983, Dartmouth College. Nineteenth- and 20th-century Spanish literature; autobiography in Spain; Peninsular and Latin American literary relations.

Sibylle Maria Fischer, Associate Professor. Ph.D. 1995 (comparative literature/Spanish and Portuguese), Columbia; M.A. 1987 (Latin American studies, philosophy, German literature), Free (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.

Gabriel Giorgi, Associate Professor. Ph.D. 2002 (Spanish and Portuguese), New York; M.A. 1996 (socioscientists), Nacional de Córdoba. Literature from the Southern Cone; biopolitics; queer theory and gender studies; literature and philosophy; critical theory.

Kenneth L. Krabbenhoft, Professor. Ph.D. 1982 (Spanish and Portuguese), M.A. 1979 (Spanish and Portuguese), New York; B.A. 1968 (Spanish and Portuguese), Yale. Early modern Spanish rhetoric and poetry (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.

Jill Lane, Assistant Professor; Associate Director, Hemispheric Institute. Ph.D. 2000 (performance studies), New York; M.A. 1991 (theatre arts), B.A. 1989 (comparative literature), Brown. Comparative performance in the Americas; colonialism and neocolonialism; neoliberalism; performance and politics.

Jacques Lezra, Professor. Ph.D. 1990 (comparative literature), M.Phil. 1987 (comparative literature), B.A. 1984 (comparative literature), Yale. Contemporary and early modern comparative literature, philosophy, lexical culture, and visual studies; Cervantes; transnational drama (Italy-Spain-England-France); theory of ideology; the materialist tradition; ethics and aesthetics.

H. Salvador Martínez, Professor. Ph.D. 1972 (medieval Spanish literature and history), Toronto; Ph.D. 1966 (intellectual history, philosophy of history), Pontifical Gregorian. 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, Clinical Associate Professor; Director, Spanish Language Studies. Ph.D. 1999 (Hispanic studies), Szeged; 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.

Antonio Regalado, James Stamm.
Inquiries should be addressed to Director of Study Abroad for NYU in Madrid, Department of Spanish and Portuguese Languages and Literatures, New York University, 19 University Place, 4th Floor, New York, NY 10003-4536.

Concentration in Spanish and Latin American Literatures and Cultures (available only through the NYU in Madrid M.A. program)

Students in the M.A. program with a concentration in Spanish and Latin American literatures and cultures are expected to acquire a solid critical background and a broad knowledge of all periods of literatures from the Spanish-speaking world. Formal requirements for the degree are the satisfactory completion of graduate courses totaling at least 32 points. Students are required to take A Cultural History of Spain and Latin America (G95.9991) and successfully complete an M.A. project.

Concentration in Spanish Language and Translation (available only through the NYU in Madrid M.A. program)

The M.A. program with a concentration in Spanish language and translation emphasizes language and translation skills within the context of the Spanish-speaking world. The program is designed for people whose professions would benefit from advanced training or those who wish to enhance their general knowledge of the Spanish language and translation. It is not meant for students wishing to continue on to the Ph.D. degree in literature. A student must satisfactorily complete graduate studies totaling 32 points, including A Cultural History of Spain and Latin America (G95.9991), and the successful completion of an M.A. project.

MASTERS OF FINE ARTS IN CREATIVE WRITING IN SPANISH

Our M.F.A. program offers instruction mainly in Spanish. Its goal is to enable talented young writers to discover their strengths and develop their craft under the guidance of prominent Latin American, Spanish, and Latino writers.

It is a two-year program of 32 credits (i.e., eight courses, two per semester) and a special project at the end.

Program content and requirements: The program consists of three required courses on general writing issues, three optional modules in the form of practical writing workshops (at least two in the field in which the student plans to specialize), and two electives. Workshops will be offered in fiction, poetry, creative nonfiction, and translation. Additional workshops will be added to the program as needed.

The two elective courses may be in the Creative Writing Program, the Department of Spanish and Portuguese, or in another department, with an adviser's approval. Students will also write a final project with the counsel of a faculty member at the end of their course of study.

Admission: Students come from three populations: students having taken creative writing courses at the undergraduate level at NYU and other institutions and wishing to continue; students from the Spanish-speaking community in New York and throughout the country wishing to develop their writing talents; and students from Spain and Latin America.

The requirements for admission are a B.A. or Licenciatura in any field of study, a writing sample consisting of 8 to 10 poems or 20 pages of prose (fiction, essay), a statement of purpose (500-1000 words), three letters of recommendation, an official transcript of undergraduate studies, GRE scores, and TOEFL scores (for those whose native language is not English).

Applications will be reviewed by an admissions committee consisting of the director of the Creative Writing Program, the two clinical professors, and visiting faculty teaching in the program on a regular basis. The statement of purpose, the writing sample, and the letters of recommendation are the most decisive factors in this review.

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 Ph.D. candidacy requirements, and present an acceptable dissertation. There are four required courses: an Introduction to Theory course, Methodology of Spanish Language Teaching (G95.1120), an Independent Study with the dissertation adviser, and the yearlong 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.

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 Degrees Requirements section of this bulletin.

Ph.D. Candidacy Requirements:

These requirements may be fulfilled only after the completion of 64 points. The candidacy requirements consist of four Ph.D. projects: (1) the Annotated Bibliography on the principal field of inquiry, which is mainly drawn from the department's Ph.D. reading list; (2) the Dissertation Project Paper; (3) the Annotated Bibliography on the theoretical and critical debates pertaining to the dissertation project; and (4) a course syllabus for a lower division undergraduate course on an area that covers the principal field of inquiry but not the dissertation project. In addition to being subject to the dissertation adviser's approval, the first three Ph.D. projects serve as the basis of an oral examination by a faculty committee.

The fourth project must be turned in to the dissertation adviser in the semester following the oral examination.

To prepare for these Ph.D. projects, the student must enroll in an Independent Study with the dissertation adviser as well as in the two-semester Doctoral Seminar (G95.3545), a workshop designed to guide the student in the preparation of the dissertation project paper. For more detailed information about these candidacy requirements, the student will be provided with the department's Graduate Rules and Procedures.

Admission to Candidacy: Students applying to the doctoral program must
have either a B.A. or an M.A. degree in literature and are admitted to the Ph.D. program on the basis of an evaluation of their undergraduate or graduate record by the director of graduate studies and a departmental faculty admissions committee. A writing sample of literary criticism is required for the Ph.D. program. It may be a term paper, a master’s thesis, or a published article and should be written in Spanish or Portuguese.

Completion of Doctoral Requirements: To fulfill the requirements for the doctoral degree, students must complete all course and language requirements, satisfy the Ph.D. candidacy requirements, 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 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.

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. This information is also available on the GSAS Web site at http://gsas.nyu.edu/page/grad.financialaid.

Courses

**TRANSATLANTIC STUDIES**

Poetry and Poetics in the Baroque: Quevedo, Gongora, and Sor Juana

The baroque in Spain and colonial Mexico, with emphasis on El Polifemo and Soledades de Gongora, the Primero Sueño, and the sonnets of Sor Juana Inés de la Cruz. Quevedo as satirist.

**IBERIAN STUDIES**

Introduction to Medieval Literature

G95.1211 4 points.

Theoretical and practical introduction to the meaning of “letters” and literature in the Middle Ages and the methods and techniques to approach them. Major themes, literary “topoi,” and trends are illustrated with readings from the “jarchas” and Cantar de mio Cid through Libro de buen amor and La Celestina.

Spanish Medieval Epic and Mester de Clercia

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.

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 and Sigismunda are studied.

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.

Guided Individual Readings in Spanish and Spanish American Literature

G95.2891, 2892, 2893, 2894 1-4 points per term.

Research

G95.3991, 3992 1-4 points per term.

LATIN AMERICAN AND CARIBBEAN STUDIES

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.

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.

Special Topics in Spanish American Literature

G95.2867, 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, Cané, Norah Lange, Vasconcelos, and Victoria Ocampo.

BRAZILIAN STUDIES

The Brazilian Novel

G87.1831 4 points.

The history and development of the Brazilian novel, with emphasis on works of Machado de Assis, Mário de Andrade, Graciliano Ramos, Lins do Rego, Guimarães Rosa, and Clarice Lispector.

Brazilian 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.

AWARDS

FELLOWSHIPS, PRIZES, AND AWARDS

This information is also available on the GSAS Web site at http://gsas.nyu.edu/page/grad.financialaid.
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.

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.

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.

HISPANIC LANGUAGE, HISTORY, AND CULTURES

The following courses are available only through the NYU in Madrid M.A. program.

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.

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.

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.

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.

CREATIVE WRITING IN SPANISH

Approaches to Narrative and Poetry
G95.4001 Melloy, 4 points.
Introductory course combining exploration of writers’ reflections on their craft with readings in literary theory and criticism. Visiting Spanish, Latin American, and Latino writers are invited regularly to lecture in the course. Required for all students. Taught once a year.

Forms and Techniques of Fiction and Nonfiction Prose
G95.4002 Dreyfus, Zemborain, 4 points.
Discussion of fiction and nonfiction techniques in relation to assigned readings and exploration of various aspects of prose writing, including memoir, literary journalism, journals, and essays. Assumes some familiarity with major fiction writers in Spanish. Required for all students. Taught once a year.

Forms and Techniques of Poetry
G95.4003 Dreyfus, Zemborain, 4 points.
Introduces students to the craft of writing poetry through readings of Spanish and Latin American poets, and encourages them to reflect on that poetry and to discover its possibilities for their own writing. Required for all students. Taught once a year.

Workshop in Fiction G95.4104 4 points.

Workshop in Poetry G95.4102 4 points.

Workshop in Creative Nonfiction G95.4103 4 points.

Workshop in Literary Translation G95.4104 4 points.

Variable Topics Workshop
G95.4105 4 points.
The Institute for the Study of the Ancient World is now receiving applications for its doctoral program in the ancient world. This new program is distinctive in its flexibility and breadth, embracing the disciplines relevant to a comprehensive understanding of the entire Old World in antiquity. ISAW seeks students who have sufficient preparation in at least one discipline or domain to allow them to work beyond its limits and who are committed to scholarly inquiries that cross boundaries of time, place, and discipline. At the same time, ISAW will offer rich opportunities for collegial learning and exposure to new perspectives within a research community.

This doctoral program will offer study of the ancient world using a broad chronological definition (roughly 3,000 BCE to 800 CE) and spanning the Old World from the Atlantic to the Pacific—that is, encompassing not only the Greek and Roman world but also the Near East, Central Asia, South Asia, East Asia, and adjoining areas. Students will be encouraged not only to develop expertise in more than one area but also to focus on research that connects areas of the ancient world.

A second distinctive aspect of the program, at least in an American context, will be that it relies more on individual tutorial work and directed research than on classroom course work. The core of students’ courses of study will be individually developed programs of reading and research closely supervised by ISAW’s faculty and other scholars forming an extended network around the Institute. (These are described further below.) The Institute will also host research seminars for the presentation of current work, in which faculty, visiting research scholars, and graduate students will all participate. Students will also be able to take advantage of the rich faculty and course work resources available in departments at NYU and at other universities in the metropolitan area through existing exchange programs.

A third feature of the program will be the individualized structure of students’ programs. There is only the most general set of degree requirements to be applied to all students. Because of the wide range of geographical areas, periods, disciplines, and languages potentially involved in this doctoral program, a three-person faculty committee will be appointed for each entering student. This committee will determine, in discussions with the student, what combination of language study, course work, reading, seminars, and fieldwork is needed for his or her doctoral program. This set of requirements will be recorded in a written “contract,” which may be revised by mutual agreement of the committee and the student as his or her work develops.

Faculty


ity of cultures; the interaction between people of the ancient Near East; literature; scribal and intellectual culture.

AFFILIATED FACULTY IN OTHER DEPARTMENTS

Adam Becker, Assistant Professor, Classics and Religious Studies. Jewish-Christian relations in late antiquity; Syriac language and literature; reception of classical antiquity; critical theories of religion; the missionary encounter in the modern Middle East; comparative approaches to martyrdom.

Brigitte Bedos-Rezak, Professor, History. Medieval history; France; prescholastic culture and society; sign theory; sigillography, diplomatics, and paleography.

Raffaella Cribiore, Professor, Classics. Education in the Greek and Roman worlds, literacy and semiliterary papyrology, and rhetoric in late antiquity, particularly with respect of the works of the fourth-century sophist Libanius in Antioch, Syria; interests in issues regarding paganism and Christianity in the fourth century.

Daniel E. Fleming, Professor, Hebrew and Judaic Studies. Assyriology; Hebrew Bible interpretation and cultural history; ancient Syria; Emar; ancient religion; interplay of ancient Near Eastern societies.

Ogden Goelet Jr., Associate Research Scholar, Middle Eastern Studies. Egyptian lexicography, cultural history, and literature.

Günter Kopcke, Avalon Foundation Professor in the Humanities, Institute of Fine Arts. Prehistoric to early classical Greece; circum-Mediterranean studies; Roman and early medieval civilization in Europe north of the Alps.

David Levene, Professor, Classics. Latin prose literature and Roman religion; publications on Livy, Tacitus, Cicero, Sallust, Polybius, and Latin panegyric; current projects including Cornelius Nepos, Pompeius Trogus, and the Roman imperial cur; early rabbinic Judaism and the reception of the ancient world in cinema.

Clemente Marconi, James R. McCredie Professor in the History of Greek Art and Archaeology, Institute of Fine Arts; University Professor. Greek art and architecture in archaic and classical periods.

Andrew Monson, Assistant Professor, Classics. Ancient history, particularly the Hellenistic kingdoms and the rise of the Roman Empire; research interests include political economy, comparative history of early empires, and Greek relations with the Near East; particular interests are religious associations, temple administration, land tenure, and taxation.

David O’Connor, Lila Acheson Wallace Professor of Ancient Egyptian Art, Institute of Fine Arts. Ancient Egyptian art history and archaeology; ancient Nubian art history and archaeology.

Michael Peachin, Professor, Classics. Roman imperial history; Roman law; Latin epigraphy.

Lawrence Schiffman, Professor, Hebrew and Judaic Studies. Dead Sea Scrolls; Jewish religious, political, and social history in late antiquity; the history of Jewish law and Talmudic literature.

Mark S. Smith, Skirball Professor of Bible and Ancient Near Eastern Studies. Literatures and religions of the Levant, from the Late Bronze Age to the eve of Christianity; Ugaritic literature; Israelite religion and culture; the Hebrew Bible.

Kostis Smyrnis, Assistant Professor, History. Byzantine empire, especially the middle and late Byzantine period (10th to 15th century); focus on economic history, the land regime, and the conflict between the Roman tradition and medieval realities; diplomatics and the editing of the documents of Mount Athos; taxation system and finances of the late Byzantine state.

Thelma Thomas Associate Professor, Fine Arts, Institute of Fine Arts. Late antique and Byzantine art; visual and material culture of Egypt during late antiquity, especially sculpture and textiles; interests in the arts of Nubia and Ethiopia during late antiquity; artistic interrelationships along the Nile Valley, across the Mediterranean and the Red Sea, and along trade routes heading farther east; Christian arts of the medieval Middle East.

Katherine Welch, Associate Professor, Fine Arts, Institute of Fine Arts. Art and archaeology of the Roman Empire in the republican/Hellenistic and early imperial periods, especially in Italy but also in Asia Minor and Greece; major interests in architecture, sculpture, painting, and urbanism, particularly in issues of the patronage and viewer reception of art; publications on Roman spectator buildings, portraiture, wall painting, and the “neighborhoods” of the city of Rome; current project, The Aesthetics of Roman War.

Rita Wright, Associate Professor, Anthropology. Prehistoric archaeology of the Near East and South Asia; state formation and urbanism; gender studies.

Programs and Requirements

Admission: Applications are accepted for programs leading to a Ph.D. Applicants must submit completed applications and the following supporting documentation: a statement of purpose, Graduate Record Examination (GRE) general test results, one official copy of the transcript from each university previously attended, a writing sample that may not exceed 35 pages, 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.

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.
Courses

An aspect of the program is that it relies more on individual tutorial work and directed research than on classroom course work. The core of students’ courses of study will be individually developed programs of reading and research closely supervised by ISAW’s faculty and other scholars forming an extended network around the Institute. The Institute will also host research seminars for the presentation of current work, in which faculty, visiting research scholars, and graduate students will all participate. Students will also be able to take advantage of the rich faculty and course work resources available in departments at NYU and at other universities in the metropolitan area through existing exchange programs.
The Program in Trauma and Violence Transdisciplinary Studies (TVTS) brings together all of the disciplines and professions, including the humanities, social sciences, natural sciences, the arts, law, medicine, and policy. This program fosters cross-cutting conversations and research in every area of the analysis, prevention, and treatment of trauma and violence. Our aim is to include a diversity of interests and approaches in order to catalyze innovations in every field.

Students may earn a Master of Arts degree (32 points) or an advanced certificate (20 points) in TVTS. The M.A. program is open to application by anyone who holds an undergraduate degree from an accredited institution. The advanced certificate program is open to application by all who are currently earning a graduate degree at NYU or hold or are earning a graduate degree from another accredited institution. The academic programs are built on a core curriculum (14 points) that gives students a strong foundation in all of the clinical and theoretical approaches to trauma and violence studies. Building on the work of the core curriculum, students, in consultation with an academic adviser, design an individualized course of study that best suits their academic goals.

Possible topics of study include, but are not limited to, the following: human rights; Holocaust studies; war, torture, genocide; slavery; environmental justice, natural disasters; illness; school violence; domestic violence; sexual abuse; hate crimes; peace and conflict studies; international relations; globalization, technology, media; terrorism; history and historiography; politics, policy, law; writing the disaster; philosophy and thinking through the unthinkable; popular culture, performance, literary and visual representations; music and shock, sonic intrusion; memory, memorialization, forgetting; forgiveness and reconciliation; capital punishment; rebuilding the future, activism, community building.

In addition to the directors of the program, a wide range of faculty members from a number of disciplines and schools within the University are affiliated with the program.

Faculty

Judith Alpert, Professor, Applied Psychology (Steinhardt School of Culture, Education, and Human Development); Co-Director, Program in Trauma and Violence Transdisciplinary Studies; Faculty and Training Supervisor, Postdoctoral Program for Psychotherapy and Psychoanalysis. Ph.D. 1973, Columbia; B.A. 1966, Tufts.

Shireen R. K. Patell, Clinical Professor; Associate Director, Program in Trauma and Violence Transdisciplinary Studies. Ph.D. 2001 (comparative literature), California (Berkeley); B.A. 1987 (Romance languages and literature), Princeton.

Avital Ronell, University Professor; Co-Director, Program in Trauma and Violence Transdisciplinary Studies. Ph.D. 1979 (Germanic languages and literature), Princeton; B.A. 1974 (German, philosophy, French), Middlebury College.
Admission: The Master of Arts Program in Trauma and Violence Transdisciplinary Studies is open for application to all who hold a bachelor’s degree in any major or professional field from an accredited college or university. The Graduate Record Examination (GRE) is required. For international students whose native language is not English, the Test of English as a Foreign Language (TOEFL) is mandatory.

The advanced certificate program is open to application by all who are currently earning a graduate degree at NYU or hold or are earning a graduate degree from another accredited institution. The Graduate Record Examination (GRE) is required.

MASTER OF ARTS

The Master of Arts program provides a strong foundation in both the theoretical and the clinical components of doing work concerned with trauma and violence. The transdisciplinary nature of the program creates a space for critical inquiry and research that gathers together all of the theoretical, critical, and clinical aspects of the analysis and treatment of trauma, violence, and their aftermath that have previously been dispersed across the disciplines.

The M.A. program consists of the four-course core curriculum and four electives (32 points). The core curriculum exposes students to the entire spectrum of clinical and theoretical work, with an eye toward integrating these different fields through collaborative seminars and colloquia. In addition to these core courses, students take at least four elective courses in order to deepen their studies in preparation for writing the master’s thesis. Elective courses may be directly or obliquely related to trauma and violence, but must be graduate-level courses approved by the program’s associate director. The student must be able to provide a rationale for the elective courses if they are not directly about trauma and violence. For example, a student interested in domestic violence may elect to take a feminist theory course from the Department of English or a course in psychology of women from the Steinhardt School of Culture, Education, and Human Development.

With special permission, independent study or a practicum may count for one or more of the electives. M.A. students must complete a thesis or special project under faculty supervision in order to be awarded the degree.

ADVANCED CERTIFICATE

The advanced certificate program complements any of the graduate degrees offered by New York University and provides its recipients with unique angles of analysis and insight into their primary degrees. For students who already hold graduate-level degrees, the advanced certificate can enhance the portfolio and skill set for current professionals in the fields of law, nonprofit work, public policy, education, psychotherapy, and the arts, among other fields.

The advanced certificate program consists of the core curriculum and one elective course (20 points). For students already pursuing graduate work at New York University, up to 8 points may overlap with the student’s primary degree.

Courses

CORE CURRICULUM

Trauma: Theoretical and Clinical Perspectives E63.2500 3 points.
Students develop skills and knowledge in conceptualizing various aspects of all types of trauma.

Philosophy and Literature G96.2912
Identical to G51.2912. 4 points.

Trauma and Violence Transdisciplinary Studies Research Colloquium G96.2001 4 points.
Considers the differences among the disciplines and the meaning of trans-, multi-, and interdisciplinary in trauma and violence studies.

Clinical Case Seminar E63.2516 3 points.
Features a variety of clinicians presenting cases concerned with treating survivors of trauma and violence.

Note: With permission, students may substitute an equivalent course for one of the core courses.

OTHER COURSES

Literature and Human Rights G96.2003 4 points.
Examines the complex ways in which literature represents the claims of human rights.

Special Topics in Clinical Approaches to Trauma and Violence G96.2006 4 points.

Trauma and Representation G96.2005 4 points.
Probes the effects of trauma on the possibility of representation and the ways in which different genres and media can represent trauma.

Violence and Metaphor G96.1318
Identical to G65.1318. 4 points.
Admission, Registration, and Degree Requirements

Admission

ADMISSION TO DEGREE PROGRAMS

The Graduate School of Arts and Science (GSAS) offers admission to applicants who hold the bachelor’s degree (or equivalent foreign credentials) and who show promise of superior scholarly achievement.

Each department establishes its standards for admission. Successful applicants have distinguished academic records, strong recommendations from instructors or others qualified to evaluate academic ability, and well-articulated research goals. Graduate School and departmental application requirements, including testing requirements (the Graduate Record Examination and Test of English as a Foreign Language), are provided in the GSAS Application Appendix: Programs, Requirements, and Deadlines. The Appendix is available on the Web in the GSAS Application Resource Center at http://gsas.nyu.edu.

Each applicant is considered without regard to race, color, religion, sex, sexual orientation, gender and/or gender identity or expression, marital or parental status, national origin, ancestry, citizenship status, veteran or military status, age, disability, and any other legally protected basis.

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 in the GSAS Application Resource Center on the Web at http://gsas.nyu.edu. Applicants are asked to apply online at http://gsas.nyu.edu/obj2/grad.admissions.onlinapp.

ENTERING STUDENT APPLICATION DEADLINES

Consult the GSAS Application Appendix: Programs, Requirements, and Deadlines for all application and financial aid deadlines.

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 admission 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 the 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 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 10005-7154, 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 U.S. Citizenship and Immigration Services (USCIS) of the Department of Homeland Security. 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 Web site at www.nyu.edu/oiss.

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 proficiency in the language.
Individuals who wish to obtain additional information about the American Language Institute may visit the office weekdays throughout the year between the hours of 9 a.m. and 6 p.m. (Fridays until 5 p.m.). They may also visit the Web site at www.cpl.nyu.edu/alii or contact the American Language Institute, School of Continuing and Professional Studies, New York University, 48 Cooper Square, Room 200, New York, NY 10003-7154; telephone: 212-998-7040; fax: 212-995-4135; e-mail: alii@nyu.edu.

INTERNATIONAL GRADUATE STUDENT EDUCATIONAL DEVELOPMENT PROGRAM

International students with teaching appointments participate in the International Graduate Student Educational Development Program. This required program provides the opportunity for (1) the development and testing of English language competencies in the classroom environment and (2) the exploration of cultural differences in the United States and the nature of NYU’s exceptional multicultural base. Participants explore communications strategies that will enable them to successfully manage the classroom and interact with students. The program is usually scheduled for several days at the end of August, before fall-term classes begin, and if determined by language testing, continues with language course or tutorial work during the fall semester. Students who do not successfully complete the program may be required to complete additional work on language before being permitted to assume teaching responsibilities. Questions about the program should be directed to the director of graduate studies in the student’s department or to Neil Williams, American Language Institute, 212-998-7058 or 212-995-4135 (fax); e-mail: neil.williams@nyu.edu.

READMISSION AND DEFERMENT

In all departments, an offer of admission to the Graduate School permits a student to enroll for the first time only in the term of entry for which he or she was specifically admitted. If a student declines an offer of admission or does not register for the expected term, the Graduate School requires a new application. In some departments, the director of graduate studies (DGS) will grant an extension to the student with the approval of the Graduate School. As additional credentials may be required by the Graduate School in such cases, students should consult with Graduate Enrollment Services.

Students who are not enrolled for two consecutive semesters must apply for readmission. The Vice Dean must approve all applications for readmission for a student to return to the Graduate School.

ADMISSION FOR NONDEGREE OR VISITING STUDENTS AND AUDITORS

Occasionally an applicant will demonstrate a particular need to study at the Graduate School without entering a degree program. A few special students are permitted to register in GSAS each year as nondegree students, auditors, or visiting students. Applicants should contact the department of interest before applying, to confirm that special students are considered for admission into the program. International applicants should consult with an adviser in Graduate Enrollment Services before making the decision to apply to be sure that the planned course of study will be appropriate for the issuance of a visa.

Applicants for special student status must complete the application for admission, including academic transcripts that confirm he or she holds a baccalaureate degree. Applicants must meet the same application deadlines as students who seek degrees. Students may enroll for a maximum of 12 points of credit over not more than three consecutive semesters. If an applicant attended an international college or university, the Graduate School will evaluate the credentials for equivalency before granting permission to register.

Nondegree Students

The Graduate School recognizes that students occasionally choose to study without seeking admission to a degree program. 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.

Auditors

Students may register as auditors in some of the departments of the Graduate School. Auditing requires the permission of the instructor and the director of graduate studies (DGS) of the program. Auditors 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. 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 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 Sessions 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 graduate arts and science divisions of the City University of New York Graduate Center; Columbia University; Fordham University; The New School; Princeton University; Rutgers University; Stony Brook University; and Teachers College, Columbia University. The consortium members have recently agreed to a limited expansion, allowing students to enroll in the graduate schools of education at member schools. As a member of the doctoral consortium, the Graduate School can provide fully matriculated, advanced doctoral students the opportunity to take courses that are not otherwise available to them at NYU. Participation is not open to students at the master’s level. With the approval of the student’s program adviser, the course instructor, the vice dean of the Graduate School of Arts and Science, and the dean’s office of the host institution, students may register for courses within the graduate arts and science and graduate education schools 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 http://gsas.nyu.edu/page/grad_scholarship_programs or contact the Office of the Vice Dean, 212-998-8030 or gsas.consortium@nyu.edu.
NEW YORK UNIVERSITY SUMMER SESSIONS

The Graduate School of Arts and Science offers a wide variety of courses in its two summer sessions. The first summer session begins 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), Prague (Czech Republic), and Rostov (Russia). For further information regarding summer sessions and study abroad, visit the Web site at www.nyu.edu/summer/abroad.

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 sessions should be aware that not all graduate courses are open to visiting students. They should therefore contact the relevant department and ask about specific courses that interest them. (Department contact information is listed for each course on the Web site at www.nyu.edu/summer.) Once they have determined that they can enroll in a course, visiting students must complete and submit the brief application form available on the Web site. They must also submit an official transcript from their home institution. For additional information, call the department or call the Office of Summer Sessions, 212-998-2292.

NYU GUEST ACCOMMODATIONS

Prospective students and their families visiting New York are invited to stay in Club Quarters, a private hotel convenient to the University. Located in a renovated turn-of-the-century building in New York’s historic Financial District, the hotel offers concierge services, a health club, and room service, among other amenities. If space is available, weekend University guests may also stay at the midtown Club Quarters, located in a landmark building that is close to shopping, Broadway theatres, and Rockefeller Center. For information and reservations, call 212-575-0006.

Registration

CONTINUOUS REGISTRATION

GSAS requires continuous enrollment of its students each fall and spring semester until the degree is 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 2009-2010, $425 per semester) and the registration and services fee (in 2009-2010, approximately $760 for U.S. students and $915 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 doctoral students funded through the MacCracken Program during the term of the award and for four semesters after the award term. A waiver of maintenance of matriculation fees may also be available for students whose graduate program requires a period of absence from the campus for fieldwork 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. 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/shc/about/insurance.html.

LEAVE OF ABSENCE

A student in good standing who is obligated to withdraw temporarily for national service, serious illness, or compelling personal reasons may request a leave of absence. If granted, the leave maintains the student’s place in the Graduate School and assures readmission at the end of the period of the leave. Time on leave counts as time to degree and students on leave do not have access to University, 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.

OFFICIAL TRANSCRIPTS

Official copies of your University transcript can be requested when a stamped and sealed copy of your University records is required. Requests for official transcripts require the signature of the student requesting the transcript.
Currently, we are not accepting requests for a transcript by e-mail.

A transcript may be requested by (1) completing the online request form at www.nyu.edu/registrar/transcriptform.html and mailing/faxing the signature page (recommended method) or (2) writing a request letter (see below) and mailing/faxing the completed and signed letter. Our fax number is 212-995-4154; our mailing address is New York University, Office of the University Registrar, Transcripts Department, P.O. Box 910, New York, NY 10276-0910.

There is no charge for academic transcripts.

Writing a Request Letter. A request letter must include all of the following information:

- University ID number
- Current name and any other name under which you attend/attended NYU
- Current address
- Date of birth
- School of the University you attend/attended and for which you are requesting the transcript
- Dates of attendance
- Date of graduation
- Full name and address of the person or institution to which the transcript is to be sent

There is no limit for the number of official transcripts that can be issued to a student. You can indicate in your request if you would like us to forward the transcripts to your home address, but we still require the name and address of each institution.

Unofficial transcripts are available on Albert.

If you initiate your transcript request through the online request form, you will receive e-mail confirmation when the Office of the University Registrar has received your signed request form. If you have any questions or concerns, please contact the office at 212-998-4280, and a representative will assist you.

Once a final examination period has begun, no transcript will be forwarded for any student who is currently enrolled in courses until all the student’s final grades have been received and recorded. Please notify the Office of the University Registrar immediately of any change of address.

Students are able to access their grades at the end of each semester via Albert, NYU’s Web-based registration and information system. Albert can be accessed via NYUHome at http://home.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:

- Fullname and address of the person requesting the transcript
- Date of birth
- School of the University you attended
- Dates attended
- Date of graduation
- Current address
- Current name and any name under which you attended NYU

A transcript may be requested by submitting a request form. If you have any questions or concerns, please contact the office at 212-998-4280, and a representative will assist you.

The Office of the University Registrar does not accept 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.

Degree Requirements

MASTER OF ARTS AND MASTER OF SCIENCE

Graduate School Requirements:
1. 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.

2. Successful completion of (a) a comprehensive examination, (b) a thesis, and/or (c) an appropriate special project.

Programs 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 PROFESSIONAL STUDIES

The Master of Professional Studies degree is offered in the Department of Physics. The degree requirements are the same as those for the Master of Science degree with the following exceptions. Three or four courses must be taken from a list of options in the Leonard N. Stern School of Business. Students must also attend a colloquium on science in business/industry and complete an internship in a scientifically oriented business.

MASTER OF FINE ARTS

The Master of Fine Arts degree granted to students in the Creative Writing Program requires the completion of 32 points of graduate credit, fulfillment of the residency requirement, and a GPA of 3.0 or better. As with the M.A. and M.S. degrees, all requirements for the M.F.A. must be completed within 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. 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.

2. Successful completion of comprehensive or qualifying examinations or their equivalent.

3. 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/F</td>
<td>Pass/Fail</td>
<td>0.0</td>
</tr>
<tr>
<td>IP</td>
<td>Incomplete Pass</td>
<td>0.0</td>
</tr>
<tr>
<td>IF</td>
<td>Incomplete Fail</td>
<td>0.0</td>
</tr>
<tr>
<td>N</td>
<td>No Credit</td>
<td>0.0</td>
</tr>
<tr>
<td>R</td>
<td>Auditor (no credit)</td>
<td>0.0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>0.0</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.

A grade of P/F can be taken in a course if the student requests that option before the completion of the first two weeks of class. The request must be approved by the instructor and the director of graduate studies of the department offering the course. If the course has previously been approved to award P/F grades by the Graduate Curriculum Committee, the student may request to be graded using the P/F scheme at any time.

**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) and Incomplete Fail (IF) lapse 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 conferment of a master's degree or with the submission of a document from the registrar 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 required for residence within GSAS. For the Master of Arts, Master of Science, Master of Professional Studies, and Master of Fine Arts 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.

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.

**CONFERRAL OF DEGREES**
Degrees are conferred in September, January, and May of each academic year. Degree candidates must apply for graduation through TorchTone, NYU's telephone registration and information system, at 212-995-4747, approximately four months prior to the date of conferment. Please consult the Academic Calendar at http://gsas.nyu.edu/page/grad.life.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 conferment. No degree is conferred on the basis of honoris causa or for studies undertaken entirely in absentia. One year must lapse between conferment of the B.A., M.A. (M.S.), M.Phil., and Ph.D. degrees.

**DIPLOMA ARREARS POLICY**
Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the Bursar. Graduates with a diploma hold may contact the Office of the Bursar at 212-998-2806 to clear arrears or to discuss their financial status at the University.
University Policies

The following are selected policies of New York University. For more information about the University’s policies and procedures, refer to the NYU Student’s Guide, available online at [www.nyu.edu/students.guide](http://www.nyu.edu/students.guide). For information about the policies and procedures of the Graduate School of Arts and Science, refer to the GSAS Policies and Procedures Manual, available online at http://gsas.nyu.edu/page/policiesprocedures.

IMMUNIZATION REQUIREMENTS

New York State Public Health Law (NYS PHL) 2165 requires all students registering for 6 or more credits in a degree-granting program to provide immunization documentation for measles (rubeola), mumps, and rubella (German measles) prior to registration. Students born before January 1, 1957, are exempt. New students should complete the MMR section of the Student Health History form. Continuing students should complete and submit a Student Immunization Record Form (PDF), available at [www.nyu.edu/ide/about.immunization.html](http://www.nyu.edu/ide/about.immunization.html). New York State Public Health Law (NYS PHL) 2167 requires that all students registered for 6 or more credits submit a Meningitis Response Form as formal confirmation of their decision as to whether or not to be immunized with the meningococcal (meningitis) vaccine. New students should complete the Meningitis Response section of the Student Health History form. Continuing students should complete and submit a Meningitis Response Form (PDF), available at [www.nyu.edu/ide/about.immunization.html](http://www.nyu.edu/ide/about.immunization.html).

Failure to comply with state immunization laws will prevent NYU students from registering for classes. In addition to these requirements, the NYU Student Health Center recommends that students also consider hepatitis B and varicella immunizations. Students should discuss immunization options with their primary care provider.

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/studentsguide](http://www.nyu.edu/studentsguide). To view the Graduate School of Arts and Science regulations, visit [http://gsas.nyu.edu/page/policiesprocedures](http://gsas.nyu.edu/page/policiesprocedures).

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.

NEW YORK UNIVERSITY WEAPONS POLICY

New York University strictly prohibits the possession of all weapons, as described in local, state, and federal statutes, that includes, but is not limited to, firearms, knives, explosives, etc., in and/or around any and all University facilities—academic, residential, or others. This prohibition extends to all buildings—whether owned, leased, or controlled by the University, regardless of whether the bearer or possessor is licensed to carry that weapon. The possession of any weapon has the potential of creating a dangerous situation for the bearer and others.

The only exceptions to this policy are instances in which (1) the bearer is in possession of written permission from a dean, associate dean, assistant dean, or department head and (2) such possession or use of simulated firearms is directly connected to a University- or school-related event (e.g., play, film production). Whenever an approved simulated firearm is transported from one location to another, it must be placed in a secure container in such a manner that it cannot be observed. Storage of approved simulated firearms shall be the responsibility of the Department of Public Safety in a location designated by the vice president for public safety. Under no circumstances, other than at a public safety storage area, may approved simulated firearms be stored in any University owned, leased, or controlled facilities.

GRADUATE SCHOOL CONVOCATION

In May of each year, at Convocation, the Graduate School of Arts and Science honors all master’s and doctoral degree recipients whose degrees were granted in September, January, or May of that academic year. In keeping with tradition, each degree recipient is hooded by a member of the faculty, and each Ph.D. recipient keeps her or his doctoral hood as a gift from the Graduate School. Special Graduate School awards and prizes are also presented during the ceremony.

COMMENCEMENT

Each May, Washington Square Park is transformed into a magnificent setting for Commencement. All graduate and undergraduate degrees are officially conferred by the president of New York University during Commencement exercises. The president also confers honorary degrees to outstanding women and men who have made distinguished contributions to society.
**Academic Experience**

**CAMPUS SAFETY**

The Department of Public Safety is located at 14 Washington Place; telephone: 212-998-2222; 212-998-2220 (TTY).

New York University’s annual Campus Security Report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by NYU, and on public property within or immediately adjacent to the campus. The report also includes institutional policies concerning campus security, such as policies concerning sexual assault, drugs, and alcohol. You can obtain a copy of the current report by contacting Thomas Grace, Director of Judicial Affairs and Compliance, Office of the Vice President for Student Affairs (601 Kimmel Center: 212-998-4403), or Jay Zwicker, Crime Prevention Manager, Department of Public Safety (7 Washington Place: 212-998-1451), or by visiting the Web site at www.nyu.edu/public.safety/policies.

**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, history, journalism, Latin American and Caribbean studies, law and society, philosophy, politics, and sociology.

Participating schools include the Leonard N. Stern School of Business; the Steinhardt School of Culture, Communication, and Human Development; the School of Law; the School of Medicine; and the Wagner Graduate School of Public Service.

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 FORUMS**

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 ten 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.

Starting in 2005, a second group, the IFA-GSAS Forum, was established by the Institute of Fine Arts and the Graduate School to enable interdisciplinary inquiry into “forms of seeing.” With support from the Provost’s Office and the IFA Alumni Association, this forum also has ten members, five from the IFA and five from other graduate programs throughout New York University, and meets monthly. The IFA-GSAS Forum culminates in a year-end symposium at which all student participants present their research to the wider University community and public.

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 its Graduate Forums 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, research assistantships, and loans. Doctoral students also have teaching opportunities that provide separate compensation. 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 and assistantships for new students. No additional forms are required. The application for admission must be received by the specified deadline date to be eligible for Graduate School and departmental fellowships and assistantships. Refer to the departmental deadline dates in the GSAS Application Appendix: Programs, Requirements, and Deadlines. It is available on the Web in the GSAS Application Resource Center at http://gsas.nyu.edu/page/grad.admissionsapplication.html.

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, 2010, but preferably before March 1, 2010, for fall 2010 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. Some of the sources of funding available through the University and the Graduate School are listed below. Further information is available online at http://gsas.nyu.edu/page/grad.financialaid.

- Henry M. MacCracken Program
- Research Assistantships
- Graduate School’s Tuition Incentive Program (TIP)
- GSAS/CAS Tuition Program
- Foreign Language and Area Studies (FLAS) Fellowships
- Penfield Fellowships for Studies in Diplomacy, International Affairs, and Belles Lettres
- Dean’s Dissertation Fellowships
- Arts and Science Prize Teaching Fellowship
- Horizon Fellowship
- Louis Lerner Memorial Scholarship
- Torch Prize Fellowship Program
- A. Ogden Butler Fellowship
- Elaine Brody Fellowship in the Humanities
- Margaret and Herman Sokol Postdoctoral Fellowship in the Sciences
- June Frier Esserman Fellowship
- Douglas and Katharine Fryer Thesis Fellowship Awards
- Lane Cooper Fellowship
- Patricia Dunn Lehrman Fellowship
- James Arthur Dissertation Fellowship
- Shortell-Holzer Fellowship
- Robert Holmes Travel/Research Awards for African Scholarship
- Mainzer Summer Fellowship
- Dolores Zohrab Liebmann Fellowship
- New York University German Academic Exchange Scholarship (DAAD)
- New York University-Freie Universität Berlin Grant
- William and Pearl C. Helbien Scholarship
- Engberg Fellowships
- President’s Service Awards
- New York University Opportunity Fellowship Program
- Reynolds Program in Social Entrepreneurship
- Sauter and Dean’s Predoctoral Summer Fellowships
- Dean’s Student Travel Awards
- Dean’s Outstanding Dissertation Awards
- Dean’s Outstanding Student Teaching Awards
- Dean’s Student Travel Awards

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
Alternative Funding Sources

FUNDING FOR MASTER’S PROGRAMS

Financial aid is available in certain departments and programs. Interested applicants should submit the application form by the department’s application or financial aid deadline date. In addition, master’s students are eligible for awards through the Graduate School’s Tuition Incentive Program (TIP). Recent graduates of the College of Arts and Science at NYU may be eligible for a tuition award through the GSAS/CAS Tuition Program. 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 specified deadline date and are admitted to the Graduate School are automatically considered for Graduate School fellowships and scholarships as well as for research assistantships. Most loan programs are restricted to U.S. citizens and permanent residents. However, 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/financial.aid/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.

RESIDENTIAL EDUCATION ASSISTANTSHIPS

The Department of Residential Education annually offers a limited number of resident assistant (RA) and community education assistant (CEA) positions to students who wish to work with residential undergraduate and graduate students to promote personal connections, community, and academic enhancements within our residence halls. The RA position is open to both undergraduate and graduate students while the CEA position is limited to graduate students. Students in these positions serve as peers who assess, organize, and implement social and educational activities within and around the residence halls. In addition, as representatives of the Department of Residential Education, RAs and CEs are sources of information, support, and referral and enforce housing and residential educational policy.

Both positions offer academic-year housing and a meal plan; the CEA position also includes a stipend. Candidates must be matriculated, full-time students by the semester in which they begin their assistantship. They must also be in good academic and behavioral standing and possess qualities that encourage the social and intellectual development of the students whom they serve. The selection process—which may require a candidate’s physical presence in New York during the fall and/or spring semesters—begins each fall semester for the following academic year.

For more information, contact the Department of Residential Education, New York University, 75 Third Avenue, Level C2, New York, NY 10003-5582; 212-998-4311; e-mail: ResEd.RA.Selection@nyu.edu (RAs) or ResEd.CEA.Selection@nyu.edu (CEAs). You may find detailed information at www.nyu.edu/residential.education.

ELIGIBILITY

To be considered for financial aid, students must be officially admitted to NYU or matriculated in a degree program and meeting satisfactory academic progress 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 or a Federal PLUS Loan, but they must also maintain satisfactory academic progress. A full description of the NYU academic progress requirements is available at www.nyu.edu/financial.aid/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.

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, contact the Office of the University Registrar, 25 West Fourth Street, 1st Floor; 212-998-4800.

**FEDERAL LOANS**

**Subsidized Stafford Student Loan (SSL) Program**
The Federal Subsidized 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 fixed at 6.8 percent. Interest does not accrue, however, nor does repayment begin, until six months after the borrower ceases to enroll at least half time. An insurance premium of up to 1 percent as well as an origination fee of up to 3 percent will generally be deducted from the loan funds.

Stafford loan disbursements are copayable to NYU and the student, and funds are applied first to any outstanding balance on the student’s account.

**Unsubsidized Stafford Student Loan Program**
The Federal Unsubsidized 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 must begin to repay interest and principal 60 days after the first loan funds are issued. Payment of the principal may be deferred if the student is enrolled at least half time for the period of the loan. Also, the interest can be “capitalized” (added to the principal) if desired.

Graduate students may borrow up to $12,000 (a total of $20,500 in combined subsidized and unsubsidized Stafford loans) each academic year. 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.

Stafford loan disbursements are copayable to NYU and the student, and funds are applied first to any outstanding balance on the student’s account.

**Stafford Loan Limits**

Generally, the total debt a graduate student can have outstanding from all Stafford loans combined is $138,500 (only $65,500 of this amount may be in subsidized loans). The graduate debt limit includes any Stafford loans received for undergraduate study.

**PLUS Loan Program**

The Federal PLUS Loan Program enables creditworthy parents of dependent students and qualifying independent graduate students to borrow up to an amount equal to the cost of education minus all other financial aid. No aggregate borrowing limits apply.

The annual interest rate is fixed at 8.5 percent. For this reason, eligible individuals are strongly encouraged to choose a federal PLUS loan before applying for a private educational loan. Repayment of the PLUS loan typically begins within 60 days after funds are disbursed and may extend up to 10 years. An origination fee of up to 3 percent will generally be deducted at the time of disbursement.

**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.

**EMPLOYEE EDUCATION PLANS**

Many companies pay all or part of the tuition of their employees under tuition refund plans. Employed students attending the University should ask their personnel officers or training directors about the existence of a company tuition plan. Students who receive tuition reimbursement and NYU employees who receive tuition remission from NYU must notify the Office of Financial Aid if they receive this benefit.

**EMPLOYMENT**

Students considering employment that would require a significant portion of their time should discuss their plans with a Graduate 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.

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.scholars@nyu.edu.

**Federal Work-Study Program**

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 must demonstrate financial need.

Federal Work-Study jobs are secured through the University’s Wasserman Center for Career Development, 133 East 13th Street, 2nd Floor; 212-998-4730.

**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.

**FINANCING GRADUATE EDUCATION**
Tuition and Fees

The Graduate School of Arts and Science charges tuition on a per-point basis. For 2009-2010 the rate is $1,272 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.

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 2009-2010 academic year are as follows:

- **Tuition** for 24 points $30,528.00
- **Nonreturnable registration and services fee**, 24 points $1,177.00
- **Tuition** per point per term $1,272.00

**Fall Term 2009 Fees**
- Nonreturnable registration and services fee, first point $433.00
- Nonreturnable registration and services fee, per point after first point $59.00
- **Spring Term 2010 Fees**
- Nonreturnable registration and services fee, first point $446.00
- Nonreturnable registration and services fee, per point after first point $59.00

**Mandatory Student Health Insurance Benefit Plan (2009-2010 academic year rates).** Refer to the ***Student Health Insurance Handbook*** for selection criteria. Waiver option is available.

- **Fall term** $758.00
- **Spring term** (coverage for spring and summer terms) $1,205.00

**Maintenance of matriculation,** per term $425.00
- Nonreturnable registration and services fee
- **Fall term** $374.00
- **Spring term** $387.00

**International student fee** (if in F1 or J1 status), per term $78.00

**Miscellaneous and One-Time Fees**
- **Application fee** (nonrefundable) $90.00–110.00
- **Admission deposit** (nonrefundable; applied toward tuition and fees upon registration) $250.00
- **Late registration fee**
  - Starting the second week of classes $25.00
  - Starting the fifth week of classes $50.00
- **Foreign Language Proficiency Examination (per exam)** $25.00
- **Dissertation publishing** $65.00
  - (costs depend upon minimum publishing option selected via ProQuest)
- **Copyright of dissertation** (optional) $65.00

**Deferred Payment Plan**

The Deferred Payment Plan allows you to pay 50 percent of your net balance due for the current term on the payment due date and defer the remaining 50 percent until later in the semester. This plan is available to students who meet the following eligibility requirements:

- • Matriculated and registered for 6 or more points
- • Without a previously unsatisfactory University credit record
- • Not in arrears (past due) for any University charge or loan

The plan includes a nonrefundable application fee of $50.00, which is to be included with the initial payment on the payment due date.

Interest at a rate of 1 percent per month on the unpaid balance will be assessed if payment is not made in full by the final installment due date.

A late payment fee will be assessed on any late payments.

A separate deferred payment plan application and agreement is required for each semester this plan is used. The Deferred Payment Plan will be available at www.nyu.edu/bursar/forms in July for the fall semester and in December for the spring semester.

For additional information, please visit the Office of the Bursar Web site at www.nyu.edu/bursar/paymentplans or call 212-998-2806.

**TuitionPay Plan**

TuitionPay (formerly called AMS) is a payment plan administered by Sallie Mae. The plan is open to all NYU students with the exception of the SCPS noncredit division. This interest-free plan allows for all or a portion of a student’s educational expenses (including tuition, fees, room, and board) to be paid in monthly installments.

The traditional University billing cycle consists of one large lump sum payment due at the beginning of each semester. TuitionPay is a budget plan that enables a family to spread
payments over the course of the academic year. By enrolling in this plan, students can spread the fall semester tuition payment over a four-month period (June through September) and the spring semester tuition payment over another four-month period (November through February).

With this plan, students budget the cost of tuition and/or housing, after deducting any financial aid they will be receiving and/or any payments they have made directly to NYU. A nonrefundable enrollment fee of $50.00 is required when applying for the fall/spring TuitionPay Plan. Students must enroll in both the fall and spring plans. Monthly statements will be mailed by TuitionPay, and all payments should be made directly to TuitionPay. For additional information, contact TuitionPay at 800-635-0120 or visit the NYU Bursar Web site at www.nyu.edu/bursar.

ARREARS POLICY
The University reserves the right to deny registration and withhold all information regarding the record of any student who is in arrears in the payment of tuition, fees, loans, or other charges (including charges for housing, dining, or other activities or services) for as long as any arrears remain.

DIPLOMA ARREARS POLICY
Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the Bursar. Graduates with a diploma hold may contact the Office of the Bursar at 212-998-2806 to clear arrears or to discuss their financial status at the University.

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 either on Albert or in writing on the Change of Program (drop/add) 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.

Cessing 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 nonrefundable registration fee and a penalty fee of $20.00 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 (fall and spring terms only)
This schedule is based on the total applicable charge for tuition excluding nonreturnable fees and deposits.

Withdrawal on or before the official opening date of the term 100% (100% of tuition and fees)*
Withdrawal on the second day after the official opening date of the term through the end of the first calendar week 100% (100% of tuition only)

*After the official opening date of the term, the registration and services fee is not returnable.

Withdrawal after completion of the fourth calendar week of the term NONE

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” pages on the Office of the Bursar Web site at 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).
Graduate School Services and Programs

Graduate Enrollment Services
One-half Fifth Avenue
Hours: Monday-Friday, 9 a.m.-5 p.m.
Telephone: 212-998-8050
Fax: 212-995-4557
E-mail: gias.admission@nyu.edu
Web site: http://gias.nyu.edu/page/grad.admissions.ges

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
E-mail: gias.studentlife@nyu.edu
Web site: http://gias.nyu.edu/page/grad.life

The Office of Academic and Student Life, under the direction of the assistant 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, on- and off-campus housing, 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 predoctoral and doctoral grants and fellowships. The office publishes On the Square-Digest, a bimonthly electronic newsletter for the GSAS community. The office is also responsible for the final deposit of doctoral dissertations in electronic format, and the administration of foreign language proficiency examinations. The Graduate School’s orientation program for new students, 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-Making Workshops and Fellowships
The Graduate School considers the acquisition of grant-making 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 provides information about fellowship and grant opportunities for graduate student research in the humanities, social sciences, and sciences. For further information, visit http://gias.nyu.edu/page/grad.life.fellowships 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

The program 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. For students wanting more sustained opportunities to deepen their understanding of teaching and learning, GSEDP has established a Graduate Student Teaching and Learning Certificate Program that requires completion of a series of workshops and development of a teaching portfolio.

GSEDP provides a 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 sessions include 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. In addition, on subsequent days 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.
The Graduate Student Council of the Graduate School of Arts and Science is composed of an executive committee (president, vice president, treasurer, secretary, GSAS student representative to the University Senate) and the council proper, which consists of representatives from each of the departments and programs of the Graduate School. The Graduate Student Council serves as a forum for graduate student interests and sends members to administrative and policy-making meetings of the University to provide student contribution and representation. The council offers grants to departmental graduate student organizations in support of graduate student journals, lectures, and conferences, and it initiates and supports projects that benefit the graduate student community.

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 provides a setting for interdisciplinary discussion and exchange, and the space can be reserved for events through the Office of Academic and Student Life at 212-998-3970 or gsas.studentlife@nyu.edu.

The Graduate School of Arts and Science Alumni Association
Office of Alumni Relations
25 West Fourth Street, 5th Floor
Telephone: 212-998-3805
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.
HEALTH

Wellness Exchange
726 Broadway, Suite 402
Telephone: 212-443-9999
Web: www.nyu.edu/999

Student Health Center (SHC)
726 Broadway, 3rd and 4th Floors
Telephone: 212-443-1000
Web site: www.nyu.edu/health

Counseling (see Counseling and Behavioral Health Services, above)

Emergencies and After-Hours Crisis Response
For a life- or limb-threatening emergency, call 911.
For a non-life-threatening emergency, call Urgent Care Services at SHC, 212-443-1111. When the SHC is closed, call the NYU Department of Public Safety, 212-998-2222.
For mental health emergencies, call the Wellness Exchange hotline at 212-443-9999 or the NYU Department of Public Safety at 212-998-2222 to be connected to a crisis response coordinator.

Immunizations
Telephone: 212-443-1199

Insurance
Telephone: 212-443-1020
E-mail: health.insurance@nyu.edu
Web site: www.nyu.edu/shc/about/insurance.html

Pharmacy Services
Telephone: 212-443-1050
Web site: www.nyu.edu/shc/medservices/pharmacy.html

HOUSING

Department of Housing
383 Lafayette Street, 1st Floor
Telephone: 212-998-4600
Fax: 212-995-4099
E-mail: housing@nyu.edu
Web site: www.nyu.edu/housing

Office of Off-Campus Housing
4 Washington Square Village
(corner of Mercer and Bleecker)
Telephone: 212-998-4620
Web site: www.nyu.edu/housing/offcampus

Department of Residential Education
75 Third Avenue, Level C2.
Telephone: 212-998-4311
Web site: www.nyu.edu/residential.education

Office of Summer Housing
14A Washington Place
Telephone: 212-998-4621
Web site: www.nyu.edu/summer

INTERNATIONAL STUDENTS AND SCHOLARS

Office for International Students and Scholars (OISS)
561 La Guardia Place
Telephone: 212-998-4720
E-mail: intl.students.scholars@nyu.edu
Web site: www.nyu.edu/oiss

LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDENTS

Office of Lesbian, Gay, Bisexual, and Transgender Student Services
Kimmel Center for University Life
60 Washington Square South, Room 806
Telephone: 212-998-4424
E-mail: lgbt.office@nyu.edu
Web site: www.cmep.nyu.edu

MULTICULTURAL EDUCATION AND PROGRAMS

Center for Multicultural Education and Programs (CMEP)
Kimmel Center for University Life
60 Washington Square South, Suite 806
Telephone: 212-998-4343
Web site: www.cme.nyu.edu

RELIGIOUS AND SPIRITUAL RESOURCES

Catholic Center
571 Sixth Avenue/Avenue of the Americas
Telephone: 212-998-1063
Web site: washingtonsquarecatholic.org

Edgar M. Bronfman Center for Jewish Student Life–Hillel at NYU
7 East 10th Street
Telephone: 212-998-4114
Web site: www.bronfman

Protestant Campus Ministries
Kimmel Center for University Life
60 Washington Square South, Room 207
Telephone: 212-998-4711
Web site: www.protestantministry.nyu.com

Hindu Students Council
Web site: www.nyu.edu/clubso/hsc

The Islamic Center
Kimmel Center for University Life
60 Washington Square South, Room 207
Telephone: 212-998-4712
Web site: www.imnyu.org

Spiritual Diversity Network
Telephone: 212-998-4956
E-mail: spiritual.life@nyu.edu

For a complete list of student religious and spiritual clubs and organizations at NYU, visit www.osa.nyu.edu/clubdocs/website.php.

SAFETY ON CAMPUS

Department of Public Safety
14 Washington Place
Telephone: 212-998-2222; 212-998-2220 (TTY)
E-mail: public.safety@nyu.edu
Web site: www.nyu.edu/public.safety
Community Service

Every year, hundreds of 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 250 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.
Senior University Administration

John Sexton, B.A., M.A., Ph.D., J.D., President

David W. McLaughlin, B.S., M.S., Ph.D., Provost

Michael C. Alfano, D.M.D., Ph.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., Vice Chancellor for Strategic Planning; Chair, Faculty Advisory Committee on Academic Priorities

Diane C. Yu, B.A., J.D., Chief of Staff and Deputy to the President

Bonnie S. Brier, B.A., J.D., Senior Vice President, General Counsel, and Secretary of the University

Lynne P. Brown, B.A., M.A., Ph.D., Senior Vice President for University Relations and Public Affairs

Martin S. Dorph, B.S., M.B.A., J.D., Senior Vice President for Finance and Budget

Norman Dorsen, B.A., L.L.B., Counselor to the President

Pierre C. Hohenberg, B.A., M.A., Ph.D., Senior Vice Provost for Academic Policies

Paul M. Horn, B.S., Ph.D., Senior Vice Provost for Research

Debra A. LaMorte, B.A., J.D., Senior Vice President for Development and Alumni Relations

Alison Leary, B.S., Senior Vice President for Operations

Linda G. Mills, B.A., J.D., M.S.W., Ph.D., Senior Vice Provost for Undergraduate Education and University Life; Associate Vice Chancellor for Admissions and Financial Aid, Abu Dhabi

Dianne Rekow, B.S., B.S.M.E., M.B.A., M.S.M.E., D.D.S., Ph.D. Senior Vice Provost for Engineering and Technology; Provost, Polytechnic Institute of NYU

Ron Robin, B.A., M.A., Ph.D., Senior Vice Provost for Planning

Jeannemarie Smith, B.A., M.B.A., Senior Vice President for University International Strategies

K. R. Sreenivasan, B.E., M.E., M.A., Ph.D.; hon.: D.Sc., Senior Vice Provost; Special Advisor for Science and Technology to the Vice Chancellor of New York University Abu Dhabi

DEANS AND DIRECTORS

Roger Bagnall, B.A., M.A., Ph.D., Director, Institute for the Study of the Ancient World

Gérard Ben Arous, Maitrise [Paris VII], DEA [Osay], DEA [Paris VI], Ph.D. [Paris VII], Acting Director, Courant Institute of Mathematical Sciences (academic year, 2009-2010)

Jess Benhabib, B.A., M.Phil., Ph.D., Interim Dean, Faculty of Arts and Science

Lauren Benton, B.A., Ph.D., Acting Dean for Humanities

Charles N. Bertolami, D.D.S., D.Med.Sc., Herman Robert Fox Dean, College of Dentistry

Alfred H. Bloom, B.A., Ph.D.; hon.: LL.D., Vice Chancellor, New York University Abu Dhabi

Sally E. Blount, B.S.E., M.S., Ph.D., Dean, Undergraduate College; Vice Dean, Leonard N. Stern School of Business

Mary M. Brabeck, B.A., M.S., Ph.D., Dean, Steinhardt School of Culture, Education, and Human Development

Mary Schmidt Campbell, B.A., M.A., Ph.D.; hon.: D.F.A., D.H.L., Ph.D., Dean, Tisch School of the Arts

Dennis S. Charney, B.A., M.D., Dean, Mount Sinai School of Medicine (affiliated)

Dalton Conley, B.A., M.P.A., Ph.D., Dean for Social Sciences, Faculty of Arts and Science

Thomas F. Cooley, B.S., M.A., Ph.D., Dean, Leonard N. Stern School of Business

Leslie Greengard, B.A., M.D./Ph.D., Director, Courant Institute of Mathematical Sciences (on sabbatical, academic year, 2009-2010)

Robert I. Grossman, B.S., M.D., Saul J. Farber Dean, NYU School of Medicine; Chief Executive Officer, NYU Hospitals Center

Jerry M. Hultin, B.A., J.D., President, Polytechnic Institute of NYU

Robert S. Lapiner, B.A., M.A., Ph.D., Dean, School of Continuing and Professional Studies

Carol A. Mandel, B.A., M.A., M.S.L.S., Dean of Libraries

Richard L. Revesz, B.S.E., M.S., J.D., Dean, School of Law

Patricia Lee Rubin, B.A., M.A., Ph.D., Director, Institute of Fine Arts

Matthew S. Santirocco, B.A., M.A. [Cantab.], M.Phil., Ph.D., Seryl Kushner Dean, College of Arts and Science; Associate Provost for Undergraduate Academic Affairs

Ellen Schall, B.A., J.D., Dean, Robert F. Wagner Graduate School of Public Service

Daniel L. Stein, B.S., M.S., Ph.D., Dean for Science, Faculty of Arts and Science

Catharine R. Stimpson, B.A., M.A. [Cantab.], Ph.D.; hon.: D.H.L., Hum.L., Litt.D., LL.D., Dean, Graduate School of Arts and Science

Lynn Videka, B.S.N., M.A., Ph.D., Dean, Silver School of Social Work

Susanne L. Wofford, B.A.; B.Phil. [Oxon.], Ph.D., Dean, Gallatin School of Individualized Study
Board of Trustees

Ronald D. Abramson, B.A., J.D.; hon.: D.F.A.
Phyllis Putter Barasch, B.S., M.A., M.B.A.
Maria Bartiromo, B.A.
Marc H. Bell, B.S., M.S.
William R. Berkley, B.S., M.B.A.
Daniel J. Brodsky, B.A., M.U.P.
Heather Cannady, B.A., J.D.
Arthur L. Carter, B.A., M.B.A.
Evan R. Chesler, B.A., J.D.
Michael R. Cunningham, B.B.A., M.A., Ph.D.
Florence A. Davis, B.A., J.D.
Barry Diller
Joel S. Ehrenkranz, B.S., M.B.A., LL.B., LL.M.
Laurence D. Fink, B.A., M.B.A.
Jay M. Furman, B.S., J.D.
H. Dale Hemmerdinger, B.A.
Jonathan Herman, B.A., J.D.
Charles J. Hinkaty, B.S., M.S.
Mitchell Jacobson, B.A., J.D.
Richard D. Katcher, B.A., LL.B.
Richard Jay Kogan, B.A., M.B.A.
Jerry H. Labowitz, B.A.
Kenneth G. Langone, B.A., M.B.A.
Jeffrey H. Lynford, B.A., M.P.A., J.D.
Donald B. Marron
Constance J. Milstein, B.A., J.D.
Khaldoon Khalifa Al Mubarak
Brooke Garber Neidich, B.A.
David C. Oxman, B.A., LL.B.
Catherine B. Reynolds, B.A.
Courtney Sale Ross, B.A.
William C. Rudin, B.S.
Suresh Sani, B.A., J.D.
John Sexton, B.A., M.A., Ph.D., J.D.
Constance Silver, B.S., M.S.W., Ph.D.
Lisa Silverstein, B.A.
Joel E. Smilow, B.A., M.B.A.
Jay Stein
Joseph S. Steinberg, B.A., M.B.A.
Judy Steinhardt, B.A., Ed.M.
Michael H. Steinhardt, B.S.
Daniel R. Tisch
John L. Vogelstein
Casey Wasserman, B.S.
Anthony Welters, B.A., J.D.
Shelby White, B.A., M.A.
Leonard A. Wilf, B.A., J.D., LL.M. (in Taxation)
William D. Zabel, B.A., LL.B.

LIFE TRUSTEES

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

TRUSTEE ASSOCIATES

Bruce Berger, B.S.
Leonard Boxer, B.S., LL.B.
Jane Eisner Bram, B.A., M.S.W., Ph.D.
Betty Weinberg Ellerin, B.A., J.D.
Norman Goodman, B.A., J.D.
Marvin Leffler, B.S., M.B.A.

Henry Kaufman, B.A., M.S., Ph.D.; hon.: L.H.D., LL.D.
Helen L. Kimmel, B.A.
Thomas S. Murphy, B.S.M.E., M.B.A.
Herbert M. Paul, B.B.A., M.B.A., J.D., LL.M.
Lester Pollack, B.S., LL.B.
E. John Rosenwald, Jr., B.A., M.B.A.
William R. Salomon
Marie Schwartz
Larry A. Silverstein, B.A., LL.B.
Sheldon H. Solow
Henry Taub, B.S.
Lillian Vernon
Robert F. Wright, B.A., M.B.A.
Baroness Mariuccia Zerilli-Marimò
Standing Committees

Faculty Advisory Committee on Policy and Planning
Faculty Advisory Committee on Promotion and Tenure

Faculty Committee on Student Discipline
Faculty Committee on Grievance
Library Liaison Committee

Standing Committees

Faculty Committee on Graduate Curriculum
Faculty Committee on Graduate Financial Aid
Faculty Committee on Honors and Awards

Advisory Board

Joseph A. Rice
Chair
Dr. Alberta Arthurs
Dr. Jill Bargonetti
Dr. Ahmed Cassim Bawa
Dr. David G. Burnett

Graduate Commission

The Graduate Commission, chaired by the dean of the Graduate School of Arts and Science, reviews and approves all proposed graduate programs before they are submitted to the New York State Education Department. The voting membership of the commission includes the dean and an approved faculty member from each of the schools offering a graduate program as well as academic officers from the central administration. Each school is also represented by an appointed member of its student body.
<table>
<thead>
<tr>
<th>Department or Program</th>
<th>Degree Offered</th>
<th>HEGIS(^1) Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africana Studies</td>
<td>M.A.</td>
<td>2211</td>
</tr>
<tr>
<td>Africana Studies Area of Concentration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Museum Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Africana Studies and Economics</td>
<td>M.A. (joint program)</td>
<td>2299</td>
</tr>
<tr>
<td>American Studies</td>
<td>M.A., M.Phil., Ph.D.</td>
<td>0313</td>
</tr>
<tr>
<td>Ancient Near Eastern and Egyptian Studies</td>
<td>M.A., M.Phil., Ph.D.</td>
<td>0309</td>
</tr>
<tr>
<td>Anthropology</td>
<td>M.A., M.Phil., Ph.D.</td>
<td>2202</td>
</tr>
<tr>
<td>Anthropology–Culture and Media</td>
<td>Ph.D.-Adv. Cert. (joint program)</td>
<td>0312/1099</td>
</tr>
<tr>
<td>Atmosphere Ocean Science and Mathematics</td>
<td>M.Phil., Ph.D.</td>
<td>1799</td>
</tr>
<tr>
<td>Basic Medical Sciences–Sackler Institute</td>
<td>M.S., M.Phil., Ph.D.</td>
<td>0414</td>
</tr>
<tr>
<td>Biochemistry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cell Biology</td>
<td>M.S., M.Phil., Ph.D.</td>
<td>0417</td>
</tr>
<tr>
<td>Microbiology</td>
<td>M.S., M.Phil., Ph.D.</td>
<td>0411</td>
</tr>
<tr>
<td>Parasitology</td>
<td>M.S., M.Phil., Ph.D.</td>
<td>0499</td>
</tr>
<tr>
<td>Pathology</td>
<td>M.S., M.Phil., Ph.D.</td>
<td>0408</td>
</tr>
<tr>
<td>Pharmacology</td>
<td>M.S., M.Phil., Ph.D.</td>
<td>0409</td>
</tr>
<tr>
<td>Physiology and Neuroscience</td>
<td>M.S., M.Phil., Ph.D.</td>
<td>0410</td>
</tr>
<tr>
<td>Bioethics</td>
<td>M.A.</td>
<td>0499</td>
</tr>
<tr>
<td>Biology</td>
<td>M.S., M.Phil., Ph.D.</td>
<td>0401</td>
</tr>
<tr>
<td>Biology–Business Administration (with Stern School of Business)</td>
<td>M.S.-M.B.A. (joint degree)</td>
<td>0401/0402</td>
</tr>
<tr>
<td>Biomedical Journalism (Biology and Journalism)</td>
<td>M.S. (joint program)</td>
<td>0602</td>
</tr>
<tr>
<td>Biomaterials</td>
<td>M.S.</td>
<td>1224</td>
</tr>
<tr>
<td>Biomaterials (with College of Dentistry)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biomedical Sciences, Mt. Sinai School of Medicine of NYU</td>
<td>M.Phil., Ph.D.</td>
<td>0499</td>
</tr>
<tr>
<td>Biomedical Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>M.S., M.Phil., Ph.D.</td>
<td>1905</td>
</tr>
<tr>
<td>Chemistry (with Tisch School of the Arts)</td>
<td>M.A., M.Phil., Ph.D.</td>
<td>1010</td>
</tr>
<tr>
<td>Cinema Studies</td>
<td>M.A.-Adv. Cert. (joint program)</td>
<td>1010/1099</td>
</tr>
<tr>
<td>Cinema Studies–Culture and Media (with Steinhardt School)</td>
<td>Ph.D.-Adv. Cert. (dual degree)</td>
<td>1010/1099</td>
</tr>
<tr>
<td>Classics</td>
<td>M.A., M.Phil., Ph.D.</td>
<td>1504</td>
</tr>
<tr>
<td>Comparative Literature</td>
<td>M.A., M.Phil., Ph.D.</td>
<td>1503</td>
</tr>
<tr>
<td>Computational Biology</td>
<td>M.S., M.Phil., Ph.D.</td>
<td>0499</td>
</tr>
<tr>
<td>Computer Science</td>
<td>M.S., M.Phil., Ph.D.</td>
<td>0701</td>
</tr>
<tr>
<td>Computer Science–Law</td>
<td>M.S. (joint program)</td>
<td>0702</td>
</tr>
<tr>
<td>Computer Science–Law (with School of Law)</td>
<td>M.S. (joint program)</td>
<td>0799</td>
</tr>
<tr>
<td>Culture and Media, Center for Culture and Media</td>
<td>Adv. Cert. (^3)</td>
<td>1099</td>
</tr>
<tr>
<td>East Asian Studies</td>
<td>M.A., M.Phil., Ph.D.</td>
<td>0302</td>
</tr>
<tr>
<td>Economics</td>
<td>M.A., M.Phil., Ph.D.</td>
<td>2204</td>
</tr>
<tr>
<td>Economics–Law (with School of Law)</td>
<td>M.A.-J.D. (dual degree)</td>
<td>2204/1401</td>
</tr>
<tr>
<td>English and American Literature</td>
<td>M.A., M.Phil., Ph.D.</td>
<td>1502</td>
</tr>
<tr>
<td>English and American Literature Area of Concentration</td>
<td>Creative Writing</td>
<td>1507</td>
</tr>
<tr>
<td>English and American Literature Creative Writing</td>
<td>Creative Writing</td>
<td></td>
</tr>
<tr>
<td>Environmental Health Sciences</td>
<td>M.S., M.Phil., Ph.D.</td>
<td>0499</td>
</tr>
<tr>
<td>Environmental Health Sciences Ergonomics and Biomechanics</td>
<td>M.S.</td>
<td>0499</td>
</tr>
<tr>
<td>Environmental Health Sciences Ergonomics</td>
<td>Adv. Cert. (^4)</td>
<td></td>
</tr>
<tr>
<td>European and Mediterranean Studies</td>
<td>M.A.</td>
<td>0310</td>
</tr>
<tr>
<td>Fine Arts, Institute of History of Art and Archaeology</td>
<td>M.A., M.Phil., Ph.D.</td>
<td>1003</td>
</tr>
<tr>
<td>Conservation</td>
<td>M.A. (with M.A. only)</td>
<td>1001</td>
</tr>
<tr>
<td>Curatorial Studies (with Metropolitan Museum of Art)</td>
<td>Adv. Cert. (with Ph.D. only)</td>
<td>1099</td>
</tr>
<tr>
<td>French</td>
<td>M.Phil., Ph.D.</td>
<td>1102</td>
</tr>
<tr>
<td>French Studies and French</td>
<td>M.Phil., Ph.D.</td>
<td>0312</td>
</tr>
<tr>
<td>French Language and Civilization</td>
<td>M.A.</td>
<td>1102</td>
</tr>
<tr>
<td>French Literature</td>
<td>M.A.</td>
<td>1102</td>
</tr>
<tr>
<td>Teaching French as a Foreign Language (with Steinhardt School)</td>
<td>M.A.</td>
<td>1102</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Degrees Offered</td>
<td>HEGIS Number</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>-----------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>French Studies and Anthropology</td>
<td>M.A., M.Phil., Ph.D.</td>
<td>0312</td>
</tr>
<tr>
<td>French Studies and History</td>
<td>M.A., M.Phil., Ph.D.</td>
<td>0312</td>
</tr>
<tr>
<td>French Studies–Business Administration (with Stern School of Business)</td>
<td>M.A.-M.B.A. (dual degree)²</td>
<td>0312/ varies</td>
</tr>
<tr>
<td>German</td>
<td>M.A., M.Phil., Ph.D.</td>
<td>1103</td>
</tr>
<tr>
<td>Hebrew and Judaic Studies</td>
<td>M.A., M.Phil., Ph.D.</td>
<td>1111</td>
</tr>
<tr>
<td>Hebrew and Judaic Studies Area of Concentration Museum Studies</td>
<td>M.A. only</td>
<td></td>
</tr>
<tr>
<td>Hebrew and Judaic Studies and History</td>
<td>M.A., M.Phil., Ph.D.</td>
<td>2205</td>
</tr>
<tr>
<td>Hebrew and Judaic Studies-Education And Jewish Studies (with Steinhardt School)</td>
<td>M.A.-M.A. (dual degree)</td>
<td>1111/0899</td>
</tr>
<tr>
<td>History</td>
<td>M.A., M.Phil., Ph.D.</td>
<td>2205</td>
</tr>
<tr>
<td>History–Law (with School of Law)</td>
<td>M.A.-J.D. (dual degree)</td>
<td>2205/1401</td>
</tr>
<tr>
<td>Archival Management and Historical Editing</td>
<td>Adv. Cert.</td>
<td>2205</td>
</tr>
<tr>
<td>Humanities and Social Thought, John W. Draper Interdisciplinary Master’s Program in Humanities and Social Thought</td>
<td>M.A.</td>
<td>4903</td>
</tr>
<tr>
<td>Irish and Irish-American Studies</td>
<td>M.A.</td>
<td>0399</td>
</tr>
<tr>
<td>Italian Studies</td>
<td>M.A., M.Phil., Ph.D.</td>
<td>1104</td>
</tr>
<tr>
<td>Italian Studies</td>
<td>M.A.</td>
<td>0312</td>
</tr>
<tr>
<td>Journalism</td>
<td>M.A.</td>
<td>0602</td>
</tr>
<tr>
<td>Journalism Area of Concentration</td>
<td>Cultural Reporting and Criticism</td>
<td></td>
</tr>
<tr>
<td>Journalism and Africana Studies</td>
<td>M.A. (joint program)</td>
<td>0699</td>
</tr>
<tr>
<td>Biomedical Journalism</td>
<td>M.A. (joint program)</td>
<td>0602</td>
</tr>
<tr>
<td>Journalism and French Studies</td>
<td>M.A. (joint program)</td>
<td>0699</td>
</tr>
<tr>
<td>Journalism and Latin American and Caribbean Studies</td>
<td>M.A. (joint program)</td>
<td>0699</td>
</tr>
<tr>
<td>Journalism and Near Eastern Studies</td>
<td>M.A. (joint program)</td>
<td>0699</td>
</tr>
<tr>
<td>Journalism and Russian and Slavic Studies</td>
<td>M.A. (joint program)</td>
<td>0699</td>
</tr>
<tr>
<td>Latin American and Caribbean Studies, Center for</td>
<td>M.A.</td>
<td>0312</td>
</tr>
<tr>
<td>Latin American and Caribbean Studies</td>
<td>M.A. (joint program)</td>
<td>0699</td>
</tr>
<tr>
<td>Latin American and Caribbean Studies–Law (with School of Law)</td>
<td>M.A.-J.D. (dual degree)</td>
<td>0312/1401</td>
</tr>
<tr>
<td>Law and Society</td>
<td>M.A., M.Phil., Ph.D.</td>
<td>2299</td>
</tr>
<tr>
<td>Law and Society–Law (with School of Law)</td>
<td>M.A.-J.D. (dual degree)</td>
<td>2299/1401</td>
</tr>
<tr>
<td>Library Science</td>
<td>M.S. in library science (from LIU)</td>
<td></td>
</tr>
<tr>
<td>Linguistics</td>
<td>M.A., M.Phil., Ph.D.</td>
<td>1505</td>
</tr>
<tr>
<td>Mathematics</td>
<td>M.S., M.Phil., Ph.D.</td>
<td>1701</td>
</tr>
<tr>
<td>Mathematics in Finance</td>
<td>M.S.</td>
<td>1799</td>
</tr>
<tr>
<td>Mathematics in Finance–General Management (with Stern School of Business)</td>
<td>M.S.-M.B.A. (dual degree)</td>
<td>1799/0506</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Degree Offered</td>
<td>HEGIS Number</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Middle Eastern and Islamic Studies</td>
<td>M.A., M.Phil., Ph.D.</td>
<td>0309</td>
</tr>
<tr>
<td>History and Middle Eastern Studies</td>
<td>M.A., M.Phil., Ph.D.</td>
<td>2205</td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
<td>M.A., M.Phil., Ph.D.</td>
</tr>
<tr>
<td></td>
<td>Early Music Performance</td>
<td>Adv. Cert.</td>
</tr>
<tr>
<td>Near Eastern Studies</td>
<td>Near Eastern Studies</td>
<td>M.A.</td>
</tr>
<tr>
<td></td>
<td>Area of Concentration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Museum Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Journalism and Near Eastern</td>
<td>M.A. (joint program)</td>
</tr>
<tr>
<td>Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neural Science</td>
<td>Neural Science</td>
<td>M.Phil., Ph.D.</td>
</tr>
<tr>
<td>Performance Studies</td>
<td>Performance Studies (with Tisch</td>
<td>M.A., M.Phil., Ph.D.</td>
</tr>
<tr>
<td></td>
<td>School of the Arts)</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>Philosophy</td>
<td>M.A., M.Phil., Ph.D.</td>
</tr>
<tr>
<td></td>
<td>Philosophy–Law (with School of Law)</td>
<td>M.A.-J.D.</td>
</tr>
<tr>
<td></td>
<td>Philosophy–Law (with School of Law)</td>
<td>Ph.D.-J.D.</td>
</tr>
<tr>
<td></td>
<td>Philosophy–Medicine (with School of Medicine)</td>
<td>M.A.-M.D. (dual degree)</td>
</tr>
<tr>
<td>Physics</td>
<td>Physics</td>
<td>M.S., M.Phil., Ph.D.</td>
</tr>
<tr>
<td></td>
<td>M.P.S.</td>
<td>1902</td>
</tr>
<tr>
<td>Poetics and Theory</td>
<td>Poetics and Theory</td>
<td>Adv. Cert.</td>
</tr>
<tr>
<td>Politics</td>
<td>Poetics and Theory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Politics</td>
<td>M.A., M.Phil., Ph.D.</td>
</tr>
<tr>
<td></td>
<td>Area of Concentration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>International Politics and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>International Business</td>
<td>M.A. only</td>
</tr>
<tr>
<td></td>
<td>French Studies and Politics</td>
<td>M.Phil., Ph.D.</td>
</tr>
<tr>
<td></td>
<td>Politics–Business (with</td>
<td>M.A.-M.B.A. (dual degree)</td>
</tr>
<tr>
<td></td>
<td>Stern School of Business)</td>
<td>Ph.D.-J.D.</td>
</tr>
<tr>
<td></td>
<td>Politics–Law (with School of Law)</td>
<td></td>
</tr>
</tbody>
</table>


2 The M.B.A. portion is registered under individual HEGIS codes depending on the M.B.A. major.

3 Given only as part of a dual degree program with the Ph.D. in anthropology and the M.A. or Ph.D. in cinema studies.

4 The M.S. in library science from Long Island University may be earned only as part of the dual degree program along with any stand-alone master's degree offered (except in linguistics) by the Graduate School of Arts and Science. The HEGIS code listed is for the M.S. in library science portion of the dual degree program.

5 The M.A. in library science from Long Island University may be earned only as part of the dual degree program along with any stand-alone master's degree offered (except in linguistics) by the Graduate School of Arts and Science. The HEGIS code listed is for the M.A. in library science portion of the dual degree program.

6 The M.A. in library science from Long Island University may be earned only as part of the dual degree program along with any stand-alone master's degree offered (except in linguistics) by the Graduate School of Arts and Science. The HEGIS code listed is for the M.A. in library science portion of the dual degree program.

7 The M.A. in library science from Long Island University may be earned only as part of the dual degree program along with any stand-alone master's degree offered (except in linguistics) by the Graduate School of Arts and Science. The HEGIS code listed is for the M.A. in library science portion of the dual degree program.

8 The M.A. in library science from Long Island University may be earned only as part of the dual degree program along with any stand-alone master's degree offered (except in linguistics) by the Graduate School of Arts and Science. The HEGIS code listed is for the M.A. in library science portion of the dual degree program.

9 The M.A. in library science from Long Island University may be earned only as part of the dual degree program along with any stand-alone master's degree offered (except in linguistics) by the Graduate School of Arts and Science. The HEGIS code listed is for the M.A. in library science portion of the dual degree program.

10 The M.A. in library science from Long Island University may be earned only as part of the dual degree program along with any stand-alone master's degree offered (except in linguistics) by the Graduate School of Arts and Science. The HEGIS code listed is for the M.A. in library science portion of the dual degree program.

11 The M.A. in library science from Long Island University may be earned only as part of the dual degree program along with any stand-alone master's degree offered (except in linguistics) by the Graduate School of Arts and Science. The HEGIS code listed is for the M.A. in library science portion of the dual degree program.

12 The M.A. in library science from Long Island University may be earned only as part of the dual degree program along with any stand-alone master's degree offered (except in linguistics) by the Graduate School of Arts and Science. The HEGIS code listed is for the M.A. in library science portion of the dual degree program.

13 The M.A. in library science from Long Island University may be earned only as part of the dual degree program along with any stand-alone master's degree offered (except in linguistics) by the Graduate School of Arts and Science. The HEGIS code listed is for the M.A. in library science portion of the dual degree program.

14 The M.A. in library science from Long Island University may be earned only as part of the dual degree program along with any stand-alone master's degree offered (except in linguistics) by the Graduate School of Arts and Science. The HEGIS code listed is for the M.A. in library science portion of the dual degree program.
Travel Directions to the Washington Square Campus*

Lexington Avenue Subway (6)
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 (N, R)
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 (A, B, C, D, E, F, V)
To West Fourth Street-Washington Square Station. Walk east on West Fourth Street or Waverly Place to Washington Square.

Seventh Avenue Subway (1)
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 1 bus to Broadway and Ninth Street. Walk south on Broadway to Waverly Place and west to Washington Square. Number 2, 3, or 5 bus to Eighth Street and University Place. Walk south 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.

Eighth Street Crosstown Bus
Number 8 bus to University Place. Walk south to Washington Square.

Note: For up-to-date information on Metropolitan Transportation Authority subway and bus services, visit the Web site at www.mta.info.

*See Washington Square campus map and key for specific addresses.
| Academic and Student Life, Graduate School of Arts and Science, Office of | Academic calendar | Academic standing | Accreditation | Administration | Admission | Advanced standing | Advisory Board, Graduate School of Arts and Science | Affirmative action | Africana studies | Alumni activities | Alumni Association, Graduate School of Arts and Science | American Language Institute | American studies | Ancient Near Eastern and Egyptian studies | Ancient World, Institute for the Study of | Anthropology | Application deadlines | Arrears policies | Art history: See Fine Arts, Institute of | Assistantships and fellowships | Athletics | Atmosphere ocean science | Auditors | Awards and prizes | Basic medical sciences | Bioethics | Biology | Biology, oral | Biomedical sciences | Biomedical science | Board of Overseers, Faculty of Arts and Science | Board of Trustees, NYU | Bookstores, NYU | Calendar, academic | Campus Dining Services, NYU | Campus map | Campus safety | Career services | Casa Italiana Zerilli-Marimò | Certificate and degree programs | Chemistry | Cinema studies | Classics | Club Quarters | Coles Sports and Recreation Center, Jerome S. | Commencement | Community service | Comparative literature | Computational biology | Computer services and Internet resources | Computer science | Computer Store | Conferal of degrees | Conservation Center | Continuous registration | Convocation | Counseling services | Course descriptions: See individual departments | Courses, withdrawal from | Creative writing | Credit for courses taken elsewhere | Culture and media | Deadlines, application | Deferment and readmission | Degree and certificate programs See individual departments and programs | Degree requirements | Departments and programs | Deutsches Haus | Dining services | Disabilities, Henry and Lucy Moses Center for Students with | Discipline | Dissertation, doctoral See individual departments and programs | Doctor of Philosophy degree requirements | Draper Master's Program | Dual degree programs | 330 | 144-45 | 328 | 331 | 339 | 9-10 | 338 | 9-10 | 328 | 8 | 342-43 | 326-28 | (see also individual departments and programs) | 330 | 339 | 339 | 326-27 | 15-17 | 18-20 | 321-23 | 21-31 | 326 | 329, 330, 337 | See Fine Arts, Institute of | 333-34 | (see also individual departments and programs) | 339 | 32-34 | 327 | 333 | (see also individual departments and programs) | 35-45 | 46-48 | 49-57 | 49 | 58-61 | 62-63 | 344 | 343 | 339 | 9-10 | 339 | 349-50 | 332, 340 | 339 | 195 | 345-47 | 64-68 | 69-75 | 76-80 | 328 | 339 | 331 | 341 | 81-84 | 85-89 | 339 | 90-98 | 339 | 332, 345-47 | (see also individual departments and programs) |
East Asian studies 103-06
Economics 107-14
Economics, C. V. Starr Center for Applied 111
Egyptian studies, ancient Near Eastern and 18-20
Employment, student 335
English 115-24
Enrollment verification 329
Environmental health sciences 125-35
Ergonomics and biomechanics 125-35
Equal treatment and opportunity 8
European and Mediterranean studies 136-38

Faculty of Arts and Science administration 344
Fees and tuition 336-37
Fellowships and assistantships (see also individual departments and programs) 333-34
Fields of study (see also individual departments and programs) 345-47
Financial aid (see also individual departments and programs) 333-37
Fine Arts, Institute of 139-46
Firearms policy, NYU simulated 331
Foreign language proficiency examination dates 9, 10
Foreign language requirements (see also individual departments and programs) 330
French 147-54
French Civilization and Culture, Center for 150
French studies 155-59
Full-time status 328
German 160-62
Government: See Politics 330
Grades 330
Graduate Commission 344
Graduate Enrollment Services 338
Graduate forums 332
Graduate Record Examination (see also individual departments and programs) 326
Graduate School of Arts and Science administration 5, 344
Graduate Student Commons 339
Graduate Student Council 339
Graduate Student Educational Development Program 338
Grant-making workshops 338
Grey Art Gallery 7
Guest accommodations at NYU 328
Health insurance 328, 336, 340
Health services 340
Hebrew and Judaic studies 163-69
HEGIS numbers of degree and certificate programs 345-47
Hellenic studies 170
History 171-183
History of the Graduate School 6
Housing 340
Human Origins, Center for the Study of 25
Humanities and social thought 184-88
Immunization requirements 331, 340
Information Technology Services 339
Institute for the Study of the Ancient World 321-23
Interdisciplinary programs 5
International applicants 326, 334
International exchange programs 158, 277, 332
International Graduate Student Educational Development Program 327
International Students and Scholars (OISS), Office for 340
Inter-University Doctoral Consortium 327
Irish and Irish-American studies 189-192
Islamic studies, Middle Eastern and 234-38
Italian studies 193-96
Joint degree programs (see also individual departments and programs) 332, 345-47
Journalism 197-204
Kevorkian Center, Hagop 250-51
King Juan Carlos I of Spain Center 26
Latin American and Caribbean studies 26, 205-09
Law and society 210-18
Leave of absence 328
Lesbian, Gay, Bisexual, and Transgender Student Services, Office of 340
Libraries 7
Library science 219
Linguistics 220-24
Loan programs 335
Madrid, NYU in 317-18
Maison Française, La 150
Map of the Washington Square campus 349-50
Master’s degree requirements (see also individual departments and programs) 329
Mathematics 223-33
Matriculation, maintaining 328
Media, Culture, and History, Center for 27, 100
Medical sciences, basic 35-45
Middle Eastern and Islamic studies 234-38
Moses Center for Students with Disabilities, Henry and Lucy 339
Multicultural Education and Programs, Center for 340
<table>
<thead>
<tr>
<th>Index Item</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Museum studies</td>
<td>239-43</td>
</tr>
<tr>
<td>Music</td>
<td>244-49</td>
</tr>
<tr>
<td>Near Eastern and Egyptian studies, ancient</td>
<td>18-20</td>
</tr>
<tr>
<td>Near Eastern studies</td>
<td>250-54</td>
</tr>
<tr>
<td>Neural science</td>
<td>255-58</td>
</tr>
<tr>
<td>New York Consortium for Evolutionary Primatology (NYCEP)</td>
<td>25</td>
</tr>
<tr>
<td>New York University and New York</td>
<td>7-8</td>
</tr>
<tr>
<td>Nondegree students</td>
<td>327</td>
</tr>
<tr>
<td>Ocean science, atmosphere</td>
<td>32-34</td>
</tr>
<tr>
<td>Off-campus housing</td>
<td>340</td>
</tr>
<tr>
<td>Oral biology</td>
<td>49</td>
</tr>
<tr>
<td>Overseers, Faculty of Arts and Science, Board of</td>
<td>344</td>
</tr>
<tr>
<td>Palladium Athletic Facility</td>
<td>339</td>
</tr>
<tr>
<td>Paris, NYU in</td>
<td>150</td>
</tr>
<tr>
<td>Patents, University policy on</td>
<td>331</td>
</tr>
<tr>
<td>Performance studies</td>
<td>259-64</td>
</tr>
<tr>
<td>Philosophy</td>
<td>265-69</td>
</tr>
<tr>
<td>Physics</td>
<td>270-75</td>
</tr>
<tr>
<td>Poetics and theory</td>
<td>276-77</td>
</tr>
<tr>
<td>Politics</td>
<td>278-87</td>
</tr>
<tr>
<td>Programs and departments</td>
<td>5, 11-325, 345-47</td>
</tr>
<tr>
<td>Psychology</td>
<td>288-99</td>
</tr>
<tr>
<td>Psychotherapy and psychoanalysis</td>
<td>300-02</td>
</tr>
<tr>
<td>Readmission and deferment</td>
<td>327</td>
</tr>
<tr>
<td>Recreation and sports</td>
<td>339</td>
</tr>
<tr>
<td>Refund of tuition</td>
<td>337</td>
</tr>
<tr>
<td>Registration</td>
<td>328-29</td>
</tr>
<tr>
<td>Religion and Media, Center for</td>
<td>27</td>
</tr>
<tr>
<td>Religious and spiritual resources</td>
<td>340</td>
</tr>
<tr>
<td>Religious studies</td>
<td>303-05</td>
</tr>
<tr>
<td>Residences, student</td>
<td>340</td>
</tr>
<tr>
<td>Resident assistantships</td>
<td>261, 334</td>
</tr>
<tr>
<td>Russian and Slavic studies</td>
<td>306-09</td>
</tr>
<tr>
<td>Schools and colleges of NYU</td>
<td>354</td>
</tr>
<tr>
<td>Slavic studies, Russian and</td>
<td>306-09</td>
</tr>
<tr>
<td>Society, law and</td>
<td>210-18</td>
</tr>
<tr>
<td>Sociology</td>
<td>310-15</td>
</tr>
<tr>
<td>Spanish and Portuguese languages and literatures</td>
<td>316-20</td>
</tr>
<tr>
<td>Special student status</td>
<td>327</td>
</tr>
<tr>
<td>Sports and recreation</td>
<td>339</td>
</tr>
<tr>
<td>Standing committees</td>
<td>344</td>
</tr>
<tr>
<td>Student Activities, Office of</td>
<td>339</td>
</tr>
<tr>
<td>Student Health Center</td>
<td>340</td>
</tr>
<tr>
<td>Student Resource Center</td>
<td>339</td>
</tr>
<tr>
<td>Student services and programs</td>
<td>338-40</td>
</tr>
<tr>
<td>Student visas</td>
<td>326</td>
</tr>
<tr>
<td>Study abroad</td>
<td>157, 158, 277, 317-18, 332</td>
</tr>
<tr>
<td>Summer programs</td>
<td>145, 157, 253-54, 293, 328</td>
</tr>
<tr>
<td>Test of English as a Foreign Language (TOEFL)</td>
<td>326</td>
</tr>
<tr>
<td>Ticket Central Box Office</td>
<td>339</td>
</tr>
<tr>
<td>Time limit for degrees</td>
<td>329, 330</td>
</tr>
<tr>
<td>Transcripts</td>
<td>328-29</td>
</tr>
<tr>
<td>Transfer credit</td>
<td>330</td>
</tr>
<tr>
<td>Trauma and violence transdisciplinary studies</td>
<td>324-25</td>
</tr>
<tr>
<td>Travel directions to the Washington Square campus</td>
<td>348</td>
</tr>
<tr>
<td>Trustees, NYU Board of</td>
<td>343</td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>336-37</td>
</tr>
<tr>
<td>Tuition refund</td>
<td>337</td>
</tr>
<tr>
<td>University directory</td>
<td>342-44</td>
</tr>
<tr>
<td>University policies</td>
<td>331-32</td>
</tr>
<tr>
<td>Veterans benefits</td>
<td>334</td>
</tr>
<tr>
<td>Visiting students</td>
<td>327</td>
</tr>
<tr>
<td>Wasserman Center for Career Development</td>
<td>339</td>
</tr>
<tr>
<td>Weapons policy, NYU</td>
<td>331</td>
</tr>
<tr>
<td>Wellness Exchange</td>
<td>340</td>
</tr>
<tr>
<td>Withdrawal from courses</td>
<td>337</td>
</tr>
<tr>
<td>(see also Leave of absence)</td>
<td></td>
</tr>
<tr>
<td>Women and gender: See History</td>
<td></td>
</tr>
<tr>
<td>Work-Study Program, Federal</td>
<td>335</td>
</tr>
<tr>
<td>Writing, creative</td>
<td>118-19</td>
</tr>
</tbody>
</table>
Schools and Colleges of New York University
http://gsas.nyu.edu

Graduate School of Arts and Science
New York University
6 Washington Square North
New York, NY 10003-6668
Web site: http://gsas.nyu.edu

Office of Academic and Student Life
212-998-8060
E-mail: gsas.studentlife@nyu.edu

Master's College
212-992-7960
E-mail: gsas.masterscollege@nyu.edu

OTHER NEW YORK UNIVERSITY SCHOOLS

College of Arts and Science
New York University
22 Washington Square North
New York, NY 10011-9191
Admissions: 212-998-4500

School of Law
New York University
Vanderbilt Hall
40 Washington Square South
New York, NY 10012-1099
Admissions: 212-998-6060

School of Medicine and Post-Graduate Medical School
New York University
401 East 30th Street
New York, NY 10016-6481
Admissions: 212-263-5290

College of Dentistry
David B. Kriser Dental Center
New York University
K. B. Weissman Clinical Science Building
421 First Avenue
New York, NY 10010-4086
Admissions: 212-998-9818

College of Nursing (within the College of Dentistry)
New York University
246 Greene Street
New York, NY 10003-6677
Admissions: 212-998-5317

Steinhardt School of Culture, Education, and Human Development
New York University
Pless Hall
82 Washington Square East
New York, NY 10003-6680
Admissions: 212-998-5030

Leonard N. Stern School of Business
New York University
Henry Kaufman Management Center
44 West Fourth Street
New York, NY 10012-1126
Admissions: 212-998-0600

School of Continuing and Professional Studies
New York University
145 Fourth Avenue
New York, NY 10003-4906
Admissions: 212-998-7200

Robert F. Wagner Graduate School of Public Service
New York University
295 Lafayette Street
New York, NY 10012-9604
Admissions: 212-998-7414

Silver School of Social Work
New York University
1 Washington Square North
New York, NY 10003-6654
Admissions: 212-998-5910

Tisch School of the Arts
New York University
721 Broadway, Room 801
New York, NY 10003-6807
Admissions: 212-998-1918

Gallatin School of Individualized Study
New York University
715 Broadway, 6th Floor
New York, NY 10003-6806
Admissions: 212-998-7370

Mount Sinai School of Medicine (affiliated)
1 Gustave L. Levy Place
New York, NY 10029-6574
Admissions: 212-241-6546

New York University is an affirmative action/equal opportunity institution.

Produced by Advertising and Publications, New York University.