Announcement for the 126th and 127th sessions

New York University
Washington Square
New York, New York 10003

www.gsas.nyu.edu

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

Payment of tuition or attendance at any classes shall constitute a student’s acceptance of the administration’s rights as set forth in the above paragraph.
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ADMINISTRATION
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Kathleen T. Talvacchia, B.S., M.Ed., Ed.D.
Assistant Dean for Academic and Student Life
David P. Giovanella, B.A., M.A.
Assistant Dean of Enrollment Services and Director, GSAS Master’s College
Dean Emerita

GRADUATE DEPARTMENTS
Anthropology
Professor Terry Harrison, Chair
Biology
Professor Stephen J. Small, Chair
Biomaterials Science
Professor Van P. Thompson, Chair
Chemistry
Professor Michael Ward, Chair
Cinema Studies
Associate Professor Richard Allen, Chair
Classics
Professor David Levene, Chair
Comparative Literature
Professor Jacques Lezra, Chair
Computer Science
Professor Michael L. Overton, Chair
East Asian Studies
Professor Xudong Zhang, Chair
Economics
Professor Alessandro Lizzeri, Chair
English
Associate Professor G. Gabrielle Starr, Chair
Institute of Fine Arts
Professor Patricia L. Rubin, Director
French
Professor Denis Hollier, Chair
German
Professor Eckart Goebel, Chair
Hebrew and Judaic Studies
Professor David Engel, Chair
History
Professor Joanna Waley-Cohen, Chair
Italian Studies
Professor Ruth Ben-Ghiat, Chair
Journalism
Professor Perri Klass, Chair
Linguistics
Professor Alec Marantz, Chair
Mathematics
Professor Yuri Tschinkel, Chair
Middle Eastern and Islamic Studies
Associate Professor Everett Rowson, Chair
Music
Professor Michael Beckerman, Chair
Neural Science
Professor J. Anthony Movshon, Director
Performance Studies
Associate Professor Karen Shimakawa, Chair
Philosophy
Professor Don Garrett, Chair
Physics
Professor David G. Grier, Chair
Psychology
Professor Greg Murphy, Chair
Russian and Slavic Studies
Professor Eliot Borenstein, Chair
Social and Cultural Analysis
Professor Mary Louise Pratt, Chair
Sociology
Professor Jeff Manza, Chair
Spanish and Portuguese Languages and Literatures
Associate Professor Sibylle Fischer, Chair

INTERDISCIPLINARY PROGRAMS
Ancient Near Eastern and Egyptian Studies
Professor Ann Macy Roth, Director of Graduate Studies
Ancient World
Professor Robert Bagnall, Director
Atmosphere Ocean Science
Associate Professor Shafer Smith, Director
Basic Medical Sciences
Senior Associate Dean Joel D. Oppenheim, Director
Bioethics
Professor William Ruddick, Director
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 Wolff, Director

French Studies  
Professor Edward Berenson, Director

Humanities and Social Thought  
Professor Robin Nagle, Director

Irish Studies  
Professor Joe Lee, Director

Latin American and Caribbean Studies  
Professor Ada Ferrer, Director

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  
Associate Professor Angela Zito, Director

Trauma and Violence  
Transdisciplinary Studies  
Professors Avital Ronell and Judith Alpert, Codirectors
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.”
NEW YORK UNIVERSITY LIBRARIES

The Elmer Holmes Bobst Library, designed by Philip Johnson and Richard Foster, is the flagship of a six-library system that provides access to the world’s scholarship and serves as a center for the NYU community’s intellectual life. With four million print volumes, 68,000 serial subscriptions, 50,000 electronic journals, half a million e-books, 105,000 audio and video recordings, and 25,000 linear feet of archival materials, the collections are uniquely strong in the performing arts, radical and labor history, and the history of New York and its avant-garde culture. The library’s website, library.nyu.edu, received 2.8 million visits in 2008-2009.

Bobst Library offers 28 miles of open stacks and approximately 2,500 seats for student study. The Avery Fisher Center for Music and Media, one of the world’s largest academic media centers, has 134 carrels for audio listening and video viewing and three multimedia classrooms. Last year the center filled more than 70,000 research requests for audio and video material. The Digital Studio offers a constantly evolving, leading-edge resource for faculty and student projects and promotes and supports access to digital resources for teaching, learning, research, and arts events. The Data Service Studio provides expert staff and access to software, statistical computing, geographical information systems analysis, data collection resources, and data management services in support of quantitative research at NYU.

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

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

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

The NYU Division of Libraries continually enhances its student and faculty services and expands its research collections, responding to the extraordinary growth of the University’s academic programs in recent years and to the rapid expansion of electronic information resources. Bobst Library’s professional staff includes more than 30 subject specialists who select materials and work with faculty and graduate students in every field of study at NYU. The staff also includes specialists in
undergraduate outreach, instructional services, preservation, electronic information, and digital libraries.

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.

THE LARGER CAMPUS

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

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

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

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

The chief center for undergraduate and graduate study is at Washington Square in Greenwich Village, long famous for its contributions to the fine arts, literature, and drama 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.
A PRIVATE UNIVERSITY

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

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

Inquiries regarding the application of the federal laws and regulations concerning affirmative action and antidiscrimination policies and procedures at New York University may be referred to Mary Signor, Executive Director, Office of Equal Opportunity, New York University, Elmer Holmes Bobst Library, 70 Washington Square South, 12th Floor, New York, NY 10012; 212-998-2352. Inquiries may also be referred to the director of the Office of Federal Contract Compliance, U.S. Department of Labor.

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

## Academic Year 2011-2012

### Fall Term

#### September 2011
- **5 Monday**
  - University holiday: Labor Day
- **6 Tuesday**
  - First day of classes
- **16 Friday**
  - Final dissertations due in the Office of Academic and Student Life for September 2011 degrees
- **30 Friday**
  - Graduation application deadline for January 2012 degrees

#### October 2011
- **3 Monday**
  - Applications for Graduate School of Arts and Science Foreign Language Proficiency Examination due in the Office of Academic and Student Life
- **10 Monday-11 Tuesday**
  - No Classes Scheduled

#### November 2011
- **4 Friday**
  - Graduate School of Arts and Science Foreign Language Proficiency Examination
- **24 Thursday-26 Saturday**
  - Thanksgiving recess

#### December 2011
- **2 Friday**
  - Final dissertations due in the Office of Academic and Student Life for January 2012 degrees
- **16 Monday**
  - University holiday: Martin Luther King Day
- **23 Monday**
  - First day of classes
- **19 Monday**
  - Fall semester examination period begins
- **23 Friday**
  - Fall semester examination period ends
- **24 Saturday**
  - Winter recess begins
- **† All Monday classes will meet on Wednesday, December 14. Therefore, Wednesday classes do not meet on this day.

### Spring Term

#### January 2012
- **13 Friday**
  - Final dissertations due in the Office of Academic and Student Life for January 2012 degrees
- **23 Monday**
  - First day of classes
- **16 Friday**
  - Preliminary dissertations due in the Office of Academic and Student Life for May 2012 degrees
- **17 Saturday**
  - Spring recess ends

#### February 2012
- **3 Friday**
  - Graduation application deadline for May 2012 degrees
- **20 Monday**
  - University holiday: Presidents' Day
- **16 Friday**
  - Spring semester examination period begins

#### March 2012
- **2 Friday**
  - Graduate School of Arts and Science Foreign Language Proficiency Examination
- **12 Monday**
  - Spring recess begins
- **19 Monday**
  - Spring semester examination period begins
- **23 Friday**
  - Spring semester examination period ends

## Summer Session

#### May 2012
- **21 Monday**
  - Summer session I begins
- **28 Monday**
  - University holiday: Memorial Day

#### June 2012
- **8 Friday**
  - Graduation application deadline for September 2012 degrees
- **29 Friday**
  - Summer session I ends
JULY 2012
2 Monday
Summer session II begins
4 Wednesday
University holiday: Independence Day
6 Friday
Applications for Graduate School of Arts and Science Foreign Language Proficiency Examination due in the Office of Academic and Student Life

AUGUST 2012
3 Friday
Preliminary dissertations due in the Office of Academic and Student Life for September 2012 degrees
10 Friday
Summer session II ends
10 Friday
Graduate School of Arts and Science Foreign Language Proficiency Examination

ACADEMIC YEAR 2012-2013

Fall Term

SEPTEMBER 2012
3 Monday
University holiday: Labor Day
4 Tuesday
First day of classes
14 Friday
Final dissertations due in the Office of Academic and Student Life for September 2012 degrees

OCTOBER 2012
1 Monday
Applications for Graduate School of Arts and Science Foreign Language Proficiency Examination due in the Office of Academic and Student Life
5 Friday
Graduation application deadline for January 2013 degrees
15 Monday-16 Tuesday
No classes scheduled

NOVEMBER 2012
2 Friday
Graduate School of Arts and Science Foreign Language Proficiency Examination
22 Thursday-25 Saturday
Thanksgiving recess

DECEMBER 2012
7 Friday
Preliminary dissertations due in the Office of Academic and Student Life for January 2013 degrees
12 Wednesday
(classes meet on a Monday schedule)
Legislative day†
14 Friday
Last day of classes
17 Monday
Fall semester examination period begins
21 Friday
Fall semester examination period ends
22 Saturday
Winter recess begins
† All Monday classes will meet on Wednesday, December 12. Therefore, Wednesday classes do not meet on this day.

Spring Term

JANUARY 2013
18 Friday
Final dissertations due in the Office of Academic and Student Life for January 2013 degrees
21 Monday
University holiday: Martin Luther King Day
28 Monday
First day of classes

FEBRUARY 2013
Date to be announced
Graduation application deadline for May 2013 degrees
1 Friday
Applications for Graduate School of Arts and Science Foreign Language Proficiency Examination due in the Office of Academic and Student Life

MARCH 2013
1 Friday
Graduate School of Arts and Science Foreign Language Proficiency Examination

18 Monday
Spring recess begins
22 Friday
Spring recess ends

MAY 2013
Date to be announced
Graduate School of Arts and Science Convocation
10 Friday
Final dissertations due in the Office of Academic and Student Life for May 2013 degrees
13 Monday
Last day of Classes
14 Tuesday
Reading day

15 Wednesday
Spring semester examination period begins
21 Tuesday
Spring semester examination period ends
23 Thursday
New York University Commencement

Summer Session

MAY 2013
27 Monday
University holiday: Memorial Day
28 Tuesday
Summer session I begins

JUNE 2013
Date to be announced
Graduation application deadline for September 2013 degrees
JULY 2013

Date to be announced
Applications for Graduate School of Arts and Science Foreign Language Proficiency Examination due in the Office of Academic and Student Life

4 Thursday
University holiday: Independence Day

6 Saturday
Summer session I ends

8 Monday
Summer session II begins

AUGUST 2013

Date to be announced
Graduate School of Arts and Science Foreign Language Proficiency Examination

Date to be announced
Preliminary dissertations due in the Office of Academic and Student Life for September 2013 degrees

17 Saturday
Summer session II ends
PROGRAMS AND REQUIREMENTS

Master of Arts in Africana Studies

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, AFRS-GA 2000, 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) two 4-point Directed Readings courses, or 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. Applicants 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.

A concentration in Museum Studies is also available to students in the M.A. program. 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. Both AFRS-GA 2000, Proseminar in Africana Studies, and MSMS-GA 1500, History and Theory of Museums are required for this concentration. Graduate work can be distributed as follows: semester 1) Proseminar in Africana Studies, AFRS-GA 2000, History and Theory of Museums, MSMS-GA 1500, plus an additional Africana Studies elective; semester 2) one Africana Studies elective, plus two Museum Studies electives; semester 3) summer internship; semester 4) Directed Reading for the M.A. project in Africana Studies, plus a Museum Studies elective. 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.

Joint Master of Arts 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 and by the completion of 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. Graduate work can be distributed as follows: semester 1) required Proseminar in Africana Studies, AFRS-GA 2000; Math for Economics, ECON-GA 1001; Macroeconomic Theory, ECON-GA 1005; Applied Statistics and Econometrics 1 (with lab), ECON-GA 1101; semester 2) Africans in the World Economy, ECON-GA 3002.008; Microeconomics Theory, ECON-GA 1003; Applied Statistics for Economics II (with lab), ECON-GA 1102; semester 3) Political Economics, POL-GA 1400, Africana Studies elective, Economics elective, Directed Readings for special project/internship or M.A. Thesis

Joint Master of Arts 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. 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). For more information please see the Journalism section of this bulletin.

COURSES

Proseminar in Africana Studies
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
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

Ed Guerrero, Associate 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 economies of emergent cinemas; fantastic otherness in sci-fi and horror.

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

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.

E. Frances White, Professor, Gallatin School of Individualized Study; Social and Cultural Analysis (Africana Studies, American Studies); B.A. 1971, Wheaton College; M.A. 1973, Boston University; Ph.D. 1978, Boston University.
History of Africa and its diaspora; history of gender and sexuality; critical race theory.

Deborah Willis, Professor, Photography and Imaging (Tisch School of the Arts), Social and Cultural Analysis (Africana Studies); University Professor. Ph.D. 2002, George Mason; M.A. 1986, CUNY; M.F.A. 1980, Pratt Institute; B.F.A 1975, Philadelphia College of Art.
Art history; museum studies; photography; African American photography and visual culture.
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.

Engagement, Exile, Errancy: Narrating Haiti after the US Occupation
Using the ideas of revolutionary universalism and the shock of modernity as a perspective, this course will examine the way in which the Haitian literary imagination privileges global interaction and the challenging of colonial boundaries. From the outset, by constantly voicing opposition to theories of Haitian exceptionalism, Haitian writers and thinkers and called into question narrowly ethnocentric models of race, nation and difference. In concentrating on novels written by Haitians since the 1940’s, we will explore the construction of Haitian identity in the context of Marxism and Surrealism in the post-war period, the resistance against Duvalierist ethnocentrism in the Sixties and the creative effect of exile and errancy on the new exploded Haitian nation today.

Race and Reproduction
AFRS-GA 2600 Morgan. 4 points. 2011-12.
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.
Topics in Postcoloniality
AFRS-GA 2645 Amkpa, Dash, Ralph, Morgan, Flores, White, Singh. 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
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.

Resiting Resistance: From Nation to Diaspora in Caribbean Writing
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  

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-descendant 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.
PROGRAMS AND REQUIREMENTS

Master of Arts
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 (AMST-GA 3301) and seven other courses, no more than two of which may originate beyond the program; and they must demonstrate intermediate- to advanced-level reading proficiency in a foreign language. Working under the supervision of a faculty advisor (and while enrolled in AMST-GA 3309, Reading in American Studies), M.A. students are required to complete a master’s thesis, to be submitted toward the end of their final semester in the program.

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

Degree Requirements: To qualify for the doctorate, a student must satisfactorily complete graduate studies totaling at least 72 points, with a minimum of 32 points at the doctoral level in residence at New York University; pass qualifying examinations; and present an 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, AMST-GA 3301, Group Research Seminar, AMST-GA 2319, and Dissertation Proposal Workshop, AMST-GA 2306. Beyond this, students work with the director of the program, the director of graduate studies, and committee advisers to establish their course of study; at least 24 points (generally six courses) in addition to those entailed by the required seminars must be earned
in courses offered by the program's core faculty. The program offers a range of six fields: (1) culture, work, and consumption; (2) identity, citizenship, and social formation; (3) media, communications, and expressive culture; (4) social and political theory; (5) science, technology, and society; and (6) urban and community studies.

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

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.

Modern U.S. politics and culture; history of women and gender; lesbian and gay studies; feminist and queer theory.

Juan Flores, Professor, Social and Cultural Analysis. Ph.D. 1970, Yale; M.A. 1966, Yale; B.A. 1964, Queens College. Social and cultural theory; Latino and Puerto Rican studies; popular music; theory of diaspora and transnational communities; Afro-Latino culture.

Gayatri Gopinath, Associate Professor, Social and Cultural Analysis. 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.


Harvey Molotch, Professor, Social and Cultural Analysis, 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 interactional inequalities.

Jennifer L. Morgan, Professor, Social and Cultural Analysis, 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, Associate Professor, Social and Cultural Analysis, 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; postcolonial studies; 20th-century American literature.

Mary Louise Pratt, Silver Professor; Professor, Social and Cultural Analysis, Spanish & Portuguese, Comparative Literature; Chair, Department of Social and Cultural Analysis. Ph.D. 1975 (Comparative Literature), Stanford; M.A. 1971 (Linguistics), University of Illinois (Urbana); B.A. 1970 (Modern Languages and Literature), Toronto. Latin American literature since 1800; contemporary Latin American narratives and the neo-liberal crisis; postcolonial criticism and theory; cultural studies; women and print culture in Latin America; travel literature; literature and colonialism; cultural theory.
**COURSES**

**Culture and Economy**  

**Society and Culture in 20th Century America**  

**Gender, Race, and Imperialism**  

**Seminar**  

**Dissertation Proposal Workshop**  

**American Studies Exam Preparation**  
AMST-GA 2309 4 points. 2011-12.

**Marxist Thought and Critical Practice**  

**Group Research Seminar**  
AMST-GA 2319 4 points. 2011-12.

**Urban and Suburban Studies**  
AMST-GA 2320 4 points. 2011-12.

**Comparative Ethnic Studies**  

**Studies in Work and Labor**  

**Human Rights and Cultural Politics**  
AMST-GA 2330 4 points. 2012-13

**The Commodity**  

**Race and Reproduction**  
AMST-GA 2600 4 points. 2011-12.

**Afro-Latino Culture and History**  

**Seminar in American Studies**  

Introductory analysis of topics central to the six fields offered by the program.

Anne Rademacher, Assistant Professor, Social and Cultural Analysis, Environmental Studies. Ph.D. 2005 (Anthropology and Environmental Studies), Yale; M.E.S. 1998 (Environmental Studies), Yale; B.A. 1992 (History), Carleton College. Environmental anthropology; modern ecology and statemaking; sustainable design in urban settings; urban ecology.

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

Renato I. Rosaldo, Lucie Stern Professor in the Social Sciences; Professor, Anthropology, Social and Cultural Analysis. Sociocultural anthropology history, society; island Southeast Asia, US Latinos and Latin America.

Andrew Ross, Professor, Social and Cultural Analysis. 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.

Maria Josefina Saldaña-Portillo, Associate Professor, Social and Cultural Analysis. 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.


Judith Stacey, Professor, Social and Cultural Analysis, Sociology. Ph.D. 1979 (Sociology), Brandeis; M.A. 1968 (History), Illinois (Chicago); B.A. 1964 (Social Studies), Michigan. Gender; family; sexuality; feminist and queer theory; ethnography.
Reading in American Studies
Independent study.

Research in American Studies
Independent study.

John Kuo Wei Tchen, Associate Professor, Gallatin School of Individualized Study; Associate Professor, History, Social and Cultural Analysis. Ph.D. 1992, M.A. 1987, New York; B.A. 1973, Wisconsin (Madison). Interethnic and interracial relations of Asians in the Americas; urban studies; cross-cultural studies; museum studies; radical pedagogy.

Thuy Linh Nguyen Tu, Associate Professor, Social and Cultural. 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.


E. Frances White, Professor, Gallatin School of Individualized Study; Professor, Social and Cultural Analysis. Ph.D. 1976, Boston University; M.A. 1973, Boston University; B.A. 1971, Wheaton College. History of Africa and its diaspora; history of gender and sexuality; critical race theory.

Deborah Willis, University Professor; Professor, Photography and Imaging (Tisch School of the Arts); Professor, Social and Cultural Analysis. Ph.D. (cultural studies), George Mason University; M.A. (art history), City University of New York; M.F.A. (photography), Pratt Institute; B.F.A. (photography), Philadelphia College of the Arts. Visual Culture, Photography.

Caitlin Zaloom, Associate Professor, Social and Cultural Analysis. 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, Politics; Barbara Kirshenblatt-Gimblett, Performance Studies; 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.
PROGRAMS AND REQUIREMENTS

Master of Arts

The M.A. degree in ancient Near Eastern and Egyptian studies is awarded to students who have completed at least 32 points of graduate work (a minimum of 24 points in residence at New York University) in consultation with a major field adviser. With the approval of the director of graduate studies, students may take courses anywhere in the University that contribute to a cogent program in their fields and that fulfill degree requirements. Students most frequently take courses in the Department of Hebrew & Judaic Studies, Department of Middle Eastern & Islamic Studies, Department of Classics, the Institute of Fine Arts and the Institute for the Study of the Ancient World.

Language requirements include two years of one ancient Near Eastern language for students with specialization in textual evidence, or one year of one language for students with an archaeology specialization. Either French or German is also required, with the agreement of the student’s primary adviser. Students may complete the master’s degree by either (1) taking a major field subject area exam to be given and evaluated by the principal adviser and one other faculty member or (2) writing a master’s thesis. The topic of the thesis must be approved in advance by the principal adviser, and the completed thesis must be read and approved by that adviser and one other reader.

Doctor of Philosophy

Doctoral students must complete 72 points of course work if they enter without a master’s degree, and they are eligible to transfer a maximum of 40 points of credit if they enter with a master’s degree. With the approval of the director of graduate studies, students may take courses anywhere in the University that contribute to a cogent program in their fields and that fulfill degree requirements. Students must also pass written qualifying subject area examinations in major and minor fields and an evidence-based exam in the major field. At present, these major fields may include Assyriology, ancient Syria-Palestine, ancient Egypt, and ancient Near Eastern archaeology. Minor fields may overlap with these major fields and also may include Near Eastern late antiquity, covering the Hellenistic and Roman periods.

Students must also do basic ancient language course work according to their particular study area. For those focusing on text specialization, this includes two ancient Near Eastern languages with two years of graduate-level study or the
equivalent in each language, or three years of study for the primary language in
the major field and one year of study for a second field. For those focusing on an
archaeology specialization, this includes one ancient language with two years of
graduate-level study or the equivalent. All students must pass reading examinations
in French and German as well.

Every student must complete and successfully defend a dissertation showing
evidence of original research in his or her major field as the final stage of the
degree requirements.

COURSES

Readings in Ancient Near Eastern and Egyptian Studies

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

Ellen Morris, Clinical Assistant Professor,
Classics, Institute for the Study of the
Ancient World, Ph.D. 2001 (Egyptian archae-
Ancient Egyptian imperialism; interplay of
Egyptian data and anthropological theory;
state formation and the early state.

David O’Connor, Lila Acheson Wallace
Professor of Ancient Egyptian Art, Institute
of Fine Arts; Codirector, Yale University-
University of Pennsylvania-Institute of Fine
Arts, NYU Excavations at Abydos. Ph.D.
1969, Cambridge; Postgrad. Dip. 1962,
Ancient Egyptian art and archaeology.

Ann Macy Roth, Clinical Associate
Professor, Hebrew and Judaic Studies, Art
History; Director, Giza Cemetery Project,
Egypt. Ph.D. 1985 (Egyptology), B.A. 1975
(Egyptology), Chicago.
Egyptian archaeology, history, and
epigraphy; Egyptian art; Egyptian
mortuary traditions.

Jeffrey L. Rubenstein, Professor, Hebrew
and Judaic Studies. Ph.D. 1992 (reli-
gion), Columbia; M.A. 1987 (Talmud and
Rabbinics), Jewish Theological Seminary;
B.A. 1985 (religion), Oberlin College.
Rabbinic literature; ancient Judaism;
Jewish law.

Lawrence H. Schiffman, Ethel and Irwin
A. Edelman Professor of Hebrew and
Judaic Studies; Chair, Skirball Department
of Hebrew and Judaic Studies. Ph.D. 1974
(Near Eastern and Judaic studies), M.A.
studies), Brandeis.
Dead Sea Scrolls; Jewish religious, political,
and social history in late antiquity; history
of Jewish law and Talmudic literature.

Mark S. Smith, Skirball Professor of Bible
and Ancient Near Eastern Studies. Ph.D.
1985, M.Phil. 1983, M.A. 1982 (Near Eastern
languages and literatures), Yale; M.T.S.
1980 (Old Testament), Harvard; M.A. 1979
(theology), Catholic; B.A. 1976 (English),
Johns Hopkins.
Ancient Israelite religion and culture; the
Hebrew Bible; Hebrew grammar; the Dead
Sea Scrolls; the Ugaritic texts.

Thelma K. Thomas, Associate Professor,
Institute of Fine Arts. Ph.D. 1989 (early
Christian and Byzantine art), New York;
B.A. 1980, Bryn Mawr College.
Art and archaeology of late antique and
Byzantine Egypt; textile production and
early monastic communities.

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

Master of Arts

The department offers the Master of Arts and Doctor of Philosophy degrees with specialization in various subdisciplines. The department offers admission to a terminal M.A. only to students interested in studying 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 Master of Arts requirements outlined below have been fulfilled.

Students take a total of 36 points of course work for the M.A. degree, 12 of these being in the core courses. All students in each of the subdisciplines 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: 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) Departmental Seminar (ANTH-GA 1000), (2) Human Osteology (ANTH-GA 1516), (3) Interpreting Human Skeletal Morphology (ANTH-GA 1520), and (4) Biological Variation Among Human Populations (ANTH-GA 1517) or Human Genetics and Biology (ANTH-GA 1525). 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 (ANTH-GA 1000) or an alternative course approved by the director of graduate studies and their M.A. advisory committee, (2) all three of the New York Consortium for Evolutionary Primatology (NYCEP) core courses, and (3) Seminar: Physical Anthropology I (ANTH-GA 3217) or II (ANTH-GA 3218) or an equivalent seminar approved by their M.A. advisory committee.
**Archaeological Anthropology:** Students in this track take (1) Departmental Seminar (ANTH-GA 1000), (2) either History of Archaeological Theory (ANTH-GA 2213) or History of Anthropology (ANTH-GA 1636), (3) Archaeological Methods and Techniques (ANTH-GA 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) Departmental Seminar (ANTH-GA 1000) or an alternative course approved by the Director of Graduate Studies and their M.A. advisory committee, (2) Social Anthropology Theory and Practice (ANTH-GA 1010), (3) History of Anthropology (ANTH-GA 1636), (4) Linguistic Anthropology (ANTH-GA 1040), and (5) at least one Ethnographic Traditions course, chosen in consultation with their advisory committee.

**Doctor of Philosophy**

The doctoral degree requires a total of 72 points.

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**

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.

For more information on the Culture and Media program, please consult that section of this bulletin.
SPECIAL RESOURCES AND FACILITIES

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.

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

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 sixty 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. The foundational courses are: 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.

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.

Haidy Geismar, Assistant Professor, Anthropology, Program in Museum Studies. Ph.D. 2003 (anthropology), M.A. 1999 (anthropology), University College London; B.A. 1997 (archaeology and anthropology), Cambridge. Museum anthropology; material and visual culture; cultural and intellectual property; Vanuatu and New Zealand; value, money, and markets in cross-cultural perspective.

Michael Gilsenan, David B. Kriser Professor of the Humanities; Professor, Middle Eastern and Islamic Studies, Anthropology. D.Phil. 1967 (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; Co-Director, Center for Religion and Media; Co-Director, NYU Council for the Study of Disability. Ph.D. 1986 (anthropology), CUNY; 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; Director of Graduate Studies. Ph.D. 1993, M.A. 1989, Rice (anthropology); B.A. 1985, McGill (anthropology). Former Soviet Union, Siberia, the Caucasus; cultural history and politics; religion.

Terry Harrison, Professor; Director, Center for the Study of Human Origins; Chair, Department of Anthropology. Ph.D. 1982 (physical anthropology), B.Sc. 1978 (anthropology), University College London. Biological anthropology; early hominins; hominoid evolution; fossil primates; East Africa, Asia, and Europe.
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 and video collection of the National Museum of the American Indian.

Center for Media, Culture, and History

The program works closely with the Center for Media, Culture, and History. 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. The Center addresses issues of representation, social change, and identity construction embedded in the development of film, television, video, and new media worldwide. For more information about the Center, visit their website at www.nyu.edu/gsas/program/media.

Center for Religion and Media

The Center for Religion and Media seeks to develop interdisciplinary, cross-cultural knowledge of how religious ideas and practices are shaped and spread through a variety of media. The Center, funded by the Pew Charitable Trusts, is a collaborative project of NYU’s Program in Religious Studies and the Center for Media, Culture, and History, providing a space for scholarly endeavor, a stage for public educational events, and an electronic interface with media specialists and the public through its innovative online journal, The Revealer: A Daily Review of Religion and the Press (www.therevealer.org).

For more information about the Center, visit its website at www.crm.as.nyu.edu.

Aisha Khan, Associate Professor. Ph.D. 1995 (anthropology), M. Phil. 1985 (anthropology), M.A. 1982, CUNY; B.A. (anthropology) 1977, San Francisco State. Race and ethnicity; postcolonial societies; religion; theory and method in New World diaspora studies; the Caribbean, the Atlantic World.

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; cultures of the mind; experimental psychology; China and the United States.

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

Fred R. Myers, Professor; Silver Professor. 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 sociality; anthropology of place; Fourth World peoples; Australia and Oceania.

Rayna Rapp, Professor; Associate Chair, Department of Anthropology. 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.
COURSES

Core Course

Departmental Seminar: Genes
ANTH-GA 1000  Subfield core course, topic and instructors vary by year. Disotell and Rapp. 2011-12.
This course examines genes as simultaneously natural/cultural objects whose contemporary importance can only be understood through both biological and sociocultural analysis. We examine molecular genetics, genomics, biotechnology, and bioinformatics with respect to the implications for kinship relations, genealogy, race, global pharmacology, eugenics, and popular media discourses that geneticize social practices.

Anthropological Archaeology

Prehistory of the Near East and Egypt II
ANTH-GA 1209  Wright. 4 points. 2011-12.
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 Methods and Techniques
NTH-GA 2214  Wright. 4 points. 2011-12.
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.

Contemporary Archaeological Theory
ANTH-GA 2313  Wright. 4 points. 2011-12.
Recent debates on archaeological theory have emphasized the dichotomy between processual and post-processual approaches. In this course we will focus on several monographs and reviews by prominent archaeologists in order to assess where archaeologists currently stand on these debates.

Paleoanthropology II
ANTH-GA 3391  Bailey and White. 4 points. 2011-12.
This course picks up where Paleoanthropology ends, providing a detailed overview of the evolution of the genus Homo. This course will focus on the fossil evidence and archaeological record to provide insights into hominin evolution, ecology and culture. Students will supplement their reading of the primary literature with the study of comparative skeletal materials and casts and of stone and osseous tools, art objects and personal ornaments.

Noelle Stout. Assistant Professor. Ph.D. 2008 (anthropology), Harvard; M.A. 1999 (anthropology and feminist studies), B.A. 1998 (anthropology and feminist studies), Stanford. Cultural anthropology; gender and sexuality; feminist anthropology; urban political economy; visual anthropology and ethnographic film; contemporary Cuba.
Archaeological Perspectives on Foraging Societies
ANTH-GA 3394.001 Tryon. 4 points. 2011-12.
A foraging economy has characterized most human societies since the appearance of the genus Homo more than 2.3 million years ago. Much of our understanding of the behavior of these ancient foragers is based on archaeological inferences drawn from the observations of historically recent populations that make their living by hunting, gathering, and/or fishing. In this class, we critically examine this approach, drawing on archaeological, ethnographic, and human behavioral ecological approaches.

History of Archaeological Theory
ANTH-GA 3394.002 Crabtree. 4 points. 2011-12.
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.

Biological Anthropology
Primate Social Behavior
ANTH-GA 1514 4 points. 2011-12.
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.

Human Osteology
ANTH-GA 1516 Antón. 4 points. 2011-12.
Knowledge of human osteology forms the underpinning for advanced study in morphology, forensic anthropology, paleoanthropology, bioarcheology, and human skeletal biology. This course offers an intensive introduction to the human skeleton emphasizing the identification of fragmentary human remains.

Biological Variation Among Human Populations
ANTH-GA 1517 Antón, Disotell. 4 points. 2011-12.
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.

Angela R. Zito, Associate Professor, Anthropology, Program in Religious Studies; Director, Program in Religious Studies; Co-director, 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.

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); Nathalie Peutz (NYU Abu Dhabi); Caitlin Zaloom (Social and Cultural Analysis).

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.
Interpreting Human Skeletal Morphology
ANTH-GA 1520  Prerequisite: strong knowledge of fragmentary human skeletal anatomy. Antón, Bailey. 4 points. 2011-12.
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.

Human Genetics and Biology
ANTH-GA 1525  Disotell. 4 points. 2011-12.
This course provides a broad overview of human genetic, physiological, morphological, and behavioral variation, and surveys the principles and processes of molecular evolution and adaptation in humans and nonhuman primates.

Physical Anthropology I, II
ANTH-GA 3217, 3218  Disotell, Harrison. 4 points per term. 2011-12.
Designed for advanced graduate students and faculty who present and discuss their research and current topics in the literature.

Dental Anthropology
ANTH-GA 3397  Bailey. 4 points. 2011-12.
Provides a comprehensive review of how biological anthropologists use teeth to inform on various areas of study. Topics include: dental anatomy, evolution, growth and development, pathology, comparative odontology, variation in fossil hominins and non-human primates, bioarchaeology and forensic anthropology.

NYCEP Core Seminar
ANTH-GA 3398  Disotell, Harrison. 4 points. 2011-12.
Required foundation course for students specializing in biological anthropology. Provides an introduction to concepts, methods and research findings in three main areas: primate socioecology and conservation; genetics, molecular anthropology and evolutionary theory; comparative anatomy, functional morphology and paleoanthropology.

Phylogenetic Methods
ANTH-GA 3398.002  Disotell. 4 points. 2011-12.
This course presents the theory and practice of phylogenetic analyses using a variety of methods and tools focussing predominantly on molecular data. Sequence alignment, parsimony, likelihood, and Bayesian approaches for tree inference, tree representation, models of sequence evolution, and molecular clock approaches will be covered.
Cultural and Linguistic Anthropology

Social Anthropology Theory and Practice
ANTH-GA 1010 Martin. 4 points. 2011-12.
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
ANTH-GA 1040 Schieffelin. 4 points. 2011-12.
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.

Theories and Methods in the Study of Religion
ANTH-GA 1204 Zito. 4 points. 2011-12.
This course explores some of the more important theories of the origin, character, and function of religion as a human phenomenon. We will cover psychological, sociological, anthropological, post-colonial and feminist approaches. We will explore some problems for the study of religion today, including secularization theory and the intersection of religion and media.

Culture and Media I
ANTH-GA 1215 Open only to graduate students in the Departments of Anthropology, Cinema Studies, and Performance Studies. Ginsburg. 4 points. 2011-12.
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.

Culture and Media II: Ethnography of Media
ANTH-GA 1216 Open only to graduate students in the Departments of Anthropology, Cinema Studies, and Performance Studies. Prerequisite: ANTH-GA 1215. Ginsburg. 4 points. 2011-12.
This course 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
ANTH-GA 1218, 1219  Open only to students in the Program in Culture and Media. Limited to 10 students. Prerequisites: ANTH-GA 1215, H72.1998, and permission of the instructor. Stout. 4 points per term. 2011-12.
Yearlong seminar in ethnographic documentary video production using state-of-the-art digital video equipment for students in the Program in Culture and Media. This 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.

Culture, Meaning, and Society
ANTH-GA 1222  Open to non-anthropology graduate students; undergraduate senior anthropology honors majors; and undergraduate linguistics-anthropology joint majors. Das. 4 points. 2011-12.
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.

Ethnographic Traditions: The Caribbean
ANTH-GA 1319  Khan. 4 points. 2011-12.
Comparisons of the Hispanic and Afro-Creole regions. Slavery, plantation structures, racial class stratifications, political religious traditions, community family patterns, and the problems of postcolonial development are analyzed from an anthropological perspective.

Art and Society
ANTH-GA 1630  Myers. 4 points. 2011-12.
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.

History of Anthropology
ANTH-GA 1636  Rogers. 4 points. 2011-12.
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.

Ethnographic Methods
ANTH-GA 2700  Schieffelin. 4 points. 2011-12.
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.
Colonialism, Nationalism, and Modernity
ANTH-GA 3390.2 Abercrombie. 4 points. 2011-12.
This course asks: How can an anthropology with roots in the colonial knowledge regime hope to conspire in emancipatory projects that empower not only third world or politically-correct academics in US universities but the peoples of former European colonies and the marginalized indigenous peoples in them?

Politics of Latino and Latin American Representation
ANTH-GA 3391 Davila. 4 points. 2011-12.
This course offers a look at some of the politics of representation at play in different spaces where Latino/Latin American cultures are being shaped, deployed and instrumentalized across the Americas with an eye to the larger social, political and historical trends they help signal. Particular attention will be paid to the different racial and nationalist ideologies framing these politics and to the cultural hierarchies affecting the institutional spaces in which Latino/Latin American cultures are being produced and contested.

Materiality
ANTH-GA 3392 Geismar. 4 points. 2011-12.
Investigates the key role that objects have played within the discipline of anthropological theory, methods and practices. Traces the theoretical lineage of concepts such as objectification, material culture, commoditication, materialism, perspectivalism, to build up a nuanced picture of the analytic frameworks used to understand the material qualities of social life, and to make sense of the divergent ways in which things are magnified within social worlds.

Indicators and Global Governance by Information
ANTH-GA 3395 4 points. 2011-12.
This course explores the use of quantitative data as a contemporary form of knowledge production that is reshaping the nature of global governance. It will examine the production of numbers and indicators at the global level and the relationship between these forms of knowledge and governance by international law. Theoretically, the course relies on science studies approaches from Latour, knowledge/power frameworks from Foucault, and international law questions of the changing nature of global governance. It is a team taught course open to both social science students, particularly anthropology students, and law students.

New Formations of Property
ANTH-GA 3393 Geismar. 4 points. 2011-12.
This class traces the history of anthropological engagements with property and uses this legacy to understand recent shifts in property forms and regimes. Topics include alternative currencies, indigenous interventions into cultural and intellectual property; the impact of massive social change (e.g. postsocialism, digitization) on property forms and the constitution of new objects of property (cells, patents, databases, etc).
Cultural Citizenship
ANTH-GA 3394 Rosaldo. 4 points. 2011-12.
Cultural Citizenship concerns the right to be different and belong, in a participatory democratic sense. The term citizenship concentrates on the ordinary language definition found in the phrase full citizenship as opposed to second-class citizenship. The term cultural refers to vernacular definitions of what confers entitlement. Entitlement in this sense ranges from economic factors to notions of dignity and respect.

General Seminars
Ph.D. Seminar
ANTH-GA 3210, 3211 Martin. 4 points per term. 2011-12.
Professionalization seminars.
PROGRAMS AND REQUIREMENTS

Master of Arts in Historical and Sustainable Architecture

For admission, students must meet all standard Graduate School requirements, plus submit a writing sample.

The M.A. program consists of 32 points of graduate work as detailed in the course descriptions below. The M.A. is comprised of a standard curriculum, with no elective courses.

All students complete a thesis based on original research in the field, under the supervision of a faculty adviser. Theses take the form of a paper or report with supporting documentation, images and notes. Research may consist of archival investigation and/or fieldwork, and may include personal interviews, site reports, and condition assessments.

FACILITIES

Meeting rooms, computers, social spaces, and collections at NYU-London at Bedford Square. Specialized materials available at The John Soane’s Museum, the Architectural Association, and University Library, London, in addition to NYU Bobst Library electronic collections. Student access to NYU-London facilities including the libraries, gymnasium, cafeteria, and social halls.

COURSES

Adaptive Reuse of Buildings in a Green World: Successes and Failures
Part I and Part II
G34 9001, G34 9002  Hill. 4 points per term. 2011-12, 2012-13.

These courses uses a range of readings and visits to buildings and places of interest to show the great variety of discourses within which historic buildings can be placed. Coursework assignments range from the historic works of Wordsworth, Ruskin and Morris to current government reports and guidance documents on the historic environment. Trips highlight the adaptive reuse of historic buildings; relationships to landscapes; and technical aspects of conservation work. The second half of this course continues the same approach used in the first, balancing readings against case studies and visits, with a focus on the role of memory in preserving historic buildings and the relationship between modernism and “heritage.”
Aspects of Architectural and Urban Development
This course offers an overview of aspects of the setting, presentation, and continuity of buildings. Presented in four sections, the instruction will leave the class able to navigate in four fields: the structure of older buildings, historic interiors, town squares and gardens, and architectural representations.

Economics of Reuse and Regeneration
This course presents the economics of development in regard to the adaptive reuse of old buildings, for those considering a career in the built environment. Using case studies in London and a former mill town in Gloucestershire, the course will equip participants with some of the tools and concepts needed to enter the development world. The course first deals with how cities grow; then considers the different demands in cities; cost and finance questions; and development models. Readings bring together experience in both the UK and North America.

Low Energy Strategies in Historic and Contemporary Architecture
This course outlines methods of environmental assessment for buildings, including the BREEAM and LEED systems, in relation to sustainability concepts and the impact of buildings on the environment. The sessions will comprise a mixture of lectures, practical exercises, seminars, and case studies of green buildings.

Independent Study
Independent Study encourages exposure to the wide range of lectures, discussions, conferences, exhibitions, special events, visits and tours taking place in and around London. Students attend and reflect on events held by national amenity societies, heritage organisations, historical societies, official bodies, professional institutions, educational establishments and museums and galleries.

The Practical Solution
This course focuses on both the policy and practice of adaptive reuse. Through the study of individual case studies, students study the solutions implemented by clients, developers, and designers. Coursework focuses on the roles of government agencies and advocacy groups, as well as technical issues, including communication through visual media, aspects related of conservation and reuse, and contractual arrangements and problem solving. Most meeting take place off site, in London and surrounding communities.
Practical Experience
This class considers conservation of heritage assets from the viewpoint of the practitioner. Students will gain a basic understanding of London’s architectural history, as well insights into the work of amenity societies, heritage public bodies and charitable organizations that conserve historic buildings today. The class will be taught through a combination of lectures, guest presentations, and field trips to historic properties, both within London and by day-trip. Students learn how to analyze and describe historic assets and how to assess their significance, as well as the technical implications of new uses for historic buildings within their historical contexts.

Capstone Thesis
Students engage in independent research, using resources in London and New York to produce an original thesis. This may take the form of a paper or report with supporting documentation, images and notes. Research may consist of archival investigation and/or fieldwork, including personal interviews, site reports, and condition assessments. Students will be assigned a thesis advisor, with whom they will meet on alternative weeks throughout the spring semester.
PROGRAMS AND REQUIREMENTS

Doctor of Philosophy

Ph.D. candidates for the Program in Atmosphere and Ocean Science (AOS) and Mathematics are expected to be full-time students. The program normally requires five years of full-time study.

The requirements for the Ph.D. are the following:

1. A total of 72 points: 12 points of core AOS credits (the 4 courses MATH-GA 3001-4), 36 points of additional graduate mathematics course credits (12 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, and 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

Geophysical Fluid Dynamics


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.
**Applied Mathematics in Atmospheric Ocean Science**  
MATH-GA 1002  Bühler, Gerber, Kleeman, Pauluis, Smith. 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.

**Ocean Dynamics**  

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**  

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 midlatitudes 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.
Advanced topics in atmosphere-ocean science (Laboratory Experiments in AOS)
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.

Advanced topics in atmosphere-ocean science (Climate Dynamics)
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.
PROGRAMS AND REQUIREMENTS

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.

Doctor of Philosophy in Biochemistry

The computational biology program focuses on the modeling and mathematical analysis of biological systems using sophisticated computational methods to understand the behavior of biological systems and human diseases. The molecular pharmacology training program trains doctoral candidates in molecular and biochemical pharmacology and neurobiology. Students interested in the structural basis of biology at both the molecular and cellular levels using the cutting-edge technologies of X-ray crystallography, cryoelectron microscopy, mass spectroscopy, computational biology, and magnetic resonance imaging should join the structural biology training program.

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.
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To attain a Doctor of Philosophy in Biochemistry, students have the option of joining one of several training programs of study: cellular and molecular biology, computational biology, molecular pharmacology, structural biology or biomedical informatics.

**Doctor of Philosophy in Cell 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. The developmental genetics curriculum focuses on the use of genetic approaches to understanding developmental mechanisms. The training program in stem cell biology proposes to bridge traditional disciplines such as developmental biology and cancer biology and provide trainees with exposure to a broad area of stem cell biology while they delve into their specific research area.

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.

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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.

To attain a Doctor of Philosophy in Cell Biology, students have the option of joining one of several training programs of study: cellular and molecular biology, developmental genetics or stem cell biology.

**Doctor of Philosophy 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. Students interested in researching parasitic organisms such as malaria or trypanosomes can join the parasitology subprogram.

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.

**Doctor of Philosophy in Pathology**

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 immunoglobin 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.

The immunology and inflammation program will train students to be independent scientists with a strong foundation in the scientific method and detailed knowledge of molecular immunology. The pathobiology program is designed to train doctoral candidates for careers at the interface between biology and medicine. The program provides students with experience in team-oriented research using a basic/clinical co-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 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.

To attain a Doctor of Philosophy in Pathology, students have the option of joining one of several training programs of study: molecular oncology and tumor immunology, pathobiology, immunology and inflammation.

**Doctor of Philosophy in Physiology & Neuroscience**

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.
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.

To attain a Doctor of Philosophy in Neuroscience & Physiology, students can select either the Neuroscience & Physiology or Biomedical Imaging training programs. The biomedical imaging program trains doctoral candidates in the area of biomedical imaging with an emphasis on magnetic resonance imaging (MRI).

**Dual Degree Doctor of Philosophy and Doctor of Medicine**

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 specialized 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.

The first 18 months are devoted to the preclinical basic sciences curriculum. The student then enters a graduate program in which (s)he takes advanced graduate courses and pursues a research project. M.D.-Ph.D. students take their qualifying
examinations at the end of their first year of graduate school. Following the completion of studies toward the Ph.D. degree, the student takes an accelerated clinical program and completes the remaining requirements for the M.D. Degree. Completion of the requirements for the M.D.-Ph.D. usually takes seven to eight years. Students receive a credit-savings of 20 blanket transfer points after successful completion of their clinical years for use towards the 72-point Ph.D. course credit requirements.

COURSES

Grant Writing for Scientists
BMSC-GA 1997  Micoli. 0 points. 2011-12.
Preparatory course for graduate students to determine funding sources for their research and to learn how to write a proposal.

Scientific Methods: Survival Techniques for Young Investigators in Biomedical Research
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
BMSC-GA 2000  Required of all first-year Ph.D., M.D.-Ph.D., and honor students; postdoctoral trainees; and clinical research fellows at NYUSOM. Micoli. 0 points. 2011-12, 2012-13.
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.
Foundations of Cell and Molecular Biology I, II  
BMSC-GA 2001, BMSC-GA 2002  Prerequisites: basic biochemistry and cell biology.  
Intensive, two-semester course. Provides a broad overview of nucleic acid and protein metabolism and function. The fall semester covers DNA metabolism, including DNA replication, repair, and recombination; chromatin structure; RNA transcription and processing; and translation control mechanisms. The spring semester covers various aspects of cell biology, signal transduction, and genetics. Topics include biogenesis of cellular membranes; vesicular transport; the cytoskeleton; cell differentiation and development; concepts in receptor signaling; and genetics of model organisms. Each semester is comprised of two or three modules that differ somewhat in organization, including the number of required lectures. Each module places significant emphasis on student-led discussions. The reading of primary research articles is heavily stressed. Grades are assigned on the basis of examination, essay, and discussion scores.

Principles of Structural Biology  
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 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  
BMSC-GA 2010  Carlton, Rodriguez, Staff. 4 points. 2011-12.  
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 adaptative 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.

**Special Topics in Cell Biology: Principles of Protein Modification in Health and Disease**  
BMSC-GA 2016  
*Huang, Staff. 3 points. 2011-12, 2012-13.*  
This course will be focusing on the role of atypical post-translational modifications of proteins in governing human health and disease. There will be 15 lectures to cover fundamental aspects of ubiquitin and ubiquitin-like modifiers, prolinehydroxylation, histone modifications; and how these different modifications impact cellular metabolism, apoptosis, autophagy, bacterial and viral infections, memory and neuro-pathology, and human cancers. We will also explore cutting edge molecular tools, including mass spectrometry, which can be used for identifying unique post-translational modifications of proteins. There will be one formal lecture and one paper discussion section per week.

**Special Topics in Advanced Tissues and Organs**  
BMSC-GA 2017  
*Loomis. 2 points. 2011-12, 2012-13.*  
This course combines lectures and paper discussions, building on topics covered in the Advanced Tissues and Organs course. The discussion sessions will focus on individual research papers relevant to the systems under study in the lecture. In the Spring of 2011, the topic will be genito-urinary system (includes kidney) and multiorgan autoimmune diseases; in the Spring of 2012, it will be Neuropathology.

**Medical Microbiology**  
BMSC-GA 2202  
*Torres, Staff. 3 points. 2011-12, 2012-13.*  
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**  
BMSC-GA 2210  
*Prerequisites: BMSC-GA 2001 or equivalent advanced molecular and cellular biology course, undergraduate genetics. Lecture and conference. Mohr, Staff. 4 points. 2012-13.*  
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
BMSC-GA 2213  Klein, Staff. 6 points. 2011-12, 2012-13.
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
BMSC-GA 2306  Dustin, Staff. 4 points. 2011-12, 2012-13.
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
BMSC-GA 2308  Prerequisite: BMSC-GA 2306 or the equivalent. Lafaille, Staff. 4 points. 2011-12, 2012-13.
Students are assigned two to three “papers of the week,” which are sent by email 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
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
BMSC-GA 2401  Stanley. 3 points. 2011-12.
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
BMSC-GA 2404  Cardozo. 4 points. 2011-12.
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 research paper related to one of these topics. One session is devoted to business considerations in drug development, including interactions between academia and industry. At the end of the course, each student writes a plan for developing a new drug that is related to topics in the course or that utilizes methodology discussed in the course. This plan includes a short introduction, a description of the experimental design, and a discussion of the expected outcomes.

Molecular Pharmacology of Receptors
BMSC-GA 2406  E. Levy. 3 points. 2011-12.
This course gives an overview of the principles in pharmacology, modern approaches to studying pharmacology, and molecular aspects of receptors and signal transduction. The course is divided into three parts. The first part, introduction to molecular pharmacology, focuses on some of the basic concepts in signaling, drug-receptor interactions, and pharmacokinetics. The second part, modern approaches to pharmacological research, emphasizes methods such as crystallography, mass spectrometry, and genetic studies with Drosophila and C. elegans as pharmacological tools. The third part, applications of pharmacology research, focuses on the structure and function of tyrosine kinase receptors, receptor phosphatases, G protein receptors, insulin receptors, steroid/thyroid hormone nuclear receptor gene family, glycoproteins and proteoglycans of the nervous system, recycling and internalization of receptors, exocytosis and receptors for neurotransmitters, and proteolytic processing of receptors and ligands. Classes include lectures as well as weekly discussions on selected papers.

Bioinformatics
BMSC-GA 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. Brown. 4 points. 2011-12.
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, email, Usenet, and the WWW), using sequence databases, similarity searching, multiple alignment, DNA sequencing, and phylogenetics.
Advanced Topics in Microbial Pathogenesis
The course takes 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
BMSC-GA 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
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: systems and developmental
neuroscience.

Introduction to Parasitology
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
Advanced instruction on a limited topic.
Topics in Structural Biology
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.

Fundamental Concepts of Magnetic Resonance Imaging
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
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 important in the study of in vivo model systems for human disease.

Introduction to Histopathology Laboratory
This introductory laboratory course must be taken in conjunction with the lecture course Tissues and Organ Systems. The specific goal of this laboratory course is to introduce students to the tools, techniques, and strategies necessary for the study of in vivo model systems for human disease.

Cryoelectron Microscopy of Macromolecular Assemblies
This comprehensive course covers the theory and practice of solving molecular structures by electron microscopy. The course starts with optics, sample preparation, and a basic mathematical description of diffraction before moving into a detailed exploration of the three main methods of structure determination: electron crystallography, single particle analysis, and electron tomography. The course ends with a discussion of map interpretation and molecular fitting. This is predominantly a lecture course involving one 2-hour lecture per week accompanied by a discussion session and an occasional practical session using the facilities at the New York Structural Biology Center. Lectures are given by expert electron microscopists from around New York City, and students from various campuses are encouraged to attend.
Advanced Magnetic Resonance Imaging
BMSC-GA 4409  Prerequisite: BMSC-GA 4404. Lattanzi. 6 points.
This course continues from Fundamentals of MRI, taught in the fall, and successful completion of the fall course is a prerequisite. The course introduces and utilizes mathematical concepts such as the Fourier transform, k-space, and the Bloch equations to describe the physical and mathematical principles governing data acquisition and image reconstruction. Topics covered include diffusion, perfusion, functional brain imaging, cardiac MRI, spectroscopic imaging, clinical MRI, rf engineering, contrast agents, and molecular imaging. This course includes weekly lectures, discussion sessions revolving around assigned research articles, and practical labs pertinent to material covered in the lectures.

Advanced Tissues and Organ Systems
BMSC-GA 4410  Prerequisites: BMSC-GA 4406, BMSC-GA 4407. Loomis.
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
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 both 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.
Stem Cell Biology
This course covers a broad range of topics relevant to stem cell biology. This fast-moving field brings together many aspects of basic and applied biology and medicine, including development, regeneration/repair, and cancer. The course covers these topics in four parts: concepts and themes (including adult, embryonic, germline stem cells, general molecular themes), stem cell biology relevant to specific organ systems, stem cells and cancer, and therapeutics and ethics. The lecture/discussion format gives students both a broad background and the opportunity to apply critical thinking skills to recent data in the field.

Disorders of the Nervous System
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
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.

Drug Development in a New Era
As we enter a new decade of discovery, it is essential that translational researchers, medical, biological, and basic scientists have a prerequisite understanding of the innovative, interdependent, collaborative process that is drug development. Core aspects involve integration of disciplines within the global economy and public health domain.
Neuroanatomy
The course will cover the gross and histological structure of the brain, and the anatomical localization and connectivity of the major functional systems that comprise the human central and peripheral nervous systems. Class time will be divided among lectures, laboratories, and conferences. The lectures will present the structure of the human nervous system from both regional and systems viewpoints. The laboratories will involve study of gross and histological specimens of human CNS tissue. The conferences will use discussion of neurological cases as a technique for synthesizing and applying the neuroanatomical knowledge learned in the labs and lectures.

Neuroscience Colloquium
We want to broaden our students’ knowledge of neuroscience by introducing them to some of the most recent findings in the field, as presented by the speakers in our seminar series. By reviewing some of the basic findings prior to the seminar, the students will be introduced to the basic ideas underlying the work and understand the scope of the research.

Translating Cancer Discovery into Clinical Practice
This course is designed to educate students about the importance of translation research in oncology. Specifically, it will focus on the growing cross talk between basic science research and clinical oncology for development of novel approaches in managing cancer patients (both from diagnostic and therapeutic stand points). It is also designed to review new therapeutic approaches to cancer and cultivate discussion about how clinicians can formulate ideas through basic science research collaborations.

Concentrations in Clinical Biology
BMSC-GA 4423  Prerequisite: BMSC-GA 4410, permission of instructor to enroll. Loomis, Variable, 2-4 points. 2011-12, 2012-13.
Students in the Pathobiology training program have the opportunity to compose an independent course of study that focuses on medical topics related to their thesis research project. The goal of this course is to provide students with greater clinical depth and understanding. This customized course will incorporate relevant medical school lectures, seminars and didactic faculty discussions.

Research
Research in Biochemistry

Research in Biomedical Imaging
Research in Cell Biology

Research in Developmental Genetics

Research in Microbiology

Research in Pathology

Research in Pharmacology

Research in Physiology and Neuroscience

Research in Structural Biology

Seminars

Research Presentations in CMB
BMSC-GA 2605, 3112 E. Ziff, Staff. 1.5 points per term. 2011-12, 2012-13.

Seminar in Biomedical Imaging
BMSC-GA 4416 Lattanzi, Staff. 1.5 points per term. 2011-12, 2012-13.
Seminar in Developmental Genetics
BMSC-GA 3404  Treisman, Staff. 1.5 points per term. 2011-12, 2012-13.

Seminar in Microbiology
BMSC-GA 3211, 3212  H. Darwin, Staff. 1.5 points per term. 2011-12, 2012-13.

Seminar in Parasitology
BMSC-GA 3711, 3712  Sinnis, Staff. 1.5 points per term. 2011-12, 2012-13.

Seminar in Pathology
BMSC-GA 3311, 3312  D. Levy, Staff. 1.5 points per term. 2011-12, 2012-13.

Seminar in Pharmacology
BMSC-GA 3411, 3412  Bach. 1.5 points per term. 2011-12, 2012-13.

Readings in Physiology and Neuroscience
BMSC-GA 2608  Bloomfield, Staff. 1.5 points per term. 2011-12, 2012-13.

Seminar in Structural Biology
BMSC-GA 3713  Stokes, Staff. 1.5 points per term. 2011-12, 2012-13.
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 (BIOE-GA 1005) and Advanced Introduction to Environmental Ethics (BIOE-GA 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. For the completion of the master’s project, students enroll in Practicum (BIOE-GA 3555) in which students write a research paper expanding the practicum report or, alternatively, an expanded essay from one of the courses.

COURSES

Core Courses

Advanced Introduction to Bioethics
This course explores a range of concepts and principles for framing and addressing moral questions in both medical and environmental practices. Topics include respect for life and nature; 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**

BIOE-GA 1006  

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.

**Practicum**

BIOE-GA 3555  

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**

**Topics in Bioethics**

BIOE-GA 1008  

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**

BIOE-GA 2222  
Liao, Ruddick, School of Medicine faculty.  4 points.  2011-12, 2012-13.

Theoretical and practical medical ethics, combined with observation in a clinical setting.

**Independent Study**

BIOE-GA 3000  
PROGRAMS AND REQUIREMENTS

Master of Science

Applications for admissions to the M.S. Program are accepted on a continuing basis, and students may begin their studies in either the fall, spring or summer semesters. Applicants for admission to the M.S. program must have successfully completed an undergraduate major in a science with a B average of better and must submit three letters of recommendation. The Graduate Record Examination (GRE) is required for admission to the M.S. program.

The Master of Science program offers four courses of study: general biology, computers in biological research, recombinant DNA technology, and oral biology.

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. Courses numbered in the 1000-level and 2000-level ranges are open to students in the M.S. program. All entering M.S. students typically take Bio Core 1 (BIOL-GA 1001) and Bio Core 2 (BIOL-GA 1002).

Dual Degree Master of Science in Biology and Master of Buisness Administration

There is also a combined M.S.-M.B.A. program which is offered jointly with the New York University Leonard N. Stern School of Business.

The M.S.-M.B.A. program will lead to an M.S. in Biology (GSAS) and an M.B.A. (Stern School of Business). Applicants must submit an application to both schools (admission decisions are made by each school's admissions committee), and students must be admitted to both programs to qualify for the joint degree. Each program's application requirements must be satisfied.

Students in the joint program earn 30 credits in GSAS-Biology and complete a Qualifying Thesis and complete 54 credits in the Stern School of Business. The M.S.-M.B.A. is a full-time program, with the first year and summer semester at GSAS and the second and third years at Stern.
Doctor of Philosophy

The department accepts a limited number of outstanding students into the Ph.D. program, which is a full-time program beginning in the Fall semester. Minimal requirements for admission to the Ph.D. program are an undergraduate major in a science with a B or better average; three letters of recommendation from individuals who are capable of assessing the applicant's academic and scientific potential; and the Graduate Record Examination (verbal, quantitative, analytical; the advanced test in biology is recommended).

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 typically complete Bio Core 1-4 (BIOL-GA 1001, BIOL-GA 1002, BIOL-GA 2003, and BIOL-GA 2004), Statistics in Biology (BIOL-GA 2030), and The Art of Scientific Investigation (BIOL-GA 3001). Doctoral students must also satisfactorily complete, during the first year of residence, Predoctoral Colloquium: Laboratory Rotation (BIOL-GA 3034-3035). All Ph.D. students are expected to participate in Predoctoral Colloquium: Graduate Student Seminar (BIOL-GA 3015) every semester.

The Department of Biology offers two specialized tracks: BRIDGES and Developmental Genetics.

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

Students who are admitted into the specialized track in Developmental Genetics, which is offered by the Department of Biology with faculty from NYU’s School of Medicine, participate in a DG curriculum that consists of core courses, a special two-semester course in developmental genetics, laboratory rotations, seminars, student research symposia, journal clubs, and thesis-related research.

All doctoral students must maintain an average of B or better.

Richard L. Borowsky, Professor. Ph.D. 1969 (biology), M.Phil. 1967 (biology), Yale; B.A. 1964 (biology), Queens College (CUNY). The evolution and genetics of cave fish with an emphasis on understanding the molecular and developmental bases of adaptation and the “eyeless” condition.


Suse Brodye, Professor. Ph.D. 1963 (physical chemistry), Polytechnic (Brooklyn); B.S. (chemistry) 1958, City College (CUNY). DNA damage; DNA repair; mutagenesis; carcinogenesis; environmental toxicology; molecular modeling; molecular dynamics; quantum mechanics; thermodynamics.

Michael J. Carrozza, Clinical Assistant Professor. Ph.D 1999 (biochemistry and virology), B.S. 1989 (microbiology), University of Pittsburgh. Chromatin and transcription; DNA damage and repair.


Claude Desplan, Professor, Biology, Neural Science; Silver Professor. Ph.D. 1983 (biochemistry), Paris VII; Agrégation 1975 (physiology and biochemistry), Ecole Normale Supérieure (Saint Cloud). Genetic and Mechanistic approaches to development from the early Drosophila embryo to the eye.
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.

FACILITIES

The department currently occupies seven contiguous floors in the Silver Center complex at Washington Square and is fully equipped to conduct contemporary biological research. Research facilities include newly constructed “open-plan” “Loft” laboratories on Brown 7 & 8 and Brown 10. The design of these “open plan” laboratory spaces typify the spirit of collaboration and interactions within the Department.

A highlight of the Department’s new growth and development is the new Center for Genomics and Systems Biology, which draws on the complementary strengths of faculty in the Department of Biology and the Courant Institute of Math & Computer Science. The mission of our Center is to investigate biological regulatory mechanisms and their evolution at the level of systems and networks. The intellectual platform onto which this vision rests is to reconcile the level of molecular conservation at the genome & systems level with the dramatic diversity of life.
COURSES

Bio Core 1: Molecules and Cells
This intensive team-taught core course surveys the major topics of up-to-date molecular and cellular biology, starting with molecular structure and function of proteins and polynucleic acids and ending with genetics, systematic, and genomics. Each module is taught by biology faculty with expertise in this area. This course is open to all graduate and undergraduate Biology students.

Bio Core 2: Genes, Systems, and Evolution
This intensive team-taught core course surveys the major topics of modern biology, including cell biology, developmental genetics, plant biology, neurobiology, population genetics, evolution, and systems biology. The course is designed to build on and incorporate the molecular/cell focus of the preceding course (Bio Core 1). Each module is taught by biology faculty with expertise in each area. This course is open to all graduate and undergraduate Biology students.

Bioinformatics for Biologists
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
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.

Hot Topics in Infectious Diseases
The relationship between microbial pathogens and their human hosts is continuously changing. Although our immune system has become extremely sophisticated throughout evolution, microbes are also evolving at a fast rate to overcome host defenses. The development of techniques, such as sanitation and vaccination, and the discovery of antimicrobial drugs, such as antibiotics, has revolutionized medicine. However, even though some infectious diseases have been eradicated (e.g. small pox), others that were on the verge of extinction are re-emerging (e.g. TB) and new ones have gained prominence (e.g. AIDS). This course is designed as a detailed survey of some of the most important human pathogens. It investigates these agents in detail and includes the most cutting edge basic research findings as well as epidemiology, treatment and prevention of infections.


Fei Li, Assistant Professor. Ph.D. 2002, University of Texas, Austin; M.S. 1996, University of Louisiana, Monroe; B.S. 1991, Sichuan University, China. Epigenomics and genomics; chromatin organization; small RNAs; transcription; cell cycle; mitosis and meiosis.


Michael Purugganan, Professor; Dorothy Schiff Professor of Genomics. Ph.D. 1993 (botany), University of Georgia; M.A. 1986, Columbia; B.S. 1985, University of the Philippines. Evolutionary and ecological genomics; molecular evolution; plant biology.


Carol Shoshkes Reiss, Professor. Ph.D. 1978 (microbiology), Mt. Sinai Graduate School of Biomedical Sciences (CUNY); M.S. 1973 (human genetics), Sarah Lawrence College; B.A. 1972 (biology), Bryn Mawr College. Viral infection of the CNS; the role of innate immunity in the host response; viral oncolysis; olfaction associated behaviors; translational medicine.

Matthew Rockman, Assistant Professor. Ph.D. 2004 (biology), Duke; B.S. 1997 (organismal biology; geology and geophysics), Yale. Evolutionary biology; quantitative genetics and genomics; systems genetics; heritable variation; regulatory evolution.

Special Topics in Physiology
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.

Cell Biology-The Nucleus and Beyond
BIOL-GA 1051  Prerequisites: Bio Core I (for graduate students); Molecular and Cell Biology II (for undergraduates). 4 points. 2011-12, 2012-13.
Examination of the molecular mechanisms underlying cell proliferation and differentiation. Five topics are chosen for discussion: signal transduction, regulation of cell cycle, cytoskeleton, cell-cell and cell-matrix interaction, and intracellular transport. The importance of these issues in the understanding of development, immunity, and cancer is emphasized.

Principles of Evolution
BIOL-GA 1069  Prerequisite: genetics or permission of the instructor. Fitch. 4 points. 2011-12.
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.

Animal Virology
BIOL-GA 1080  Lecture. Reiss. 4 points. 2011-12.
Details the molecular life cycles of viruses that infect mammalian cells. Topics covered include disease pathogenesis, immune evasion mechanisms, vaccination, and genetic immunization vectors.

Genes and Animal Behavior
Covers modern approaches to understanding animal behavior. Focuses on molecular and genetic approaches to dissecting neuronal function largely using model systems. Behaviors discussed include circadian rhythms, learning and memory, courtship and aggression. Concludes with a section on human behavioral genetics.

Neuronal Plasticity
Introductory survey of neuronal plasticity and the principles of neurobiology. Topics include development, memory, drug actions and brain dysfunction discussed from a cellular (neuron and glial) and molecular (neurotransmitter, receptors, growth, factors) perspective.

David A. Scicchitano, Professor. Ph.D. 1986 (physiology), Penn State; B.A. 1981 (chemistry), Susquehanna.
The interaction of mammalian RNA polymerases with damaged sites in expressed genes.

Walter N. Scott, Professor. M.D. 1960, Louisville; B.S. 1956, Western Kentucky.
Physiology of the vertebrate kidney.

Evolutionary biology; genomics; systems biology; developmental genetics; sexual differentiation; biological robustness; biological networks.

Stephen J. Small, Professor; Chair, Department of Biology. Ph.D. 1988 (developmental biology), Cincinnati; B.A. 1973, Thomas More College.
Developmental genetics; embryo patterning; transcription; gene regulation; regulatory networks; morphogen gradients.

Ignatius Tan, Clinical Associate Professor; Head of Electron Microscopy Facility. Ph.D. 1997 (cell biology), Fordham; M.S. 1986 (bioengineering), Polytechnic (Brooklyn); B.A. 1981 (biology), St. Thomas.
Gap junctions; characterization of gap junction proteins in spermatogenesis.

Daniel Tranchina, Professor, Biology, Mathematics, Neural Science. Ph.D. 1981 (neurobiology), Rockefeller; B.A. 1975 (neurobiology), SUNY (Binghamton).
Computational neuroscience; phototransduction; neural network modeling; population density methods; stochastic gene expression; statistical analysis and modeling of genomic data.

Development and morphological evolution in vertebrates, especially snakes.

Christine Vogel, Assistant Professor. Ph.D. 2004 (computational and structural biology), Cambridge; MRes 2001 (mathematical biology), University College of London; M.Sc. 2000 (biochemistry and molecular biology), Friedrich-Schiller University, Germany.
Computational proteomics; quantitative mass spectrometry; protein expression regulation; translation; protein degradation; cellular dynamics.
Laboratory in Molecular Biology I, II, III, IV
BIOL-GA 1122, 1123, 1124, 1125 Corequisites: biochemistry and permission of the instructor. Must be taken in sequence. Laboratory. Kirov, Rushlow. 4 points. 2011-12, 2012-13.
Analyzes selective developmental systems using recombinant DNA techniques. Purification of nucleic acids from eukaryotes and prokaryotes; bacteria transformation; restriction enzyme analysis; immobilization of nucleic acids on nitrocellulose membrane; and DNA-DNA, DNA-RNA hybridization.

Bioinformatics and Genomes
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.

Foundations of Genomics and Systems Biology
Introduction to methods for acquiring and interpreting genomic and systems-level biological data. The course will begin with topics in genome-scale approaches; genome architecture and annotation of genomic DNA sequences; global analysis of RNA; phenomics, metabolomics, proteomics, glycomics, chemical genomics, and reverse genetics; gene ontology; and methods for data integration. The second half of the course will focus on systems biology, including introductions to network models (e.g., continuous and Boolean), network inference methods, network motifs and synthetic biological networks, and population-based approaches to systems biology including population genomics, quantitative genetics, and systems genetics. The course structure combines lectures and discussion of foundational literature.

Evolutionary Genetics and Genomics
BIOL-GA 1129 Prerequisites: BIOL-GA 1069, and permission of the instructor. Lecture. Purugganan. 4 points. 2011-12.
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: An Introduction to Bioinformatics and Network Modeling
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 and from genome-wide studies of molecular interactions. Methods covered include clustering, multiple-hypothesis testing, and network inference. A large part of the course is dedicated to students completing an individual project that is tailored to meet their background and training.

**Biophysical Modeling of Cells & Populations**

BIOL-GA 1131  *Lecture, Kassell. 4 points. 2011-12, 2012-13.*

This course develops the biophysical approach to modeling biological systems, applied to classic problems of molecular biology, as well as to systems of recent interest. The course is organized in a bottom-up way, beginning with models of cooperativity in binding, of promoter recognition and activation, proceeding through models of simple and complex networks, and working towards a population-level description of various systems. Diverse examples will be used to illustrate key concepts in biological modeling, induction of the lac operon (mult-level modeling), phage lambda (host-parasite interaction), bacterial chemotaxis (robustness), circadian clock in cyanobacteria (oscillations), early Drosophila development (precision in noisy systems), patterning (reaction-diffusion systems), antibiotic persistence (population dynamics), and aging in bacteria (stochastic processes). Emphasis is placed on coarse-grained models that capture essential biology, and the course develops the relevant analytical techniques.

**Bio Core 3: Molecules and Cells**

BIOL-GA 2003  *Open to Ph.D. students only. Discussion-based course. 4 points. 2011-12, 2012-13.*

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 structure and function of proteins and nucleic acids, gene expression as well as genetics and genomics. These discussions are led by a group of faculty who discuss papers in their field of expertise. This course is exclusively for Ph.D. students and is part of the suite of courses Bio Core 1-4.

**Bio Core 4: Genes, Systems, and Evolution**

BIOL-GA 2004  *Open to Ph.D. students only. Discussion-based course. 4 points. 2011-12, 2012-13.*

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., cell biology, development and neural systems as well as population genetics and environmental systems. These discussions are led by a group of faculty who discuss papers in their field of expertise. This course is exclusively for Ph.D. students and is part of the suite of courses Bio Core 1-4.
Structure-Function Relationships in Cellular Macromolecules
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. The detailed structures of these molecules are examined; important methods and tools used to elucidate their structural elements are described; and the relationship between microstructure and function are emphasized.

Statistics in Biology
This advanced course covers both classical and modern statistical methods. Areas covered include statistical inference, experimental design, parametric and non-parametric statistical tests, resampling, and permutation methods, Monte Carlo simulations, maximum likelihood methods, Bayesian methods, topics in bioinformatics such as microarray analysis and RNA-seq analysis. No previous background in statistics is required. This is a hands-on course held in a computer lab in which each student has his/her own computer. The course includes instruction in the public-domain statistical programming language/environment R, which is widely used in bioinformatics, genomics, and systems biology. Analyses are based on data from the textbook, simulated experimental data, and data from laboratories in the Biology Department.

Current Laboratory Techniques in Oral Biology
BIOL-GA 2062  Prerequisites: basic biochemistry and cell biology. Sacks. 3 points. 2011-12, 2012-13.
Familiarizes students with basic techniques used in oral biology.

Fundamentals of Developmental Genetics I, II
BIOL-GA 2130, 2131  Open only to Ph.D. students in biology or at Sackler. Prerequisite: permission of the instructor. Lecture and laboratory. Staff. 4 points per term. 2011-12, 2012-13.
Explores fundamental questions, concepts, and methodologies of modern inquiry into the genetic and epigenetic mechanisms of development through lectures, readings in the primary literature, and laboratory work. Topics include embryonic axis determination, region-specific gene expression, cell specification through cell-cell interaction, gastrulation, and organogenesis.
Endocrine Physiology
BIOL-GA 2247  Prerequisites: college courses in vertebrate anatomy, embryology, and physiology, or equivalents. Scott. 4 points. 2011-12, 2012-13.
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.

The Art of Scientific Investigation
BIOL-GA 3001  Taken by all biology students entering the Ph.D. program. Blau. 2 points. 2011-12, 2012-13.
This course helps equip Ph.D. students with the skills to be effective communicators of science. Students learn about writing papers and grants, giving seminars and communicating with non-specialist audiences in practical exercises. The ethical conduct of research is also discussed.

Predoctoral Colloquium: Graduate Student Seminar
BIOL-GA 3015  Open only to Ph.D. students. Seminar. 2 points. 2011-12, 2012-13.
Students gain experience in the preparation and presentation of formal scientific seminars.

Predoctoral Colloquium: Laboratory Rotation
BIOL-GA 3034, 3035  Open only to Ph.D. students. Two-semester course taken by first-year Ph.D. students. Lecture and laboratory. 2 and 4 points, respectively. 2011-12, 2012-13.
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
BIOL-GA 3303, 3304  Prerequisite: permission of the sponsor. 1-6 points per term. 2011-12, 2012-13.
Individual research projects carried out under the supervision of the faculty.

Reading Course in Biology
BIOL-GA 3305, 3306  Prerequisite: permission of the sponsor. 1-6 points per term. 2011-12, 2012-13.
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.
PROGRAMS AND REQUIREMENTS

Master of Science in Biomaterials Science

The 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 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.

Completion of the M.S. program in biomaterials requires 36 points of course work as well as completion and acceptance of a research thesis based on the student’s original work. Of the 36 required points, up to 6 points may be approved for the student’s mandatory research work. 28 points must be completed in the department’s courses. The following courses are required: Bioceramics, BIOM-GA 1003, Biomaterials-Tissue Interface I and II, BIOM-GA 1005 and 1006, Experimental Design in Biomaterials Research I and II, BIOM-GA 1012 and 1013, Introduction to Research, BIOM-GA 2001, Metal and Ceramic Biomaterials, BIOM-GA 1001, Physical and Chemical Methods in Biomaterials, BIOM-GA 1011, Polymers and Biopolymers, BIOM-GA 1002, Principles of Biomaterials Science, BIOM-GA 1000, Research in Biomaterials, BIOM-GA 3000, and Testing Methods in Biomaterials, BIOM-GA 1004.

Students are also required to write a thesis based on original research. Students select a thesis mentor, whom must be approved by the department Chair, and formulate a preliminary thesis proposal, which must be approved by the mentor, the Chair and the lab manager. Once these things are done, the student must prepare the formal thesis proposal, which is expected to become the introductory
and technical basis of the thesis and form a thesis committee comprised of the mentor and two other faculty members, only one of which may be from outside the department. The final proposal will be presented at a Biomaterials Group Meeting. The student will then proceed to conduct research for the thesis, which will overlap with the course work part of the program. Upon completion of the thesis, the student must defend it orally before the thesis committee.

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 points per semester for full-time status) can be completed over approximately three regular semesters. All requirements must be satisfied within a period of five years from the time of original registration for courses.

COURSES

Principles of Biomaterials Science
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.

Metal and Ceramic Biomaterials
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.

Polymers and Biopolymers
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, polymethylmethacrylate, BIS-GMA, reinforced polymers, composites, etc.

Paulo G. Coelho, Assistant Professor, Department of Biomaterials and Biomimetics, Ph.D. 2006 (Materials Engineering) University of Alabama at Birmingham; M.S.Mt.E. (Materials Engineering) University of Alabama at Birmingham; B.S. 2004 (Materials Engineering) University of Alabama at Birmingham, M.S. 2002 (Biomaterials) Alabama, DDS 1999, Pontificia Universidade Catolica do Parana.

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 Linkow 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.
Bioceramics
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 (Biomechanics)
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
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.

Introduction to Electron Microscopy
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
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.

Experimental Design in Biomaterials Research I, II
BIOM-GA 1012, 1013  Janal. 3 points first term; 2 points second term. 2011-12, 2012-13.
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.

Dental implants; dental restorative materials; dental casting alloys.

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.

Cell and molecular biology of growth plate chondrocyte differentiation, maturation, and apoptosis; mechanism of Pi-induced apoptosis in chondrocyte and the role of mitochondria in this process, nitrous oxide in chondrogenesis, endothelial nitric oxide synthase (eNOS) in knockout mouse with marked limb defects; studies of overexpression of nitric oxide synthesis affecting endochondral bone formation and tissue engineering of endochondral bone.
Seminars in Biomaterials
Covers aspects of the materials used in clinical dentistry and medicine including restorative materials, alloys, cements, impression materials, gypsum products, and cell-biomaterial interactions.

Imaging Science
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.

Readings in Biomaterials and Biomimetics
Covers reviews and critique of scientific literature related to biomaterials and biomimetics. Requires students to prepare summaries of scientific papers and critique.

Introduction to Research
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.

Research in Biomaterials
Thesis research work.

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

Affiliated and Adjunct Faculty

Dental implants; restorative materials; biotechnical devices.

Malvin N. Janal. Senior Research Associate and Adjunct Associate Professor, Epidemiology & Health Promotion, Biomaterials & Biomimetics. BA, 1973, Rutgers University; Ph.D., 1985, City University of New York (Experimental Cognition).
Pain syndromes of unknown etiology, experimental design and statistics (applied epistemology), pain measurement technologies.

Clinical research; evaluation and development of dental restorative biomaterials.

Titanium surface modifications; tooth surface modifications.

Polymer synthesis, hydrogels, dental restorative materials research.
PROGRAMS AND REQUIREMENTS

Master of Science

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 are required and the advanced chemistry (or other appropriate advanced-level area) test are strongly recommended. 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.

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) preparation of a dissertation based on original research (thesis masters) or (2) passing 32 credits of course work in the major field (non-thesis masters). Students opting for option 1, which entails original research, are required to take 20 points of course work and 12 points of research.

The suggested courses in each field are:


Doctor of Philosophy

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 are required and the advanced chemistry (or other appropriate advanced-level area) test are strongly recommended. 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.

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, some 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.

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. 20 points of credit must be earned in actual course work. All doctoral candidates are required to register for the Graduate Seminar course and to attend the departmental colloquia presented by distinguished visiting scientists.

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 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 three additional oral/written examinations/meeting with the student's dissertation committee. At the beginning of the fourth year of graduate study, students are required to arrange a meeting with their Core Dissertation Committee to discuss progress towards his/her Ph.D. defense. The purpose of this meeting is to ensure that each student's dissertation project is on a track that will allow the student to complete the dissertation within the typical span of five years. This meeting typically will consist of a 30-minute oral presentation to the Core Dissertation Committee that describes the progress and future directions of the student's dissertation.

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

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James W. Canary, Professor. 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.

Biomimetic or “nature”-based materials; macromolecule-interfacial interactions; biomineralization; 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. 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.

NMR spectroscopy, imaging, and microscopy; theory and applications in materials sciences, biophysics, and quantum computation.

Chemical crystallography, growth mechanisms, and structures of imperfect crystals; chiroptics of organized media; differential polarization imaging; polycrystalline pattern formation.
research results obtained to date, followed by an extensive questioning session. The second part is an original proposal, which aims to test the student's skills in scientific writing, reasoning analysis, integration of scientific concepts, interpretation of data in the literature, and creativity in the design of new experiments. The original proposal component of the exam consists of a seven-page description of a project unrelated to the thesis research and an oral defense of the proposal before the thesis committee.

The thesis defense, which is the last step of graduate study, is a public event in which the student gives a 45-50 minute presentation of their research.

**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. When the thesis is finalized, it is read by the core dissertation committee and one additional faculty member who is referred to as reader. Up to two outside members of the final dissertation committee who are experts in the field of the dissertation research may be appointed as dissertation readers. All dissertation committee members must approve of the final version of the thesis prior to the public defense.

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**COURSES**

**Inorganic Chemistry**  
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**  
CHEM-GA 1112  **4 points.** 2011-12.  
Study of the structure, bonding, and reactions of organometallic complexes, with particular emphasis on the mechanism of reactions and the characterization of compounds by spectroscopic means. Application of organometallic reagents in organic synthesis and industrial catalysis is discussed.

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

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**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.

Computational chemistry and biology; molecular dynamics; simulations of proteins and nucleic acids; DNA supercoiling; protein folding; DNA/protein interactions; polymerase mechanisms.

**Nadrian C. Seeman**, Professor. Ph.D. 1970 (biochemistry and crystallography), Pittsburgh; B.S. 1966 (biochemistry), Chicago.  
Structure and topology of branched, knotted, and catenated DNA molecules, as they relate to genetic recombination and to nanotechnology.
Structure and Theory in Organic Chemistry
Structure and bonding in organic molecules, including MO calculations, perturbation methods, and aromaticity; stereochemistry and conformational analysis; pericyclic reactions; thermochemistry and kinetics; transition state theory and activation parameters; acids and bases; and methods for the determination of mechanisms.

Biophysical Chemistry
Structure and properties of macromolecules of biological importance: thermodynamics of polymer solutions; determination of molecular weight and conformation of biopolymers; and polyelectrolyte theory.

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

Advanced Biophysical Chemistry
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.

Special Topics in Organic Chemistry
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.

The Science of Materials
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
An introduction to the major concepts in polymer chemistry, such as polymerizations and reactions of polymers.

Nathaniel J. Traaseth, Assistant Professor.
Ph.D. 2007 (physical chemistry), Minnesota;
B.S. 2003 (Biochemistry/Molecular Biology), Minnesota.
Biophysical chemistry, transport mechanism of membrane proteins, determination of their structure by nuclear magnetic resonance (NMR) spectroscopy.

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/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.

Michael D. Ward, Chair, Professor; Director, Molecular Design Institute. Ph.D. 1981 (chemistry), Princeton; B.A. 1977 (chemistry), William Paterson College of New Jersey.
Nanoscience and materials design; synthesis/assembly of organic molecular crystals; hydrogen-bond networks; crystal growth, atomic force microscopy.

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

Development of new stereoselective carbon-carbon bond-forming processes and employing these methods in organic synthesis. Interest to proceed by unique reaction mechanisms and display useful stereoselectivities.
Statistical Mechanics
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
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.

Advanced Statistical Mechanics
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
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
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
CHEM-GA 2671, 2672  4 points per term.

NMR Spectroscopy
CHEM-GA 2680  2 points. 2011-12.
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.


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 Broyde. Professor, Biology.

FACULTY EMERITI
Jules Moskowitz. Professor; Martin Pope. Professor; David I. Schuster. Professor; Robert Shapiro. Professor.
Bioorganic Chemistry
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

Graduate Seminar
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.
PROGRAMS AND REQUIREMENTS

Master of Arts

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.

Although instruction, administration, and financial aid are provided by the Tisch School of the Arts (TSOA), graduate degrees in cinema studies are conferred by New York University through the Graduate School of Arts and Science (GSAS). Admission is granted by both schools. Applications are processed by the Tisch School of the Arts. Students should request an application from the Office of Graduate Admissions, Tisch School of the Arts, New York University, 726 Broadway, 2nd 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, 726 Broadway, 2nd 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.

CHAIR OF THE DEPARTMENT:
Associate Professor Richard Allen

DIRECTOR OF GRADUATE STUDIES:
Professor Jonathan Kahana

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.
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 (CINE-GT 1010), (2) Film Theory (CINE-GT 1020), and (3) either Film History and Historiography (CINE-GT 1015) or Television: History and Culture (CINE-GT 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.

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

**Doctor of Philosophy**

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.

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.

Although instruction, administration, and financial aid are provided by the Tisch School of the Arts (TSOA), graduate degrees in cinema studies are conferred by New York University through the Graduate School of Arts and Science (GSAS). Admission is granted by both schools. Applications are processed by the Tisch School of the Arts. Students should request an application from the Office of Graduate Admissions, Tisch School of the Arts, New York University, 726 Broadway, 2nd 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.)

**Jonathan R. Kahana**, Assistant Professor.
History and theory of documentary film.

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

**Anna McCarthy**, Associate Professor.
Media and television studies; film genres.

**Dana Polan**, Professor.
Doctorat d'Etat 1987, Sorbonne; Ph.D. 1980 (modern thought and literature), M.A. 1977 (modern thought and literature), Stanford; B.A. 1975 (film, drama, and literature), Cornell.
International film and media theory; genre studies; study of film scholarship and philosophy.

**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.

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

**Chris Straayer**, Associate Professor.
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.

**Zhang Zhen**, Associate Professor.
Chinese cinema; film history; silent film.
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, 726 Broadway, 2nd 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 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.

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

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.

**AFFILIATED FACULTY IN OTHER DEPARTMENTS**

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

**VISITING FACULTY**


**FACULTY EMERITA**

Annette Michelson, Robert Sklar.
See the GSAS guidelines for completion deadlines for incompletes. The dissertation defense cannot be scheduled if outstanding incompletes exist.

**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 adviser 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.

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.

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. coursework. 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.

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.

All Ph.D. students must take Dissertation Seminar in their fourth semester of Ph.D. coursework. 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.

In the latter part of their fourth semester of Ph.D. coursework, 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.

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.

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

**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. Please refer to the Culture and Media section of the bulletin for more information and program requirements.
COURSES

M.A. Core Curriculum

Film Form and Film Sense
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
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
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
Examines the background, context, and history of radio, television, video, and sound. Topics include politics and (weird spacing here)economics of media institutions; audiences and reception; cultural and broadcast policy; aesthetic modes and movements.

Graduate Film Theory Electives

Advanced Seminar: Theories of History
Scholars of the moving image write history, but not under circumstances of their own making. This reading intensive graduate seminar is for students interested in considering these circumstances as they pursue advanced research in the history of moving image texts, cultures, and institutions.

Advanced Seminar: Film Theory & Criticism: Bakhtin
CINE-GT 3009 Stam. 4 points. 2011-12.
This seminar explores the relevance of Bakhtin’s conceptual categories (e.g., “translinguistics,” “heteroglossia,” “polyphony,” “speech genres,” and “carnival”) to media theory and analysis. Students are required to read most of the major Bakhtin texts translated into English.
Film History Electives

Chinese Cinemas
CINE-GT 1116  Zhen. 4 points. 2012-13.
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 I, II
CINE-GT 2117, 2118  Stam. 4 points per term. 2012-13.
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.

Horror, Sci-Fi, and Difference
CINE-GT 1313  Guerrero. 4 points. 2011-12.
This lecture focuses on the unsettling ability of science fiction and horror movies to express a variety of charged and subversive issues, as well as represent a variety of socially constructed identities and differences, in their nightmare narratives, monsters and fantastic settings.

Advanced Seminar: Indian Cinema
CINE-GT 3340  Allen. 4 points. 2011-12.
The purpose of this seminar will be to identify and explore the formal parameters of Indian cinema. We will also consider how the shape taken by these works serves to express/reflect/contest ideas of the Indian nation state as it is forged out of the experience of independence and the key significance, for certain directors, of the partition as “historical trauma.”

History of the Documentary Film
This course offers a comprehensive survey of the international history of documentary film, from its late-nineteenth century origins in the illustrated lecture and moving-image actualities to the present-day landscape of the documentary “blockbuster,” reality-based series television, and a range of sponsored and independent (experimental, radical, personal) styles of film and video.
Film Criticism and Aesthetics Electives

The Films of Martin Scorsese
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.

Film Criticism
CINE-GT 1505  Kehr. 4 points. 2011-12.
This seminar devoted to the history, the theory, the future, and mainly, the
craft of popular (as in non-academic) film criticism and journalism is hands-on
and practical.

The Films of Alfred Hitchcock
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
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.

Seminar in Current Cinema
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.

Landscape and Cinema
CINE-GT 3104  Weiss. 4 points. 2011-12.
Pay ing special attention to the contemporary hybridization of the arts, this seminar
will investigate the following topics in relation to both avant-garde and popular
cinema: anguish, eros and the landscape as symbolic form; landscape, film and
the Gesamtkunstwerk; imaginary landscapes and alternate worlds; ecological and
 technological soundscapes; the aesthetics of delapidation.
Cultural Studies/Media Studies Electives

Cultural Theory and the Documentary
This class applies forms of anthropological, historical, gender, and cultural studies theory to a range of genres: countercolonial, cinema verité, 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.

New Media
CINE-GT 2820  4 points. 2011-12.
This lecture examines the theory and practice of various forms of “new media” (websites, video games, interactive applications, telepresence, virtual worlds, hypertext novels, digital video) and of museum multimedia installations.

General Graduate Research

Independent Study
CINE-GT 2900, 2901, 2902, 2903, 2904, 2905  1-4 points per term.

Dissertation Seminar

Directed Reading/Research in Cinema Studies
DEPARTMENT OF

Classics

PROGRAMS AND REQUIREMENTS

Master of Arts

For admission 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 may be awarded after the student completes the requirements for the M.A.

Eight graduate-level courses, 32 points, chosen from the 1000-2000 series of courses, including either the Latin, CLASS-GA 1003 and 1005, or Greek CLASS-GA 1009 and 1013, year-long survey and one course from two of the following three areas: Greek CLASS-GA 1011, or Latin prose composition, CLASS-GA 1012, Greek or Roman history, and Archaeology or ancient art history. Of the remaining four courses, at least three must be in Greek or Latin authors. The department participates in a consortial agreement with the City University of New York and Fordham University, which makes course offerings in classics at all three institutions readily available to all NYU classics graduate students.

On arrival, each student takes diagnostic sight translation examinations in Greek and Latin. A faculty adviser, usually the Director of Graduate Studies, 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 lists and translation examinations in German and either French or Italian.

Doctor of Philosophy

Students must complete 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, CLASS-GA 1011, and Latin, CLASS-GA 1012, prose composition, both the Latin, CLASS-GA 1003 and 1005, and Greek CLASS-GA 1009 and 1013, year-long surveys, and one course from each of the following areas: (1) a graduate course in Greek or Roman history and (2) a course in archaeology or ancient art history. It is expected that the student’s program will be as follows:

Translation diagnostics will be done in the summer before first term or at the latest upon arrival. A faculty adviser, usually the Director of Graduate Studies, evaluates and discusses the results with the student.
During the first year students will be engaged in coursework, including one Literature survey in Greek or Latin, which are offered in alternate years and weekly sight reading (required for those with low language skills as identified in the diagnostic; optional for others; no credit). Students must also pass at least one modern language examination chosen from German, French, or Italian. Finally, students must pass the Greek and Latin translation examinations based on the current reading list, given in May before the end of term. Passing does not exempt students from taking the second year of the Literature survey. Students may opt to take these exams in their second year. Students failing an exam may retake it the following September.

In the second year, students will continue with coursework, including the second literature survey. They must pass a second modern language examination in German (mandatory if not taken in year 1) or in French or Italian. Students will also take the Greek and Latin translation examinations if not passed in the first year.

During the third year students will complete any remaining coursework and take qualifying exams in April or May. Students failing any exam retake it the following September. The qualifying exams are made up of 3 components: (1) four general field exams (written essays) in four of the following six fields, chosen by the student, to be taken over the period of one week: Greek Literature, Roman Literature, Greek History, Roman History, Greek and Roman Archaeology, and Greek and Roman Thought (Religion, Philosophy, Science). No field is required. Reading lists for each of these examinations will be supplied to the students. Field exam reading lists include primary and secondary literature. The examiners will write questions that may include supporting passages in Greek and Latin drawn from the translation exam or the field exam reading list. (2) one special field exam (oral) geared towards a specific topic, based on a reading list that includes both primary and secondary reading developed by the student in consultation with the special field adviser (who should also be the examiner). This exam should lead to the proposal defense or is, at least, chosen with a view towards another project. (3) a special paper to be prepared for submission to a journal It is understood that this process may be extended into the fourth year.

In the fourth year, students are required to attend the dissertation workshop, meeting monthly throughout the year, which must be attended for as long as the student remains in residence. Students must also arrange a proposal defense, which should be scheduled by October 15, in time to meet deadlines for fellowship applications. The student submits a dissertation proposal to a committee consisting of the dissertation advisor and at least two other members from the faculty of the Department of Classics. After review, the student circulates the proposal to the departmental faculty as a whole. An oral presentation is scheduled before the committee and any interested member of the graduate faculty. The proposal should be approved by the committee in consultation with the graduate faculty by the end of the semester following the completion of the qualifying exams. The dissertation proposal has the following components: an abstract (100 words); a prose proposal (3000 words) which contains: (a) a definition of problem, (b) a review of earlier scholarship (including methodological approaches), (c) contribution of the dissertation to field, and (d) a work plan (including special

N. Gregson G. Davis, Ph.D. 1969
(Comparative Literature: Latin, Greek, French), University of California at Berkeley; AB 1960 (Classics), Harvard College. The Classics (with a focus on Latin poetry of the Augustan period and Archaic Greek lyric) and Comparative Literature (with a focus on contemporary literature of the anglophone and francophone Caribbean).

David Konstan, Professor, Ph.D. 1967 (Greek and Latin), Columbia University; M.A. 1963 (Greek and Latin), Columbia University; B.A. 1961 (Mathematics), Columbia College Greek and Latin literature, especially comedy and the novel, and classical philosophy.

Barbara Kowalzig, Associate Professor, D.Phil. 2002 (Classics), St. John’s College, University of Oxford; M.A. 1996 (Classics and Ancient History) Albert Ludwigs-Universität Freiburg Archeology and cultural studies.


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.
requirements, such as archival research or travel); a chapter outline (one page); and a bibliography (one to two pages). Students will also conduct dissertation writing and research. Normally one chapter should be completed within six months of the proposal defense.

During the fifth year, students will continue with dissertation writing and research in preparation for the defense of the dissertation. The dissertation must demonstrate a sound methodology and must provide an scholarly study of a special field, making an original contribution to that field. When the dissertation is completed and has been approved by the dissertation advisor and one other reader, who is selected (usually) from the faculty of the Department of Classics by the candidate and his or her dissertation advisor, an oral defense is scheduled. The defense takes place before a committee of at least five faculty members; the dissertation advisor and the reader chosen by the advisor and the candidate must be among these five. One person chosen from the faculty of another university may read the dissertation and serve as the fifth person on the defense committee. A successful defense requires the approval of four of the five members of the committee.

COURSES

Latin Literature: Origins, Republic
Extensive reading in Latin prose and poetry of the republican period. Texts are studied in chronological sequence, and major themes of republican intellectual history are explored. Readings include selections from the archaic laws, songs, Livius, Naevius, Ennius, Accius, Pacuvius, Plautus, Terence, Caecilius, Cato, Lucilius, Cicero, Sallust, Lucretius, Catullus, Varro, Varro of Atax, Cinna, and Calvus.

Latin Literature: Imperial Period
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 Prose Literature
CLASS-GA 1009 4 points. 2011-12.
Extensive reading in Greek prose 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 include both major and minor authors.

Greek Rhetoric and Stylistics: A Survey
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
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
CLASS-GA 1013 4 points. 2011-12.
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
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.

Sallust
CLASS-GA 2812 4 points. 2012-13
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.

Tacitus
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?

Pliny
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
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  
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.

Latin Elegy  
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.

Ovid  
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.

Plato  
CLASS-GA 2932  4 points. 2011-12.  
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.

Aeschylus  
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.

Euripides  
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.

Homer  
CLASS-GA 2981  4 points. 2011-12.  
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
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
Variable content.

Topics in Roman History
CLASS-GA 3001  4 points.  2011-12.
Variable content.

Topics in Greek History
Variable content.

Topics in Latin Literature
CLASS-GA 3003  4 points.  2011-12.
Variable content.

Topics in Greek Literature
CLASS-GA 3004  4 points.  2012-13.
Variable content.

Directed Reading in Latin Literature I, II
CLASS-GA 3101, 3102  Prerequisite: permission of the director of graduate studies.
Variable points.  2011-12.

Directed Reading in Greek Literature I, II
CLASS-GA 3201, 3202  Prerequisite: permission of the director of graduate studies.
Variable points.  2011-12.

Directed Reading in Roman History I, II
CLASS-GA 3301, 3302  Prerequisite: permission of the director of graduate studies.
Variable points.  2011-12.

Directed Reading in Greek History I, II
CLASS-GA 3401, 3402  Prerequisite: permission of the director of graduate studies.
Variable points.  2011-12.

Dissertation Research
CLASS-GA 3998, 3999  4 points per term.  2011-12.
DEPARTMENT OF
Comparative Literature

PROGRAM AND REQUIREMENTS

Master of Arts

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. Applications are only considered for fall admission, and demonstrated proficiency in two foreign languages is highly recommended. Terminal M.A. applications are accepted only in rare cases; no financial aid is given to such candidates.

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 32 points of coursework, of which 20 points are in Comparative Literature, and 12 points outside of the department (and relevant to the student's research and teaching goals). Of these 32 points, the following courses must be taken: COLIT-GA 1400 “Seminar in Literature: Research Methods and Techniques—Practice and Theory” (this course must be taken during the first semester of enrollment); a literary criticism/theory class before 1800; a contemporary (20th century) literary criticism/theory course; and a pre-1800 literature course. 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. In order to qualify for the M.A., students must prove proficiency in three languages, including English. There are several ways to prove proficiency, including passing a translation exam, which NYU administers three times a year. Once a student has completed 32 points of course work and satisfied the language requirements, a qualifying paper must be submitted to and approved by a committee of two faculty members. The paper is meant to be one which you have already submitted for a seminar and to which you would like to return in order to polish the argument to a “publishable” standard.

Doctor of Philosophy

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.

In addition to the M.A. requirements, the Ph.D. requires an additional 40 points of coursework, 20 points in Comparative Literature, including the required “Thesis Research” course (COLIT-GA 3991) and 20 points outside of the department. Students must also prove proficiency in a fourth language, or—substituting for the fourth language—three courses in a nonliterary discipline. Once course work and language proficiency has been satisfied, students are required to pass a comprehensive exam. This 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 taken after the required Thesis Research course in which the topics for the exam are prepared. 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. Following the exams, doctoral candidates should be prepared to write a thesis which must be concerned with comparative issues of language, discipline, or culture. 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.

COURSES

Seminar in Literature: Research Methods and Techniques—Politics and Theory
Required of incoming students to the department. Explores current theoretical debates in the field and seeks to build an intellectual community among new students. Emphasis is also on pragmatic questions of orientation in the discipline.

Contemporary Critical Theories
Major trends of 20th-century theory, especially implications for literary theory. Language and linguistics; self and subject; ideology and social formations; hermeneutics; skepticism and truth.

Literature, History, and Politics
Studies in the relationship between literary texts, political theory, and historical event.

Topics in Early Modern Written Culture
Studies the relation of written texts of the early modern period to their political and historical contexts and their cultural role.

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; mythopoiesis; phenomenology; philosophy and literature.

Manthia Diawara, Professor; University Professor; Director, Institute of African American Affairs. Ph.D. 1985 (comparative literature), Indiana; M.A. 1978 (literature), B.A. 1976 (literature), American.
African literature and film; Afro-English and Afro-American film.

Ana Maria Dopico, 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), Tufts.
Literature of the Americas; global North-South studies; nationalism and postcolonialism; Cuban studies; comparative cultural genealogies; politics of theory; public intellectuals; Latino cultures; feminist studies.

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, cosmopolitanism, alternative modernities; Eastern and Western travel literature; postcolonial Arabic literature, Arab Anglophone and Francophone literatures.

Mikhail Lampolski, 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.

European literature of the Renaissance; poetic theory before 1700; postclassical history of ancient genres.

Jacques Lezra, Professor, Comparative Literature, Spanish and Portuguese
Studies in Prose Genres
Topics include autobiography, literature of the fantastic, the gothic novel, travel literature, etc.

History of Literary Theory and Criticism: To 1700 Lezra
From Aristotle, Cicero, Horace, Quintilian, Plutarch, and Longinus through the Middle Ages, to the Italian and English Renaissance and French and English neoclassicism.

Interdisciplinary Approaches to Literature
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

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

The Realist Novel in Europe
Style of approach varies according to instructor, but concentration is on the 19th-century novel in the European and American traditions.

The Nature of Tragedy
Studies in theory and practice of tragedy from the Greeks to the 20th century.

Topics in Translation
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
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.

Guided Individual Research in Comparative Literature
COLIT-GA 2991  Permission of the department required. 1-8 points.
Individual Research may be utilized for internship credit with permission of the Director of Graduate Studies.

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

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

Thesis Research
COLIT-GA 3991  Permission of the department required. 1-4 points.

Directed Research I
COLIT-GA 3998  Permission of the department required. 1-4 points.

Directed Research II
COLIT-GA 3999  Permission of the department required. 1-4 points.

theory and politics of culture; intellectuals and society.

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. Classical and Renaissance literature, philosophy, and history; 18th-century literature, history, and politics; history and theory of theatre; Caribbean culture; cultural and political theory.

ASSOCIATED FACULTY IN OTHER DEPARTMENTS
Thomas Bishop, French; Sibylle Fischer, Spanish and Portuguese Languages and Literatures; John Freccero, Italian Studies; Toral Gajarawala, English; Philip Kennedy, Middle Eastern and Islamic Studies; Sylvia Molloy, Spanish and Portuguese Languages and Literatures; Mary Louise Pratt, Spanish and Portuguese Languages and Literatures; Laura Slatkin, Gallatin Division; Robert P. Stam, Cinema Studies (Tisch School of the Arts); Jane Tylus, Italian Studies; Jini Watson, English; Robert Young, English.

AFFILIATED FACULTY IN OTHER DEPARTMENTS
Gerard Aching, Spanish and Portuguese Languages and Literatures; Charles Affron, French; Michel Beaujour, French; J. Michael Dash, French; Yael Feldman, Hebrew and Judaic Studies; Alexander Galloway, Media/Culture/Communication (Steinhardt School of Culture, Education, and Human Development); Anselm Haverkamp, English; Denis Hollier, French; Any Huber, Gallatin; Kenneth Krabbenhoft, Spanish and Portuguese Languages and Literatures; Darlene G. Levy, History; Laurence Lockridge, English; Anne Lounsbery, Russian and Slavic Studies; Sheetal Majithia, NYU Abu Dhabi; Perry Meisel, English; Mona Mikhail, Middle Eastern and Islamic Studies; Richard Schechner, Performance Studies (Tisch School of the Arts); Ella Shohat, Art and Public Policy (Tisch School of the Arts), Middle Eastern and Islamic Studies; Evelyn Birge Vitz, French.

VISITING FACULTY
Sara Nadal, University of Pennsylvania.
PROGRAMS AND REQUIREMENTS

Master of Science

While the Computational Biology (COB) program does not accept students into a Masters program, students may earn a Masters of Science Degree in Computational Biology while working toward their pursuit of the Ph.D. Degree in Computational Biology by fulfilling the following requirements:

36 points of credit to be completed as per below:

- 3 core courses in mathematics, computer science, and biology (in consultation with your advisor and complimentary to your home department)
- 3 elective courses in biology
- 3 elective courses in mathematics and computer science, and;
- 4 semesters of COB Colloquium COMP-GA 2205 (1 pt/term) leading to a research paper and public presentation that would fulfill the Master’s thesis requirement

Doctor of Philosophy

Students apply directly to the COB program and must specify a home department in one of the six participating divisions: the Department of Biology, Chemistry, Computer Science, or Mathematics; or the Center for Neural Science or The Sackler Institute. Students are accepted into the COB program conditional on their acceptance by a 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.

As an interdisciplinary program the COB Program draws largely on courses offered by the Departments of Biology, Mathematics, Computer Science, Chemistry, the medical school, and the Center for Neural Science. Course requirements include: 8 core courses (29-32 points: that consist of 4 semesters of COB Research Seminar (COMP-GA2200), 2 crossover biological or computational courses complementary to your home department and in consultation with your advisor, and 2 elective courses to be taken in consultation with your advisor) ; a non-credit research/ethics course; interdisciplinary computational biology seminar (1 point per semester for 4 semesters); 4 elective courses offered by the departments listed above (12-16 points). The remaining credits, as required to fulfill the 72 points for the Ph.D. degree can be taken as research credits and additional courses to best suit each student’s need. Non course-work requirements include 2-3 lab rotations
in year 1, public seminar at the beginning of year 2; a Ph.D. qualifying exam with written and oral component by the end of year 2, and dissertation defense.

COURSES

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 presentation is based or a background article) that COB students are required to read prior to the colloquium. In addition, the speaker is paired with a host. The one-hour presentation is followed by a half-hour discussion among the students and the speaker, coordinated by the speaker’s host. The colloquium provides COB students with a survey of research across the COB program and in the broader community.

COB Research Seminar
Offered each term, with content varying from semester to semester. 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.
MASTER OF SCIENCE IN COMPUTER SCIENCE

Admission to a Master of Science program is based on the applicant’s previous academic record, 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. The general test of the GRE is required of all M.S. applicants. Applicants whose native language is not English and whose main language of prior 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. (4) Knowledge of assembly language sufficient to understand self-modifying code.

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. 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.

To obtain the M.S. degree in computer science, a student must 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 Department of Computer Science, 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.

Students must also successfully complete three foundational (core) courses early on in their career. These courses are CSCI-GA 1170 Fundamental Algorithms, CSCI-GA 2110 Programming Languages, and CSCI-GA 2250 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. Further, a student must take at least one course each in two of the following four subject areas: graphics, computation for science and society, artificial intelligence, and databases.

Either a capstone course must be successfully completed with a grade of B or better that represents a combination of the key elements of the M.S. program of study or, if qualified and approved, write a master’s thesis or complete a capstone advanced lab. In order to qualify to write a master's thesis, a student must achieve a GPA of 3.75 or better after completing six courses and complete the three foundational courses with a grade of B+ or better.

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

**Master of Science in Information Systems**

Applicants for the M.S in Information Systems must meet all admissions requirements of the M.S. in Computer Science. In addition, applicants are expected to have at least two years of work experience in the software industry. A résumé is required for the M.S. program in information systems.

To obtain the M.S. degree in information systems, a student must

1. Complete 39 points of approved course work as follows:
   b. Complete two of the following three courses: CSCI-GA 2261 Data Communications & Networks; CSCI-GA 2250 Operating Systems; CSCI-GA 2433 Database Systems.
   c. Complete six credits of computer science electives.
   d. Complete six credits of Stern COR1-GB General Business Core courses.
   e. Complete nine credits of Stern INFO-GB Information Systems courses.
   f. Complete CSCI-GA 3812 Information Technology Projects.
   g. Complete six credits of electives either from the Department of Computer Science or Stern.

The M.S. in information systems must be completed within five years.
Master of Science 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 in the Mathematics section of the Bulletin.

Doctor of Philosophy

Each applicant to the Ph.D. program must include documentation concerning the applicant’s previous academic record, letters of recommendation, a personal statement, and general GRE scores. The GRE computer science subject test is recommended but not required. 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.

Every admitted full-time Ph.D. student who remains in good academic standing will receive financial support for five years, including an academic-year stipend, tuition remission, and NYU student health insurance.

To obtain a Ph.D. in Computer Science, a student must satisfy the general requirements of NYU’s Graduate School of Arts and Science, which include completion of 72 points of graduate credit (at least 32 in residence) with a cumulative GPA of 3.0 or better, within a specified period of time. In addition, students must fulfill the following departmental requirements:

1. A breadth requirement, which must be satisfied by the end of the student’s second year. The breadth requirement involves achievement of (a) a sufficiently high grade on an examination in Honors Algorithms and (b) satisfactory completion of three courses covering systems, applications, and an area of the student’s choice. Courses satisfying the breadth requirement may vary from year to year, and are listed on the department’s website.

2. A depth requirement, which must be satisfied by the end of the student’s second year. The purpose of the depth requirement is to ensure that the student has mastered a specific area of computer science to a sufficiently high degree. To satisfy the depth requirement, the student must receive a Ph.D. pass on a depth qualifying examination, administered by a three-person faculty committee, consisting of two parts: a written or oral examination concerning the student’s research area, and an oral presentation of the student’s research accomplishments.

3. Write a thesis proposal describing the proposed area of the student’s dissertation, present the proposal to a faculty committee, and receive a sufficiently high grade on the content and presentation of the proposal. The thesis proposal must be satisfactorily completed by the end of the student’s third year.
4. Write and satisfactorily defend a dissertation containing the student’s original and substantial research. The dissertation must be defended in front of a committee consisting of at least five faculty members or approved outside readers.

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

Preparatory Accelerated Courses

Intensive Introduction to Graduate Study in Computer Science I (PAC I)
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)
CSCI-GA 1144  Prerequisite: CSCI-GA 1133 or departmental permission. Goldberg, 4 points. 2011-12, 2012-13.
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 and Theoretical Computer Science**

**Fundamental Algorithms**
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**
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**
CSCI-GA 2340  May not be taken by students who have received a grade of B or better in CSCI-GA 1170. Staff. 3 points. 2011-12, 2012-13.
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
CSCI-GA 3520 Prerequisite: Permission of the instructor for master’s students. Siegel. 4 points. 2011-12, 2012-13.
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 and Compilers

Programming Languages
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
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 M.S. 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
CSCI-GA 3110 Prerequisite: permission of the instructor for master’s students. Cousot. 4 points. 2011-12.
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
CSCI-GA 3130  Prerequisites: permission of the instructor for master’s students. 4 points. 2012-13.
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
Operating Systems
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
CSCI-GA 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. 2012-13.
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
CSCI-GA 2262  Prerequisite: CSCI-GA 2250 or an undergraduate networking course. Franchitti. 3 points. 2011-12, 2012-13.
This course teaches the design and implementation techniques essential for engineering robust networks. Topics include networking principles, Transmission Control Protocol/Internet Protocol, naming and addressing (Domain Name System), data encoding/decoding techniques, link layer protocols, routing protocols, transport layer services, congestion control, quality of service, network services, programmable routers and overlay networks.
Database Systems

Advanced Database Systems
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
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
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
CSCI-GA 3250.  Prerequisites: permission of the instructor for master’s students. Grimm. 4 points. 2011-12, 2012-13.
Graphics and Vision

Computer Graphics

Advanced Computer Graphics
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.

Computer Vision
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.

Computational Intelligence

Artificial Intelligence
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
CSCI-GA 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. LeCun. 3 points. 2011-12, 2012-13.
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
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).

Natural Language Processing
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 dialog. Text generation. Students get some experience using a natural language parser and a natural language query interface. Brief weekly written assignments and a term project involving a mixture of library research and programming (mostly in LISP).

Advanced Topics in Natural Language Processing: Statistical and Corpus-Based Methods
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.
**Heuristic Problem Solving**
CSCI-GA 2965  
**Prerequisites:** CSCI-GA 1170 and an ability to prototype algorithms rapidly. Shasha. 3 points. 2011-12, 2012-13.
This course revolves around several problems new to computer science (derived from games or puzzles in columns for Dr. Dobb’s Journal, Scientific American, and elsewhere). The idea is to train students to face a new problem, read relevant literature, and come up with a solution. The solution entails winning a contest against other solutions. The winner receives candy. The best solutions become part of an evolving “Omnihurist” website that is expected to get many visitors over the years.

The course is for highly motivated, mathematically adept students. It is open to supported Ph.D. students and well-qualified master’s students. Class size has been around 10 in the past, and instructor and students have all gotten to know one another very well. Algorithmic and programming knowledge is the main prerequisite. It also helps to be familiar with a rapid prototyping language such as Matlab, Mathematica, K, or Python, or to be completely fluent in some other language.

**Logic and Verification**

**Logic in Computer Science**
CSCI-GA 2390  
**Prerequisites:** strong mathematical background and instructor permission for master’s students. Mishra. 3 points. 2011-12, 2012-13.
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.

**Cryptography**

**Applied Cryptography and Network Security**
CSCI-GA 3205  
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, email security, web security, and stand-alone computer privacy and security tools.
Introduction to Cryptography
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

Projects, Seminars, and Research

Information Technology Projects
CSCI-GA 3812  Prerequisites: permission of the instructor. Franchitti, Korth. 3 points. 2011-12, 2012-13.
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
CSCI-GA 3813  Prerequisites: permission of the faculty project supervisor and the Director of Graduate Studies for the M.S. Programs. Staff. 1-3 per term for master’s students, 1-12 points per term for Ph.D. students. 2011-12, 2012-13.
Large-scale programming project or research in cooperation with a faculty member or a professional internship.

Master’s Thesis Research
CSCI-GA 3840  Prerequisite: approval of a faculty adviser and the Director of Graduate Studies for the M.S. programs. Staff. 3-6 points. 2011-12, 2012-13.
Ph.D. Research Seminar
CSCI-GA 3850  Prerequisite: permission of the instructor. Staff. 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
CSCI-GA 3860  Prerequisite: permission of the thesis adviser or director of graduate studies for the Ph.D. program. Staff. 1-12 points per term. 2011-12, 2012-13.

Special Topics in Computer Science
CSCI-GA 3033  Prerequisites vary according to topic. Staff. 3 points. 2011-12, 2012-13.
Topics vary each semester. Recent offerings:

- Algorithmic and Economic aspects of the Internet
- Application Servers
- Distributed Systems
- Financial Computing I
- Financial Software Projects
- Production Quality Software
- Random Graphs
- Robotics
- Statistical Natural Language Processing
- Web Development with Ruby on Rails
CERTIFICATE PROGRAM IN
Culture and Media

PROGRAMS AND REQUIREMENTS

Advanced Certificate in Culture and Media

This provides students with a focused course of graduate studies integrating theory, practice, and research, integrated with M.A. and Ph.D. degree programs in cinema studies and the Ph.D. in anthropology. Students may not take courses in the Program in Culture and Media unless they are enrolled in the M.A. or a Ph.D. program in cinema studies or the Ph.D. program in anthropology at NYU or have permission from the instructor. Students pursuing a Ph.D. may integrate the certificate program into their studies for the advanced degree in consultation with their dissertation committee.

The advanced certificate requires the completion of 30 points of course work. Required courses for all students are the following:

1. Culture and Media I: Critical History of Visual Anthropology (ANTH-GA 1215/CINE-GT 1402)
2. Culture and Media II: Ethnography of Media (ANTH-GA 1216/CINE-GT 1403) (or, for Cinema Studies students, elective approved by the director from the Cinema Studies department)
4. Recommended course in opposite department
   Approved Electives in Cinema Studies for Anthropology students:
   Documentary Traditions (CINE-GT 1400-1401)
   Nonfiction Film History (CINE-GT 2307)
   Television: History and Culture (CINE-GT 1026)
   Postcolonial Film (CINE-GT 3005)
   Approved Electives in Anthropology for Cinema Studies students*
   Topical Seminar: Art and Society (ANTH-GA 1630)
   Topical Seminar: Anthropology of Sound (ANTH-GA 3392)
   * Cinema studies students may substitute only one course for asterisked requirements
5/6. Sight and Sound Documentary (CINE-GT 1999, 6 points, six-week intensive summer course)
7/8. Video Production Seminar I, II (ANTH-GA 1218, 1219) (two-semester course)
Anthropology students can count courses 1 and 2 above toward the M.A. portion of their program and courses 3 and 4 toward the Ph.D. portion giving a 16 point savings in credit so both the Ph.D. and advanced certificate can be earned by completing a total of 86 points. For cinema studies students, all of the cinema studies courses, CINE-GT, count toward the M.A. or Ph.D., so the M.A. with certificate can be completed with 44 points and the Ph.D. with 80 points total.

FACILITIES

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 website at www.nyu.edu/gsas/program/media.

COURSES

Culture and Media I: History and Theory of Ethnographic Film
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

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.
context and political economy. It then considers the key works that have defined the genre and the epistemological and formal innovations associated with them, addressing questions concerning social theory, documentary, as well as the institutional structures through which they are funded, distributed, and seen by various audiences. Throughout, the course keeps in mind the properties of film as a signifying practice, its status as a form of knowledge, and the ethical and political concerns raised by cross-cultural representation.

Culture and Media II: Ethnography of Media
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
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
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
ANTH-GA 1218, 1219  Open only to students in the Program in Culture and Media. Limited to 10 students. Prerequisites: ANTH-GA 1215, CINE-GT 1998, and permission of the instructor. Furjanic, Ganti, Ginsburg, Stout. 4 points per term. 2011-12, 2012-13.

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.
PROGRAMS AND REQUIREMENTS

Master of Fine Arts

The M.F.A. program in creative writing is designed to offer students an opportunity to concentrate more intensively on their writing and to choose, from a wider selection, those courses that will best help them develop as writers. The M.F.A. program does not have a foreign language requirement. This program is recommended for students who may want to apply for creative writing positions at colleges and universities, which often require the M.F.A. degree.

Requirements for the Master of Fine Arts degree include the completion of 32 points (eight 4-point courses) and the following specific requirements:

1. Four graduate creative writing workshops taken in four separate semesters (16 points).

2. One to four craft courses (The Craft of Poetry 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 novella, a collection of short stories, or a group of poems—to be submitted in the student's final semester. The project requires the approval of the student's faculty thesis adviser 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.

Master of Arts in English with a Concentration in Creative Writing

The concentration in creative writing is designed to offer students an opportunity to perfect their own writing and at the same time develop their knowledge of English and American literature. This concentration is recommended for students who may want to apply to a Ph.D. program in English literature or to teach literature as well as creative writing at the secondary-school level.
Requirements for the Master of Arts degree with a concentration in creative writing include the completion of 32 points (eight 4-point courses) and the following specific requirements:

1. Four graduate creative writing workshops taken in four separate semesters (16 points).

2. Four courses in English and American literature (16 points). One of the courses must be either The Craft of Poetry 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 Department of English.

3. A creative thesis in poetry or fiction, consisting of a substantial piece of writing—a novella, a collection of short stories, or a group of poems—to be submitted in the student’s final semester. The project requires the approval of the student’s faculty thesis adviser 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.

**COURSES**

**Creative Writing Workshops**

**Workshop in Poetry I, II**

CRWRI-GA 1910, 1911  Prerequisite: admission to the Creative Writing Program. Breytenbach, Komunyakaa, Olds, Rohrer, Simic, visiting faculty. 4 points per term. 2011-12, 2012-13.

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
CRWRI-GA 1920, 1921 Prerequisite: admission to the Creative Writing Program. Breytenbach, Safran Foer, Smith, Strauss, Wachtel, visiting faculty. 4 points per term. 2011-12, 2012-13.
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
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
Study and analysis of major examples of the novel, novella, and short story to disclose the technical choices confronted by their authors. Consideration of theme and its formulation; choice of protagonists and minor characters; techniques of characterization; point of view; reflexivity and the author’s relation to his or her material; structure of the narrative; deployment of symbol and image clusters; and questions of rhythm, style, tone, and atmosphere. Complemented by the study of critical works.
PROGRAMS AND REQUIREMENTS

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, of which 16 must be in Draper courses.

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.

COURSES

Art Worlds

Introduction to Art Worlds I
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
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
DRAP-GA 2190  De Zengotita. 4 points. 2011-12.
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**

DRAP-GA 3008  *Art Worlds Faculty, TBA. 4 points.* 2011-12, 2012-13. Topics in Art Worlds seminars focus on specialized subject matter and themes, which change frequently. Previous seminars have included “Cultural Policy and Patronage,” “Memoir and Manifesto: Artists in Their Own Words,” and “About Face.”

**The City**

**Introduction to the City I**


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**


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**

DRAP-GA 3003.001  *Moga. 4 points.* 2011-12, 2012-13.

Topics in the City seminars focus on specialized subject matter and themes, which change frequently. Previous seminars have included “The Sustainable City,” “The Public City: Public Space and the Public Sphere,” and “A Brief History of Urban Consciousness.”

**Oral History, Labors of Waste, and Values of Knowledge**


This class uses oral history to consider the role of unappreciated labor and invisible knowledge in an urban setting. Working in collaboration with current and former members of New York City’s Department of Sanitation to, we will explore the dynamics of a historically significant work force to consider some overlooked elements of the city’s past and to become acquainted with the complexities of a vital but largely hidden infrastructure.

M.S. 2003 (women’s studies), Oxford; B.A. 2002 (biology and history of science) Psychoanalysis; queer affect; theories of subjectivity.

**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.

**ADJUNCT FACULTY**

**Thomas de Zengotita.** Adjunct Professor, John W. Draper Interdisciplinary Master’s Program in Humanities and Social Thought. Ph.D. 1984 (anthropology); M.Phil 1977 (anthropology), M.A. 1975 (anthropology), B.A. 1973 (anthropology) Columbia. History of Modern Culture; Phenomenology; Media Theory.

**Peter Lucas.** Adjunct Professor, John W. Draper Interdisciplinary Master’s Program in Humanities and Social Thought. Ph.D. 1996 (international education), M.A. 1990 (educational communications and technology), New York University; B.A. 1978 (economics) Slippery Rock University. International human rights; documentary practice; human rights and photography; the poetics of witnessing; human rights education; youth media.

**AFFILIATED FACULTY**

**David Ludden** (Master Teacher, Global Histories) Professor, History; **Anna McCarthy** (Master Teacher, Art Worlds) Associate Professor, Cinema Studies; **Harvey Molotch** (Master Teacher, The City) Professor, Sociology; **Ann Pellegrini** (Master Teacher, Gender Politics) Associate Professor, Performance Studies, Religious Studies; **Rayna Rapp** (Master Teacher, Science Studies) Professor, Anthropology; **Richard Sieburth** (Master Teacher, Literary Cultures) Professor, French, Comparative Literature; **Chuck Wachtel** Clinical Associate Professor, Creative Writing Program.
Gender Politics

Introduction to Gender Politics I
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, Riviere, Fanon, Butler, Sedgwick, and others, and study material representations of sexuality in fiction, philosophy, photography, and dance.

Introduction to Gender Politics II
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
DRAP-GA 3004  Musser. 4 points. 2011-12, 2012-13.
Topics in Gender Politics seminars focus on specialized subject matter and themes, which change frequently. Previous seminars have included “On Love and Intimacy,” “Objects of Affection,” and “Gendered Genealogies of American Exceptionalism.”

Global Histories

International Studies in Human Rights
Introduces international human rights and the movement’s relationship to the field of comprehensive peace 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
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
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
Topics in Global Histories seminars focus on specialized subject matter and themes, which change frequently. Previous seminars have included “Violence, Culture, and Democracy in South Asia,” “History, Economy, Society, and Diaspora in the Indian Ocean,” and “Islam and the Left: Languages of Resistance.”

Literary Cultures
The Passions of the Mind: Affect, Literature, and Music in Europe, 1600-1850
This course examines early modern affective theories and contrasts those theories with our own, taking 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 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.

The Experience of Time in the 20th-Century Novel
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. Readings include work by Bergson, Husserl, Proust, Woolf, Faulkner, Heidegger, Nabokov and others.

The Human Fact
This course takes its name from Lionel Trilling’s essay on the great Russian short story writer Isaac Babel. In describing the effect of Babel’s remarkable manipulation of voice and structure in fictional narrative, he gave writers a unique job description “…to reveal the human fact within the veil of circumstances.” Works of short fiction, excerpts from longer fiction, essays, news articles, screenplays, poetry and more will provide the basis of class discussion as well as written responses, in fiction and literary form, to the aspects of craft being examined. Craft and the reasons for writing will be the course’s primary focus; readings will not be made with a specific critical, comparative, interpretive, cultural, or historical approach.

Introduction to Literary Cultures I
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, subjection, transformation, resistance, and freedom.

**Introduction to Literary Cultures II**

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.

**Topics in Literary Cultures**

DRAP-GA 3006  *Colesworthy. 4 points.* Offered 2011-12, 2012-13.
Topics in Literary Cultures seminars focus on specialized subject matter and themes, which change frequently. Previous seminars have included “The Ethics of Literary Interpretation,” “Literary Hospitalities,” and “Trauma and the Politics of Witnessing.”

**Science Studies**

**Introduction to Science Studies I**

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**

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**

Topics in Science Studies seminars focus on specialized subject matter and themes, which change frequently. Previous seminars have included “Thinking About Tomorrow,” “Race, Science, and Technology” and “Science, Religion, and the Modern State.”

**A History of Media Theory**

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?
DEPARTMENT OF

East Asian Studies

PROGRAMS AND REQUIREMENTS

Master of Arts

Each year, the Department of East Asian Studies admits a few select students who have a strong undergraduate record and appropriate academic preparation. Please refer to the Graduate School of Arts and Science for the most up-to-date application requirements.

The Master of Arts 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 pre-modern 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 and will be examined on one of the following three options, met by formal course work, or its approved equivalent:

- Korean: third-year level in Korean; first-year level in Chinese or Japanese

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.

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CHAIR OF THE DEPARTMENT:
Professor Xudong Zhang

DIRECTOR OF GRADUATE STUDIES:
Associate Professor Thomas Looser

FACULTY

Peter Button, Assistant Professor. Ph.D. 2000 (East Asian Literature), Cornell; M.A. 1990 (East Asian Literature), Cornell; B.A. 1984 (East Asian Languages and Culture) Columbia.

Modern Chinese Literature, Aesthetic Theory, Socialist Realist Literature, Literary Theory, Literary Modernity.

Henry Em, Associate Professor. 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.


Early modern and modern Japanese history; historical theory.

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.
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 enrolling in courses offered in Chinese, Japanese or Korean, or the selected European language. 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 taken within the student's chosen field.

Doctor of Philosophy

Each year, the Department of East Asian Studies admits to its Ph.D. program 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. Please refer to the Graduate School of Arts and Science for the most up-to-date application requirements.

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. 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 points of research credit 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 signing up for courses offered in Chinese, Japanese or Korean or the selected European language. 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 for their comprehensive exam, qualifying exam (prospectus defense) and dissertation. The student and the adviser decide on the formation of the committee after consultation. After the successful completion of the comprehensive examination, the student submits a dissertation prospectus (qualifying exam), 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.

**Joint Master of Arts, East Asian Studies and Journalism**

The Department of East Asian Studies offers a 42-credit joint M.A. program with Journalism. Details regarding this program and requirements may be found under the Journalism Department section of this bulletin.

**COURSES**

**21st Century Asian City: Architecture, Image, Community**


This course looks at the various elements that make up and structure the contemporary urban subject in Asia. This includes architecture, art, technology and new media, and economic (and political economic) conditions. Attention is paid to the ways in which each of these factors create and organize life—but the aim is also to examine how these elements are being recomposed in ways that point to new orders of social life in general. The boundaries of crime, and of subculture, play an integral role in this view. While sociological analysis is part of the approach, the course also draws heavily on the ways in which conditions are formulated and expressed in fiction, film, animation, and fine art. The course entails some historical overview and comparison with earlier moments (especially the early 20th century), but the emphasis is on the situation now. It is also meant to provide a comparative view between major Asian cities, but will focus on particular cities (depending on the instructor, and when the course is offered). The conditions being discussed are also global, and so inevitably the topics expand beyond Asia as well, even while they have specificity in different regions. At stake overall is the changing conditions of life, of mass culture, and of the social community in Asia and the world.
Historical Epics of China and Japan
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 dynastic state form, the types of legitimacy and the forms of rebellion, the process of breakdown and reintegration of an imperial house, the empire as dynasty and as territory, and the range of characterology. 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
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

Institutional Foundations of China's Economic Growth

Readings in Japanese Humanities and Social Sciences:
Academic Prose and Critical Terminology
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.

Translation, Modernity, and History

Problems in the History of Early Modern China
The Asiatic Mode of Production: Theory and History
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
EAST-GA 2550 Yoshimoto. 4 points. 2012-13.

Colonialism and Modernism in East Asia
EAST-GA 2570 4 points. 2011-12.
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
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
EAST-GA 2574 Em. 4 points. 2011-12, 2012-13.

Studies in Korean Modernity
PROGRAMS AND REQUIREMENTS

Master of Arts

The M.A. program is designed to accommodate both full-time and part-time students. It 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.

Admission to the M.A. program in economics is limited to students of outstanding promise. First and foremost, we aim to admit students with excellent training in economics and quantitative methods—that is, students with grades of A-, A or A+ in economics and mathematics courses at undergraduate level. More specifically, strong applicants will meet the following requirements: GRE Quantitative and Writing scores > 80th percentile (@ 750 for quantitative, @ 5.0 for Writing) GRE Verbal > 50th percentile (@ 500), two undergraduate calculus courses (or one calculus & one linear algebra course), one statistics course & one course in econometrics, intermediate microeconomics and intermediate macroeconomics, plus four other undergraduate economics courses, overall GPA of 3.5 and above at the undergraduate level, and TOEFL > 105 (internet-based version) (TOEFL requirement is for international students only). A strong application will have ‘A’ grades in most of these courses (i.e. undergraduate economics, calculus, statistics & econometrics).

Please note that we only accept GRE scores. The GRE general test is required for all applicants. No exceptions are granted. GMAT will not be accepted in place of the general GRE.

We evaluate applications on their general merits. What is important is the total picture of an applicant’s competence, not performance on an individual criterion. For example, we want to attract applicants who have completed a degree in mathematics, engineering or physics but who may have done only introductory but not necessarily intermediate economics courses. However, such applicants, if admitted into our program, have to complete intermediate economics courses BEFORE enrolling in our program (e.g. at any reputable university during the summer before the start of the fall semester).

Course of Study: Formal requirements for the Master of Arts degree in economics are the satisfactory completion of graduate studies totaling at least 32 points and the writing of a special project report. In order to graduate, students must complete at least 24 points within the Department of Economics at New York University (i.e., courses with a ECON-GA prefix). (Transfer credits do not count toward this requirement.) Most courses carry 3 points; the special project carries 2 points. Students must have a cumulative GPA of at least 3.0 with 18 points of B or better.

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. Ph.D. 1994 (economics), M.A. 1990, Chicago; Laurea 1988, Bocconi. 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.
Students may take 8 points outside the Department of Economics.

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

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

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

**Advanced Certificate in Applied Economic Analysis**

The department offers an advanced certificate program in applied economic analysis with areas of study in economic development and international economics. Participating students must take the required core courses (listed above) and complete the M.A. special project report. After receiving the M.A. degree, students may continue their studies to earn an advanced certificate with the opportunity to focus on one of the areas of study. 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.* Requirements include the core courses; ECON-GA 1603; where appropriate, ECON-GA 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 ECON-GA 1505; ECON-GA 1506; ECON-GA 1605; ECON-GA 1608; and, where appropriate, ECON-GA 3001, 3002. A total of 41 points at minimum is required to earn both the M.A. and the advanced certificate.

*International Economics.* Requirements include the core courses; ECON-GA 1505; ECON-GA 1506; ECON-GA 1402; and, where appropriate, ECON-GA 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 ECON-GA 1603; where appropriate, ECON-GA 3001, 3002; International Competition and the Multinational Enterprise, MGMT-GB 2385; Global Banking and Capital Markets, FINC-GB 3387; and International Financial Management, FINC-GB 3388. A total of 41 points at minimum is required to earn both the M.A. and the advanced certificate.

**Dual Degree Master of Arts in Economics and Juris Doctor**

The M.A./J.D. degree program offers a well-rounded education in law and in economics. The M.A. component is especially strong in economic theory, both on the micro and macro levels, as well as in the applied fields of international economics, development and political economy. The Law School curriculum is a comprehensive program of instruction leading to the professional degree Juris Doctor, which requires 83 points. The M.A./J.D. dual degree requires the satisfactory completion of 95 points, a savings of 20 points compared to doing both degrees independently, because the student can apply 8 approved Law School points to the M.A. degree, and the student can apply 12 approved GSAS course points towards the J.D.

**Joint Master of Arts in Africana Studies and Economics**

Refer to Africana Studies section of the bulletin for more information.

**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 four Ph.D. comprehensive examinations (in microeconomics, macroeconomics, and two areas 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, law and economics, and Austrian economics. Experimental economics is available as a secondary field only.

After passing all four 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.
Course requirements include Mathematics for Economists I, ECON-GA 1021, Microeconomic Theory I and II, ECON-GA 1023, ECON-GA 1024; Macroeconomic Theory I and II, ECON-GA 1025 and ECON-GA 1026; Econometrics I and II, ECON-GA 2100, ECON-GA 2101; Mathematics II ECON-GA 1022 (4 credits) is optional.

Ph.D. students must register for at least two 3000-level courses (advanced courses, seminar/workshops).

**Dual Degree Doctor of Philosophy and Juris Doctor**

The Department of Economics offers dual degree Ph.D./J.D. programs with the School of Law. The Ph.D. requires 72 points of coursework, of which 12 Law School points will be accepted. Up to 12 points of Graduate School credit will also be counted toward the J.D. degree. The joint degree, therefore, requires a total of 131 points (71 at the School of Law and 60 at the Graduate School of Arts and Science). Because some of the credits earned in each program will count toward the other degree, it is possible to complete the course requirements for both degree is five years of full-time study.

Those interested in this dual degree must apply to and be accepted by both New York University School of Law and New York University Graduate School of Arts and Sciences, either simultaneously or during the first year of study at the Law School.

**COURSES**

**Core M.A. Courses and Special Research Project**

**Mathematics for Economists**
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**
Applied microeconomics relating to the firm in various markets and household behavior.

**Macroeconomic Theory I**
Macroeconomic theory applied to aggregate supply and demand and their components, designing and implementing macroeconomic policy goals and forecasting GDP and its components.

*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.


*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 Lizzeri,* Professor. Chair of Department of Economics. Ph.D. 1995 (managerial economics and decision sciences), Northwestern; Laurea 1990 (economics), Bocconi. Industrial organization; political economy; microeconomic theory.


*Konrad Menzel,* Assistant Professor. Ph.D. 2009 (economics), Massachusetts Institute of Technology (MIT); Diplom Economics 2004 Universitat Mannheim. Econometrics, Labor Economics.

*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.
Applied Statistics and Econometrics I
ECON-GA 1101  Prerequisite: undergraduate statistics course or permission of the instructor. Morris, McCarthy. 3 points. 2011-12, 2012-13.
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
ECON-GA 1102  Prerequisite: ECON-GA 1101 or permission of the instructor. Morris, McCarthy. 3 points. 2011-12, 2012-13.
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
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

Monetary Economics
Money and Banking
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
ECON-GA 2401  Prerequisite: ECON-GA 1402. Prager. 3 points. 2011-12.
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
International Trade
ECON-GA 1505  Prerequisite: ECON-GA 1003 or permission of the instructor. Ordover. 3 points. 2011-12, 2012-13.
Comparative advantage; endowment, mobility, allocation, and earnings of productive factors; trade restriction (tariffs, quotas); customs unions.
International Finance
ECON-GA 1506  Prerequisite: ECON-GA 1003 or permission of the instructor. Weinberg. 3 points. 2011-12, 2012-13.
The balance of payments, foreign exchange markets, adjustment mechanisms, capital movements, gold and other monetary reserves, reforms of the system.

Economic Growth and Development

Economic Development I
ECON-GA 1603  Harper Pre- or corequisite: ECON-GA 1003 or permission of the instructor. 3 points. 2011-12, 2012-13.
This course provides an overview of problems of growth and development, with an emphasis upon less developed countries, transition economies and industrialized countries undergoing extensive liberalization. It will examine the vigorous debates that have taken place regarding economic development. Why do some economies grow, while others do not? Are the great differences in the wealth of nations due mainly to differences in the quality of their institutions and economic policies?

Political Economy of the Pacific Basin
This course will evaluate 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.

General Economic Theory

Evolution of Economic Thought
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.

The Economics of Welfare, Justice & Ethics
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.

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.

Mario J. Rizzo, Associate Professor. Ph.D. 1977 (economics), Chicago; M.A. 1973 (economics), B.A. 1970 (economics), Fordham. Austrian economics; law and economics; microeconomics; game theory; income distribution; inequality and polarization; coalition formation in games.


Tomasz Sadzik, Assistant Professor. Ph.D. 2008 (economics), Stanford; M.A. 2003 (economics), Warsaw School of Economics; BA. 2003 (Mathematics), Warsaw University.

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.

Karl Storchmann, Clinical Professor, Ph.D. 1998 (economics), University of Bochum, Germany; M.A. 1990 (economics), University of Bochum, Germany.
PH.D. COURSES

Basic Economic Theory for Ph.D. Students (02)

Mathematics for Economists I
ECON-GA 1021 Prerequisite: ECON-GA 1001 or equivalent. 4 points. 2011-12, 2012-13.

Mathematics for Economists II
ECON-GA 1022 Prerequisite: ECON-GA 1021 or permission of instructor. 4 points. 2011-12, 2012-13.
Methods and applications of optimal control theory to problems of economics. Discusses economic applications of stochastic processes, probability, measure theory, and topology.

Microeconomic Theory I
ECON-GA 1023 Pre- or corequisite: ECON-GA 1021 or permission of the instructor. 4 points. 2011-12, 2012-13.
Theory of the firm and consumer behavior; introduction to the theory of perfectly competitive and monopolistic markets; pricing techniques; introduction to game theory.

Microeconomic Theory II
Introduction to general equilibrium theory, welfare economics, and imperfect competition.

Macroeconomic Theory I
ECON-GA 1025 Pre- or corequisite: ECON-GA 1021. 4 points. 2011-12, 2012-13.
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
ECON-GA 1026 Prerequisite: ECON-GA 1025 or permission of the instructor. 4 points. 2011-12, 2012-13.
Classical and Keynesian macroeconomic thought, modern-day microeconomic theories of money-wage and price determinations, and reconstruction of macro theory.

Financial Economics I
ECON-GA 2021 Prerequisites: ECON-GA 1023, ECON-GA 1024, ECON-GA 1025, and ECON-GA 1026, or permission of the instructor. 4 points. 2011-12, 2012-13.
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
ECON-GA 2022  Prerequisite: ECON-GA 1021 or permission of the instructor.
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
ECON-GA 2100  Prerequisite: ECON-GA 1021 or permission of the instructor.
Concise introduction to probability theory and to the problem and methods of statistical inference as encountered and applied in econometrics: maximum likelihood theory, method of moments, method of least squares, and hypothesis testing.

Econometrics II
ECON-GA 2101  Prerequisite: ECON-GA 2100 or permission of the instructor.
Econometrics analysis of the general linear model; the estimation of distributed lag models; misspecification analysis; and models involving errors in variables.

General Economic Theory
Evolution of Economic Thought
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
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
ECON-GA 2113  Prerequisite: ECON-GA 1024 or permission of the instructor.  
Introduction to noncooperative game theory. Covers Bayesian games, refinements of Nash equilibrium, repeated games, and optimal mechanism design.

Experimental Economics
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
ECON-GA 2115  Prerequisites: ECON-GA 1023, ECON-GA 1024, and ECON-GA 2113, or permission of the instructor. 4 points. 2011-12, 2012-13.
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

Income Distribution in the United States
ECON-GA 1108  Prerequisites: ECON-GA 1003, ECON-GA 1023, and ECON-GA 1101, or permission of the instructor. 4 points. 2011-12, 2012-13.
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

Advanced Macroeconomics I
ECON-GA 2403  Prerequisites: ECON-GA 1022 and ECON-GA 1026, or permission of the instructor. 4 points. 2011-12, 2012-13.
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
ECON-GA 2404  Prerequisite: ECON-GA 2403 or permission of the instructor. 4 points. 2011-12, 2012-13.
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

Theory of International Finance
ECON-GA 1501  Prerequisites: ECON-GA 1023 and ECON-GA 1025, or permission of the instructor. 4 points. 2011-12, 2012-13.
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
ECON-GA 1502  Prerequisite: ECON-GA 1023 or permission of the instructor. 4 points. 2011-12, 2012-13.
Comparative advantage; endowment, mobility, allocation, and earnings of productive factors; trade restriction (tariffs, quotas); customs unions.

Economic Growth And Development

Theory of Economic Development I
ECON-GA 1601  Pre- or corequisite: ECON-GA 1003, ECON-GA 1023, or permission of the instructor. 4 points. 2011-12, 2012-13.
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 II
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

Labor Economics I
ECON-GA 1701  Prerequisites: ECON-GA 1003 and ECON-GA 1005, or ECON-GA 1023 and ECON-GA 1025, or permission of the instructor. 4 points. 2011-12, 2012-13.
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**
ECON-GA 1702  *Prerequisite: ECON-GA 1701 or permission of the instructor.*  
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**

**Industrial Organization I**
ECON-GA 1801  *Prerequisite: ECON-GA 1023 or permission of the instructor.*  
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**
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**
ECON-GA 3000  *Only for Ph.D. students working on their dissertations. Prerequisites: permission of the adviser and the department.* 1-6 points per term. 2011-12, 2012-13.

**Topics in Economics**
ECON-GA 3001, 3002  *3-4 points per term.* 2011-12, 2012-13.  
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**
ECON-GA 3003, 3004  *Prerequisites: all required courses for Ph.D. students.* 4 points per term. 2011-12, 2012-13.  
Students, faculty members, and visitors present research in progress for discussion and critical comment.
Workshop in Macroeconomic Research
ECON-GA 3005-3006 Prerequisite: ECON-GA 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
ECON-GA 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.

Colloquium on Market Institutions and Economic Processes
ECON-GA 3402 Prerequisite: permission of the instructor. Rizzo. 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
ECON-GA 3501, 3502 Prerequisite: ECON-GA 1501, ECON-GA 1502, or permission of the instructor. 4 points per term. 2011-12, 2012-13.
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.
Master of Arts

Admission: 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, and three letters of recommendation. In addition, applicants for the M.A. 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. program in English and American literature for fall admission only. Applicants for the M.A. programs are accepted into that program only; admission to the Ph.D. program requires submission of an application to the Ph.D. program. 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 submitted on-line through 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 withdraws from consideration all applications that are missing supporting documents one month after the posted deadline.

Applicants for the M.A. program with a concentration in creative writing should find consult admission instructions and program requirements listed under Creative Writing.

Requirements for the Master of Arts degree in English and American literature include the completion of 32 points, 24 of which must be earned through course work taken within the Department of English, and the following specific requirements:

1. A mandatory 3-point seminar, Introduction to Advanced Literary Study for M.A. Students (ENGL-GA 2980), to be taken in the first term of matriculation.

2. One course in English language selected from among the following:
   ENGL-GA 1060, ENGL-GA 1061, ENGL-GA 2044, ENGL-GA 2045, ENGL-GA 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; Enlightenment 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 (ENGL-GA 1060) and Introductory Middle English (ENGL-GA 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.

Doctor of Philosophy

Admission: 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, and three letters of recommendation. In addition, applicants for the 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 Ph.D. program in English and American literature for fall admission only. 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.

Christopher Canon, Professor, Director, Medieval and Renaissance Center. Ph.D. 1993 (English), M.A. 1989, Columbia; B.A. 1987, Harvard. 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.


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.

All application materials and supporting documents must be submitted on-line through 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 withdraws from consideration all applications that are missing supporting documents one month after the posted deadline.

Requirements for the Doctor of Philosophy degree in English and American literature include the completion of 72 points and the following specific requirements:

1. Four doctoral seminars (selected from ENGL-GA 3100 through ENGL-GA 3969).

2. Guided Research (ENGL-GA 3002) in preparation for Doctoral Examination.

3. Doctoral Examination, based on two individualized reading lists covering two historical fields (one of which is designated the major field, and the other the minor field). The examination fields are: medieval; Renaissance; 18th-century British; Romantic; 19th-century British; 20th-century British; American: beginning to 1865; American: 1865 to present; African American literature; colonial and postcolonial studies; literature of the Americas; transatlantic studies; and modern drama. The written examination is supervised by a committee of two faculty members chosen by the student.


6. Pedagogy (ENGL-GA 3985), taken during the first semester in which teaching is anticipated.

7. Workshop on Professional Practices (ENGL-GA 3980), which must be taken in the spring of the student’s third year in the program.

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.


Toral J. Gajarawala, 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.

9. A completed dissertation and an oral defense of the dissertation. The dissertation must be approved for defense by the director and core committee before the examination is convened. Some revision, including 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.

10. 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.

**COURSES**

**Proseminars**

**Workshop on Professional Practices**
ENGL-GA 3980  *Augst, McHenry. 4 points. 2011-12, 2012-13.*
The Workshop on Professional Practices is intended to acquaint advanced Ph.D. students with the protocols of the profession and to offer them some experience in crafting four kinds of documents crucial to advancement in the profession: the curriculum vitae (cv), the conference paper, the scholarly article, and the fellowship application.

**Dissertation Seminar I**
ENGL-GA 3981  *Required for the Ph.D. Augst. 4 points. 2011-12, 2012-13.*
Prepares doctoral students in their third year for submission of the dissertation proposal.

**Dissertation Seminar II**
ENGL-GA 3982  *Required for the Ph.D. Augst. 4 points. 2011-12, 2012-13.*

**Pedagogy**
Provides a basic foundation in pedagogy and a forum for doctoral students to learn elements of effective teaching of undergraduates at the university level.

**Introduction to Advanced Literary Study for M.A. Students**
ENGL-GA 2980  *Required for the M.A. degree. Maynard, McLane, Siskin. 3 points. 2011-12, 2012-13.*
An introduction to major methodological and theoretical approaches to literature and culture through the close reading and contextualization of select literary works.
Language and Linguistics

Introductory Old English
ENGL-GA 1060  Hoover, Momma. 4 points. 2011-12, 2012-13.
This course is designed for students who are interested in the language, literature, and culture of England up to the Norman Conquest of 1066. It will provide solid practice in the language and close reading of texts, both canonical and not-quite-canonical, while introducing students to cultural and historical backgrounds, representative secondary material, and the reception of the Middle Ages in the modern era.

Introductory Middle English
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
ENGL-GA 2044  Hoover, Momma. 4 points. 2011-12, 2012-13.
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
Introduction to the linguistic study of the English language, with special emphasis on phonetics, syntax, semantics, language acquisition, and the linguistic study of style.

Studies in Early Medieval English Literature
This course will examine various early medieval literature of Britain, composed in English, Latin, and possibly one or more other languages, to consider the cultural construct of England prior to 1300. The focus of the investigation will be the modal of will, as it is applied to linguistic (modal auxiliary), literary (will and desire), theological (free will), pastoral (confession and penitence), and legal issues (intention, bequeathal).

Topics in the English Language
ENGL-GA 2072  Hoover, Momma. 4 points. 2011-12, 2012-13.
Are literary criticism and language theory two separate fields of research, or can they inform each other in such a way that we may gain new perspectives through exploring the intersection of literary and linguistic issues? This course will set out to answer these questions by reading various literary texts in conjunction with linguistic thoughts from Plato to contemporary philosophers and linguists.
Literature

Shakespeare
ENGL-GA 1345 Archer, Gilman. 4 points per term. 2012-13.
Shakespeare's major comedies, histories, and tragedies.

World Literature in English
ENGL-GA 1764 Sandhu, Young. 4 points. 2012-13.
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.

Paleography and Codicology
ENGL-GA 2200 Rust. 4 points. 2012-13.
A survey of Latin scripts of the European Middle Ages and Renaissance (500-1550) and of methods and materials of medieval book production, introducing the world of the handwritten book and uses of manuscript evidence in literary study. Attention will be given to scripts, to the materials and methods of book production, to developments in page layout and decoration as well as to a series of book genres: from the Bible and Books of Hours, to student notebooks and household miscellanies.

Chaucer I, II
First term: reading and discussion of the text of Canterbury Tales. Second term: Troilus and other works. Situates Chaucer's poetry in the context of diverse genres, historical contexts, and ideas about writing, including the genres of dream vision, romance, and fabliau and the still-tenuous status of a poet writing in the vernacular.

Topics in Medieval Literature I, II
ENGL-GA 2270, 2271 Dinshaw, Momma, Rust. 4 points per term.

Topics in Renaissance Literature
ENGL-GA 2323 Archer, Fleming, Gilman, Guillory, Wofford. 4 points.

Elizabethan and Jacobean Drama
Marlowe, Jonson, Kyd, Marston, Tourneur, Webster, Middleton, Rowley, Ford, Chapman.

Restoration and Early 18th-Century Literature
The major works of Dryden, Swift, and Pope, together with the works of such contemporaries as Bunyan, Butler, Rochester, Marvell, Behn, Astell, Addison, and Steele.

Topics in 18th-Century Literature I, II

Victorian literature and culture.

Martha Rust, Associate Professor. Ph.D. 2000 (English), California (Berkeley); M.A. 1994, California Polytechnic State; B.S. 1983, University of Washington; B.A. 1976, California (Berkeley).
Middle English language and literature; paleography and codicology; medieval manuscript culture.

Popular and techno studies; metropolitan 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; interrelationship of novel and lyric; neural aesthetics; genre theory; poetry and poetics; history of aesthetics; philosophy and literature.
The Romantic Movement
ENGL-GA 2620  Lockridge, McLane. 4 points. 2011-12, 2012-13.
British Romantic writers such as Burns, Blake, Wollstonecraft, Wordsworth, Coleridge, Byron, Mary Shelley, Percy Bryce Shelley, Keats, De Quincey, Hazlitt, and Clare are considered in light of genre and formal innovation, literary relationship within this circle of writers, historical and political trends, and modern to contemporary critical reconsiderations of Romanticism.

Topics in Romanticism
ENGL-GA 2626  Lockridge, McLane, Siskin, Ziter. 4 points per term. 2011-12, 2012-13.
Topics within the field of British Romantic literature vary from semester to semester, depending on the instructor. They would characteristically focus on issues associated with critical, historical, and philosophical approaches to Romanticism.

Topics in Victorian Literature

The Literature of the Transition
ENGL-GA 2700  Maynard, Meisel, Spear. 4 points per term. 2012-13.
The emergence of modern British literature from the 1800s to the 1920s.

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

Early American Literature
American literature, 1607-1800, in its cultural setting. Topics include the literature of exploration and promotion; American Puritan poetry and prose; writing in the early South and the middle colonies; rise of the epic, the novel, and the theatre during the American Revolution, with related study of music and painting of the period; the beginning of American romanticism.

American Literature: 1800-1865 I, II
Poetry, fiction, and nonfiction prose of the United States, from the early national period to the Civil War.

American Literature: 1865-1900
The poetry and fiction of the post-Civil War era, including Dickinson, De Forest, Howells, Twain, Garland, James, Crane, Frederic, Chopin, and Norris.

Topics in American Literature I, II
Studies in major authors and themes.

ASSOCIATED FACULTY

Jacques Lezra, Professor of Spanish and Portuguese, Comparative Literature; Chair of Comparative Literature. Ph.D. 1990, Yale. Comparative literature and literary theory; Shakespeare; the literary and visual culture of Early Modern Europe.


Susanne Wofford, Dean of the Gallatin School. Ph.D. 1982, Yale University; B.Phil. 1977, Oxford University; B.A. 1973, Yale College. Shakespeare, Spenser, Renaissance and classical epic, comparative European drama, and narrative and literary theory.
American Fiction: 1900-1945
Reading sin 20th-century American fiction and nonfiction prose, with emphasis on theory of fictional genres literary innovation, stylistic experimentation, and recurrent theme in the modern novel: Theodore Dreiser, John Dos Passos, Willa Cather, Ernest Hemingway, F. Scott Fitzgerald, William Faulkner, and Ralph Ellison.

American Fiction 1945-Present
Examines works of prose fiction produced in the United States since the end of World War II in 1945.

Henry James: Major Works
In-depth study of the major works of Henry James, emphasizing his treatment of the American scene, the aesthetic and moral impact of Europe on the American character, and his changing literary, formal, and psychological preoccupations.

Topics in Postcolonial Literature
Intermediate-level study of literary and theoretical works pertaining to the eras of decolonization and globalization.

Topics in Postcolonial Theory
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
Mutual influence of “literary” and philosophical texts; philosophical and rhetorical terminology; poetics, politics, and law; poetics, aesthetics, and hermeneutics; critique, criticism, and deconstruction; theories of fiction and memory.

Modern British and American Poetry
ENGL-GA 2924  Donoghue, McLane, Nicholls. 4 points. 2011-12, 2012-13.
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
ENGL-GA 2927  McLane, Nicholls, Shaw. 4 points. 2011-12, 2012-13.
Approaches to the work of contemporary poets. Context varies yearly.
Modern Drama

The Politics of Culture
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
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.

Major Texts in Critical Theory
Major texts in critical theory from Plato to the present century are examined in order to address fundamental questions concerning the origins, materiality, structures, and uses of literature and other cultural phenomena.

Contemporary Criticism
Comparative examination of major schools of contemporary criticism, American and European, describing the variety of critical perspectives and how they are interrelated.

Topics in Criticism I, II
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
Content varies.

History of the Book
ENGL-GA 2970  Augst, Crain, McDowell, McHenry, Siskin. 4 points.
Historical, theoretical, and critical approaches to diverse topics relating to literacy, media, and the production and dissemination of knowledge.
Research

Guided Research
ENGL-GA 3001, 3002, 3003, 3004 Augst. Prerequisite: permission of the director of graduate studies. 1-4 points per term. 2011-12, 2012-13.

Doctoral Seminars

Topics in Medieval Literature
ENGL-GA 3269 Cannon, Dinshaw, Momma, Rust. 4 points per term. 2011-12, 2012-13.

Topics in Renaissance Literature I, II
ENGL-GA 3323, 3324 Archer, Gilman, Guillery. 4 points per term. 2011-12, 2012-13.

Topics in 18th-Century English Literature

Topics in Romantic Literature I, II

Topics in Literary Theory

Topics in Victorian Literature

Topics in British Fiction from 1890 to the Present

Topics in Irish Literature
ENGL-GA 3730 Donoghue. 4 points. 2011-12.

Topics in Early American Literature

Topics in American Literature: 1800-1865

Topics in American Literature: 1865-1900

Topics in American Literature Since 1900 I, II

Topics in Postcolonial Literature
Advanced study of literary and theoretical works pertaining to the eras of decolonization and globalization.
Topics in the History of Rhetoric  

Topics in British and American Literature  
ENGL-GA 3926  Donoghue. 4 points per term. 2011-12.

History of the Book  
ENGL-GA 3940  Augst, Crain, McDowell, McHenry, Siskin. 4 points.  

Topics in the History of the Production of Knowledge  

Archival Practices and Politics  
PROGRAMS AND REQUIREMENTS

Master of Science in Environmental Health Sciences

The M.S. degree 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. The program is designed for individuals needing graduate training for employment in jobs involving toxicology, pharmaceutical research, 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 M.S. program can also serve as a stepping stone to the Ph.D. program in Environmental Health Sciences. The M.S. degree program offers two specialized tracks: environmental toxicology and occupational-environmental hygiene. The occupational-environmental hygiene track specifically focuses on the recognition, evaluation, and control of chemical and physical agents in occupational settings. 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. The program of study may be full time or part time.

M.S. students are required to attend departmental seminars and journal clubs. Laboratory placements for study pursuing research-based thesis projects 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.

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.
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. 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 (EHSC-GA 1004), Communication Skills for Biomedical Scientists (EHSC-GA 2025), Introduction to Biostatistics (EHSC-GA 2303), Principles of Toxicology (EHSC-GA 2310), and Organ System Toxicology (EHSC-GA 2311). Recommended courses for the environmental hygiene track are Environmental Health (EHSC-GA 1004), Introduction to Biostatistics (EHSC-GA 2303), Principles of Toxicology (EHSC-GA 2310), Environmental Hygiene Measurements (EHSC-GA 2035), Environmental Hygiene Laboratory I (EHSC-GA 2037), and Introduction to Epidemiology (EHSC-GA 2039).

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.

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.

Master of Science in Ergonomics and Biomechanics

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, biology, neuroscience, and psychology.

Marco A. Campello. Associate Professor, Ergonomics and Biomechanics (ERBI); Associate Director, NYUHJD-OIOC. 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.

Lung Chi Chen. Professor. 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. Associate 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.

Mitchell D. Cohen. Associate Professor. Ph.D. 1988 (toxicology/nutrition), M.S. 1984 (toxicology/nutrition), Florida; B.S. 1981 (chemistry/physics), SUNY (Albany). Inhaled pollutants; pulmonary immunotoxicology; lung immune cell iron homeostasis; metal modulation of cytokines; 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/toxicology; DNA-protein interactions; DNA damage; histone modifications and epigenetic mechanism of carcinogenesis.

Suresh Cuddapah. Assistant Professor. Ph.D. 2000 (Biotechnology), Mysore (India); M.Sc. 1994 (Zoology); B.Sc. 1992 (Zoology), Madras (India). Epigenetics and functional genomics; regulation of chromatin structure and gene expression; insulators; epigenetic alterations in pathogenesis.
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.

**Doctor of Philosophy**

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 incorporating 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

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**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 (psychobiology), Pittsburgh; M.A. 1965 (psychology), Temple; B.A. 1963 (psychology), Rutgers.

Neurotoxicology.

**Krystyna Frenkel.** Professor. Ph.D. 1974 (biochemistry), New York; M.S. 1964 (organic chemistry), Warsaw.

Carcinogenesis; chemoprevention; endogenous oxidative stress; inflammatory cytokines; radiation-, metal-, and chemical-induced free radicals; biomarkers 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, Division of Biostatistics. D.Sc. 1972 (biostatistics), M.S. 1967 (biostatistics), Harvard; B.A. 1965 (mathematics), Barnard College.

Design/analysis of clinical trials; survival analysis; disease screening and misclassification; observational data; statistical genomics.

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

Biomechanics; workplace design; workstation modification; ergonomics.
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 (EHSC-GA 1004), Introduction to Biostatistics (EHSC-GA 2303), and Principles of Toxicology (EHSC-GA 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.

**Advanced Certificate Program in Ergonomics**

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 (EHSC-GA 2131 and EHSC-GA 2132) and an independent study in applied ergonomic methods (EHSC-GA 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.

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**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.


**Albert F. Gunnison.** Associate Professor. Ph.D. 1970 (entomology), Pennsylvania State; M.S. 1966 (entomology), B.S. 1964 (biology), Cornell. Molecular mechanisms and toxicology of pulmonary inflammation; DNA microarray technology; reproductive toxicology.

**Manny Halpern.** Assistant Professor, Ergonomics and Biomechanics (ERBI); Senior Manager, Ergonomic Services, NYUHJD-OIOC. Ph.D. 1999 (environmental health sciences), M.A. 1988 (ergonomics and biomechanics), New York; B.Sc. 1984 (kinesiology), Waterloo (Canada); B.A. 1973 (social sciences), Tel Aviv. Ergonomics; workplace intervention; injury prevention methodology; job analysis; healthcare design.

COURSES

Environmental Health
Discussion of basic concepts of environmental health, 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
EHSC-GA 1005  Prerequisite: undergraduate biology or chemistry, or permission of the instructor. Wirgin. 4 points. 2011-12, 2012-13.
The Hudson River is explored as a model to investigate the sources, transport, transformation, toxic effects, management strategies, and remediation of polluted ecosystems because of contamination from PCBs, dioxins, and metals. Discussions on geological history of the Hudson hydrosphere, inventory of species composition bioavailability of contaminants to the ecosystem food chain transfer, models of resistance and microbial bioremediation.

Toxicology
EHSC-GA 1006  Not open to students who have taken EHSC-GA 2310 or BIOL-GA 2310. Prerequisite: an introductory course in either biology, physiology, or biochemistry. Zelikoff. 4 points. 2011-12, 2012-13.
Introduces the discipline of toxicology and stresses basic concepts essential for understanding the action of environmental agents on biological systems. Principles underlying absorption, distribution, metabolism, and elimination of chemicals are presented. Toxic responses of organ systems and regulation of toxic substances by governmental agencies are discussed.

Terrorism: Chemical, Biological, and Psychological Warfare
EHSC-GA 1007  Prerequisite: undergraduate course in biological science and/or behavioral science. Evans. 4 points. 2011-12, 2012-13.
Survey of agents of terrorism, immediate effects, long-term consequences, and emerging research questions. 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.

Biomarker Applications in Humans with Environmental Exposures
EHSC-GA 1009  Prerequisite: an introductory course in either biology or biochemistry. Grunig. 4 points. 2011-12.
The study of biomarkers in human populations incorporates advanced laboratory technology with epidemiology to evaluate the health hazards and risk of exposure to environmental pollutants at low levels as a tool to understand the interactions between genes and environmental exposures and to identify “at-risk” populations and individuals. This course covers basic concepts and the practical issues for conducting biomarker studies in human populations.
Weather, Air Pollution, and Health
EHSC-GA 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. 2011-12.
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 on global climate change.

Global Issues in Environmental Health
Provides students with an introduction to the key environmental issues confronting international health in the developed and developing world. Weekly lectures followed by group discussions of relevant examples from ongoing world events and/or recent developments in global environmental health introduces principles of toxicology, epidemiology, risk assessment and case studies of specific issues in environmental diseases and infections that influence health.

Global Issues in Cancer Cause, Prevention and Control
EHSC-GA 1012  Prerequisite: background in biology or chemistry or permission of the instructor. B. Narayanan, Hayes. 4 points. 2012-13.
Students will learn about risk factors associated with cancer in the developing world and problems associated with lack of knowledge among under-served communities. Provides knowledge on prevention of human cancer incidence (skin, colorectal, breast, lung, prostate, cervical, ovarian), morbidity and mortality and the economic benefits of cancer prevention. Discussion on the roles of diet, physical activity, immune responses, body composition and drug interactions in cancer prevention.

DNA Replication, Damage, and Repair
EHSC-GA 2018  Prerequisite: biochemistry or permission of the instructor. Klein, Tang. 4 points. 2011-12.
Covers the basic processes involved in DNA replication, damage formation, and damage processing, with an emphasis on eukaryotic cells. Topics include DNA structure, 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
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.
Tutorials in Environmental Health Sciences
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
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
EHSC-GA 2035  4 points. 2011-12.
Instrumentation, procedures, and strategies for quantitative evaluation and control of hazardous exposures. Emphasis on airborne contaminants, including particles, gases, bioaerosols, physical agents (ionizing and nonionizing radiations), noise, and abnormal temperatures. Decision-making criteria are considered for each agent, as are control methods (e.g. exhaust systems).

Environmental Hygiene Laboratory I
EHSC-GA 2037  Prerequisites: EHSC-GA 2035 and permission of the instructor. Laboratory. Ito. 4 points per term. 2011-12.
Covers the instrumental techniques and procedures for the subjects covered in EHSC-GA 2035.

Introduction to Epidemiology
Epidemiology is the study of the distribution and determinants of disease in humans. Principles and methods of epidemiology are developed for students intending to conduct independent research on health-related issues. Topics include measures of disease occurrence and risk, designs for observational and interventional studies, sensitivity and specificity of clinical tests, methods for epidemiologic analyses, and ethical issues.

Molecular and Genetic Toxicology
EHSC-GA 2040  Prerequisite: biochemistry or permission of the instructor. Klein. 4 points. 2012-13.
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.

Bhagavathi A. Narayanan, Associate Professor. Ph.D. 1986 (cell biology), M.Sc. 1979 (advanced biology), B.Sc. 1977 (zoology and chemistry), Madras (India). Postdoc 1993-1995 (cell and molecular biology), Medical University of South Carolina. Prostate and colon cancer chemoprevention; nonsteroidal anti-inflammatory drugs; potential molecular targets; biomarkers; genomics; proteomics.


Margareta Nordin, Professor; 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 injury, disability; motor control; biomechanics; ergonomics.

Bayesian variable selection application to genomics and genetics; gene mapping; bioinformatics.

Qingshan Qu, Associate Professor. M.D. 1969 (medicine), B.S. 1965 (premedical science), Beijing Medical College.
Pulmonary toxicology; biomarker application and risk assessment.

William N. Rom, Professor. Medicine, Environmental Medicine; Director, Division of Pulmonary, Critical Care and Sleep 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/occupational lung diseases; molecular mechanisms lung cancer;
Genetic Susceptibility/Toxicogenomics
EHSC-GA 2042  Klein, Arslan. 4 points. 2011-12.
Covers genetic variation in human and wildlife populations and explores the relationships between variation and susceptibility to diseases. Examines techniques by which sensitive genes and allelic variants are identified. Discussions on genetic adaptations of natural populations and on epidemiological techniques to explore relationships between polymorphisms and disease. Moral and legal ramifications are discussed.

Cell Signaling and Environmental Stress
EHSC-GA 2043  Prerequisite: undergraduate biology or biochemistry. X. Huang, C. Huang. 4 points. 2012-13.
This course covers various signal transduction pathways and motifs including cytokine signaling and signal transduction to the nucleus by mitogen-activated protein kinase (MAPK), nuclear transcription receptors, kinase/phosphatase cascades, G-coupled protein receptors. Discussions on alteration of pathways by environmental pollutants, metals, airborne particles, and on resulting pathological processes, cancer, inflammation, and chronic obstructive pulmonary diseases. Offers tools for basic, clinical, and translational medical research.

Epidemiologic Methods
Principles introduced in EHSC-GA 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
EHSC-GA 2045  Prerequisite: EHSC-GA 2039, EHSC-GA 2303, or permission of the instructor. Shao. 4 points. 2011-12.
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 with specific applications to epidemiologic and clinical studies.

Epidemiology of Cancer
EHSC-GA 2046  Prerequisite: EHSC-GA 2039, college-level biology, or permission of the instructor. Arslan. 4 points. 2012-13.

tuberculosis (TB)/AIDS; interferon-gamma therapy; environmental policy, 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. Ph.D. 1982
(biochemistry), Calcutta; B.Sc. 1975 (physiology), Presidency College (Calcutta).
Molecular biology aromatic hydrocarbon receptor pathway; DNA lesions and mutations induced by xenobiotic compounds.

Yongzhao Shao, Professor. Ph.D. 1994
(mathematical statistics), M.A. 1993 (mathematics), Tufts; M.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, Associate Professor; 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. Ph.D. 1972 (physical chemistry), Cornell; B.S. 1966 (chemistry), Brooklyn College (CUNY); Postdoc 1972-1975 (chemical physics), Rockefeller.
DNA-carcinogen interactions; biological consequences DNA adducts; mass spectrometry in carcinogenesis and environmental research.

Environment of newborns; hormones and inherited hip dysplasia; hormone protection of environmental breast cancer; insulin resistance of pregnancy.
Introduction to Survival Analysis
EHSC-GA 2047  Prerequisites: EHSC-GA 2303 or basic statistics course, and the permission of the instructor. Shao, Goldberg. 4 points. 2012-13.
Basic concepts 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. Discussions on the proportional hazard model and its extension to time-dependent covariates, accelerated failure time model, competing risks, multistate models using clinical and epidemiological examples.

Epigenetics and Environmental Diseases
EHSC-GA 2050  Prerequisites: biochemistry, cell biology or permission of the instructor. Costa, Klein. 4 points. 2012-13.
Covers environmental effects on gene expression via epigenetic mechanisms; DNA methylation, histone modifications and micro RNA. Provides basic understanding of epigenetic modifications; methods of epigencode analysis; candidate gene approaches; genome-wide histone modifications (ChIP-Seq), transcriptome sequencing (RNA-Seq), multigenerational effects; imprinting; and epigenetic disease biomarkers.

Radiological Health
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
Introduction to probability and statistical methods for analysis and interpretation of experimental and epidemiological data. Statistical techniques associated with the normal, binomial, Poisson, t, F, and chi-squared distributions and basic non-parametric methods. Applications in biology, medicine, and the health sciences.

Advanced Topics in Biostatistics
EHSC-GA 2304  Prerequisites: EHSC-GA 2303 or equivalent background in statistics, and permission of the instructor. Goldberg. 4 points. 2012-13.
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.
Methods of Applied Statistics and Data Mining with Applications to Biology and Medicine
EHSC-GA 2306  Prerequisites: basic statistics course; some programming experience or willingness to learn. Prior familiarity with R or S-plus is not required. Liu. 4 points. 2012-13.
Survey of applied statistical and data mining methods, including principles, applications, and computational tools. Emphasis on R or S-plus statistical programming language. May include cluster analysis, multidi-dimensional scaling, principal components analysis, resampling methods (e.g., 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
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
EHSC-GA 2309  Dai. 4 points. 2011-12.
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
EHSC-GA 2310  Prerequisites: biochemistry and cell biology, or permission of the instructor. Chen. 4 points. 2011-12, 2012-13.
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
EHSC-GA 2311  Prerequisite: EHSC-GA 2310, EHSC-GA 1006, or permission of the instructor. Zelikoff. 4 points. 2012-13.
Overview of the types of injury that may be produced in specific mammalian organs and organ systems by exposure to chemical toxicants.
Research Models of Environmental Exposures
EHSC-GA 2314  Prerequisite: graduate course in biology or biochemistry; open to advanced undergraduate students. Grunig. 2 points. 2011-12, 2012-13.
Students learn about animal models of diseases that are strongly influenced by the environment. Covers the use of animal models for molecular understanding of disease processes and for the development of new drugs and recommendations for environmental protection, as well as the limitations of these models. Addresses ethical issues associated with animal studies.

Environmental Immunotoxicology
EHSC-GA 2315  Prerequisite: general biology, EHSC-GA 2310, EHSC-GA 1006, or permission of the instructor. Zelikoff, M. Cohen. 4 points. 2011-12.
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 Survival Analysis
EHSC-GA 2330  Prerequisites: advanced training in biostatistics and statistical methods and permission of the instructor. Seminar. Goldberg. 2 points. 2011-12.
Provides advanced topics in survival analysis in a seminar setting. Reviews basic concepts followed by in-depth study of advanced methods including study of survival models with particular reference to time-dependent models, missing data, interval-censored data, recurrent event and multiple endpoints. Attention to interim analyses in the context of survival models in clinical trials, Bayesian approaches, and issues of survival analysis in observational data.

Advanced Topics in Data Mining with Applications to Genomics
EHSC-GA 2331  Prerequisites: advanced training in biostatistics and statistical methods, and permission of the instructor. Seminar. Belitskaya-Levy. 2 points. 2011-12.
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. Topics may include preprocessing/normalization of expression array data, exploratory data analysis, hypothesis testing, linear models, clustering, discrimination, prediction, and bootstrap methods.

Methods for the Analysis of Longitudinal Data
EHSC-GA 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. 2011-12.
This course covers statistical methods for analyzing longitudinal data, which mainly are collected in the form of repeated measurements over time. Topics include linear models for longitudinal continuous data (e.g., multivariate normal model and mixed-effects models), methods for analyzing longitudinal categorical data as counts and binary data (e.g., generalized linear model and generalized estimating equations), dropouts, missing mechanisms, and semiparametric methods.
Independent Study: Ergonomics and Biomechanics
EHSC-GA 2100  Prerequisites: EHSC-GA 2101, EHSC-GA 2111, EHSC-GA 2121, and EHSC-GA 2131, or permission of adviser. Faculty. 1-12 points. 2011-12, 2012-13.
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
EHSC-GA 2101  Prerequisite: calculus, physics, or permission of the instructor. Goldsreyder. 4 points. 2011-12, 2012-13.
Covers basic concepts of mechanics, force and torque, as applied to analyze relatively simple mechanical systems. Principles of mechanics studied to analyze muscle and joint reaction forces controlling and coordinating movement. Discussion analyses of “moving” systems with applications to human motion analyses and sports mechanics, 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.

Physical Biomechanics
EHSC-GA 2111  Prerequisites: calculus and basic anatomy of the musculoskeletal system, or permission of the instructor. Weiner. 4 points. 2011-12, 2012-13.
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. 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. Selected case studies are used.

Applied Biomechanics in the Analysis of Human Performance
EHSC-GA 2112  Prerequisites: EHSC-GA 2101 and EHSC-GA 2111, or permission of the instructor. Campello. 4 points. 2011-12, 2012-13.
Builds on EHSC-GA 2101 and EHSC-GA 2111. Explores processes and mechanisms underlying human motor performance and pathomechanics of occupation-related musculoskeletal disorders (MSDs). Biomechanical principles and their interaction with basic applied sciences are systemically. Topics include review of physical biomechanics, multisegmental motion analysis, and clinical biomechanics of selected case studies.
Practicum in Ergonomics and Biomechanics
EHSC-GA 2121  Prerequisites: EHSC-GA 2111, EHSC-GA 2112, EHSC-GA 2131, and EHSC-GA 2303, or permission of instructor. Sheikhzadeh. 4 points. 2011-12, 2012-13.
Focuses on methods and instruments for data collection and analysis of musculoskeletal disorders (MSDs). Lectures and hands-on projects illustrate theoretical and practical issues. Covers data collection and analysis of risk factors for MSDs—posture, force, and motion—using electromyography signals, and statistical methods for analysis and interpretation.

Research Methods in Ergonomics and Biomechanics
Provides graduate students an overview of common study designs in scientific and medical research and applications of these research methods to the field of ergonomics and biomechanics. Students also learn to critically evaluate scientific papers and draw valid conclusions. Covers study designs to investigate musculoskeletal disorders (MSDs) and issues of measurement, measurement instrument validation, statistical analysis, and the ethical conduct of research.

Ergonomics Issues I: Physical Factors in the Workplace
EHSC-GA 2131  Prerequisites: EHSC-GA 2101 and EHSC-GA 2111, or permission of the instructor. Halpern. 4 points. 2011-12, 2012-13.
Ergonomics is the study of fitting the workplace to the capabilities of human workers. Ergonomists apply knowledge from biomechanics, physiology, psychology, and engineering to the design of tasks, work organization, work environment, workstations, and tools. The course focuses on the design of the manufacturing process in the context of implementing an ergonomics program for injury prevention.

Ergonomics Issues II: Environmental Factors in the Workplace
EHSC-GA 2132  Prerequisites: EHSC-GA 2101, EHSC-GA 2111, and EHSC-GA 2131, or permission of the instructor. Menon. 4 points. 2011-12, 2012-13.
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
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
EHSC-GA 3001  Supervised by a faculty member. 1-6 points. 2011-12, 2012-13.

Doctorate Research
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?, EURO-GA 2301, and the graduate research seminar in European studies, EURO-GA 3000). The degree may be completed in 12 months, that is, two semesters and a summer session. Students are encouraged 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.

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.
COURSES

Political Economy of Contemporary Europe
EURO-GA 1100 Staff. 4 points. 2012-13.
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.

What Is Europe? A Cultural Approach
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.

The Mediterranean in Historical Perspective
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
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
EURO-GA 3000 Staff. 4 points. 2011-12, 2012-13.
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.

The European Union: History and Politics
EURO-GA 3502 Staff. 4 points. 2011-12, 2012-13.
The development of the European Union; expansion from 6 to 27 member nations; industrial, agricultural, and social policies; economic and monetary union; and relations with the former East and Central European countries.

Politics of Immigration and Integration in Western Europe
EURO-GA 3507 Staff. 4 points. 2011-12, 2012-13.
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.

Comparative politics; American politics; European politics; the politics of immigration in Europe and the U.S.; center-periphery relations; the extreme right in Europe.

Political skepticism; implications of secularization and moral skepticism for political thought.

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.

ADVISORY COMMITTEE

Ulrich Baer, German, Comparative Literature; Ruth Ben-Ghiat, Italian Studies; 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.
Independent Study
EURO-GA 3900  Permission of the department required. Staff. 1-4 points.

Topics in European and Mediterranean Studies
EURO-GA 3901  Staff. 4 points. 2011-12, 2012-13.
Recent course topics:
Democracy and Dictatorship in Europe
Politics of Human Rights and Freedoms in Europe
Comparative European Politics
Religion and Politics in Western Democracies
Eastern Europe
Southern European Cinema
The EU and Its Global Role
The European City and the American City

Internship
EURO-GA 3902  Permission of the department required. Staff. 4 points.
Students can earn academic credit for a structured and supervised professional work-learn experience within an approved organization.
PROGRAMS AND REQUIREMENTS

Master of Arts

Candidates for the Institute of Fine Arts M.A. Program 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. For further admission information, consult the Academic Office, Institute of Fine Arts, 1 East 78th Street, New York, NY 10075-0119; 212-992-5800; email: ifa.program@nyu.edu. Also see the GSAS Application for Admission and Financial Aid.

The program is two years of full-time study or three years of part-time study for those with established professional careers who wish to continue working while attending the Institute. For part-time study, each student devises a course of study together with the Director of Masters Studies; a typical course load for part-time students would be two courses per semester for the first two years, and one course per semester in the final year of study.

A total of 10 courses (40 points) is required for the M.A. Degree in the History of Art and Archaeology. There are three required courses, Foundations I, FINH-GA 2035, (focused on the historiography and methodology of art history); one course meeting the Foundations II requirement (regarding the material dimension of art history); and Directed Research, FINH-GA 3535, towards the M.A. Thesis.

In addition to the three required courses, students will take seven courses in lectures, seminars and colloquia. Of these seven, at least one course must be taken in four of the major areas defined below. Two courses must be classroom seminars in two different major areas.

1. Pre-modern Asia
2. Pre-modern Africa and the Middle East
3. The Ancient Mediterranean and Middle East, Including Egypt
4. Pre-modern Europe and the Americas
5. Post-1750 Global
6. Museum and Curatorial Studies
7. Material Studies of Works of Art

The Institute offers a variety of specialized lecture, seminar and colloquium courses in Ancient, East Asian, Islamic, Egyptian, Classical Greek and Roman, Early Christian, Byzantine, Medieval, Renaissance, Modern, Latin American, and Contemporary art and architecture. For specific information on current courses, please consult the Institute’s website: www.ifa.nyu.edu.
Students are required to pass a language examination in French, German, or Italian. The examination will be taken by the end of each student’s first year. Fulltime students must pass the examination by the end of their third semester; part time M.A. students and Conservation Program students must pass the examination by the end of their fourth semester.

A Master’s Thesis is required. The thesis will be of substantial length (10,000 words) and should provide a comprehensive treatment of a problem in scholarship, competently written, and may be of publishable quality. The topic may be developed from papers written for a lecture course, seminar or colloquium, or from independent research. Students in the conservation program are encouraged to include technical studies in the Master’s Thesis, provided the paper retains its focus on art history or archaeology.

The Master’s Thesis must be read and approved by two faculty members.

Readers are normally members of the permanent faculty. In consultation with the Director of Masters Studies, the student will arrange for a M.A. Thesis advisor at the beginning of his or her third semester. This advisor, who will normally direct and serve as primary reader of the Master’s Thesis, must be in residence during the fulltime student’s second year. The second reader is arranged for by the M.A. Thesis advisor.

The staging of the Master’s Thesis is as follows: In the third semester the thesis proposal (500 words with brief bibliography and one illustration) is submitted to the M.A. Thesis advisor by November 15. Faculty comments are to be returned to the student by the end of the fall semester, so that revisions can be incorporated and the proposal approved by the beginning of the spring semester. In the fourth semester, enrolled in Directed Research toward the M.A. Thesis, students begin substantial work on the thesis. A complete first draft is submitted by March 1 to the M.A. Thesis advisor. The final version of the thesis is due to the M.A. Thesis advisor by April 1. Both readers must approve the Thesis by May 10th. This schedule will be the norm for all students except for those following the part time course of study and for those in the conservation program, who will follow an alternative schedule established by their advisor.

Doctor of Philosophy

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. 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 designated 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; email: ifa.program@nyu.edu. Also see the GSAS Application for Admission and Financial Aid.


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.


The program is designed for six years of full time funded study. A total of 18 courses (72 points) are required for the Ph.D. degree. A minimum of six of these courses must be in seminars, at least two of which lie outside the student’s major field. Each student registers for three courses per semester for the first five semesters. One course in the fifth semester is dedicated to developing the dissertation proposal. In the sixth semester students register for 12 points devoted preparing for the oral exam and beginning work on the dissertation. Exceptions to full-time study are made only for urgent financial or medical reasons and must have the approval from the Director of Graduate Studies.

Incoming students are assigned a mentor based on their field of specialization. The mentor is responsible for advising the student about choice of courses and degree requirements. The mentor, in consultation with the Director of Graduate Studies, monitors the student’s progress during the first two years of the Ph.D. The choice of dissertation supervisor is confirmed at the end of the second year.

For students entering with a M.A. degree to receive the Ph.D. degree, all Institute requirements must have been fulfilled, including a Master’s thesis (a copy of which is submitted with the application), and a distribution of courses within areas of study that correspond to those outlined in distribution requirements below. No credits will be automatically transferred; credit will be awarded based upon evaluation by the Institute Faculty at the First Year Course Review. In addition, at least one written comprehension exam in a foreign language must have been passed. The student entering with a M.A. degree must pass an exam in a second language, if not yet attained, by the end of his/her first year of study. Entering students who have been awarded an M.A. at the IFA will begin as third year Ph.D. students. They are expected to have a distribution of courses that meet the Course Distribution for the Ph.D. and are required to pass a written comprehension exam in a second language.

Students must take at least one seminar in four fields outside of their area of specialization. The Proseminar, FINH-GA 3032, may count as one of these seminars. Students are also required to take one course in technical studies of works of art. Students may take courses in other relevant disciplines in consultation with their mentor, and subject to the approval of the Director of Graduate Studies. Distribution requirements are met by choosing courses in the following fields:

- Pre-modern Asia
- Pre-modern Africa and the Middle East
- The Ancient Mediterranean and Middle East, including Egypt
- Pre-modern Europe and the Americas
- Post-1750 Global
- Museum and Curatorial Studies
- Technical Studies of Works of Art
- Architectural History

The Institute offers a variety of specialized lecture, seminar and colloquium courses in Ancient, East Asian, Islamic, Egyptian, Classical Greek and Roman, Early Christian, Byzantine, Medieval, Renaissance, Modern, Latin American, and


**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.


Contemporary art and architecture. For specific information on current courses, please consult the Institute’s website: www.ifa.nyu.edu.

Students are required to pass examinations in two modern languages relevant to their area of specialization, and are expected to learn other languages that will equip them for advanced research in their chosen fields.

The Qualifying Paper may be developed from seminar work or might be on a topic devised in consultation with the student’s mentor. Normally, the student will be advised to produce a detailed study on a subject that leads towards the dissertation. It should be no longer than 10,000 words (excluding bibliography and footnotes).

Students are examined on a major field consisting of two contiguous areas and a third component that can be in a related field providing skills for their dissertation.

The dissertation contains no more than 250 pages of text. Permission to exceed this limit can be granted only through petition to the faculty by way of the Director of Graduate Studies. Each doctoral candidate submits to a final oral defense of the dissertation before a committee of five scholars. Defenses are scheduled through the Academic Office.

Special areas of study follow the normal requirements for the Ph.D. degree in fine arts and should include the modifications outlined below. Students must consult their advisers before registering for any courses given outside the Institute. Students interested in any of the areas listed below should consult the appropriate adviser.

**Classical Art and Archaeology:** Students wishing to earn the Ph.D. degree with a specialization in classical art and archaeology may do so either based on art historical and archaeological course work or by way of interdepartmental studies, i.e., with courses taken in classics, ancient history, and classical art and archaeology. A faculty committee decides on this course of study in accordance with the applicant’s educational background and special interests.

**Combined Studies in Near Eastern Art and Archaeology:** This area of study for students working toward the Ph.D. degree in fine arts includes the following combinations: Egyptian/ancient Near Eastern; Egyptian/Greek or Roman; ancient Near Eastern/Aegean; ancient Near Eastern/early Islamic; Byzantine/Greek or Roman; Roman/Indian (Gandhara); Byzantine/early Islamic; Early Christian/early Islamic. Students should decide where their principal interest lies within the combined area of study and then learn the appropriate language or languages. At least 16 but no more than 20 points may be in the history of postclassical Western art. Up to a total of 16 points may be in undergraduate or graduate language study.

**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 and up to a total of 16 points in credit courses in language and culture.

**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.

Advanced Certificate in Curatorial Studies

This doctoral-level advance certificate 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 Advanced Certificate in Curatorial Studies is awarded at the completion of all requirements.

All requirements for the Institute’s M.A. degree must be completed and the student must be accepted into the Ph.D. program before applying. Students must also be accepted into the advanced certificate program by the Joint Committee on Curatorial Studies. Interviews with the Joint Committee are scheduled at the beginning of each academic year.

Six courses beyond the M.A. degree are chosen in relation to the student’s area of specialization. It is recommended that students 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 minimum required for the Master’s Degree.

There are two courses offered as part of the advanced certificate program: Curatorial Studies: Collections and Curating (FINH-GA 2037) is required for admission to the program. Curatorial Studies: Exhibition Practice (FINH-GA 2537) is a prerequisite for undertaking the internship. A full academic year’s Internship follows the completion of all coursework.

Advanced Certificate in Conservation

Sixty-nine (69) 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. Foundations I and Foundations II are taken the first semester of the first year. Fifteen conservation courses (45 points) are taken, beginning with a two-year cycle of core classes that introduce students to the fundamentals of material science, conservation and preventive care. These core
conservation courses are: Technology & Structure I and II (FINH-GA 2102), Material Science of Art & Archaeology I and II (FINH-GA 2101), Principles of Conservation (FINH-GA 2104), Instrumental Analysis I and II (FINH-GA 2103), and Preventive Conservation (FINH-GA 2105). 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 towards 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 Chairman of the Conservation Center and the student's primary advisor.

All requirements for the Institute's M.A. degree, including language, academic standards, timing, and the Master's Thesis apply equally to the students in the conservation training program.

FACILITIES

Archaeological Excavations

At present the Institute conducts four excavations: at the Sanctuary of the Great Gods at Samothrace in Greece; in cooperation with the Faculty of Arts and Science, at Aphrodisias in Turkey; at Selinunte, Sicily; 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 Visual Resources Collection is open Monday-Friday, 9 a.m.-6 p.m. The Photographic Archive is open by appointment and permission of the curator. The study room is open during regular building hours. Consult the Institute's Curator of Visual Resources for details of other available services.

Jeffrey Weiss. Adjunct Professor of Fine Arts.
Modern and contemporary art.

Bonna D. Wescoat. Associate Professor of Art History; Emory University.
Greek archaeology; excavations in Samothrace.

Mariët Westermann. Adjunct Professor of Fine Arts.
Early modern art of the Netherlands; critical theory.

Wu Hung. Kirk Varnedoe Visiting Professor; Harrie A. Vanderstappen Distinguished Service Professor, Director, Center for the Art of East Asia, Consulting Curator, Smart Museum of Art, The University of Chicago.
Contemporary Chinese art.

Paul Zanker. Visiting Professor, Professore ordinario di Storia dell’arte antica, Scuola Nomale Superiore di Pisa.
Classical Greek and Roman art.

INSTITUTE LECTURERS FOR THE CONSERVATION CENTER

Samantha Alderson. Associate Conservator, American Museum of Natural History.

Drew Anderson. Associate Conservator, Metropolitan Museum of Art.


Lucy Commoner, Textile Conservator, Cooper-Hewitt National Design Museum.

Joan Breton Connelly. Professor, Fine Arts; Director, Yeronisos Island Excavations (Cyprus).

Jean Dommermuth. Paintings Conservator; Conservation Consultant, Villa La Pietra.

Kathy Francis. Textile Conservator.

James H. Frantz. Lab Supervisor; Research Scientist, Metropolitan Museum of Art.


Leslie Ransick Gat. Objects Conservator.

COURSES

M.A. Core Courses

Foundations I, Practices of Art History
Artworks have often generated multiple—and conflicting—interpretations and a large and varied body of criticism. This course presents topics in historical interpretation, critical theory, art historical method and historiography through an innovative combination of lecture and seminar experiences. Through this course students will be provided with the essential materials they need to further their own process of discovery and intellectual development.

Foundations II, Materials and Techniques
Foundations II courses present the material dimension of art history, and are chosen from the list of those fulfilling the conservation requirement for art history students in any given semester. These courses introduce the technical and material aspects of art objects through direct observation. Each course focuses on a specific area within art history or archaeology, and is designed to better equip the student to observe objects accurately and understand more fully their material history and present condition.

Directed Research
The student will, in consultation with the Faculty Advisor, conduct research and write a scholarly Master’s Thesis on a specific topic within art history or archaeology. The Thesis will follow the outline proposed and approved in the previous semester. The student will gain experience with graduate-level research and the writing of a paper of publishable quality (10,000 word limit).

Ph.D. Core Courses

Proseminar
The purpose of the Proseminar is to introduce students in the doctoral program to advanced research methods in the history of art. Because it is a dedicated course for the entering Ph.D. student, it will serve to consolidate the cohort. It is taken during the first semester and is taught by a rotation of the Institute faculty. Emphasis is placed on the specific practices of art-historical analysis in relation to visual and textual interpretation. The class is structured around specific problems in the history of art rather than broad conceptual paradigms, with an emphasis on historical interpretation.

Nica Gutman, Associate Conservator, Samuel H. Kress, Program in Paintings Conservation.

Pam Hatchfield, Consultant, Villa La Pietra.

Ellen Howe, Conservator, Metropolitan Museum of Art.

Nora Kennedy, Sherman Fairchild Conservator of Photographs, Metropolitan Museum of Art.

Marco Leona, Conservation Scientist, Metropolitan Museum of Art.

Judith Levinson, Conservator, American Museum of Natural History.

Dorothy Mahon, Conservator, Metropolitan Museum of Art.


Dianne Dwyer Modestini, Paintings Conservator, Kress Program in Painting Conservation, Conservation Center.

Linda Nieuwenhuizen, Objects Conservator.

Nancy Odegaard, Conservator, Arizona State Museum.

Lisa Pilosi, Conservator, Metropolitan Museum of Art.

Deborah Schorsch, Conservator, Metropolitan Museum of Art.

Susanne Siano, Paintings Conservator, Museum of Modern Art.

Jack Soultanian, Jr., Conservator, Metropolitan Museum of Art; Conservation Consultant, Villa La Pietra.

Richard E. Stone, Senior Museum Conservator, Metropolitan Museum of Art.

Carol Stringari, Chief Conservator, Solomon R. Guggenheim Museum.

Deborah Trupin, Consultant, Villa La Pietra.

George Wheeler, Consultant, Villa La Pietra.

Steven Weintraub, Conservator.
Curatorial Studies Advanced Certificate Core Courses

Curatorial Studies: Collections and Curating
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.

Curatorial Studies: Exhibition Practice
This colloquium, conducted by a full-time curator from the Metropolitan Museum of Art, with additional lectures by conservators and visiting outside specialists, as appropriate, introduces students to curatorial responsibilities through hands-on involvement with original works of art in the context of an actual exhibition or cataloging project at the museum. The topic and the supervising curator vary from year to year. The course meets in the fall, and admission is determined by interview.

Curatorial Studies Internship
This course is normally a nine-month internship, designed to provide maximum practical experience in each student’s area of specialization. The courses on Collections and Curating and Exhibition Practice are prerequisites. Usually the internship is elected after completion of all course work. Students apply to the Director 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.

Advanced Certificate in Conservation Core Courses

Technology & Structure I, II
These courses introduce first-year conservation students to organic materials and the methods used to produce works of art, archaeological and ethnographic objects, and other historical artifacts as well as to aspects of their deteriorations and treatment histories.

Material Science of Art & Archaeology I, II
These courses emphasize the study and conservation of both organic and inorganic materials found in art and archaeology from ancient to contemporary periods. The preparation, manufacture, and identification of the materials used in the construction and conservation of works of art are studied as are mechanisms of degradation and the physiochemical aspects of conservation treatments.
Principles of Conservation
This course introduces students to current practices in conservation, including examination and documentation, adhesion, consolidation, structural support, cleaning and compensation. Topics are presented as they relate to divergent specialties of conservation, including paintings, paper and objects.

Instrumental Analysis I, II
These courses provides an introduction to instrumental methods of examination and analysis that find frequent use in the field of conservation. Equipment housed in both the Conservation Center and the Metropolitan Museum of Art is utilized and made available to the students.

Preventive Conservation
This course introduces all relevant issues of the museum environment: temperature and relative humidity, gaseous and particulate pollutants, light, vibration, and biological attack. Guidelines for the proper storage, display and transport of art objects are reviewed and cost-benefit analysis and risk assessment, emergency preparedness and disaster response are exercised on selected case studies.
DEPARTMENT OF
French

PROGRAMS AND REQUIREMENTS

Master of Arts 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.

Following the completion of the required courses (six area courses and a proseminar/textual analysis), 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 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.

The degree is awarded upon satisfactory completion of 32 points with an average of B or better and a master’s essay related to one of the courses. Students are required to take two courses in French literature, two in French civilization, and three in language study.

Joint Degree Master of Arts in Teaching French as a Foreign Language

This unique, transatlantic, and highly innovative 46-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 Paris, Department of French, Graduate School of Arts and Science. Students must
enroll for full-time study (at least 12 points) for the two semesters at NYU Paris. Students may complete remaining course work at the Washington Square campus on a full- or part-time basis.


Students must also complete a final project, which should relate to an aspect of teaching and learning French as a foreign language. Students will work on this project while enrolled in the Independent Guided Reading course, FREN-GA 9891.

**Master of Arts in Literary Translation: French-English**

This M.A. program in Literary Translation focuses on providing master's students with the skills to translate from French to English at a professional level. It aims at educating a much needed new generation of literary translators. The program is taught by faculty members of the NYU Department of French and offers top-rate theoretical and analytical education in translation. NYU provides the perfect environment for this program because of 1) our location in NYC where, besides the French Publishers' Agency, the vast majority of American publishers likely to publish French books in translation are located, and 2) the NYU Paris Center, where students will spend a six-week Summer session allowing them to meet with contemporary French writers, publishers, and foreign rights managers.

This program is designed to be completed in one year with the fall semester and spring semester in New York and an intensive six-week summer session in France. Eight four-credit courses (32 points in total) plus a thesis are required for the degree. Students are required to take Theory of Translation, FREN-GA 1020, Translation I and II, FREN-GA 1009 and 1010, Workshop in Translation I and II, FREN-GA 1021, 2010, Stylistics and Semantics of Written French, FREN-GA 9003, and Creative Writing Workshop, CRWRI-GA 1920.

Two thesis formats will be accepted. The typical thesis will consist of the original translation of a book-long piece, such as a play, a collection of short stories, poems or essays, a short novel or a long novella, preceded by a foreword-type analysis of the specific translation problems raised by the text. For students interested in a more fully analytical approach, the thesis could consist of a 60 to 100-page comparative study of existing translations.

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**Ludovic Cortade**, Assistant Professor. Ph.D., M.A. (cinema studies), M.A. (aesthetics), B.A. (history), Paris (Panthéon-Sorbonne); Ecole Normale Supérieure (Fontenay/St. Cloud). French cinema; film theory; landscapes, geography and cinema; literature and the visual arts.


**Emmanuelle Ertel**, Clinical Professor. Ph.D., M.A. (American literature), Paris; Postgraduate degree (Diplôme d'Études Supérieures Spécialisées) (publishing), Paris (Nord-Villetaneuse); Maîtrise (comparative literature), Paris. Translation; contemporary French novel, Director of Literary Translation Masters.


**Denis Hollier**, Professor; Chair, Department of French. Doctorat de Troisième Cycle 1973, C.A.P.E.S. 1970 (philosophy), Paris. Nineteenth- and 20th-century literature; literature and history; theory.
**Doctor of Philosophy in French**

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 in French literature 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. All students are required to take the Proseminar, FREN-GA 2957 and the two-credit seminar in Teaching French as a Foreign Language, FREN-GA 1012.

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.

Knowledge of a second foreign language is required by the Department of French 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. To have approved a language other than German, Italian, Spanish, or Latin as the second foreign language a student must meet with the Director of Graduate Studies. Decision is taken on the basis of the need of that language for the student's work.

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.

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.

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 of five members is named. 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.

**Joint Degree Doctor of Philosophy in French and French Studies**

This program is suited to candidates with a strong background in history or political science as well as literature who intend to teach civilization and literature at the college level. For degree requirements and program details, please see the Institute of French Studies bulletin section.

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**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 Nouis**, Assistant Professor. Ph.D., Princeton, Licence ès letters, Maitrise, Rennes II. Seventeenth- and 18th-century literature and philosophy; political theory; critical theory; religion.


**LANGUAGE LECTURERS**


FACILITIES

The Center for French Civilization and Culture, incorporating the Department of French, La Maison Française, NYU Paris, and the Institute of French Studies, is a comprehensive academic complex devoted to the culture of France, past and present. Its wide range of activities concerned with France places New York University in the forefront of American universities and enables the Center to play a preeminent role in the cultural exchange between France and the United States. It has been recognized as a “Center of Excellence” by the French government.

La Maison Française: The home of French cultural activities at Washington Square, La Maison Française offers many programs each week, including lectures by leading French writers, critics, artists, and political figures, as well as concerts, symposia, art shows, films, and a library. Students also have access to various French cultural institutions in the city and to productions by French theatre companies.

NYU Paris: New York University offers five programs of graduate study at its Paris center. The choice of program depends on the individual student's background, interests, and career goals. The M.A. degree in French language and civilization may be completed in one year or several summers. Students of literature may take their first year of the M.A.-Ph.D. sequence of courses in Paris; students wishing to complete only an M.A. degree in literature may do so in one year. Courses are conducted both by New York University faculty and by distinguished visiting professors from the French university system. Students also enroll for one or two courses per semester within the Paris university system. The M.A. degree in Literary Translation includes one summer session in Paris.

Institute of French Studies: The Institute offers graduate programs leading to the M.A. and Ph.D. degrees in French civilization and joint degrees with other departments and schools. Its broad range of graduate courses is designed to train students who seek a comprehensive, interdisciplinary approach to French society, politics, history, and culture. Students in the Department of French may take courses at the Institute and may qualify for a Certificate of Achievement in French Studies from the Institute. For information concerning the Institute's programs, admission, and financial aid, see the Institute of French Studies section of this bulletin.

COURSES

Proseminar
Examination and analysis of specific literary theories. Variable topics.
Middle Ages

Introduction to Medieval French Literature: Using Technologies Old and New
FREN-GA 1211  Vitz. 4 points. 2011-12.
In addition to the study of major texts of French medieval literature, the course introduces students to the methodologies of paleography and codicology, as well as the modern technologies of film, slides, CDs and CD-ROMs, digital scriptoria, and online resources. The ongoing themes and issues of the course are the performance of works; relations between image and text; variations among different manuscripts of the same work.

Medieval Theatre
FREN-GA 2221  Vitz. 4 points. 2011-12.
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
Survey of major texts and critical approaches to literature of the 12th-15th centuries.

Renaissance

Montaigne
FREN-GA 2372  Beaujour. 4 points. 2011-12.

Rabelais
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?

17th Century

Studies in 17th-Century Literature
This is a topics course. Planned topics include: Women Writing Women in Early Modern France and Neo-Classical French Theatre.
18th Century

Studies in 18th-Century Literature
This is a topics course. Planned topics include: Anthropology of the Enlightenment, The Age of Enlightenment, and Diderot

19th Century

Zola and Naturalism
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
This is a topics course. Planned topics include Exoticism and The Notion of the Family in the 19th Century.

20th Century

Studies in French Cinema
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
FREN-GA 1721  Bishop, Miller. 4 points. 2011-12.
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, Sarraute, Duras, le Théâtre du Soleil, recent authors.

Contemporary French Novel
FREN-GA 1731  Nicole. 4 points. 2011-12.
Fiction of the second half of the 20th century. The literature of commitment, reflections on the absurd, the “new novel,” and the role of the reader. Principal authors: Sartre, Camus, Beckett, Robbe-Grillet, Perec, Sarraute.
Proust
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. 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
This is a topics course. A planned topic is Surrealism, Ethnography, Autobiography, Poem: Michel Leiris.

The Postwar Decade: Existentialism and Politics
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.

Francophone Literature

Topics in Francophone Literature

General Literature, Criticism, and Linguistics

Advanced Workshop in Contemporary French
FREN-GA 1004 Bernard. 4 points. 2011-12.
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.

Studies in Genres and Modes: Theatre and Drama
The conventions of theatre. Theatre as performance. Theatre as text. Critical approaches (semiology, viewer response, narratology). The language of the theatre (stylized and realistic modes, nonverbal theatre, the uses of silence, the theatre of cruelty). The concept of the avant-garde.
Studies in Genres and Modes: Poetry
FREN-GA 1122 Beaujour, Nicole. 4 points. 2012-13.
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 Theory
This is a topics course. Planned topics include: Theories of the Reader from Diderot to Sartre and Beyond, Theory of the Novel and the Critique of Narrativity, Rhetoric and Literature, and The Deleuzian Century.

Language
Translation I, II
FREN-GA 1009,1010 Ertel. 4 points per term. 2011-12.
Theoretical consideration and practical analysis of the problems of literary translation, English-French and French-English.

Teaching French as a Foreign Language
The 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 readings 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.

Theory of Translation
This is a survey course that will inform students on the major issues at stake in literary translation by means of a broad history of translation theory, from the Romans to the twentieth century with a particular focus on French theorists, and through a more focused study of specific problems in literary translation such as Poetry and translation, translating dramatic texts and translating the vernaculars.
Workshop in Translation I, II
The first term involves regular submission, analysis and discussion of students’
translations of book excerpts in a wide variety of genres. The titles will be provided
by the French Publishers’ Agency and the students’ translation samples will be
submitted to American publishers via the Agency. In the second term, students will
submit, discuss and analyze their own translation projects, which should constitute
the basis for their theses. The course will take the form of a seminar conducted by
a professional literary translator. Students will work on methodology and research
issues related to translating a piece of publishable length and learn about the revising
and editing process involved in translation.

Civilization

Approaches to French Culture: Problems and Methods
FREN-GA 1070  Gerson. 4 points. 2011-12.
Analysis of approaches, methods, and presuppositions found in the articulation
of notions about French culture and the French identity.

NYU Paris

Applied Phonetics and Spoken Contemporary French
The study of discourse, grammatical and phonological systems across languages.
Focuses on oral French and phonetics. This course also includes portions of general
linguistic knowledge in phonology and pragmatics.

Stylistics and Semantics of Written French
This course will provide students with the opportunity to review and expand
their knowledge of French grammar. It will focus on examining grammar from
a teacher’s perspective, paying close attention to elements that are challenging to
teach students. There will also be an emphasis on practice rather than theory. This
course also includes portions of general linguistic knowledge in syntax, semantics
and pragmatics.

Advanced Workshop in Contemporary French
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.

Applied Methodology of Teaching French as a Foreign Language
Further study of material, approaches and techniques used in teaching language
skills to second foreign language learners and application of language acquisition
theories to practice. There is specific emphasis on lesson planning and skills in
motivation and communication. Includes 25 hours of classroom observation and
10 hours of classroom execution.
French Cultural History: French Perspectives on a Multicultural Education
This course is designed to demonstrate how France manages with questions such as multilinguism, multiculturalism, gender, social class, race and ethnicity, integration and intercultural perspectives in education and in the classroom. A comparative study of multilingual and multicultural perspectives in France and the United States will be addressed. We will see how the perception of those questions has evolved over the last few centuries. This study will be clarified and illustrated by reference to the writings of important thinkers in linguistics, sociolinguistics, history of education, literature and politics from the 18th century to the present day.

Independent Guided Reading
Guided yet independent work relevant to foreign language teaching, pedagogy and other associated areas. Students’ projects should not duplicate work undertaken in other classes and should be relevant and meaningful to professional and personal goals. This project will be individually or jointly advised by faculty of Arts and Science and Steinhardt.
PROGRAMS AND REQUIREMENTS

Master of Arts

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. Full-time students can complete the M.A. degree in one calendar year if they attend the Institute's summer program in Paris. Those who do not participate in the summer program complete their M.A. requirements in three semesters of study at NYU. Part-time students normally take two years to meet the course requirements.

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 19th-Century France, IFST-GA 1610, is required for all M.A. students.

The Institute offers two graduate courses in Paris during the NYU Paris summer term, which typically runs from late June through early August. The course(s) are offered at the NYU 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 Degree Master of Arts and Master of Business Administration

Candidates for dual program with the School of Business must submit two applications: one to the Institute and one to the School of Business. Applicants must meet the admission requirements of both the Institute and the School of Business, and admission is subject to approval by both. The ability to read French and to understand the spoken language is a prerequisite.

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.

By taking courses acceptable for joint credit, students enrolled in this program can complete the requirements for both degrees with a total of 79 points, rather than
the 92 points required if both degrees were to be pursued independently. Jointdegree students are required to complete three (rather than twelve) elective points at Stern, fulfilling the rest of their elective requirements through courses taken at the IFS. The total number of M.B.A. credits is thus reduced from 60 to 51, and 4 points from the M.B.A. program can be counted to the M.A. The dual degree can be completed in two and a half rather than three years of full-time study. Normally the first academic year of the program is spent at the business school.

Students may qualify to take a semester in France at the École des Hautes Études Commerciales (HEC) by applying for the International Management Program (IMP) offered at the Stern School of Business. Course work taken in the IMP semester generally consists of non-major electives for the M.B.A. degree. With the approval of an IFS advisor, course work completed at HEC may be partially credited towards the 32 French Studies points required for the dual degree. Information on the requirements of the M.B.A. may be found on the NYU Leonard N. Stern School of Business website at www.stern.nyu.edu.

Dual Degree Master of Arts and Juris Doctor

Candidates for the dual program with the School of Law must submit two applications: one to the Institute and one to the School of Law. Applicants must meet the admission requirements of both the Institute and the School of Law, and admission is subject to approval by both. The ability to read French and to understand the spoken language is a prerequisite.

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 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.

The School of Law requires 83 points for the J.D. and the Graduate School requires 32 points for the M.A. Students in the dual degree program may apply 12 points of Graduate School credit towards the J.D. and 8 points of Law School credit towards the M.A., a total savings of 20 points. Therefore, a student in the dual degree program can complete both degrees by completing only 95 points.

Information on the requirements for the J.D may be found on the NYU School of Law website at www.law.nyu.edu.
Joint Degree Master of Arts in French Studies and 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 France and journalistic writing and/or broadcasting skills. The degree is normally completed in two years, including a summer of study and research in Paris. It requires a comprehensive examination and final project, consisting of a feature article on a subject related to contemporary France or French-speaking countries. Further details and requirements of the joint M.A. program with journalism can be found in the Journalism section of this bulletin.

Joint Degree Doctor of Philosophy in French Studies and French

The joint Ph.D. program in French Studies and French Literature is designed for students interested in developing research expertise in the history and analysis of literary texts closely linked to their social, culture, and political contexts. It prepares students to teach both literature and civilization in French departments, and gives them the scholarly expertise to integrate the two. The joint program combines strong training in literary analysis with substantial exposure to the study of France, Europe, and the Francophone world offered by historians and social scientists. Students applying to the program should have background both in French literature and in history and the social sciences. The program covers 19th- and 20th-Century France and French literature, although students ordinarily develop a narrower research specialty within this time period.

Admission to the Ph.D. program must be granted by both the IFS and the Department of French. A total of 72 points (normally eighteen courses) is required. Students should take eight courses in each department with the remain two in either department or in other departments, such as history, art history, cinema studies, anthropology, or comparative literature.

In the course of working toward the Ph.D., students are expected to complete an M.A. in French Studies or French for which they must complete at least eight courses, including the Proseminar in the Department of French, FREN-GA 2957, and the required 19th- and 20th-century history courses, IFST-GA 1610 and IFST-GA 1620, plus a course in the Society field at the IFS. Students must also complete a research paper. When all this work is completed, students may apply for an M.A. in either French or French Studies. In addition to formal course work, doctoral students are required to participate in the IFS’s monthly Doctoral Research Workshop and weekly luncheon seminars.

Students must pass the Ph.D. Qualifying Examination, which is normally taken in the spring semester of the third year. The examination consists of a written part (two take-home essays on French Studies topics associated with the students principal area of research) and an oral examination devoted to one reading list on 19th-century literature and another on 20th-century literature.
Normally the semester before, but no later than the semester after the Qualifying Examination is passed, a dissertation proposal must be submitted to three faculty members (including at least one each from IFS and from the Department of French). This proposal will be reviewed for approval in an oral interview with this faculty committee.

Students in the joint Ph.D. in French Studies and French are required to possess near-native writing as well as oral skills in French. A second foreign language is not required, but may be desirable for many students.

After passing the Ph.D. qualifying examination and earning 72 course credits, students are eligible for the Master of Philosophy degree. The degree serves as a placeholder on the resume until the Ph.D. is awarded. GSAS regulations govern the form of the Ph.D. oral defense, which is held once the dissertation is completed.

**Joint Degree Doctor of Philosophy in French Studies and History**

The joint Ph.D. program in French Studies and History is designed for students interested in combining a multidisciplinary approach to the study of France and the Francophone world, with broad graduate training in European history. Students pursuing the degree may wish to prepare for careers of research and teaching in a history department and/or a Department of French, with a specialty in French culture and civilization.

Admission to the Ph.D. program must be granted by both the IFS and the Department of History. A total of 72 points (normally eighteen courses) is required. In the first year students are expected to write a research paper and take the Department of History’s required course in Approaches to Historical Writing, HIST-GA 3603, as well as the course on 19th-Century France, IFST-GA 1610, and a course in the social sciences at IFS. During the first two years students should also take one or two “literature of the field” courses in the Department of History, a course in 20th-century French history, and the Research Seminar, IFST-GA 3720, at IFS. Students are encouraged to take elective courses in both departments (as well as other relevant departments, such as the Department of French), as well as to avail themselves of IFS summer courses in Paris. In addition to formal course work, doctoral students are required to participate in the IFS’s monthly Doctoral Research Workshop and weekly luncheon seminars.

A masters research paper (normally of 30 to 35 pages) is required for doctoral students in the joint program in French Studies and History. It takes the place of the M.A. examination otherwise required for students earning a masters in French Studies. Students are encouraged to use the Research Seminar in French Studies to write the paper. After completing the masters research paper and eight IFS courses, doctoral students in the joint program in French Studies and History qualify for an M.A. degree in French Studies.

Like all doctoral students in modern European history, students in the joint program must pass a three-day written Qualifying Examination at the end of the
second year. Students choose two faculty members in modern European history to administer an exam based on the Literature of the Field courses and a supplemental reading list developed with the faculty examiners. The first two days of the examination are devoted to European history since 1750. Students in the joint IFS History program are not examined in a second (minor) history field, as are students in History alone. Instead, they devote the third day of the written exam to the interdisciplinary field of French Studies. This portion of the exam will draw on their course work in French Studies, including especially work they have done beyond the field of history. A member of the Institute’s affiliated faculty will work with the student in preparation for this exam. All three examiners will evaluate all three exam essays.

Students should draft a prospectus during the summer and early fall of the third year and present it to the IFS Doctoral Workshop. Students should then submit a final dissertation prospectus prior to the prospectus oral examination, which is normally scheduled for the fall of the third year. The discussion of this proposal is a major component of the examination. Students will also be expected to discuss the most relevant scholarly literature in the field of the dissertation. 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.

Because fluency in French is a requirement for admission to the IFS, students in the joint Ph.D. program need not take an additional language exam. A second language may, however, be desirable for many students.

After passing the Ph.D. qualifying examination and earning 72 course credits, students are eligible for the Master of Philosophy degree. The degree serves as a placeholder on the resume until the Ph.D. is awarded. GSAS regulations govern the form of the Ph.D. oral defense, which is held once the dissertation is completed.

**Advanced Certificate**

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.

**FACILITIES**

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.
COURSES

Approaches to French Culture
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
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
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
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
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
IFST-GA 1810  Fassin, Berenson. 4 points. 2011-12.
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
IFST-GA 1500  Berenson, Bouretz, Downs, Fassin, Chapman, Gerson. 4 points.
Recent topics: colonization, immigration, and national identity; French representations of Germany; musical culture and society in France, 1830-1900, literature and society.
The French Fifth Republic: Politics, Policies, and Institutions
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
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
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
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
Analyzes the evolution of European Union governance since the 1960s and the role of France in transforming the European governing system. A central issue is how and why French policy moved from Charles de Gaulle's resistance to a closer union among European states to François Mitterrand's efforts to create an integrated system.

Cultural History of France
Various topics in modern French cultural history.

Topics in French Culture and Society
Recent topics: family and gender; urban anthropology; excursions in interdisciplinarity.

Topics in the French Economy
Variable content course dealing with specific problems or specialized subjects.

Guided Reading
IFST-GA 2991, 2992 Prerequisite: permission of the instructor. 2 or 4 points. 2011-12, 2012-13.
French Social Theory and the Social Text  
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  
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.
PROGRAM AND REQUIREMENTS

Master of Arts

Admission: Candidates to the Department of German must have earned a B.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. Scores from the Graduate Record Examination (GRE) general test are required.

Course Work: The M.A. program consists of 32 points (eight courses) of graduate work, with a minimum of 24 points in residence at New York University, and a 40-60 page thesis.

Doctor of Philosophy

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. Scores from the Graduate Record Examination (GRE) general test are required.

Advising: Students entering the program are assigned to the DGS as his or her academic adviser from the department’s faculty for the first year of study; students may select a different adviser at any time thereafter. Students are encouraged to meet with advisers on a regular basis; at least one meeting per semester is required.

Required Courses: One of the two courses Origins of Critical Thought I (GERM-GA 1115) and II (GERM-GA 1116) is required of all degree candidates in the department.

First-Year Review: The academic progress of each student is reviewed by department faculty after the second semester of study. Students who pass this review are permitted to continue course work toward the Ph.D. degree.

Course Work: A total of 72 points of course work is required for the Ph.D. degree.

Transfer Credit: No more than 32 points of credit toward the Ph.D. course requirements may be transferred from another institution. Students who have studied at German universities should note that transfer credit can be awarded only for “Hauptseminare.”

Foreign Language Requirement: Students are required to demonstrate proficiency sufficient for research purposes in a language other than German or English.

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CHAIR OF THE DEPARTMENT:
Professor Eckart Goebel

DIRECTOR OF GRADUATE STUDIES:
Professor Eckart Goebel

FACULTY

Ulrich Baer, Professor, German, Comparative Literature. Vice Provost for Globalization and Multi-Cultural Affairs. 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, Senior 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.

Alys George, Assistant Professor/Faculty Fellow of German. Ph.D. 2009 (German studies), Stanford; B.A. 1998 (Foreign languages and literatures; international relations), University of Delaware. Viennese modernism around 1900; gender and sexuality; body culture, contemporary art.

Eckart Goebel, Professor. Habilitation 2001 (comparative literature), Ph.D. 1995 (comparative literature), Free (Berlin). German literature from the 18th to the 20th centuries; aesthetic and critical theory from Enlightenment to the present; Goethe;
The choice of language is subject to approval by the student’s academic adviser. Students are expected to complete this requirement before taking the Ph.D. comprehensive examination.

This requirement may be fulfilled by one of the following:

1. A passing grade on 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.

It is recommended that every student plan to study at a university in a German-speaking country for at least one semester.

First-Year Review: The academic progress of each student is reviewed and evaluated after the second semester of study by means of a 60-minute consultation. Two faculty members are chosen by the student to review the highly individualized course of study and to develop a plan for advancement to the degree. Students who pass this review process are permitted to continue course work toward the Ph.D. degree.

Comprehensive Examination: A comprehensive examination must be taken within one semester after completion of the Ph.D. course requirements. The comprehensive examination is a process with several components. Students complete the written portion in the form of a take-home exam. The comprehensive examination concludes with a two-hour oral examination. This examination should take place no later than two weeks after the written exam. Successful completion of the examination permits the student to proceed to the dissertation proposal. Students who do not pass may take the examination a second time. A second failure precludes further work in the Ph.D. program.

Dissertation Proposal: The student should work in consultation with his or her dissertation adviser to produce a formal dissertation proposal within two months after completion of the Ph.D. comprehensive examination. All dissertation proposals require the approval of the department’s graduate faculty.

Dissertation Defense: The completed doctoral dissertation must be approved by the departmental committee and must then be defended by the candidate in an oral examination.

philosophy and ethics; literature of the Weimar Republic.

Avital Ronell, University Professor of the Humanities, 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.

Friedrich Ulfers, Associate Professor, German. Ph.D. 1968 (19th- and 20th-century German literature), M.A. 1961, New York; B.B.A. 1959, City College (CUNY). German romanticism; 20th-century novel; poststructuralist/deconstructionist theory.

ADJUNCT FACULTY

Robert Cohen, Adjunct Professor, German. 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

Elisabeth Bronfen, Professor, English and American studies. University of Zurich.

Vivian Liska, Professor, German Literature. University of Antwerp; Director of the Institute of Jewish Studies, Antwerp (Belgium).

Slavoj Zizek, Professor, Philosophy. University of Ljubljana.

AFFILIATED FACULTY

Richard Sieburth, Comparative Literature.

FACULTY EMERITI

Doris Starr Guilloton, Margret M. Herzelfeld-Sander, Bernd R. Hüppauf, Joan B. Reutershan, Volkmar Sander.
FACILITIES

Deutsches Haus

This cultural center for the exchange of ideas between Germany and the United States and for information on German-speaking countries is situated in a historic building opposite the department at 42 Washington Mews. It provides noncredit language courses; films; lectures and readings by eminent writers, critics, artists, and political figures; concerts; and exhibits of contemporary art and photography. Its program is linked to the department’s areas of research, which are reflected in international conferences, symposia, lecture series, colloquia, and seminars. Language courses include elementary to advanced German, German for reading and research, private tutorials, and German for special purposes. With the exception of language courses, all cultural events sponsored by Deutsches Haus are free.

COURSES

Problems in Critical Theory
Past topics have included “Kant’s third critique and Arendt’s lectures” and “theories of history.”

Origins of German Critical Thought I
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
GERM-GA 1116 Goebel. 4 points. 2012-13
A continuation of GERM-GA 1115, this course presents Marx, Nietzsche, Heidegger, Gadamer, Adorno, Derrida, de Man, and Luhmann.

Goethe
GERM-GA 1410 Goebel. 4 points. 2011-12.
Introduction to major works of Goethe, including Die Leiden des jungen Werthers, Faust, Wilhelm Meister, and selections of poetry.

Franz Kafka
GERM-GA 1512 Ulfers. 4 points. 2011-12.
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
GERM-GA 1513  Cohen. 4 points. 2011-12.
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
GERM-GA 1650  Bronfen. 4 points. 2011-12.
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
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 relation between photography and its historical moment.

Friedrich Nietzsche
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.

Psychoanalysis and Philosophy
Explores the fundamental structures of psychoanalysis with a view to its philosophical implications. Readings range from scrupulous analyses of Freud, Lacan, Klein, Derrida, Lacoue-Labarthe, and Nancy to “Heideggerian psychoanalysis” or cryptonymy (Abraham and Torok).

Literature of the Weimar Period
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.
Philosophy and Literature
GERM-GA 2912  Taught annually in conjunction with the Departments of German, English, and Comparative Literature. Ronell. 4 points. 2011-12.
Recent themes include “forgiveness and violence,” “sovereignty,” “trauma.”

Research
GERM-GA 3000  Open to advanced students with permission of the director of graduate studies and chair of the department. 2-6 points. 2011-12, 2012-13.
SKIRBALL DEPARTMENT OF

Hebrew and Judaic Studies

PROGRAMS AND REQUIREMENTS

Master of Arts

The M.A. degree in Hebrew and Judaic studies is awarded to students who have completed at least 32 points of graduate course work (a minimum of 24 points in residence at New York University, including the required HBRJD-GA 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.

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 with a concentration in museum studies. Completion of the M.A. with this concentration requires 38 points, of which 24 are taken in Hebrew and Judaic studies, a full summer internship in a museum or cultural institution, and all examination and paper requirements for the M.A. degree in Hebrew and Judaic studies. This specific area of study is intended primarily for those who are or will be working as museum professionals in collections relating to Jewish history and civilization. Students interested in the M.A. with a concentration in museum studies should consult the director of graduate studies of the Skirball Department of Hebrew and Judaic Studies or the Program in Museum Studies.

Dual Degree Master of Public Administration in Public and Nonprofit Management and Policy and Master of Arts in Hebrew and Judaic Studies

The dual degree Program in Public and Nonprofit Management and Policy and Hebrew and Judaic Studies, sponsored jointly by the Robert F. Wagner Graduate School of Public Service and the Skirball Department of Hebrew and Judaic Studies, leads to the M.P.A. degree in public and nonprofit management policy and the M.A. degree in Hebrew and Judaic studies. It is intended to train students for careers in Jewish communal service.

The M.P.A. program includes five required core courses and a choice of five structured specializations in management, policy, finance, international, or health. In addition to their core and specialization requirements, dual degree students also complete the Taub Seminar and a Capstone project in their specialization. Dual degree
students complete a total of 52 credits at Wagner. The M.A. program at Skirball includes two required courses and six elective courses for a total of 24 credits. Students must also pass a Hebrew language requirement as well as comprehensive exams. Eight credits are shared between the two programs. To view a course matrix of the dual degree program, visit [www.wagner.nyu.edu/dualdegrees/jdsdegreqs.php](http://www.wagner.nyu.edu/dualdegrees/jdsdegreqs.php).

Interested students should consult the program coordinator in the Skirball Department of Hebrew and Judaic Studies.

**Dual Degree Master of Arts in Education and Jewish Studies and Master of Arts in Hebrew and Judaic Studies**

The dual degree Program in Education and Jewish Studies and Hebrew and Judaic Studies, sponsored jointly by the Steinhardt School of Culture, 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.

Students complete the requirements for both M.A. programs concurrently. Students register through Steinhardt for the first three semesters and the Graduate School of Arts and Science for the remainder of their academic careers.

The M.A. in Education program includes three required core courses and four courses in Curriculum and Instruction, Leadership and Administration, or Foundations of Education, Students must also complete the Master's Seminar in Education and Jewish Studies I & II, which supports a terminal project, an M.A. Thesis or a Capstone Project, in addition to two elective courses. Dual degree students complete a total of 32 credits at Steinhardt.

The M.A. program at Skirball includes two required courses, a comprehensive exam in Jewish History and 17 elective credits for a total of 32 credits. Students must also pass a Hebrew language requirement. Twelve credits are shared between the two programs. To view a course matrix of the dual degree program, visit [http://steinhardt.nyu.edu/humsocsci/jewish/master#dualma](http://steinhardt.nyu.edu/humsocsci/jewish/master#dualma).

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 and 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 by their transcripts and recommendation letters.
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 course “Problems and Methods in Hebrew and Judaic Studies” HBRJD-GA 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.

Joint Degree Doctor of Philosophy Hebrew and Judaic Studies and History

Students who have been admitted to graduate study in Hebrew and Judaic studies or history may apply for a joint doctoral program in both departments. Candidates who have not yet matriculated at New York University may apply directly for admission to the program. Students complete 36 points in Hebrew and Judaic studies and 36 points in history, pass major field written examinations in both departments and a joint oral examination, and meet all language requirements for the Ph.D. degree in Hebrew and Judaic studies. Students in these programs are also expected to complete the Hebrew & Judaic Studies core course requirements, including “Problems & Methods” as well as the History department’s “Literature of the Field” courses. Students interested in this program should consult the director of graduate studies of the Skirball Department of Hebrew and Judaic Studies or the Department of History.

COURSES

Required Courses for Incoming Graduate Students

Problems and Methods in Hebrew and Judaic Studies
Introduces incoming graduate students to the field of Hebrew and Judaic studies, in its disciplinary, chronological, and geographic diversity. Contemporary issues and innovative approaches in the various areas of Judaic studies are explored.

Academic Hebrew
HBRJD-GA 1319 Required of all students who do not pass the departmental Hebrew reading comprehension examination upon matriculation. Kamelhar. 3 points. 2012-13.
Intensive study of the language of Hebrew academic discourse. Students study primary source material in their area of specialization and secondary critical material.
Interdisciplinary Courses

Jews, Judaism, and Economics
HBRJD-GA 2468  Engel. 3 points. 2011-12.
An exploration of normative attitudes in Jewish religious literature regarding the production, distribution, and consumption of goods and services; the relation of actual practice in different periods of Jewish history to religious norms; the historical modes of interaction between Jews and non-Jews in the economic realm; and prominent theories concerning the nexus between Jewish culture and particular economic systems (notably capitalism and socialism). Open to students at the masters and doctoral levels.

The Bible in Jewish Culture
HBRJD-GA 3324  Engel, Gottlieb. 3 points. 2011-12.
Exploration of the diverse roles played by the Hebrew Bible in constructions of Jewish identity and in cultural productions by Jews through the centuries.

Biblical and Ancient Near Eastern Studies

Akkadian I, II
HBRJD-GA 1101, 1102  Staff. 3 points per term. 2012-13.
Introduction to cuneiform script and to the Akkadian language, with emphasis on grammatical structure.

Akkadian III, IV
HBRJD-GA 1103, 1104  Prerequisite: HBRJD-GA 1102 or the equivalent. Staff. 3 points per term. 2011-12.
Reading of Akkadian literature.

Aramaic I: Biblical Aramaic
HBRJD-GA 1117  Prerequisite: one year of classical Hebrew or the equivalent. Staff. 3 points. 2012-13.
Introduction to the various phases of Aramaic. Readings are selected from early and imperial documents, including Elephantine and inscriptions.

Aramaic II: Qumran Aramaic
HBRJD-GA 1118  Students are encouraged but not required to take Aramaic I prior to enrolling in Aramaic II. Staff. 3 points. 2012-13.
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
HBRJD-GA 1119  Staff. 3 points. 2011-12.
Introduction to sources preserved by the early Christian communities of the ancient and medieval Near East in Syriac.

Aramaic IV: Talmudic Aramaic
HBRJD-GA 1120  Staff. 3 points. 2011-12.
Introduction to Galilean and Babylonian Jewish Aramaic and related texts.
Topics in the Bible
HBRJD-GA 3311 Flemming, Fleming. 3 points. 2011-12.
Study of a selected biblical book, with careful attention to literary and historical problems.

Second Temple and Rabbinic Literature and History

Rabbinic Texts
HBRJD-GA 2140 Rubenstein. 3 points. 2012-13.
Study of the interrelationships of the Mishnah, Tosefta, and Talmuds with one another and the midrashic corpus. Emphasizes the issues that arise from Rabbinic intertextuality from both literary and historical points of view.

Seminar: Dead Sea Scrolls
HBRJD-GA 2230 Staff. 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.

Talmudic Texts: Bavli Narratives
Devoted to the study of narratives of the Babylonian Talmud, combining literary approaches with methods of critical Talmud study, including source criticism and form criticism. Other topics include the relationship to earlier versions in Palestinian rabbinic compilations, the legal and redactional context of stories, and the contribution of the Talmudic redactors.

Seminar in Amoraic Midrash
HBRJD-GA 2380 Rubenstein. 3 points. 2011-12.
Focuses on the midrashim Genesis Rabbah, the classic exegetical midrash, and Leviticus Rabbah, the classical midrash homiletical. Close textual study is combined with theoretical issues such as defining midrash, intertextuality, form-criticism, hermeneutics, the documentary approach, and the social context of midrash.

Topics in the Bible: Biblical Interpretation in the Dead Sea Scrolls
HBRJD-GA 3311 Staff. 3 points. 2011-12.

Medieval Jewish History

Medieval Ashkenazic Jewry
This course focuses on the Jews of northern Europe from the beginning of the second millennium through the fifteenth century, with particular emphasis on the eleventh through thirteenth centuries. Topics addressed will include: demography, the economic profile of medieval Ashkenazic Jewry, political status, social relations with the non-Jewish milieu, internal communal organizations, and patterns of cultural and religious creativity.
History of Medieval Sefardic Jewry  
HBRJD-GA 2643  
This course focuses on the history of Jews on the Iberian peninsula from antiquity through the expulsions of the 1490s. Topics addressed include: demography, the economic profile of Iberian Jewry, political status, social relations with the non-Jewish milieu, internal communal organizations, and patterns of cultural and religious creativity.

Medieval Jewish Thought and Literature  
Maimonides’ Guide of the Perplexed and Related Literature I  
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.

Contemplative Union and Ecstasy in Medieval Jewish Mysticism  
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 Lurianic Kabbalah  
HBRJD-GA 2472  Wolfson. 3 points. 2011-12.  
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  
HBRJD-GA 3460  Wolfson. 3 points. 2011-12.  
Analysis of major texts and issues in medieval Jewish philosophy. Topic changes annually.

Modern Jewish Thought  
Topics in Modern Jewish Thought  

Modern Jewish History and Culture  
Readings in Yiddishism in the 20th Century  
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.
**Academic Yiddish I, II**
Intensive study of the language of Yiddish academic discourse. Students study primary source material in their area of specialization and secondary critical material.

**Jewish Philanthropy and Collective Responsibility**
HBRJD-GA 1513  Zweig. 3 points. 2011-12.
This course provides an academic discussion of the history of Jewish Philanthropy in the 19th and 20th centuries and traces the influence of historical events on the policies of the Jewish organizational world of today.

**History of Arab-Israeli Negotiations**
Integrates analytical and chronological approaches in examining the history of the effort to resolve the Arab-Jewish conflict from pre-1948 Arab-Jewish diplomacy to the present.

**Non-Zionist Colonization Projects**
Focuses on the history of Jewish colonization projects developed outside Palestine/Israel, from the 19th to the first half of the 20th centuries. The topics that will be covered include the imperial Russian and Soviet governments’ policies toward Jews and various attempts to make Jews “productive” by establishing farming communities in such countries as the United States, Canada, Argentina, Brazil, and Dominican Republic. Special attention will be paid to the Jewish Autonomous Region (Birobidzhan) in Russia and its sponsors. Also discussed is the role of Jewish political movements, and American and international Jewish organizations in initiating and supporting the colonization projects. The main objective of this course is to give students a detailed grasp of the history of non-Zionist Jewish colonization in various countries of the world.

**The Making of Israeli Foreign Policy**
This course will trace the evolution of Israel’s foreign policy concerning the Arab-Israeli conflict, the United States and the world at large. The evolution of different and sometimes conflicting foreign policy objectives will be considered in light of the changing national leadership and domestic politics. The course will examine the debate over possible new approaches to the Arab-Israeli conflict (and the future of the occupied territories) that emerged following the war of 1967. The transformation of the conflict from one between Israel and the neighboring states to a direct engagement between Israel and the Palestinians, both military and then diplomatic, will be discussed. The course will also look at Israel’s emerging relations with China and India.
Israeli State and Society: Israel in the 1960s
The course will examine the events leading up to the resignation of David Ben-Gurion and the leadership crisis that followed in the ruling Labor Party, the start of the settlement movement and the Greater Israel movement, and conclude with a discussion of the transformation of Israeli society between 1960-1970 and will integrate these diverse issues discussed above into an overview of the decade. Israeli policy toward the occupied territories and especially toward their Palestinian population will be discussed. Students taking this course will gain an in-depth understanding of the myriad factors at play in shaping Israel's statehood in the 1960s.

Jews and Germans in Postwar Germany: Conflicting Memories, Contentious Relations, 1945-2000
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.

Memoirs and Diaries in Modern European Jewish History
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.

Major Issues and Problems in Modern Jewish History: Jewish Migrations in the Modern Era
HBRJD-GA 2690 Diner. 4 points. 2011-12.
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
HBRJD-GA 2710 Diner, Kaplan. 4 points. 2011-12.
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.
Creating the State: Issues in Israeli History in the 1950s
G78.2756 Zweig. 4 points. 2011-12.
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.

The Jewish Community
Discussion of the fundamental institutions of Jewish community and social organization as expressed in Jewish thought and as evidenced in Jewish history in all periods, up to the present. Emphasis is on primary sources regarding varying conceptions of group solidarity and mechanisms for attaining it, including the role of the individual, the family, the community, the state, and the Jewish people as a whole.

Post-World War II American Jews
This graduate research seminar explores the ways in which American Jewish experienced the years from the end of World War II through the middle of the 1960s. Not only does it treat the issue of periodization, but it looks at the impact of domestic and foreign policy matters as the Jews of the United States coped with the solid movement into the middle class and the mainstream of American society. The seminar splits its attention from a thorough survey of the secondary literature on post-1945 America and the post-1945 Jewish world, and a required research project based on original sources.

Topics in Holocaust Studies
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
HBRJD-GA 3535 Engel. 4 points. 2011-12.
Exploration of a selected problem in the history of the Jews in Eastern Europe, emphasizing primarily, but not necessarily limited to, Russia and Poland.

Modern Hebrew Literature

Topics in Modern Hebrew Literature: Memory and Countermemory—Hebrew Authors Facing the Past
HBRJD-GA 3502 Feldman. 3 points. 2011-12.
Advanced seminar on specialized topics that change annually (e.g., major authors; critical and theoretical surveys).
Sacrifice, Culture, and Gender: From Isaac and Iphigenia to Contemporary Sacrificial Narratives
HBRJD-GA 3992  Feldman. 4 points. 2011-12.
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.

Research

Master's Thesis Research

Directed Study in Jewish History

Directed Study in Hebrew Literature

Directed Study in Hebrew Manuscripts

Directed Study in Jewish Thought

Directed Study in Semitic Languages

Dissertation Research
PROGRAMS AND REQUIREMENTS

Master of Arts in History

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 the doctoral program. The Department of History only offers admission to the terminal M.A. in History to students who intend to specialize in the History of Women and Gender.

The specialization in History of Women and Gender 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 specialization draws its strength from our faculty’s commitment to investigating the history of women and gender, and from a long tradition of feminist scholarship.

The M.A. in History requires the completion of 32 points of course work, of which at least 24 must be within the Department of History. No more than 8 points may be transferred from other graduate schools. A request for transfer credits must be made within the first year of enrollment. Students must take the M.A. Proseminar, HIST-GA 2022 (4 points), which provides them with an introduction to the professional study of history. For terminal M.A. students in the Women and Gender specialization the department recommends that students enroll in three courses (12 points) that focus substantively on gender, offered either by our core faculty or, with approval, by faculty from across the university and beyond, three topical history courses (12 points) intended to deepen historical expertise in chronological or geographical fields, and one seminar in which a substantial research paper is completed.

Students must also write an M.A. thesis (normally determined by the end of the first semester) which, for students pursuing the specialization, should 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 in the final semester (4 points).

All students enrolled full-time are expected to complete their course work after three semesters. Part-time students are allowed to stretch the program out over a maximum of six semesters.
Master of Arts in World History

The Department of History offers an M.A. 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. 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.

Students in the World History M.A. program complete 32 points of coursework. The following courses are required: the M.A. Proseminar, HIST-GA 2022, Methods and Approaches to World History, HIST-GA 2168, three courses in the major field of study (12 points), two courses in the minor field of study (8 points), and one course covering comparative or transnational themes (4 points).

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.

Students must also 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 advisor. Students may satisfy proficiency by either passing the proficiency examination in the language given by the Graduate School of Arts and Science or 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.

Master of Arts in Archives and Public History

The Department of History offers an M.A. Program in Archives and Public History. The Archives and Public History M.A. Program 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.

Students in the Archives and Public History M.A. program complete a 32 point program of study. The following courses are program requirements: either Introduction to Archives & Historical Editing I, HIST-GA 1010, or Intro to Public History, HIST-GA 1750, (4 points), Creating Digital History HIST-GA 2033 (4 points), two electives in the concentration (8 points), and the Internship
Seminar, HIST-GA 2011 (4 points). It is also strongly recommended that students enroll in the M.A. Proseminar, HIST-GA 2022.

Students must also enroll in the Research Seminar, HIST-GA 2034 (4 points), in which students must complete a capstone project approved by the director. Students must receive a letter grade of B or better.

**Dual Degree Master of Arts in History and Juris Doctor**

This program allows accepted applicants to obtain an M.A. in History and a J.D. from the School of Law. Applicants apply to each degree program separately. Students may apply to the Department of History Department of History 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.

The School of Law requires 83 points for the J.D. and the M.A. requires 32 points. Students enrolled in the dual degree program may apply 12 points of credit earned toward the M.A. to the J.D. and 8 points earned toward the J.D. may be applied toward the M.A., resulting in 20 points of savings allowing the student to earn both degrees with only 95 total points completed. Information on the requirements for the J.D. may be found in the School of Law bulletin.

**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) appropriate linguistic competence; and (6) the completion of a dissertation judged to be a significant piece of historical research and writing.

Ph.D. students must complete 72 points of course work (equivalent to 18 4-point courses). All students must take the course Approaches to Historical Research and Writing I, HIST-GA 3603, as well as their major area Literature of the Field course in their first year. The following major fields are available: Africa, African Diaspora, Atlantic World, East Asia, Medieval Europe, Early Modern Europe, Modern Europe, Latin America and the Caribbean, South Asia, and the United States. 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. Major fields may be defined in chronological and geographical terms, or they may be partly thematic. In each case, a student's major field should be worked out in discussion with his or her adviser and with at least one additional faculty member who has agreed to participate in examining it.

Each doctoral student also 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. 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 or transnational. 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.

Ph.D. students should satisfy the foreign language requirement for their field of study within the first year of graduate study and 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 must demonstrate proficiency in a foreign language that has direct relevance to their area of study. Students may satisfy proficiency either by passing the proficiency examination in the language given by the Graduate School of Arts and Science or 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.

Students must pass a written qualifying examination in one of the department's designated major fields, as well as in a second field. Students take this examination at the end of the second year of study. 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 within the chosen field of specialization.

Each student must pass a 90-minute oral examination after the language requirement and 48 points of course work have been completed. Full-time students normally take this examination in the fall semester of the third year of study.

The student must submit a dissertation proposal prior to the oral 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.
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 Department of History full-time faculty.

**Joint Degree Doctor of Philosophy in French Studies and History**

A joint degree Ph.D. program is available with the Institute of French Studies. Admission to this joint degree program must be granted by both the Department of History and the Institute for French Studies upon entry or at the point of screening. Students 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 Department of History's qualifying examination in the major field that bridges the two disciplines. Joint degree candidates are exempt from the departmental requirement for a second field. For more information on and requirements for this degree, please see the Institute of French Studies section of this Bulletin.

**Joint Degree Doctor of Philosophy in Hebrew and Judaic Studies and History**

A joint degree Ph.D. program is available with the Skirball Department of Hebrew and Judaic Studies. Admission to this joint degree program must be granted by both the Department of History and the Department of Hebrew and Judaic Studies upon entry or at the point of screening. Students 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 Department of History’s qualifying examination in the major field that bridges the two disciplines. Joint degree candidates are exempt from the departmental requirement for a second field. For more information on and requirements for this degree, please see the Department of Hebrew and Judaic Studies section of this Bulletin.

**Joint Degree Doctor of Philosophy in History and Middle Eastern Studies**

A joint degree Ph.D. program is available with the Department of Middle Eastern and Islamic Studies. Admission to this joint degree program must be granted by both the Department of History and the Department of Middle Eastern and Islamic Studies upon entry or at the point of screening. Students 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 Department of History’s qualifying examination in the major field that bridges the two disciplines. Joint degree candidates are exempt from the departmental requirement for a second field. For more information on and requirements for this degree, please see the Department of Middle Eastern and Islamic Studies section of this Bulletin.
Dual Degree Doctor of Philosophy in History and Juris Doctor

This program allows accepted applicants to obtain a Ph.D. in history 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.

Graduates of the dual degree program would be prepared to pursue careers in both Department of History’s 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.

The Ph.D. requires 72 points of coursework, toward which 12 School of Law points will be accepted. Up to 12 points of Graduate School credit will also be counted toward the J.D. degree, which normally requires 83 points. The joint degree, therefore, requires a total of 131 points. Information on the requirements for the J.D. may be found in the School of Law bulletin.

COURSES

M.A. Proseminar

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.

Approaches to Historical Research and Writing I, I

These courses are designed to introduce students to some of the basic methodological and interpretive issues involved in historical research. Based around a core set of readings, the course covers important books and articles that explicitly deal with questions of method, as well as examples of certain methodologies or schools of historiography in action. The goal of these courses is to help the student produce a research paper that is of potentially publishable quality and to reveal that the student is capable of doing graduate level research and writing.
Africa

Literature of the Field: Africa
This course introduces students to the major themes, scholarly approaches, and sources for African history.

African Slavery & The Slave Trade
HIST-GA 2555 4 points. 2011-12.
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.

Islam in West Africa
Examines Islam’s multiple developments and expressions across the expanse of West Africa, from the seventh century through the present.

African Diaspora

Literature of the Field: African Diaspora
HIST-GA 1801 4 points. 2011-12.
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.

Race, Slavery and Freedom in the Atlantic World

African-American History
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.

Atlantic World

Literature of the Field: Atlantic World
Introduces students to the major themes, scholarly approaches, and sources for Atlantic history.
Empires, States and Political Imagination
Focuses on the comparative study of empires from the Romans to the present and on the variety of ways in which empire-states have established and constrained claims to rights, belonging, and power. The study of empire expands our debates over rights, citizenship, economic regulation, and accountability without letting them fall into a seeming gap between the nation-state and the global.

Political Cultures of Empire
Provides the opportunity for closely advised research and writing on student-designed projects related to the history of empires. The course builds on readings and discussion in the reading course Empires, States, and Political Imagination (HIST-GA 3390). While the reading course is not a prerequisite for this research seminar, students should have some demonstrated knowledge of the history of at least one imperial setting and be in a position to formulate a research topic at the beginning of the semester. By the end of the semester, each student will have produced a major research paper based on primary sources in the format of an article to be published in an academic journal.

Atlantic History Workshop
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 pre-circulated 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.

Trade and Empire: The British Atlantic in the Colonial Period

East Asia

The Japanese Colonial Empire
The course examines the history of the Japanese colonial empire within the larger context of Euro-American empire-building and the development of international capitalism.

Problems in the History of Early Modern China
HIST-GA 1919 4 points. 2011-12.
This reading-intensive colloquium on early modern China is intended for those who are already familiar with the outlines of early modern Chinese history. Participants will both engage in greater depth some of the major paradigms in Chinese history c. 1550-1900 and will gain a broad knowledge of recent historiographical debates.

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.
US social and cultural history; history of American education.

ASSOCIATED AND AFFILIATED FACULTY IN OTHER DEPARTMENTS

Thomas Abercrombie, Anthropology; Kamau 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; Daniel Hulsebosch, School of Law; Ben Kafka, Steinhardt Media, Culture, and Communication; Marion Kaplan, Hebrew and Judaic Studies; Barbara Kowalzig, Classics; 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; Ron Robin, Steinhardt Media, Culture, and Communication; Andrew Romig, Gallatin; Richard Sennett, Sociology; Zhen Zhang, Tisch.

FACULTY EMERITI

Medieval Europe

**Literature of the Field: Early Middle Ages**  
HIST-GA 2112  
Research methods, interpretation, and the actual writing of medieval history have changed. This course explores changes in the approach to the study of medieval European history as they apply to social, cultural, and religious history.

**Literature of the Field: Middle Ages**  
HIST-GA 2113  
This course provides an introduction to the literature of medieval history for the period c. 1050-1400, as that literature has evolved over the last century, with a focus on changes in the methodology of medieval historiography, the approach to primary texts and the shifting interests that have characterized medieval scholarship in the modern context.

**Byzantium and the West**  
HIST-GA 1156  
This seminar will explore the relations between the two heirs of Rome, Byzantium and Western Europe, from the initial division of the empire in the fourth century to the conquest of Constantinople by the Ottomans.

**Historical Anthropology of the Middle Ages**  
HIST-GA 1115  

Europe

**Literature of the Field: Early Modern Europe**  
HIST-GA 1150  
Surveys major literature and historiographical issues in the early modern field.

**Literature of the Field: Modern Europe**  
HIST-GA 1151  
Survey of the major literature and historiographical issues in the modern European field.

**European Intellectual History**  
HIST-GA 1193  
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.
The Mediterranean in Historical Perspective
HIST-GA 3901 4 points. 2011-12.
This course will focus on war and civil war in the twentieth-century Mediterranean. We will compare and contrast the experiences of Spain, Greece and Italy, as well as of other countries of Southern Europe, and analyze how the legacy of civil war has contributed to shaping contemporary national identities. This course will address major methodological questions concerning how we understand war and civil war in the fields of history and social sciences. We will also discuss the peculiarity, if any, of civil wars in the Mediterranean, in relation to the wider historical context of twentieth-century Europe.

Southeastern Europe and the Eastern Mediterranean
HIST-GA.3902 4 points. 2011-12.

Italian Colonialism and Postcolonialism
HIST-GA 2972 4 points. 2011-12.
Explores 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.

Russian Cultural History
HIST-GA 1330 4 points. 2011-12.
This course looks at "culture" in an expansive way, examining recent scholarship on mapping, settlement, and territorial expansion, on laws and courts, on empire and religion, love and power, property and markets, gender, family, friendship, social science and art in Russia from the 17th through the 20th century. We will look at different groups in the empire’s population—peasants in imperial and post-Soviet times, nobles, one empress and her advisor/lover, Muslims, various nationalities, Soviet officials, workers, and youth and at the linkages among them and to the state.

The Ottoman 17th Century
HIST-GA 3503 4 points. 2011-12.
The course emphasizes religious and intellectual over political developments, although the continuing importance of patronage as a cultural and political dynamic is stressed as a process linking all these domains. It also aims at highlighting varied communal and social experiences as well as inter-communal relations over imperial or state-oriented policies and programs.

The Politics of Language in Early Modern and Modern Italy
Modern European Cities
This colloquium examines recent scholarship in European urban history. It includes cities from Barcelona to Moscow, and ranges widely over the 19th and 20th centuries, but its ultimate goal is not to “cover” particular cities or themes so much as to introduce major works and approaches from the previous decade. What issues are energizing European urban history? How do these issues relate to broader developments in historiography and the humanities? In what ways does urban history contribute something distinctive to these conversations?

19th Century France
Explores the transformation of France from the Old Regime monarchy of the late eighteenth century to the early Third Republic of the 1870s. We will focus first on the French Revolution, its origins, dynamics and consequences. We will then study the political, social, and cultural conflicts that help explain why the French went through three more revolutions—in 1830, 1848, and 1871—before establishing a stable form of republican government. We will also devote time to social and cultural history, and especially to recent literature on working-class formation, gender relations, and the peasantry.

Latin America and the Caribbean

Literature of the Field: Colonial Latin America
Surveys major literature and historiographical issues in the colonial Latin American field.

Literature of the Field: Modern Latin America
Surveys major literature and historiographical issues in the modern Latin American field.

United States

Literature of the Field: US to 1877
A reading course covering the earlier period of American history that introduces students to the major themes, interpretations, and methods of inquiry. It is intended to provide a broad command of the field.

Literature of the Field: US Since 1877
A reading course covering the later period of American history that introduces students to the major themes, interpretations, and methods of inquiry. It is intended to provide a broad command of the field.
Transnational Approaches to US History  
HIST-GA 1739 | 4 points. 2011-12.  
This course will explore recent developments in historiography that seek ways of understanding a national history—U.S. History in this case—in a framework larger than the nation. There are different transnational framings, different in type and scale, but Diasporas and Borderlands, Atlantic World, and Global are at present the most vigorous, and the focus will be mainly on them.

Black New York  
HIST-GA 2551 | 4 points. 2011-12.  
This course will explore the under-engaged topic of blacks in New York from its Dutch origins to the present. The process of racial formation and the mechanisms of racial domination in the early stages of the settlement were central to the northern colonial experience and to the founding of the United States.

Race, Civil War, and Reconstruction  
This is a course about the social, cultural, intellectual, and political history of the United States in the long nineteenth century, illuminated through the lens of the war that punctuated and transformed that century. With race at the center of our inquiries, we will proceed both chronologically and thematically, reading and evaluating some of the newest and most influential scholarship in an effort to formulate our own arguments, both individual and collective, about the era.

World History/Transnational Approaches  
Methods and Approaches to World History  

Environmental History  
HIST-GA 1050 | 4 points. 2011-12.  
Analyzes monographs in the field, drawn from all geographical areas, dealing with major theoretical issues.

Cold War as Global Conflict  
HIST-GA 2771 | 4 points. 2011-12.  
This colloquium views the Cold War as global conflict and focuses on Western and Eastern Europe and the Third World as well as on the United States and the Soviet Union.

History of Women and Gender  
Gender, Race and Nation in Postcolonial Latin America  
HIST-GA 2801 | 4 points. 2011-12.  

Theorizing Race and Slavery  
Writing Gender History
HIST-GA 2294 4 points. 2011-12.

Women and the Book
This course examines the cultural worlds of medieval women through particular attention to the books that they owned, commissioned, and created. Beginning with the earliest Christian centuries, the course proceeds chronologically through the fourteenth century. In addition to examining specific manuscripts, we will consider ancillary questions to do with women’s authorship, education and literacy, reading patterns, devotional practices, and visual traditions and representation. Considering both lay and religious women, the course addresses the sorts of books owned by individual women and the types of books they produced.

Gender and Sexuality in African American History
This course will highlight how and why analyzing gender and sexuality is critical to understanding African American history. From slavery to freedom, reform and leisure, community and conflict, the personal and the public, we will discuss major themes, phenomena, demographic shifts, and social movements.

Approaches to History of Women and Gender
An introduction to the study of women and gender in history with a focus on the relevant historiographical trends, methodological developments, and approaches to research.

Archives and Public History

Introduction to Archives
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
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
Focuses on the ideas, techniques, and complexities of creating digital history texts and websites. 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
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
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.

Internship Seminar
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
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
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
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.
**Historian and the Visual Record**
HIST-GA 2021 4 points. 2011-12.
Analyzes visual media, including photographs, prints, magazine illustrations, cartoons, motion pictures, and video. Pays special attention to the use of these media as historical sources. Includes a curatorial component that explores the ways in which archivists and public historians engage these records.

**Research Seminar**
Capstone seminar in which students create final projects in the program with a substantial research and writing component. Projects may take the form of historical theses, exhibition designs, historical editing projects, web-based resources, or historic site interpretations. Class meetings allow students to focus on and discuss research issues.

**Advanced Archival Description**
Provides an understanding of archival descriptive standards and practices. Focuses on the development and use of bibliographic standards to create and exchange data concerning archival records. Particular emphases include the MARC format; the development, implementation, and evaluation of Encoded Archival Description and Encoded Archival Context; content management systems; digital encoding standards; and digital library development.

**Creating Digital History**
Focuses on the skills that students need in order to build or contribute to history websites, digital archives, and online exhibits. Students learn such tools as HTML, CSS, WordPress, Omeka, and MIT’s Simile and Timeline, and also use such Web 2.0 tools as CiteULike, del.icio.us, Twitter, and Wikipedia. Discussions focus on such digital history issues as how to convey a context for online historical documents.
PROGRAMS AND REQUIREMENTS

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 inter- and transdisciplinary 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, or two courses), field specialization requirements (8 credits), and electives (16 credits).

Core Courses: All students enrolled in the M.A. are required to take two courses in their first year, the Irish Studies Seminar I IRSH-GA 1001 (fall) and the Irish Studies Seminar II: An Teanga Bheo—The Irish Language IRSH-GA 1002 (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 (IRSH-GA 1416 and IRSH-GA 1417) and of Irish literature (IRSH-GA 1083 and IRSH-GA 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; this third tier 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 scholarship within the University, including the Departments of English, Music, and History, the American Studies program; 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 (IRSH-GA 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.

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.

**FACILITIES**

Glucksman Ireland House NYU is home to the Irish and Irish-American studies program. Locate on the corner of Washington Mews and Fifth Avenue, the townhouse provides a welcoming environment for most courses in the program.

**COURSES**

**Core Curriculum**

**The Irish Studies Seminar I**

IRSH-GA 1001  *Waters. 4 points. 2011-12, 2012-13.*

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.
The Irish Studies Seminar II: An Teanga Bheo: Irish (Gaelic) Language
Linguistic Acquisition and Historical/Cultural Context
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.

Field Specialization

Literature of Modern Ireland I
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.

Literature of Modern Ireland II
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.

History of Modern Ireland I: The Making of Modern Ireland, Ireland to c.1800
Analyzes events and conditions leading to the Act of Union: Tudor conquest and
colonization; Gaelic pushback; Ireland under the Stuarts; the Williamite War
and formation of the Protestant Ascendancy; emergence of Irish nationalism;
Ireland and the Enlightenment; 18th-century political, economic and societal
transformations; Ireland in the age of revolutions.

History of Modern Ireland II: Irish History Since 1800
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.

Electives

Topics in Irish Literature
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.
**Music and Cultural Identity in Ireland**
Surveys the history of music in Ireland and examines critically the role of various musical cultures in the production of national and other forms of identity in Ireland. Develops a critical vocabulary for discussing music as an agent of social change and social continuity, addressing key concepts in musicological analysis.

**Irish Music in America 1750 to the Present**
IRSH-GA 1319  *Moloney. 4 points.* 2011-12.
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.

**Debates in Modern Irish History**
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.

**Ireland in the Atlantic World, 1600-1800**
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.

**The Great Famine and the Irish Diaspora**
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.

**Culture, Empire, and Power: The Irish and Indian Cases in the British Empire**
Examines the relative roles of culture and power in imperialism with particular reference to the Irish and Indian cases in the British Empire.

**Topics in Irish and Irish-American Studies**
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**
IRSH-GA 1467  *Slater. 4 points.* Summer 2011-12, 2012-13.
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.
Research

Independent Study
IRSH-GA 1097  Prerequisite: permission of director of graduate studies and faculty adviser. 2-4 points. 2011-12, 2012-13.
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
IRSH-GA 1099  Prerequisite: completion of 12 points and permission of the director of graduate studies. 4 points. 2011-12, 2012-13.
Preparation for M.A. thesis in close supervision with faculty supervisor. Requires research proposal, abstract, and a schedule of meetings to supervisor for approval.
DEPARTMENT OF

Italian Studies

PROGRAMS AND REQUIREMENTS

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.

Master of Arts Program in Italian Studies in Florence

The one-year M.A. program in Italian/Italian Studies consists of 32 points in residence at La Pietra 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.

In addition to courses in Italian literature, history, and culture taught by faculty from the Department of Italian Studies and by NYU Florence faculty, the program offers opportunities for internships and independent studies as well as seminars and coursework at the Università di Firenze, the Istituto Italiano di Scienze Umane, and other NYU Florence programs.

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.

**FACILITIES**

Casa Italiana Zerilli-Marimò, where the Department of Italian Studies is located, is equipped with a research library, a graduate students lounge, and a 100 seat theatre. Casa Italiana is an active cultural center, offering a variety of events, from academic lectures to art exhibits to social gatherings.

La Pietra, NYU’s center for study abroad in Florence, is situated on a hillside just north of Florence. A magnificent Renaissance 57-acre estate with five villas, La Pietra houses a notable Early Renaissance art collection, and one of the most recent displays is the Nachtergaele Collection. Casa Italiana Zerilli-Marimò is also the home of La Pietra, NYU’s center for study abroad in Florence.

**Chiara Ferrari,** Assistant Professor. Ph.D. 2003 (Italian), M.A. 1994 (Italian studies), New York University; B.A. 1990 (communications), Brooklyn College (CUNY). Nineteenth- and 20th-century Italian literature; gender studies; fascism and culture; autobiography; travel narratives; critical theory.

**David Forgacs,** Guido and Mariuccia Zerilli-Marimò Professor of Contemporary Italian Studies. Dottorato di Ricerca 1979 (philosophy), Scuola Normale Superiore Pisa; M Phil 1977 (general and comparative literature); B.A. (English), Oxford. Contemporary Italian history and culture; social and cultural theory; history of media.

**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.

**Jane Tylus,** Professor. Ph.D. 1985 (comparative literature), Johns Hopkins; B.A. 1978 (English), College of William and Mary. Late medieval and early modern Italian literature, with focus on gender and religion.

**ASSOCIATED FACULTY**

**Daniel Javitch,** Comparative Literature.

**AFFILIATED FACULTY**

**Kari Appuhn,** History; **Suzanne Cusiack,** Music; **Josephine Hendin,** English; **Antonia Lant,** Cinema Studies; **Louise Rice,** Fine Arts.

**VISITING FACULTY**

**Lina Bolzoni,** Global Distinguished Professor, Scuola Normale Superiore (Pisa).

**FLORENCE FACULTY**

**Alessandro Chiaramonte,** University of Florence; **Rita Maria Comanducci,** Graziella Giannellii.
beautiful and authentically restored Renaissance gardens in Italy. This extraordinary campus environment features newly renovated on-site classrooms, computer labs, email and internet access, and other facilities.

COURSES

General

Studies in Italian Culture
Variable content course. 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); fetishism in Italian literature (Ferrari). Tylus "Studies in Translation".

Topics in Italian American Culture
ITAL-GA 2165  Tiro a Segno Visiting Professor of Italian American Culture. 4 points. 2011-12, 2012-13.
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
ITAL-GA 2192  Faculty. 4 points. 2011-12, 2012-13.
Variable content course. 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). Dante’s Lyric Poetry (Ardizzone)

Guided Individual Reading
ITAL-GA 2891  Faculty. 4 points. 2011-12, 2012-13.

Medieval/Early Modern

Divina Commedia
This course proposes a reading of Dante’s Commedia considered in light of the theological, philosophical and rhetorical learning of Dante’s time.

Dante and Medieval Thought
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-Dyonisius to Albert the Great, Thomas Aquinas, Sigier of Brabant and Bonaventure.
Guido Cavalcanti: The Other Middle Ages  
ITAL-GA 2318  
*Ar dizzone. 4 points. 2012-13.*
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  
ITAL-GA 2322  
*Cox. 4 points. 2012-13.*
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.

Studies in Medieval Culture  
ITAL-GA 2389  
*Faculty. 4 points. 2011-12, 2012-13.*
Variable content course. 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  
ITAL-GA 2571  
*Tylus. 4 points. 2011-12.*
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  
ITAL-GA 2588  
*Cox. 4 points. 2011-12.*
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  
ITAL-GA 2589  
*Cox, Tylus. 4 points. Variable content course. Recent topics: The Italian Lyric Tradition from Petrarch to Marino. 2011-12, 2012-13.*

The Courtesan in Early Modern Italian Society and Culture  
ITAL-GA 2590  
*Cox. 4 points. 2012-13.*
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

19th and 20th Centuries

Travel Literature in Italy
ITAL-GA 2985  Ferrari. 4 points. 2012-13.
Course examines Italian travel narratives, both fictional and non-fictional, within the context of contemporary postcolonial theory. Questions to be addressed include: the relation between travel as actual experience and as discursive reconstruction; between geographical boundaries, power, and the production of knowledge as manifested in such narratives; intertextuality, codification, and their ideological effects; modes of representing racial, cultural, historical, and sexual otherness.

Fetishism in Italian Literature
Course examines the links and tensions between Marxian commodity fetishism and Freudian fetishism as manifested in nineteenth and twentieth-century Italian narrative. Questions to be addressed include: the function of detail in literary texts; the gendering of fetishism as a “male perversion” and the possibility of a “female fetishism;” fetishism as a logic that subverts or, alternately, underlies the constitution of sexual differences; the structure of disavowal as a model for understanding ideological fantasy; fetishism as rhetorical mode.

Italy in World War II
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 problematics 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
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
ITAL-GA 2972  Ben-Ghiat. 4 points. 2011-12.
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**
ITAL-GA 2984 *Ardizzone. 4 points. 2012-13.*
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**
ITAL-GA 2989 *Variable content course. Faculty. 4 points. 2012-13.*

**Italian Autobiographies**
ITAL-GA 2185 *Ferrari. 4 points. 2011-12.*
Examines strategies of self-representation in autobiographies by Italian authors from the late 18th century to the present. Topics covered include: concealment and disclosure, invention and truth, imagination and memory. Draws comparisons between fictional self-representation in autobiographical novels and the desire for authenticity that characterizes the memoir form.

**Gender and Fiction in Italy 2012-13**
ITAL-GA 2992 *Ferrari. 4 points. 2012-13.*
Explores theories of gender construction and sexual difference (Kristeva, Cixous, Irigaray, Cavarero, Butler, Braidotti) in conjunction with selected literary works by nineteenth and twentieth century Italian authors. Topics covered include debates over questions of textual practice and the possibility and relevance of “gendered reading” and of historicizing the development of male and female subjectivity.

**Courses in Florence**

**Letteratura Italiana**
ITAL-GA 9001 *University of Florence faculty. 4 points. 2011-12, 2012-13.*
All students in the Italian Studies 1-year Masters program have full access to courses offered in the arts and humanities curriculum at the local university. Students are expected to take at least one course at the university in completion of their credits for the program.

**Seminario in Studi Umanistici**
ITAL-GA 9002 *Staff. 4 points. 2011-12, 2012-13.*
Seminar in classical culture, from Antiquity to the Renaissance, offered at the prestigious SUM (Istituto Italiano di Scienze Umane) at Palazzo Strozzi. The seminar attracts top scholars from around Europe and meets on an ad hoc basis. Completion of the course requires the production of the final paper to be submitted to the visiting faculty member from the Department of Italian Studies.

**Work in Progress Seminar**
ITAL-GA 9003 *Staff. 2 points. 2011-12, 2012-13.*
The Work in Progress Seminar, taught by the visiting faculty member from the
Department of Italian Studies, complements the lectures for the Graduate Studies Seminar and is intended to provide an arena for further discussion of topics introduced in the Graduate Studies Seminar; for less formal, methodologically oriented presentations by visiting Ph.D. candidates; and especially for the discussion of research methods relevant to the completion of the M.A. thesis.

**Italian Politics and Government**
Presents a study of post-World War II Italian politics and society in comparative and historical perspective. Seeks explanations of Italian political development in specific historical factors such as the 19th century patterns of state formation and the experience of fascism.

**Family and Gender in Late Medieval and Early Renaissance Italy**
Students in this course will examine the role and status of women in medieval and Renaissance Europe, exploring theological and medieval attitudes toward women as well as economic and social determinants for women’s lives.

**Dante’s Divine Comedy**
ITAL-GA 9270 Ardizzone or Freccero. 4 points. 2011-12.
This course proposes a reading of Dante’s Commedia considered in light of the theological, philosophical and rhetorical learning of Dante's time.

**Studies in Renaissance Literature and Culture**
This course will explore major issues in Renaissance literature and culture especially focusing on the Florentine environment of the 15th and 16th century. The primary authors of Humanism will be read in the historical context that produced them. Different critical schools will also be explored and discussed in depth. Reading knowledge of Italian is required.

**Community Service in Florence**
An in-depth experience of Italian language and culture through participation in a variety of community service organizations. Students are required to attend weekly one-hour seminars, where they may clarify cultural and language issues, share experiences, and participate in discussions with speakers from the various community organizations involved in the program.

**Guided Individual Reading**
ITAL-GA 9891 Staff. 2-4 points. 2011-12, 2012-13.
THE ARTHUR L. CARTER JOURNALISM INSTITUTE PROGRAMS IN

JOURNALISM

PROGRAMS AND REQUIREMENTS

Master of Arts

The Journalism Institute offers numerous choices for specialization within the master's program. The Journalism Institute considers applicants holding a bachelor's degree in any field. A journalism background is not required. Applications are accepted for fall admission only. Along with the completed application, the applicant must provide an electronic transcript, a 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 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 website for any adjustments to their admission requirements.

The Graduate Record Examination (GRE) is required for admission, without exception. No specific 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. 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 website 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.

Students take 36 to 38 points for the Master of Arts degree, depending on the concentration in which they are enrolled. 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 program director and the dean's office). All applications for transfer credits must be made within the first year of matriculation. 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

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20 Cooper Square
New York, NY 10003-7112
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DIRECTOR:
Professor Perri Klass

ASSOCIATE DIRECTOR:
Associate Professor Stephen Solomon

DIRECTOR OF GRADUATE STUDIES:
Associate Professor Charles Seife

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.
part-time students a complete selection of courses each semester. Some, but not all, courses are available at night.

Several concentrations and one track within the M.A. are available.

**Cultural Reporting and Criticism Concentration:** Students in the Cultural Reporting and Criticism concentration are equipped with a broad background in cultural and social issues, as well as with the reportorial and analytical skills needed to write on the arts, popular culture, the media, human rights, political controversies, and social groups and milieus. The program teaches a wide array of types of writing, including the review, the critical essay, the longform reported piece, and the polemic. Nine courses, for a total of 36 points, are required. Almost all students complete at least one internship. The CRC concentration is deeply collaborative, and stresses close working relationships between professors and students and the creation of a supportive intellectual community.

**Required courses:** Cultural Conversation (JOUR-GA 1181), Critical Survey (JOUR-GA 1184), Writing, Research and Reporting I (JOUR-GA 1021), Topics in Cultural Journalism (JOUR-GA 1281.01), and Advanced Critical Essay (JOUR-GA 1281.01), as well as at least one advanced specialized reporting class and one seminar. Electives include Literary Journalism, Radio Production, Political Cinema, Writing Social Commentary, Reporting Social Worlds, Reporting the Arts, and The Fiction of Nonfiction.

**Literary Reportage Concentration:** The Literary Reportage concentration requires 38 points over 4 semesters. The Literary Reportage concentration brings together traditional journalism’s emphasis on rigorous reporting and research with the emphasis of the M.F.A. writing workshop model on close professional faculty mentorship. To this we add the methods NYU Journalism has developed in its Portfolio honors track, in which students learn how to build a coherent body of work. The aim is to publish in professional venues during the course of study and, of course, beyond. Applicants to Literary Reportage must have a detailed project in mind in order to apply. Required courses are: Writing, Research and Reporting I (JOUR-GA 1021), Writing, Research and Reporting II (JOUR-GA 1022), Introduction to Literary Reportage (JOUR-GA 1182), Narrative Nonfiction I (JOUR-GA 1050) or II (JOUR-GA 1023), Portfolio I (JOUR-GA 1182) and Portfolio II (JOUR-GA 1182). The concentration also requires a one-credit apprenticeship (Fieldwork in Journalism) (JOUR-GA 1290) and a final, one-credit Masters Project (JOUR-GA 1299).

**Magazine Writing Track:** The Magazine Writing track is premised on the belief that mastering the traditional skills required to produce great journalism will remain essential in a constantly evolving media culture. We offer a wealth of reporting and writing classes and the program also enthusiastically embraces new technologies, with an emphasis on story-telling through video and photography. Magazine students try their hands at every type of journalism—deadline driven hard news stories, profiles, in-depth features, personal essays, opinion articles, critical reviews, and reader-service pieces. The magazine track requires students to take nine courses over the course of three semesters. One course is required:
Writing, Research and Reporting Workshop I (JOUR-GA 1021), and three others are strongly recommended: Writing, Research and Reporting II (JOUR-GA 1022), Press Ethics (JOUR-GA 0012) or Law and Mass Communication (JOUR-GA 0011), and the Journalistic Tradition (JOUR-GA 1023).

**News and Documentary Concentration:** Students in the News and Documentary concentration are educated in reporting and producing short-form and long-form journalism for traditional and nontraditional media. From the first class, News and Documentary students are immersed in shooting, editing and learning to report with pictures and sound as well as words. 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 covering an ethnic neighborhood in New York. Students then move on to magazine length stories that air on NYC/TV and finally a 30-minute documentary that they shoot over the summer and edit in Advanced TV. Required courses include: Writing, Research and Reporting Workshop I (JOUR-GA 1021), Press Ethics (JOUR-GA 0012), Graduate TV Reporting I (JOUR-GA 1040), Graduate TV Reporting II (JOUR-GA 1272), Digital Newsroom (JOUR-GA 1182) and Advanced TV Reporting (JOUR-GA 1175). Political Cinema JOUR-GA 1182.11 is suggested. The remaining two courses may be an internship and electives totaling 36 credits for the M.A. degree.

**Reporting New York Concentration:** The three-semester Reporting New York concentration 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 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. There is a multi-platform reporting trip to an underserved community every fall and students create content for the concentrations award winning website pavementpieces.com. 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. Required courses are: Writing, Research and Reporting Workshop I (JOUR-GA 1021, Fall 2011), Press Ethics (JOUR-GA 0012), Writing, Research and Reporting Workshop II (JOUR-GA 1022), one interdisciplinary course (related to student’s area of interest, approved by concentration director), and a one-credit internship (JOUR-GA 1290). The capstone course is Investigative Reporting (JOUR-GA 1182).

**Reporting the Nation Concentration:** Reporting the Nation prepares students to cover issues that concern the American people as a whole. New York City presents a particularly compelling place to offer such a specialization. Many of the great issues that concern and divide Americans can be found in the city and its environs. Each semester includes an intensive series of writing and reporting courses and...
journalistic seminars as well as an interdisciplinary course that students choose from an approved list meant to provide them with a deeper understanding of significant national issues. There is also a multi-platform reporting trip to an underserved community every fall. Multimedia production is also a strong component of this program and students create content for the concentrations award winning website pavementpieces.com. 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. Required courses are: Writing, Research and Reporting Workshop I (JOUR-GA 1021), Press Ethics (JOUR-GA 0012), Writing, Research and Reporting Workshop II (JOUR-GA 1022), one interdisciplinary course (related to student’s area of interest, approved by concentration director), and a one-credit internship (JOUR-GA 1290). The capstone course is Investigative Reporting (JOUR-GA 1182).

Studio 20 Concentration: Studio 20 offers master’s level instruction with a focus on innovation and adapting journalism to the web. The curriculum emphasizes project-based learning. Students, faculty and visiting talent work on editorial and web development projects together, typically with media partners who themselves need to find new approaches or face problems in succeeding online. By participating in these projects and later running their own, students learn to grapple with all the factors that go into updating journalism for the web era. Studio classes provide a "hub" for organizing activity and a common space for inquiry and reflection around the program’s various projects. Students are expected to be flexible and curious, generous in sharing skills, eager to pick up new knowledge and willing to adapt to what the project—and its deadlines—demand. The program requires three semesters of study, with opportunities over the summer to take an internship or job in the field. All Studio 20 students must complete 9 courses (36 points), including a two-course Writing and Reporting core, a three-course Studio core, Press Ethics: Digital Thinking, and three electives. Required courses are: Writing, Research and Reporting Workshop I and II (JOUR-GA 1021 and JOUR-GA 1022), Press Ethics: Digital Thinking (JOUR-GA 0012), Studio 1 (JOUR-GA 1182), Studio 2 (JOUR-GA 1182), and Studio 3 (JOUR-GA 1182).

Dual Degree Master of Arts in Journalism and Advanced Certificate in Business and Economic Reporting

The program in Business and Economic Reporting (BER) requires 44 points over three semesters and an intervening summer. The curriculum is split between courses in the Arthur L. Carter Journalism Institute and courses in the M.B.A. program at NYU’s Leonard N. Stern School of Business. Required courses in Journalism are: Writing, Research, and Reporting Workshop 1 (JOUR-GA 1021); Writing, Research and Reporting Workshop 2 (JOUR-GA 1022); Law and Mass Communication (JOUR-GA 0011); three courses from a revolving list of BER approved courses; and a summer full-time internship (JOUR-GA 1290). International students may take Press Ethics (JOUR-GA 0012) or History of the News (JOUR-GA 0018) instead of First Amendment Law, with permission of the BER Director. Fieldwork in Journalism for BER is 2 credits, which can be split into

Marcia Rock. Associate Professor. Ph.D. 1981 (communications), New York; M.S. 1976 (film and television), Brooklyn College (CUNY); B.A. 1971 (English), Wisconsin. Women in the media; Ireland and Northern Ireland; new technologies.


Jason Samuels. Associate Professor M.A. 1995 (journalism), California (Berkeley); B.A. 1992 (English), Tufts. African American and Latino culture; civil rights; immigration; general interest reporting; identity; urban and social issues; hip-hop culture; sports; politics.

Charles Seife. Associate Professor. Director of Graduate Studies; M.S. 1996 (journalism), Columbia; M.S. 1995 (mathematics), Yale; B.A. 1993 (mathematics), Princeton. Science journalism; history of mathematics and science.

William Serrin. Associate Professor. B.A. 1961 (English), Central Michigan. Labor reporting; labor history; urban reporting; American history.


Stephen D. Solomon. Associate Professor; Associate Director, Journalism Institute. J.D. 1975, Georgetown; B.A. 1971 (journalism), Pennsylvania State. First Amendment law—speech, press, and religion; business affairs and public policy.

Mitchell Stephens. Professor. M.J. 1973 (journalism), California (Los Angeles); B.A. 1971 (English), Haverford College. History and future of media and news; coverage of ideas.
two 1 credit internships. Required M.B.A. courses at the Stern School of Business are: Foundations of Finance COR1-GB 2311, Financial Accounting and Reporting COR1-GB 1306; Firms and Markets COR1-GB 1303; and the Global Economy COR1-GB 2303. Electives courses in the M.B.A. program: two courses with approval of the BER director. Some M.B.A. or Journalism required courses might become electives for selected students with an academic background in business or economics, with approval of the BER director. Electives may also be taken in other NYU graduate school programs, with the approval of the BER director.

**Dual Degree Master of Arts in Journalism and Advanced Certificate in Science, Health and Environmental Reporting**

The Science, Health and Environmental Reporting Program (SHERP) at NYU is an 11-course, 44-credit M.A. program, including ten required courses and one elective. A key focus is on writing features and news on science topics for magazines and the web, but students also practice all forms of modern journalism, from books and long-form narratives to video production, blogs and social media. Required courses are: Writing, Research and Reporting Workshop I (JOUR-GA 1021), Current Topics in Science, Health and Environmental Journalism (JOUR-GA 1017), Science Literacy and Numeracy (JOUR-GA 1018), Writing, Research and Reporting Workshop II (JOUR-GA 1022), Environmental Reporting (JOUR-GA 1188), Press Ethics (JOUR-GA 0012), Multimedia Science Journalism Workshop (JOUR-GA 1070), two courses of Fieldwork in Journalism (JOUR-GA 1290), Medical Reporting (JOUR-GA 1187), and Science Writing (JOUR-GA 1180).

**Joint Degree Master of Arts in Journalism and Africana Studies**

**Degree requirements:**
Journalism: Writing, Research, and Reporting Workshop I (JOUR-GA 1021) and II (JOUR-GA 1022), and either The Law and Mass Communication (JOUR-GA 0011), Press Ethics (JOUR-GA 0012) or another approved elective, two specialized reporting electives, an internship (JOUR-GA 1290) and Master’s project (Directed Reading) JOUR-GA 1299.

Africana Studies: Pro-Seminar in Black History and Culture (AFRS-GA 2000), 4 Africana Studies electives.

**Joint Degree Master of Arts in Journalism and East Asian Studies**

**Degree requirements:**
Journalism: Writing, Research, and Reporting Workshop I (JOUR-GA 1021) and II (JOUR-GA 1022), and either The Law and Mass Communication (JOUR-GA 0011), Press Ethics (JOUR-GA 0012) or another approved elective, two specialized reporting electives, and Master’s project (Directed Reading) JOUR-GA 1299.

Joint Degree Master of Arts in Journalism and French Studies

Degree requirements:
Journalism: Writing, Research, and Reporting Workshop I (JOUR-GA 1021) and II (JOUR-GA 1022), and either The Law and Mass Communication (JOUR-GA 0011), Press Ethics (JOUR-GA 0012) or another approved elective, two specialized reporting electives and Master’s project (Directed Reading) JOUR-GA 1299.

French: 19th C. French History (FREN-GA 1610), 5 electives, 3 hour written exam.

Joint Degree Master of Arts in Journalism and International Relations

Degree requirements:
Journalism: Writing, Research, and Reporting Workshop I (JOUR-GA 1021) and II (JOUR-GA 1022), and either The Law and Mass Communication (JOUR-GA 0011), Press Ethics (JOUR-GA 0012) or another approved elective, two specialized reporting electives, an internship (JOUR-GA 1290) and Master’s project (Directed Reading) JOUR-GA 1299.

International Relations: International Politics (POL-GA 1700), Comparative Politics (POL-GA 1500) (or other core field course with approval from the Politics M.A. Program Director), Introduction to Quantitative Methods (POL-GA 1120), elective in International Politics.

Joint Degree Master of Arts in Journalism and Latin American and Caribbean Studies

Degree requirements:
Journalism: Writing, Research, and Reporting Workshop I (JOUR-GA 1021) and II (JOUR-GA 1022), and either The Law and Mass Communication (JOUR-GA 0011), Press Ethics (JOUR-GA 0012) or another approved elective, two specialized reporting electives and Master’s project (Directed Reading) JOUR-GA 1299.

CLACS: Iberian-Atlantic and Colonial Perspectives (LATC-GA 1001), Hemispheric and Postcolonial Perspectives (LATC-GA 2001), four area studies electives; research paper.

Joint Degree Master of Arts in Journalism and Near Eastern Studies

Degree requirements:
Journalism: Writing, Research, and Reporting Workshop I (JOUR-GA 1021) and II (JOUR-GA 1022), and either The Law and Mass Communication (JOUR-GA 0011), Press Ethics (JOUR-GA 0012) or another approved elective, two specialized reporting electives
Near East: Problems & Methods in Middle Eastern Studies (MEIS-GA 1687), History of Middle East 1750 to Present (MEIS-GA 1642), one course each from two of the following disciplines: Anthropology, Economics, Politics, Sociology, and one other elective selected in consultation with DGS.

**Joint Degree Master of Arts in Journalism and Russian and Slavic Studies**

**Degree requirements:**
- Journalism: Writing, Research, and Reporting Workshop I (JOUR-GA 1021) and II (JOUR-GA 1022), and either The Law and Mass Communication (JOUR-GA 0011), Press Ethics (JOUR-GA 0012) or another approved elective, two specialized reporting electives and Master’s project (Directed Reading) JOUR-GA 1299.
- Russian and Slavic Studies: Defining Russia (RUSSN-GA 2121), 4 Russian and Slavic Studies electives.

**COURSES**

**Law and Mass Communication**
Discuss 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**
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. In the Studio 20 section, Digital Thinking, students will examine what makes journalism different, now that it runs on a digital platform.

**History of the News**
This course surveys the history of the media and how each major development affected reporters and the public. Emphasis is placed on developments of the last century and especially the more recent growth of electronic media. This course is recommended for international students who do not plan to practice journalism in the United States and for whom Law and Mass Communications would not be especially relevant.
Investigative Reporting  
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  
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  
JOUR-GA 1017  (SHERP only) 6 points. 2011-12, 2012-13.  
Introduces students to the world of science journalism by looking at scientific topics that are at the cutting-edge of research and have profound implications for the way we live. In other words, they are the raw material for great journalism. As students immerse themselves in some challenging areas of current science, they will read the work of highly accomplished researchers and journalists, and will also hear from them directly in class. The goal throughout is to understand and adopt the processes that the best science journalists use when they cover controversial science. Covering an assigned beat, students follow the peer-reviewed journals and other sources to stay on top of the news as it happens.  

Science Literacy and Numeracy  
JOUR-GA 1018  (SHERP only) 4 points. 2011-12, 2012-13.  
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
Topical issues in journalism. Subjects vary: media criticism, perspectives on race and class, global journalism, and others.

Writing, Research, and Reporting Workshop I, II
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. Special sections of Workshop I and II are offered to students in each concentration.

The Journalistic Tradition
Students read from the works of some of the best English and American journalists, including Benjamin Franklin, Thomas Paine, Margaret Fuller, Charles Dickens, Stephen Crane, H. L. Mencken, Ernest Hemingway, Edward R. Murrow, Lillian Ross, James Baldwin, and Tom Wolfe. Special attention is paid to tone, voice, and imagery and to theories of reporting. Some sections are tailored to specific themes. Sections include Storied New York, where students will look at the city as a character, in journalism, memoir, fiction, poetry, and film.

Television Reporting I
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
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. The Narrative Nonfiction I section focuses on “the language of narrative,” those compelling and interesting sentences that drive narrative discourse, and how to create them.
Multimedia Science Journalism Workshop
JOUR-GA 1070  (SHERP only) 4 points. 2011-12, 2012-13.
Teaches the skills and techniques necessary for using statistical information effectively in science journalism. Obtaining, interpreting, visualizing and displaying data are essential skills for journalists in the 21st Century, especially those who cover scientific and technical subjects. Students will scrutinize techniques used in previously published projects and will also analyze data on their own, evaluating and producing tables, charts and diagrams using a variety of basic desktop software, web tools and basic scripting and programming.

The Hyperlocal Newsroom
Hyperlocal News is the buzzword and the focus of many media companies. As newspapers and their staffs shrink, they are reporting less neighborhood news. People are hearing less about the news that most affects them. This class will be run like a newsroom with one goal—pump out stories, videos, audio slideshows, podcasts and audio slideshows for an actual publication. The East Village Local is a joint project of the Arthur L. Carter Journalism Institute and The New York Times. Their assignment will be to fill its pages with the best, cutting edge, well-reported and written content you can find. This will be a skills based immersion course. At the successful completion of the course, students will have a demonstrated proficiency in beat reporting, video production, audio presentation.

Television Reporting II
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
Students produce in-depth newsmagazine 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
JOUR-GA 1180  (SHERP only) 4 points. 2011-12, 2012-13.
An advanced class that draws on all the skills students have practiced and polished during the previous year. The goal is to give a realistic preview of life as a working science journalist, from finding a story idea to pitching it to surviving the editing process to making sure the final product is accurate, clear and compelling. The class looks at science journalism from the editor’s point of view, and also emphasizes the process of popularizing complex scientific and technical information for the mass media.

The Cultural Conversation
JOUR-GA 1181  Prerequisite: enrollment in the Cultural Reporting and Criticism concentration or special permission. 4 points. 2011-12, 2012-13.
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
A variety of specialized reporting courses is offered on a rotating basis. Following is a partial list: Television News Cast, Guerrilla News, Investigative Reporting, Sports Reporting, Reporting the Arts, Reporting the Workplace, Photojournalism, Writing Social Commentary, Long-Form Nonfiction, Eating New York and the Journalism of Ideas. In the Studio One section, students will employ historical analyses along with examinations of contemporary journalism in an effort to gain insights into the process of journalistic innovation, the obstacles it faces, the benefits it brings and the potential for further innovation. In the Studio Two section, students in the Studio 20 program, and others who request to take the course and receive permission from the instructor, tackle one large project in web development: as a team. In the Studio Three section students design their own projects with an appropriate media partner and try to create innovation—as well as a name—for themselves. The Video Editing section is dedicated to the TV News Magazine genre, broadcast journalism’s long-form storytelling vehicle. The goal of the Introduction to Literary Reportage section is to help students create a distinctive body of work and, eventually, a capstone piece of literary reportage.

Critical Survey
JOUR-GA 1184  Prerequisite: enrollment in the Cultural Reporting and Criticism concentration or special permission. 4 points. 2011-12, 2012-13.
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.
Writing Social Commentary
JOUR-GA 1186  Prerequisite: enrollment in the Cultural Reporting and Criticism concentration or special permission. 4 points. 2011-12, 2012-13.
The journalist who comments on social and political issues is participating in an ongoing public debate, responding not only to events and patterns of events but to what has already been written and said about them. This is a course in how to intervene effectively in that debate. Reading and discussion will focus on cultivating an informed and critical perspective on current social issues and on the ways those issues are presented and shaped by the news media. Writing assignments will emphasize building a clear and coherent argument, with attention to context and audience.

Medical Writing
JOUR-GA 1187  (SHERP only) 4 points. 2011-12, 2012-13.
An in-depth look at many of the most important contemporary topics in the always dynamic field of medical journalism, including the biology of cancer, environment-related illness, epidemiology, and the precepts of sound medical research and peer review. Students write several short pieces on journal reports, medical conferences and community health lectures, and one longer, feature-length piece on a health topic of their choice. Medical researchers and prominent journalists are frequent guest speakers.

Environmental Reporting
JOUR-GA 1188  (SHERP only) 4 points. 2011-12, 2012-13.
Focuses on writing insightful stories about environment-related topics that are often emotionally charged and highly politicized. We will also take deep dives into a series of crucial, often misunderstood topics such as risk assessment, epidemiology, environmental law, climate science, framing and the use of databases and other investigative tools. And finally, we will read and discuss the work of exemplary environmental writers and thinkers, from Henry David Thoreau and Aldo Leopold to John McPhee and Bill McKibben. As we explore each of these three components, we will practice many forms environmental journalism, including news stories, features, topical profiles, blog posts, persuasive pieces and descriptive essays.

Business Webzine
Students in this third-semester course use all the skills and knowledge they’ve acquired in the program to produce their own business publication. Under the guidance of an instructor, they assign, write, and edit the articles that appear in the publication.

Magazine Writing Workshop
JOUR-GA 1231  Prerequisite: JOUR-GA 1021. 4 points. 2011-12, 2012-13.
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
JOUR-GA 1281  Prerequisites: enrollment in the Cultural Reporting and Criticism concentration or special permission, JOUR-GA 1181, and JOUR-GA 1184. 4 points. 2011-12, 2012-13.
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. Topics include "Cataclysm and Commitment: The Journalism of War, Revolution, Genocide, and Human Rights."

Fieldwork in Journalism
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
JOUR-GA 1299  Prerequisite: permission of the DGS. 1 point. 2011-12, 2012-13.
A student works with one professor on a substantial project combining readings with in-depth writing.
CENTER FOR

Latin American and Caribbean Studies

PROGRAMS AND REQUIREMENTS

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 cumulative GPA of 3.0 or better. The student must take two core, integrating courses, LATC-GA 1001 and LATC-GA 2001 (8 points total), offered by the Center each 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 that are related to Latin American and Caribbean studies and, on occasion, graduate courses offered by other schools that pertain directly to the student’s educational and career goals, and that are unavailable through GSAS, all 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 the Foreign Language Proficiency Exam or course work.

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 including the two required courses 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 concentration provides professional skills and internship opportunities in museum studies, as well as substantive academic knowledge.

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DIRECTOR OF THE CENTER:
Professor Ada Ferrer

FACULTY


Odi Gonzales, Language Lecturer, CLACS, Spanish and Portuguese. M.A. 2003 (Latin American literature), Maryland; Licenciado 1985 (Latin American literature and linguistics), San Agustin (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.

Patricio Navia, Master Teacher, Politics, General Studies Program. Ph.D. 2003 (politics), NYU; M.A. 1994 (political science), Chicago; B.A. 1992 (political science, sociology), Chicago. Electoral systems; democratization and democratic institutions.

Sarah Sarzynski, Assistant Professor/Faculty Fellow. Ph.D. 2008 (history), Maryland; M.A. 2001 (Latin American Studies), Arizona; B.A. 1995 (journalism, political science), Oregon. Brazilian history, literary theory, gender and women’s history.
of Latin America and the Caribbean. Students who wish to pursue an Advanced Certificate in Museum Studies alongside the M.A. in Latin American Studies should consult that department's section for more information and requirements.

**Dual Degree Master of Arts and Juris Doctor**

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. The School of Law required 83 points of study for the J.D. However, in the dual M.A./J.D. degree, 12 points for courses taken at GSAS can be applied to this requirement. The requirements for the M.A. are as above, but 8 points for courses taken in the School of Law can be applied in place of elective courses.

Candidates for the dual degrees submit separate applications to the Graduate School of Arts and Science and the School of Law. Applications to the two schools can be made simultaneously, but students already enrolled in their first year at the Law School may also apply to the Graduate School to commence the dual M.A./J.D. degree during their second year.

**Joint Degree Master of Arts in Latin American and Caribbean Studies and Journalism**

The joint M.A. program in Latin American and Caribbean studies and journalism prepares students for careers as professional newspaper, magazine, or broadcast journalists with a special background in Latin America and the Caribbean. For further information about this joint program refer to the Journalism section.

**FACILITIES**

NYU Bobst Library includes 219,500 Latin American titles, including 559 current journal subscriptions. The strengths at NYU are in history, performing arts, music, media studies, and migration studies; regional strengths include Brazil, Mexico, Argentina, and the Caribbean. In 2007, the Research Institute for the Study of Man (RISM) transferred its Library of Caribbean Research to NYU, including nearly 10,000 monographs, government documents, rare nineteenth-century newspapers, and original manuscripts related to Cuba, Haiti, Bolivia, and elsewhere. The collection complements holdings in Caribbean Pidgin and Creole languages. CLACS also houses a small lending library of Quechua language resources.

**ADJUNCT FACULTY**

- **Peter Lucas**, Adjunct Lecturer, CLACS. Ph.D. 1996 (international education), NYU; M.A. 1990 (educational communications and technology), NYU; B.A. 1978 (economics), Slippery Rock. International human rights, peace education, global security.
- **Pamela Calla**, Adjunct Lecturer, CLACS. Ph.D. 1996 (anthropology), Arizona; M.A. 1985 (anthropology), Arizona; B.A. 1982 (anthropology), Temple. Gender and class, state formation, education policies, interculturality, and racism in Bolivia.

**AFFILIATED FACULTY IN OTHER DEPARTMENTS**

COURSES

Core Courses

Introduction to Latin American and Caribbean Studies I: Iberian-Atlantic and Colonial Perspectives
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. This 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
Part II of the required introductory course sequence begins with the independence era. Students learn about contending paradigms of sovereignty, patrimony, liberalism, citizenship, and development. The course 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.

Elective Courses

CLACS Topics: Beginning Quechua I

CLACS Topics: Beginning Quechua II

Intermediate Quechua

Languages and Literatures; Kevin Davis, Law; Enrique del Risco, Spanish and Portuguese Languages and Literatures; Anthony DiFiore, Anthropology; Ana M. Dopico, Comparative Literature, Spanish and Portuguese Languages and Literatures; Georgina Dopico-Black, Spanish and Portuguese Languages and Literatures; Fabienne Doucet, Steinhardt School of Culture, Education, and Human Development; Miriam Einstein Ebsworth, Steinhardt School of Culture, Education, and Human Development; Ignacio Esponda, Stern School of Business; Alexandra Falek, Spanish and Portuguese Languages and Literatures; James D. Fernández, Spanish and Portuguese Languages and Literatures; Raquel Fernández, Economics; Alla Fil, Spanish and Portuguese Languages and Literatures; Sibylle Fischer, Spanish and Portuguese Languages and Literatures; Juan Flores, Social and Cultural Analysis (Latino Studies); Shepard Forman, Center on International Cooperation; Pamela Fraser-Abder, Steinhardt School of Culture, Education, and Human Development; John J. Gersham, Robert F. Wagner Graduate School of Public Service; Gabriel Giorgi, Spanish and Portuguese Languages and Literatures; Jeffrey R. Goodwin, Sociology; Gregory Grandin, History; Gregory Guy, Linguistics; Natasha Iskander, Robert F. Wagner Graduate School of Public Service; Guillermín 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; Andrés Lepecky, Tisch School of the Arts; Jacques Lezra, Comparative Literature; Anabel Lopez Garcia, Spanish and Portuguese Languages and Literatures; James Macinko, Robert F. Wagner Graduate School of Public Service; Thomas Maldonado, Medicine; Randy Martin, Sociology; Carlos Martinez-Davis, Spanish and Portuguese Languages and Literatures; Gigliana Melzi, Psychology; Jordan Mendelson, Spanish and Portuguese Languages and Literatures; Christopher Mitchell, Politics; Sylvia Molloy, Spanish and Portuguese Languages and Literatures; Jairo Moreno, Music; José Esteban Muñoz, Performance

LATIN AMERICAN AND CARIBBEAN STUDIES • GRADUATE SCHOOL OF ARTS & SCIENCE • NEW YORK UNIVERSITY 256
Gender, Society and Culture in Latin America  
This seminar examines the historical roles of both men and women in Modern Latin America, viewing gender relations as constitutive and reflective of broader power dynamics. We will focus on major themes in the historiography, including the role of gender in nation formation; empire; race and class; and social movements. Class materials will include scholarly publications, primary sources, testimonios, and feature films.

Government and Politics of Latin America  
As a social science, political science differs from other disciplines in that its basic object of study is the State and the way individuals and groups of individuals relate, interact and respond to the State. Political parties, institutions and collective behavior of individuals are central components in the field. Thus, political science will often focus more on political parties, the military, government bureaucracies and revolutionary forces than on labor unions, peasants or disposed groups. In short, political science tends to show a bias towards elite studies. Perhaps as a signal that traditionally disposed groups are acquiring greater political power, non-elite studies have grown and enriched the field in recent years. Yet, the primary research focus continues to be the State and how different groups influence (or seek to influence) the State.

Gender, Race and Popular Culture in Latin America  
Popular culture in Latin America functions as a lens to examine issues of nationalism, resistance and domination, and the negotiation of identities. How have Latin Americans repackaged standard Hollywood film genres to create "Latin American" narratives? What do performances of masculinity in Lucha Libre signify about Mexican politics? Do recent urban slum films construct a new genre—thematic and aesthetically—of the "Third World"? To what extent do horror films challenge male/female stereotypes and gender codes? In this seminar, we examine definitions of popular culture and how it may differ from elite culture or mass culture. With a focus on questions of gender and race, we evaluate scholarship about reception and production, the politics of culture, and the power of representations. The course has a slightly greater focus on film and media, but we use case studies on music, sports, tourism and food for intertextual analyses.

International Human Rights in Latin America  
In this graduate seminar, students will study the international human rights standards and principals, topical case studies in Latin America, the role of international and local NGOs (non-governmental organizations) in the human rights movement, popular resistance and social movements in the Latin American human rights movement, and the role of media and representation in reporting and promoting human rights.
U.S.-Latin American Relations: WWI to the Present
The course seeks to analyze the dynamics and issues that describe relations between the United States and Latin America since the end of World War II. A complete picture of the current state of affairs in the hemisphere and the reasons that led to it require an analysis in three different—but related—dimensions. To cover the first one, the course analyzes historical benchmarks that contextualize particular overt American interventions in the region, dissecting its causes, operation and consequences. In a second dimension, the course looks at topics that have permeated the relationship between the United States and Latin America over this period. Because of their typically cross-national nature, they illustrate a different set of dynamics and concerns that have fueled tensions in the relationship. A third and final dimension concerns recent developments in Latin America that affect and have been affected by U.S. foreign policy.

CLACS Interdisciplinary Seminar
This course is a co-taught, interdisciplinary seminar taught in both Fall and Spring semesters with revolving themes related to Latin America and the Caribbean. The course runs in conjunction with a themed Colloquium speaker series, held on Monday evenings.

CLACS Internship Seminar
The aim of the internship is to provide an intensive work experience for competitive entry or advancement in a profession that involves work dealing with Latin America or the Caribbean. Each student will be responsible for securing his/her own internship but CLACS will provide any assistance necessary to secure the internship. Placements are individualized, and based on student goals.

Research and Writing Workshop
This course is designed as a research/writing workshop for CLACS M.A. students returning from summer field research. The course will be organized around common methodological readings and will provide an opportunity for students to workshop outlines and drafts of the M.A. projects.

Languages and Literatures: Miryam Yataco, Steinhardt School of Culture, Education, and Human Development; Lila Zemborain, Spanish and Portuguese Languages and Literatures; Jonathan Zimmerman, History; Maria Jose Zubieta, Spanish and Portuguese Languages and Literatures.

VISITING FACULTY
DUAL DEGREE MASTER’S PROGRAM WITH

Library Science

Palmer School of Library and Information Science of Long Island University, Manhattan
Program and the Graduate School of Arts and Science of New York University

PROGRAM AND REQUIREMENTS

Dual Degree Master of Arts or Science and Master of Science in Library Science

Students in this dual degree program concentrate their studies in a subject from within the NYU Graduate School of Arts and Science and pair that with the M.S. in Library Science degree from The Palmer School. The dual degree is designed to prepare subject specialists who will work in academic research settings. Students apply independently to both programs and must meet the admission standards of each program.

Graduate School of Arts and Science master's degrees generally require between 32 and 36 points. The M.S. in Library Science requires 36. A total of 8 points from the NYU’s GSAS program and a maximum of 9 points from Palmer can be transferred in place of elective courses toward the other school's degree. Thus students generally take approximately 52 points combined from both universities. The program includes a specialized 160-hour mentoring program offering students the opportunity of working one-on-one with a librarian from the NYU libraries.

Please note that students who have previously earned more than six Palmer points or twelve NYU points in their GSAS program are no longer eligible to apply to the dual degree. For inquiries into the dual degree program, please contact Alice Flynn, Program Director, Palmer Manhattan, at alice.flynn@liu.edu or at 212-998-2680.
DEPARTMENT OF

Linguistics

PROGRAMS AND REQUIREMENTS

Master of Arts

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:
   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 (LING-GA 1210, LING-GA 1310, LING-GA 1340, LING-GA 1510), and two of the following five courses: LING-GA 1220, LING-GA 1410, LING-GA 2310, LING-GA 2370, LING-GA 2540.

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 (LING-GA 1210)
- Syntax I (LING-GA 1310)
- Semantics I (LING-GA 1340)
- Sociolinguistics (LING-GA 1510)

In addition, students must fulfill breadth requirements, as follows:

Breadth requirements: All students are required to take three of the following four courses: Field Methods (LING-GA 0044), Phonology II (LING-GA 1220), Historical Linguistics (LING-GA 1410), and Syntax II (LING-GA 2310).

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 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 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 fieldwork, 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

Alec Marantz, Professor. Ph.D. 1981 (linguistics), Massachusetts Institute of Technology; B.A. 1978 (psycholinguistics), Oberlin College.


Affiliated Faculty in Other Departments

Doris R. Aaronson, Psychology; Adam Buchwald, Speech and Language Pathology; Audiology; Kit Fine, Philosophy; Milan Fryscák, Russian and Slavic Studies; Ralph Grishman, Computer Science; Don Kulick, Anthropology; Susannah Levi, Speech and Language Pathology, Audiology; Gary F. Marcus, Psychology; Robert D. McChesney, Middle Eastern and Islamic Studies; Brian McElree, Psychology; Haruko Momma, English; Mary Louise Pratt, Social and Cultural Analysis; Naomi Sager, Computer Science; Bambi B. Schieffelin, Anthropology; Stephen Schiffer, Philosophy; Athena Vouloumanos, Psychology.
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. 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, 8 points; spring, 8 points.
- **Fourth Year:** fall, 4 points; spring, 4 points.
- **Fifth Year:** 4 points.

**FACILITIES**

The *Department of Linguistics houses three laboratories:* the KIT/NYU MEG Lab, the Neurolinguistics Lab, and the Phonetics and Experimental Phonology Lab. These labs include facilities for brain imaging with MEG, ultrasound imaging of speech, and recording of speech in a soundproof room.
COURSES

Field Methods
LING-GA 0044  Prerequisites: an introductory linguistics course and one course in either syntax or phonology. Collins, Gouskova. 4 points. 2011-12, 2012-13.

Linguistics as Cognitive Science
LING-GA 0048  Marantz. 4 points. 2012-13.

Morphology
LING-GA 1029  Gouskova, Marantz. 4 points. 2011-12.

Phonology I

Phonology II
LING-GA 1220  Prerequisite: LING-GA 1210 or permission of the instructor. Gafos, Gouskova. 4 points. 2011-12, 2012-13.

Syntax

Semantics I

Historical Linguistics
LING-GA 1410  Costello. 4 points. 2011-12.

Sociolinguistics

African American English

Acoustic Phonetics

Laboratory Phonology
LING-GA 2220  Prerequisite: LING-GA 1220 or permission of the instructor. Davidson, Gafos, Gouskova. 4 points. 2011-12.

Syntactic Theory and Analysis
LING-GA 2310  Prerequisite: LING-GA 1310 or permission of the instructor. Baltin, Collins, Harves, Kayne. 4 points. 2012-13.

Semantics II
LING-GA 2370  Prerequisite: LING-GA 1340 or permission of the instructor. Barker, Szabolcsi. 4 points. 2011-12, 2012-13.

Pidgin and Creole Languages
LING-GA 2510  Singler. 4 points. 2011-12.

Linguistic Variation
Sociolinguistic Field Methods

Neurolinguistics

Seminar in Phonetics
LING-GA 3110  Prerequisite: LING-GA 1210 & LING-GA 2110 or permission of the instructor. With permission, may be repeated for credit. Davidson, Gafos. 2012-13.

Seminar in Phonology
LING-GA 3210  Prerequisite: LING-GA 1220 or permission of the instructor. With permission, may be repeated for credit. Davidson, Gafos, Gouskova. 4 points. 2011-12, 2012-13.

Seminar in Syntax
LING-GA 3320  Prerequisite: LING-GA 2310 or permission of the instructor. With permission, may be repeated for credit. Baltin, Collins, Harves, Kayne, Marantz, Postal. 4 points. 2011-12, 2012-13.

Seminar in Semantics
LING-GA 3340  Prerequisite: LING-GA 2370 or permission of the instructor. With permission, may be repeated for credit. Barker, Pylkkänen, Schlenker, Szabolcsi. 4 points. 2011-12, 2012-13.

Seminar in Sociolinguistics
LING-GA 3510  Prerequisite: LING-GA 1510 or permission of the instructor. With permission, may be repeated for credit. Blake, Guy, Singler. 4 points. 2011-12, 2012-13.

Seminar in Neurolinguistics
LING-GA 3710  Prerequisite: graduate status in linguistics, psychology, or neuroscience, or permission of the instructor. Pylkkänen. 4 points. 2012-13.

Variable Content Courses

Directed Reading in Linguistics
LING-GA 3910  Prerequisite: permission of the director of graduate studies. May be repeated for credit. 1-6 points. 2011-12, 2012-13.

Ph.D. Dissertation Research
LING-GA 3930  Prerequisite: permission of the director of graduate studies. May be repeated for credit. 1-6 points. 2011-12, 2012-13.
DEPARTMENT OF
Mathematics

PROGRAMS AND REQUIREMENTS

Master of Science in Mathematics

Degree Requirements: A candidate for the master’s degree in mathematics must fulfill the following departmental requirements: either 36 points of coursework and a written comprehensive examination, or 32 points of coursework and a master’s thesis completed under the supervision of a faculty member and approved by the department.

Under both options, students may be able to transfer up to 8 points of credit (usually equivalent to two CIMS courses) from other academic institution.

Coursework: The master’s degree in mathematics encompasses the basic graduate curriculum in mathematics, and also offers the opportunity of some more specialized training in an area of interest. A typical master’s program will involve a basic analysis course, linear algebra, complex variables, basic probability, possibly courses in ordinary and partial differential equations, and choices from other courses usually taken in the first and second years of graduate study, such as algebra, applied mathematics, basic probability and mathematical statistics.

Students are required to take six of the courses (18 points) listed below. Of these six courses, at least two courses from Group I, at least two courses from Group II, and at least one course from Group III must be taken.

Group I
MATH-GA 1410 Introduction to Math Analysis I (fall)
MATH-GA 1420 Introduction to Math Analysis (spring)
MATH-GA 2430 Real Variables (fall)
MATH-GA 2450 Complex Variables I (fall)
MATH-GA 2460 Complex Variables II (spring)

Group II
MATH-GA 2110 Linear Algebra I (fall, spring, summer)
MATH-GA 2120 Linear Algebra II (spring, summer)
MATH-GA 2901 Basic Probability (fall, spring, summer)

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Professor Gerard Ben Arous

DEPUTY DIRECTOR OF THE INSTITUTE:
Professors Gerard Ben Arous and Michael J. Shelley

CHAIR OF THE DEPARTMENT:
Professor Yuri Tschinkel

DIRECTOR OF GRADUATE STUDIES,
PH.D. PROGRAM:
Professor Fedor Bogomolov

DIRECTOR OF GRADUATE STUDIES,
M.S. PROGRAM:
Professor Esteban Tabak

FACULTY


Group III

MATH-GA 2010 Numerical Methods I (fall)
MATH-GA 2020 Numerical Methods II (spring)
MATH-GA 2043 Scientific Computing (fall, spring)
MATH-GA 2130 Algebra I (fall)
MATH-GA 2310 Topology I (fall)
MATH-GA 2350 Differential Geometry I (fall)
MATH-GA 2470 Ordinary Differential Equations (spring)
MATH-GA 2490 Partial Differential Equations (spring)
MATH-GA 2701 Methods of Applied Math (fall)

Master of Science in Scientific Computing

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.

Degree Requirements: 36 points of coursework, comprised of eight core courses (four in mathematics and four in computer science, 24 points total), two elective courses (6 points total), and two independent study courses (6 points total). The independent study courses are to be taken while working on the master’s thesis project.

Core courses in mathematics:

MATH-GA 2010 Numerical Methods I (fall term)
MATH-GA 2020 Numerical Methods II (spring term)
MATH-GA 2701 Methods of Applied Mathematics (fall term)
MATH-GA 2702 Fluid Dynamics (spring term)

Core courses in computer science:

CSCI-GA 2110 Programming Languages (fall, spring and summer terms)
CSCI-GA 1170 Fundamental Algorithms (fall, spring and summer terms)
CSCI-GA 3033 Open Source Tools (fall)
CSCI-GA 2270 Computer Graphics (varies from year to year)

Elective Courses

The two elective courses may be taken in mathematics or computer science, and are subject to approval by the student’s faculty advisor or the Director of the Program. Note that students are strongly encouraged to take some courses in specific application areas, and will thus be allowed—with departmental approval—to take courses possibly in other NYU departments such as the Department of Chemistry or in the Stern School of Business.


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


In addition, six points of coursework, designated as Independent Study (MATH-GA 3771, 3772, 3773, 3774), will be awarded for a required computational master’s thesis project.

The Computational Master Thesis Project: The master’s thesis project would normally be undertaken in the final year of study. It would be completed under the supervision of a faculty member and the project would have to be approved by the Program Director. The master’s thesis need not be as original or substantial as a Ph.D. thesis, but it should involve a substantial scientific computation and use modern techniques of software development; it should also make good use of computer graphics or visualization facilities.

Master of Science in Mathematics in Finance

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 33 points of coursework and a master’s project. The Mathematics in Finance Masters Degree Curriculum consists of 12 courses—8 required courses (24 points) and 4 elective courses (12 points).

Required Courses:

- MATH-GA 2791 Derivative Securities
- MATH-GA 2902 Stochastic Calculus
- MATH-GA 2792 Continuous Time Finance
- MATH-GA 2043 Scientific Computing
- MATH-GA 2045 Computational Methods for Finance
- MATH-GA 2751 Risk and Portfolio Management with Econometrics
- MATH-GA 2041 Computing in Finance
- MATH-GA 2755 Project and Presentation

Dual Degree Master of Science in Mathematics in Finance and Master of Business Administration

The dual M.B.A./M.S. degree is a partnership between NYU Stern and the Courant Institute of Mathematical Sciences. The program takes three years to complete. Students study for the first two years on a full-time basis and complete the final year on a part-time basis.

The 72-credit program is divided between the two schools (36 points at Courant and 36 points at Stern). All M.S. in Mathematics in Finance degree requirements must be met and information on the M.B.A. degree requirements can be found here: [http://www.stern.nyu.edu/AcademicPrograms/FullTime/Academics/Curriculum/index.htm#2](http://www.stern.nyu.edu/AcademicPrograms/FullTime/Academics/Curriculum/index.htm#2).
Students spend the first two years taking courses at both Stern and Courant. After completing the M.B.A. requirements during the first two years, students then continue for two additional semesters of part-time study at Courant. Students are awarded the M.B.A. after successful completion of the first two years of the program and the M.S. upon the successful completion of the final two semesters.

**Doctor of Philosophy**

**Degree Requirements:** A candidate for the Ph.D. degree in mathematics must fulfill the following departmental requirements: 72 points of credit; a written comprehensive examination, an oral preliminary examination, and an oral defense of the dissertation.

**Coursework:** All students in the Ph.D. program must complete 72 points of coursework. It is possible, with departmental permission, to take courses, relevant to students’ course of study, in other departments at NYU or at other universities. A base minimum of 32 points of credits must be completed at the Department of Mathematics.

**The Written Comprehensive Examination:** The examination tests the basic knowledge required for any serious mathematical study; it is comprised of three individual examinations in Advanced Calculus, Complex Variables, and Linear Algebra, and is given on two consecutive days, twice a year, in early September (or, sometimes, late August) and early January. Each section is allotted three hours and is written at the level of a good undergraduate course. Samples of previous examinations are available in the departmental office. Cooperative preparation is encouraged, as it is for all examinations. The Oral Preliminary Examination

This examination is usually taken after two years of full-time study. Its purpose is to determine if the candidate has acquired sufficient mathematical knowledge and maturity to commence a dissertation. The orals are comprised of a general section and a special section, each lasting one hour, and are conducted by two different panels of three faculty members. The examination takes place three times a year: fall, mid-winter and late spring. Cooperative preparation of often helpful and is encouraged.

All students must take the oral examinations in order to be allowed to register for coursework beyond 60 points. It is recommended that students attempt the examinations well before this deadline.

**The Dissertation Defense:** The oral defense is the final examination on the student’s dissertation. The defense is conducted by a panel of five faculty members (including the student’s advisor) and generally lasts one to two hours. The candidate presents his/her work to a mixed audience, some expert in the student’s topic, some not. Often, this presentation is followed by a question-and-answer period and mutual discussion of related material and directions for future work.

**C. Sinan Güntürk.** Associate Professor. Ph.D. 2000 (applied and computational mathematics), Princeton; B.S. 1996 (mathematics and electrical engineering), Bogazici.
Harmonic analysis; information theory; signal processing.

**Eliezer Hameiri.** Professor. Ph.D. 1976 (mathematics), New York; M.S. 1972 (physics and applied mathematics), B.S. 1970 (physics and applied mathematics), Tel Aviv.
Applied mathematics; magnetohydrodynamics; plasma physics.

**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.

Climate theory; Ocean-ice studies; climate theory and modeling.


**Bruce Kleiner.** Professor. Ph.D. 1990 (mathematics), A.B. 1985 (mathematics), Berkeley.
Geometric analysis; geometric group theory; geometric evolution equations.

**Robert V. Kohn.** Professor, Ph.D. 1979 (mathematics), Princeton; M.Sc. 1975 (mathematics), Warwick; B.A. 1974 (mathematics), Harvard.
Nonlinear partial differential equations; materials science; mathematical finance.

Advanced Certificate in Financial Mathematics

In addition to the M.S. Program in Mathematics in Finance, the department offers an Advanced Certificate Program in Financial Mathematics, 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 courses associated with the mathematics in finance curriculum (24 points).

COURSES

Algebra and Number Theory

Linear Algebra

Linear Algebra
MATH-GA 2111 Prerequisite: undergraduate linear algebra. This one-term format course is intended primarily for doctoral students. 3 points. 2011-12, 2012-13.

Algebra
MATH-GA 2130, 2140 Prerequisite: elements of linear algebra. 3 points per term. 2011-12, 2012-13.
Basic concepts including groups, rings, modules, polynomial rings, field theory, and Galois theory.

Number Theory
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
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
MATH-GA 2310, 2320  Prerequisites: elements of point-set topology and algebra. 3 points per term. 2011-12, 2012-13.

Advanced Topics in Topology
Recent topics: concentration measures; characteristic classes and applications; toric varieties and their applications; vector bundles and singular varieties.

Differential Geometry

Advanced Topics in Geometry
Recent topics: Ricci curvature; Ricci flow; asymptotic geometry of negatively curved spaces; geometric and combinatorial structures.

Analysis

Multivariable Calculus
MATH-GA 1002  Intended for master's students. Does not carry credit toward the Ph.D. degree. 2011-12, 2012-13 (likely to be offered in the summer session only).
Calculus of several variables: partial differentiation, vector calculus, Stokes' theorem, divergence theorem, infinite series, Taylor's theorem.

Introduction to Mathematical Analysis

Real Variables

Numerical linear algebra; optimization; linear and semidefinite programming.

Olivier Pauluis, Associate Professor, Mathematics (Atmosphere Ocean Science).
Ph.D. 2000 (atmospheric and oceanic sciences), Princeton; Licence d'Ingenieur Civil en Mathématiques Appliquées 1995, Catholic (Louvain).
Climate and the general circulation of the atmosphere; moist convection; tropical meteorology; numerical modeling.

Chemical physics; mathematical biology.

Charles S. Peskin, Professor, Mathematics, Neural Science; Silver Professor. Ph.D. 1972 (physiology), Yeshiva; B.A. 1968 (engineering and applied physics), Harvard.
Applications of mathematics and computing to problems arising in medicine and biology; cardiac fluid dynamics; molecular machinery within biological cells; mathematical/computational neuroscience.

Aaditya Rangan, Assistant Professor. Ph.D. 2003 (mathematics), California (Berkeley); B.A. 1999 (mathematics and physics), Dartmouth.
Computational biology, numerical analysis.

Weiqing Ren, Assistant Professor. Ph.D. 2002 (mathematics), New York; B.S. 1994 (mathematics), Nanjing.
Applied mathematics; scientific computing; multiscale modeling of fluids.

Computational neuroscience; nonlinear dynamics of neurons and neural circuits; sensory processing.
Complex Variables

Complex Variables
MATH-GA 2451  Prerequisite: advanced calculus or MATH-GA 1410. This one-term format course is intended primarily for doctoral students. 3 points. 2011-12, 2012-13.

Ordinary Differential Equations
MATH-GA 2470  Prerequisites: linear algebra and elements of complex variables. 3 points. 2011-12, 2012-13.

Partial 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
MATH-GA 2550  Prerequisites: linear algebra, complex variables, and real variables. 3 points. 2011-12, 2012-13.


Harmonic Analysis
MATH-GA 2563  Prerequisites: linear algebra, complex variables, and real variables. 3 points. 2011-12, 2012-13.

Advanced Topics in Partial Differential Equations
Recent topics: global analysis of non-linear Schroedinger equations; optimal transportation; viscosity solutions of PDE; fluid equations; math theory of water waves and weekly nonlinear dispersive waves.

Advanced Topics in Analysis
Recent topics: wavelets, approximation theory and signal processing; sampling and quantization; Sobolev spaces and interpolation; variational methods and Gamma-conversions; Riemann-Hilbert problems.

Numerical Analysis
Numerical Methods

Advanced Topics in Numerical Analysis
Recent topics: high-performance computing; Monte Carlo methods; compression of linear operators; nonlinear optimization; fast algorithms; computational electromagnetics; the immersed boundary methods for fluid-structure interaction.

Advanced Numerical Analysis: Computational Fluid Dynamics
MATH-GA 2030  Prerequisites: familiarity with numerical methods and linear algebra. 3 points. 2011-12, 2012-13.
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
MATH-GA 2031  Prerequisites: knowledge of linear algebra and computer programming. 3 points. 2011-12, 2012-13.
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.

Esteban G. Tabak, Professor. Ph.D. 1992 (mathematics), Massachusetts Institute of Technology; Civ.Eng. 1988 (hydraulics), Buenos Aires. Dynamics of the atmosphere and ocean; energy transfer in systems with many degrees of freedom.


Yuri Tschinkel, Professor; Chair, Department of Mathematics. Ph.D. 1992 (mathematics), Massachusetts Institute of Technology; M.A. 1990 (mathematics), Moscow State. Algebraic geometry; number theory; automorphic forms.

Mark Tygert, Assistant Professor. Ph.D. 2004 (applied mathematics), Yale; B.A. 2001 (mathematics), Princeton. Computational science and engineering, particularly numerical analysis.


Advanced Numerical Analysis: Finite Element Methods

Computing in Finance
MATH-GA 2041 Prerequisite: basic C/C++ and Java programming. 3 points. 2011-12, 2012-13.
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
MATH-GA 2043 Prerequisites: multivariate calculus and linear algebra. Some programming experience recommended. 3 points. 2011-12, 2012-13.
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
MATH-GA 2044 Prerequisite: basic probability. 3 points. 2011-12, 2012-13.
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
MATH-GA 2045 Prerequisites: MATH-GA 2043 or MATH-GA 2020, and MATH-GA 2792. 3 points. 2011-12, 2012-13.
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

Methods of Applied Mathematics
MATH-GA 2701 Prerequisites: undergraduate advanced calculus, ordinary differential equations, and complex variables. 3 points. 2011-12, 2012-13.
Dimensional analysis, scaling, similarity solutions. Regular and singular perturbations, asymptotic expansions. WKB method for ODEs, Laplace’s and stationary phase methods for integrals, group velocity. Method of multiple scales for ODE. Matched asymptotic expansions, boundary layers. Fourier transforms, application to PDEs, Green’s functions. Near-field and far-field expansions, multipole expansion, radiation conditions. Complex integration, Airy integral, saddle points, turning points.
Geometric wave theory, eikonal and transport equation, inhomogeneous media, ray tracing for dispersive waves. Interface dynamics, gradient flows, front sharpening.

**Fluid Dynamics**

**Partial Differential Equations for Finance**
MATH-GA 2706  Prerequisites: MATH-GA 2901 and MATH-GA 2110. 3 points. 2011-12, 2012-13.

**Time Series Analysis and Statistical Arbitrage**
MATH-GA 2707  Prerequisites: MATH-GA 2043, MATH-GA 2791, and familiarity with basic probability. 3 points. 2011-12, 2012-13.
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**
MATH-GA 2708  Prerequisites: MATH-GA 2041 and MATH-GA 2751, or equivalent. 3 points. 2011-12, 2012-13.
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**
MATH-GA 2709  Prerequisites: MATH-GA 2751 and MATH-GA 2791. 3 points. 2011-12, 2012-13.
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 multifaceted real-world problems.
Mechanics
The course provides a mathematical introduction to Hamiltonian mechanics, nonlinear waves, solid mechanics, and statistical mechanics—topics at the interface where differential equations and probability meet physics and materials science. For students preparing to do research on physical applications, the class provides an introduction to crucial concepts and tools; for students planning to specialize in PDE or probability the class provides valuable context by exploring some central applications. No prior exposure to physics is expected.

Risk and Portfolio Management with Econometrics
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
MATH-GA 2752 Prerequisites: MATH-GA 2041 and MATH-GA 2751. 3 points. 2011-12, 2012-13.
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
MATH-GA 2753 Prerequisites: MATH-GA 2791 and MATH-GA 2041 or equivalent programming. 3 points. 2011-12, 2012-13.
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
MATH-GA 2754 Prerequisites: MATH-GA 2041 and MATH-GA 2792. 3 points. 2011-12, 2012-13.
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
MATH-GA 2791 Prerequisite: MATH-GA 2901. 3 points. 2011-12, 2012-13.
Continuous Time Finance
MATH-GA 2792  Prerequisites: MATH-GA 2791 and MATH-GA 2901. 3 points. 2011-12, 2012-13.
Advanced option pricing and hedging using continuous time models: the martingale approach to arbitrage pricing; interest rate models including the Heath-Jarrow-Morton approach and short rate models; the volatility smile/skew and approaches to accounting for it.

Mortgage-Backed Securities and Energy Derivatives
MATH-GA 2796  Prerequisites: MATH-GA 2791, 2902. 3 points. 2011-12, 2012-13.
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.

Credit Markets and Models
MATH-GA 2797  Prerequisites: MATH-GA 2041, MATH-GA 2791. 3 points. 2011-12, 2012-13.
This course addresses the modeling, pricing and risk management of credit derivatives, and of fixed-income securities and structured products exposed to default risk. The first segment discusses how default risk is reflected by market prices. The second segment focuses on structural (Merton-style) models connecting corporate debt and equity through a firm’s total value. The third segment applies these and other methods to the pricing, hedging, and risk management of structured credit products. Throughout, the emphasis is on the practical significance of widely-used models.

Interest Rate and FX Models
MATH-GA 2798  Prerequisites: MATH-GA 2791, MATH-GA 2902, MATH-GA 2041. 3 points. 2011-12, 2012-13.
The course is divided into two parts. The first addresses the fixed-income models most frequently used in the finance industry, and their applications to the pricing and hedging of interest-based derivatives. The second part covers the foreign exchange derivatives markets, with a focus on vanilla options and first-generation (flow) exotics. Throughout both parts, the emphasis is on practical aspects of modeling, and the significance of the models for the valuation and risk management of widely-used derivative instruments.
Advanced Topics in Applied Mathematics
Recent topics: vorticity and incompressible flow; quantifying uncertainty in complex turbulent systems; new methods in celestial mechanics: low energy transfers and applications; ergodic theory of chaotic dynamical systems; information theory and application to statistical prediction.

Advanced Topics in Biology
Recent topics: population theories; neuronal networks; stochastic problems in cellular, molecular and neural biology.

Advanced Topics in Mathematical Physiology
Recent topics: math aspects of neurophysiology; physiological control mechanisms; cardiac mechanisms and electrophysiology.

Advanced Topics in Fluid Dynamics
Recent topics: computational fluids; dynamics of complex and biological fluids; atomic modeling and computation.

Advanced Topics in Mathematical Physics
Recent topics: statistical mechanics of classical lattice systems; quantum computation; supersymmetry; quantum dynamics; hydrodynamical limit of nonreversible particle systems.

Geophysical Fluid dynamics
Introduction to the fundamentals of geophysical fluid dynamics. No prior knowledge of fluid dynamics will be assumed, but the course will move quickly into the subtopic of rapidly rotating, stratified flows. Topics to be covered include the advective derivative, momentum conservation and continuity, the rotating Navier-Stokes equations and non-dimensional 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, geostrophic turbulence.
Applied Math for Atmosphere-Ocean Science
The aim of the lecture course is to provide a concise introduction to deterministic and stochastic methods of applied mathematics that is relevant to theoretical atmosphere ocean science. On the deterministic side this includes scaling, perturbation methods, and multi-scale techniques. On the stochastic side it includes the representation and analysis of simple random processes and an introduction to stochastic differential equations. This course will be supplemented with out-of-class instruction.

Ocean Dynamics
Introduction to modern dynamical oceanography, with a focus on mathematical models for observed phenomena. The lectures will cover the observed structure of the ocean, the thermodynamics of sea-water, the equations of motion for rotating-stratified flow, and the most useful approximations thereof: the primitive, planetary geostrophic and quasi-geostrophic equations. The lectures will demonstrate how these approximations can be used to understand boundary layers, wind-driven circulation, buoyancy-driven circulation, oceanic waves (Rossby, Kelvin and inertio-gravity), potential vorticity dynamics, theories for the observed upper-ocean stratification (the thermocline), and for the abyssal circulation. Oceanic fluid instabilities and their resulting turbulence: mesoscale turbulence driven by baroclinic instability, convective turbulence and high-latitude sinking, and mixing across density surfaces due to shear-driven turbulence.

Atmospheric dynamics
MATH-GA 3004  3 points. 2011-12, 2012-13.
This lecture course offers a general overview of the physical processes that determine the state of the Earth atmosphere. The focus here 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 to be covered include: solar forcing, the mean-state of the atmosphere, Hadley and monsoonal circulations, dynamics of the midlatitudes stormtracks, energetics, zonally asymmetric circulations, equatorial dynamics, and the interaction between moist convection and large-scale flow. Students will be assigned bi-weekly homework assignments and some computer exercises, and will be expected to complete a final project or exam, as per instructor’s decision. This course will be supplemented with out-of-class instruction.

Advanced Topics in Atmosphere-ocean Science
Recent topics: climate dynamics; lab experiments in atmosphere-ocean science; information theory and dynamical system predictability.
**Probability and Statistics**

**Basic Probability**  

**Stochastic Calculus**  
MATH-GA 2902  Prerequisite: MATH-GA 2901 or equivalent. 3 points.  
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**  
MATH-GA 2911, 2912  Prerequisite: familiarity with the Lebesgue integral or real variables. 3 points per term. 2011-12, 2012-13.  
The classical limit theorems: laws of large numbers, central limit theorem, iterated logarithm, arcsine law. Further topics: large deviation theory, martingales, Birkhoff’s ergodic theorem, Markov chains, Shannon's theory of information, infinitely divisible and stable laws, Poisson processes, and Brownian motion. Applications.

**Advanced Topics in Probability**  
Recent topics: Markov processes and diffusions; topics in concentration of measure; coalescing random walks and the Brownian web; large deviations and applications.

**Advanced Topics in Applied Probability**  
Recent topics: quantitative investment strategies; stochastic control and optimal trading in incomplete and inefficient markets; information theory and financial modeling; stochastic differential equations and Markov processes.

**Mathematical Statistics**  
MATH-GA 2962  Prerequisite: a working knowledge of probability at the undergraduate level. 3 points. 2011-12, 2012-13.  
Research

Independent Study
MATH-GA 3771, 3772, 3773, 3774  Prerequisite: permission of the department. 1-3 points. 2011-12, 2012-13.

Advanced Practical Training
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
MATH-GA 3881  Prerequisite: permission of the thesis adviser. May not be repeated for credit. 2 points. 2011-12, 2012-13.

Ph.D. Research
MATH-GA 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. 1-3 points. 2011-12, 2012-13.
PROGRAMS AND REQUIREMENTS

Master of Arts

The Department of Middle Eastern and Islamic Studies admits graduate students with the expectation that they will complete the requirements for the Ph.D. The M.A. serves as a marker of progress toward that goal rather than as a goal in itself. 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.

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 (MEIS-GA 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 in Middle Eastern and Islamic Studies**

Admission to the program is contingent on outstanding academic performance and is provisional until the completion of all M.A. requirements and qualifying examinations are taken and passed. 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 (MEIS-GA 1687), if not already taken. They must also demonstrate proficiency in one of 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 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 Degree Doctor of Philosophy in History and Middle Eastern Studies**

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

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**Sibel Erol**, Clinical Professor of Middle Eastern Studies. Ph.D. 1993 (Comparative Literature), M.A. 1981 (English literature), University of California (Berkeley); B.A. 1979 (English literature and linguistics), Bogazici University Istanbul.

Turkish language; role of writing in teaching language; the uses of literature in language teaching; the novel; nationalism; modernism and postmodernism; women authors; masculinities; film.

**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 University in Cairo. Modern Middle Eastern history, history of law; history of medicine; gender studies; Egypt.


**Michael Gilsenan**, David B. Kriser Professor of the Humanities; Professor, Middle Eastern and Islamic Studies, Anthropology; Director, Hagop Kevorkian Center. D.Phil. 1967 (social anthropology), Dip.Anth. 1964, B.A. 1963 (Arabic), Oxford. Anthropology of Arab societies; forms of power and hierarchy; urban studies; Arab diasporas in Southeast Asia; law, property, family and inheritance.

**Ogden Goelet**, Research Associate Professor. Ph.D. 1982 (history), M.A. 1975 (history), Columbia; B.A. 1966 (German literature), Harvard. Egyptian cultural history; ancient Egyptian religion; Egyptian lexicography.

**Hala Halim**, Assistant Professor, Middle Eastern and Islamic Studies. Comparative Literature. Ph.D. 2004 (comparative literature), University of California (Los Angeles); M.A. (English and comparative literature), American University in Cairo; B.A. 1985 (English literature), Alexandria University. Modern Arabic literature and culture.
M.A. requirements and qualifying examinations are taken and passed.

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 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

Required Course
Problems and Methods in Middle Eastern and Islamic Studies
MEIS-GA 1687 Required of all incoming M.A. and Ph.D. students. 4 points.

Ancient Egyptian Language and Civilization
Introduction to Ancient Egyptian I, II
Introduction to hieroglyphics; readings in ancient Egyptian texts.

Advanced Ancient Egyptian I, II
MEIS-GA 1390, 1391 Prerequisite: MEIS-GA 1360 or the equivalent. Goel.
Advanced readings in ancient Egyptian texts.

Arabic Language and Literature
Contemporary Literary and Media Arabic I, II
MEIS-GA 1005, 1006 Prerequisite: Advanced Arabic or the equivalent. Ferhadi.

Advanced Arabic I, II
MEIS-GA 1112, 1113 Prerequisite: Intermediate Arabic or the equivalent. Ferhadi.

Medieval Arabic Literature: Prose
Readings in selected authors from the 8th century to the 12th century.

Medieval Arabic Literature: Poetry
Readings in selected poets from the 8th century to the 12th century.

Medieval Arabic Literature: Qur’an and Tafsir
Readings from the Qur’an and Tafsir.

Recognition and Anagnorisis in Arabic, Islamic, and European Narrative
MEIS-GA 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
MEIS-GA 1127 Pomerantz. 4 points. 2011-12.

Introduction to the Qur’an
Seminar in Medieval Arabic Literature
Selected topics in medieval Arabic literature.

Seminar in Modern Arabic Literature

Persian Language and Literature

Persian Historical and Biographical Texts
MEIS-GA 1412 Prerequisite: Intermediate Persian or the equivalent. 4 points. 2011-12, 2012-13.

Advanced Persian: Contemporary Literature
MEIS-GA 1415 Prerequisite: Intermediate Persian or the equivalent. 4 points. 2011-12, 2012-13.

Persian Literary Prose
MEIS-GA 1416 Prerequisite: Intermediate Persian or the equivalent. 4 points. 2011-12, 2012-13.

Turkish Language and Literature

Turkish Literary Texts: Ottoman Historical Texts
MEIS-GA 1512, 1513 Prerequisite: Intermediate Turkish or the equivalent. Erol. 4 points per term. 2011-12, 2012-13.

Turkish Literary Texts: Modern Turkish Literature
MEIS-GA 1514, 1515 Prerequisite: Intermediate Turkish or the equivalent. Erol. 4 points per term. 2011-12, 2012-13.

Other Languages and Literature

Advanced Urdu I, II
MEIS-GA 1107, 1108 Naqvi. 4 points per term. 2011-12, 2012-13.

Middle Eastern History

History of the Middle East, 1200-1800
Survey of the history of the Middle East from 1200 to 1800.

History of the Middle East, 1750-Present
Survey of the history of the Middle East from 1750 to the present.

Topics in Medieval Islamic History
MEIS-GA 1646 Staff. 4 points. 2011-12, 2012-13.
Topics in medieval Middle Eastern social, cultural, economic, and political history.

Classical Islamic Literature of Ethics and Advice


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.
Modern Iran (1800 to the Present)
MEIS-GA 1661  Chelkowski. 4 points. 2011-12.
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
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
Topics in the history of the modern Middle East.

Introduction to Islamic Philosophy and Theology

Middle Eastern and Islamic Cultures, Societies, and Economies

Cities of the Middle East
Issues of modernity in Middle Eastern cities and regions. Topics may include
approaches to the transformation of cities in the Middle East; colonial and
postcolonial urban spaces; architecture, politics, and social identities; discourses
of the city; tradition and modernity; and everyday life, work, and gender issues.

Representing the Middle East: Issues in the Politics of Culture

Anthropology for Middle Eastern Studies
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

Shi’i Islam
Survey of the origins, development, forms, and significance of Shi’i Islam.

Islamic Legal Theories
MEIS-GA 1851  Staff. 4 points. 2011-12, 2012-13.

Islamic Law and Society
MEIS-GA 1852  Staff. 4 points. 2011-12, 2012-13.
Introduction to Islamic law in theory and as social practice.
Women and Islamic Law
Islamic law and its treatment of women in theory and practice.

Modern Bodies
PROGRAM IN

Museum Studies

PROGRAM AND REQUIREMENTS

Master of Arts

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.

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).

A strong academic record and evidence of commitment to museums and related institutions are important factors in obtaining admission. 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. Special arrangements and collaborations accommodate visiting museum professionals, special students, and foreign scholars.

Applicants are encouraged to obtain further information and may arrange an interview by contacting the Program in Museum Studies, 212-998-8080, fax: 212-995-4185, email: 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.

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, MSMS-GA 1500); a focused introduction to the creation of exhibitions and the management of collections (Museum Collections and Exhibitions, MSMS-GA 1501); and a comprehensive account of the administrative, strategic, and financial aspects of museum management (Museum Management, MSMS-GA 1502). Students also enroll in the Museum Studies Research Seminar (MSMS-GA 3991); write an M.A. thesis; and enroll in the Museum Studies Internship (MSMS-GA 3990), a project-based, 300-hour internship in a museum or appropriate cultural institution. Students must successfully complete Internship (MSMS-GA 3990) with a grade of B or better to receive the degree.

www.museumstudies.as.nyu.edu
240 Greene Street, Suite 400
New York, NY 10003-6675
Phone: 212-998-8080
Email: museum.studies@nyu.edu

DIRECTOR OF THE PROGRAM:
Dr. Bruce J. Altshuler

FACULTY

Bruce J. Altshuler, Clinical Professor; Director, Program in Museum Studies. Ph.D. 1977 (philosophy), M.A. 1974 (philosophy), Harvard; B.A. 1971 (philosophy), Princeton. History of exhibitions; museum history and theory; modern and contemporary art.


Victoria E. M. Cain, Assistant Professor/ Faculty Fellow. Ph.D. 2007 (United States history), Columbia; B.A. 1997 (history and literature), Harvard. Cultural and intellectual history of the 19th and 20th century United States, museum history and theory, history of exhibition and collecting, American art and visual culture, history of science and technology, landscape studies and public history.
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

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. Admission to the advanced certificate program is contingent on acceptance and enrollment in a master’s or doctoral program. In order to be awarded the advanced certificate, students must complete both the Program in Museum Studies and their graduate degree requirements.

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).

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.

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 (MSMS-GA 1500), Museum Collections and Exhibitions (MSMS-GA 1501), Museum Management (MSMS-GA 1502), Internship (MSMS-GA 3990), and Research Seminar (MSMS-GA 3991). Students must successfully complete Internship (MSMS-GA 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.

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.

Hima B. Mallampati, Assistant Professor/Faculty Fellow. Ph.D. 2010 (classical art and archaeology), Michigan; J.D. 2001, Stanford; B.A. 1997 (art history and classics), Pennsylvania. Art and cultural heritage law; nonprofit law; museum history; archaeological ethics; historiography of art history and archaeology; public archaeology; public policy and heritage.


FACULTY EMERITI

Flora E. S. Kaplan, Professor Emerita, Program in Museum Studies. Ph.D. 1976 (anthropology), CUNY; M.A. 1958 (anthropology), Columbia; B.A. 1951, Hunter College. Non-Western art of Africa and the Americas; material culture, museum studies, political anthropology, ethnography of gender.

ADJUNCT FACULTY


William B. Crow, Adjunct Assistant Professor. Ph.D. Candidate (cognitive studies in education), Columbia; M.S.Ed. 2009 (leadership in museum education), Bank Street College; M.F.A. 1999 (painting and combined media), Hunter College.
COURSES

Required Courses

History and Theory of Museums
Introduction to the social and political history, and theory of museums. This course
focuses on the formation of a variety of museums from a diversity of disciplinary
perspectives and analyzes questions surrounding governance, nationalism, identity,
and community. The requirements include frequent visits to museums, short writing
assignments, and a final research paper.

Museum Collections and Exhibitions
This course covers museum collections management and the organization of
exhibitions. There are arranged visits to the storage collections of the American
Museum of Natural History and the Guggenheim Museum, among others. Guest
speakers are curators, a registrar and a conservator. Assignments consist of individual
reports and team projects.

Museum Management
Overview of management, finance, and administration. 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
MSMS-GA 3990  Required of all M.A. and advanced certificate candidates.
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 coor-
dinator. 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
MSMS-GA 3991  Required of all M.A. and advanced certificate candidates.
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
MSMS-GA 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, Anthropology in and of Museums, Exhibition History, Creating a Memorial Museum, 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
Independent research on a topic determined in consultation with the program director.

Development, Fund-Raising, and Grantsmanship
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
This seminar introduces students to the conservation of cultural heritage and the role it plays in shaping cultural memory. It covers preservation values as they developed in western culture, and addresses concerns of living artists, indigenous groups and others with claims to the disposition and care of cultural materials.

Historic Sites, Cultural Landscapes, and the Politics of Preservation
Examines the cultural politics, social trends and economic circumstances that shape the preservation and interpretation of historic spaces. Through readings, site visits, and archival research, students investigate a wide variety of historic sites, exploring the social and political contexts that dictated sites' original use and influence subsequent reuse and interpretation.

Museum Education
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
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, website 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
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. There are visits to designers to discuss their work and to museums to analyze exhibition design techniques. Individual student projects provide hands-on experience.

Museums and Contemporary Art
This course investigates historical, theoretical, and practical aspects of the collecting and exhibiting of contemporary art in museums. Topics include curatorial strategies for exhibition and collection development, international biennials, museums and the art market, conservation of new art forms, artworks that take the museum as subject, and conflicts of interest.
PROGRAMS AND REQUIREMENTS

Master of Arts

Students are not generally accepted who are seeking the M.A. as a terminal degree. After completing 36 points of credit and passing the general examination and one language examination, doctoral 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 website.

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.

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 (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 website. 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.

**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. Composers are exempt from the second language requirement. 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

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**ADJUNCT FACULTY**

Margaret Panofsky, Director, New York University Collegium Musicum.
Viola da gamba.
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 sometime 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 document 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 (MUSIC-GA 2101)
2. Ethnomusicology: Theory and History (MUSIC-GA 2136)
3. One other graduate course from the department
4. A course in the humanities or social sciences (approved by the director of graduate studies and the student's adviser)

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 (MUSIC-GA 2101)
2. Ethnomusicology: Theory and History (MUSIC-GA 2136)
3. Musical Ethnography (MUSIC-GA 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 International Contemporary Ensemble (ICE), Argento, Talea New Music Group, TimETable, and the JACK and Mivos String Quartets. 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 Helmut Lachenmann, Chaya Czernowin, Maria de Alvear, and Joan Tower, among others.

Recommended course work typically is comprised of the following:

1. Five semesters of Techniques of Music Composition (MUSIC-GA 2162)
2. Analysis of 20th-Century Music (MUSIC-GA 2163) or Music Since 1945 (MUSIC-GA 2132)
3. Introduction to Musicology (MUSIC-GA 2101)
4. Ethnomusicology: Theory and History (MUSIC-GA 2136)
5. One additional course from the offerings in musicology and ethnomusicology

Advanced 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 1630, and some experience of performing in an early music ensemble or on early instruments. At the discretion of the director of graduate studies, students without a first degree but with exceptional experience in early music performance may be admitted. The certificate may also be taken as part of the program for the Ph.D. In this case, 12 points from the certificate may be applied toward the Ph.D.

The certificate program consists of 24 points of course work, including the following:

1. Introduction to Musicology (MUSIC-GA 2101)
2. Notation and Editing of Early Music (MUSIC-GA 2102)
3. One year of Collegium Musicum (MUSIC-GA 1001, 1002)
The remaining courses are chosen from those dealing with medieval, Renaissance, and baroque topics.

COURSES

Collegium Musicum
MUSIC-GA 1001, 1002  Boorman, Panofsky. May be repeated for credit. 2 points. 2011-12, 2012-13.
Performance ensemble concentrating on the music of pre- and early-modern Europe and on neglected works or genres from other periods.

Introduction to Musicology
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.

Techniques of Music Composition
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
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
A broad intellectual history of the discipline, surveying landmark studies and important figures. Examines major paradigms, issues, and frameworks in ethnomusicology. The relation of ethnomusicology to other disciplines and the relations of knowledge and power that have produced them. Serves as an introduction to the field of ethnomusicology.

Musical Ethnography
MUSIC-GA 2166  Mahon, Stanyek, Daughtry. 4 points. 2011-12.
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
MUSIC-GA 2198, 2199  All faculty. May be repeated for credit with a changed topic. 4 points. 2011-12, 2012-13.
A substantial proportion of doctoral seminars are offered each year under this heading. Recent course topics have included Aurality, New Media, and the Politics of Presence; Music and the Construction of Race; Gypsy Music and Music of the Roma; Missionary Encounters; Feminist and Queer Histioigraphy/Music; Tonality and Its 20th-Century Expansions; and Voice and Vocality.

Reading and Research
MUSIC-GA 3119, 3120  All faculty. May be repeated for credit. 1-4 points. 2011-12, 2012-13.
Independent study with a faculty supervisor. Must have the approval of the director of graduate studies and the proposed supervisor.
HAGOP KEVORKIAN CENTER PROGRAM IN

Near Eastern Studies

PROGRAMS AND REQUIREMENTS

Master of Arts in Near Eastern Studies

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, with the approval of the Director of Graduate Studies, 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 (MEIS-GA 1687), and (2) History of the Middle East, 1750-Present (MEIS-GA 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.

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 Graduate Studies.) 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 of Graduate Studies. 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

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.

Nadia Guessous. Assistant Professor/Faculty Fellow; Director of Graduate Studies. Ph.D. (anthropology) 2011, M.A. (anthropology) 2001, Columbia University. B.A. (Cultural Studies/Communications) 1996, the University of Massachusetts Amherst. DEUG, Mohammed V University, Rabat, Morocco. Sociocultural anthropology, gender studies, feminist theory; the anthropology of feminism, leftism, secularism, liberalism and progressive subjectivity; modernity; politics; religion and secularism; aversion; embodiment; Morocco, North Africa, the Middle East, Islam.
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 non-governmental 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 (NEST-GA 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 Near Eastern Studies with a Concentration in Museum Studies:** The Master of Arts program in Near Eastern studies with a concentration in museum studies is designed for those who intend to pursue careers in museums and cultural organizations and for those currently employed in the field who wish to acquire formal training. The program combines a comprehensive knowledge of the contemporary theory and practice of museum work with a substantive curriculum in Near 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 Near 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 combined study and internship. The course and language requirements for Near Eastern studies are identical to the requirements for the Master of Arts as listed above.

Museum studies requirements for all students in this program include two courses selected from History and Theory of Museums (MSMS-GA 1500), Museum Collections and Exhibitions (MSMS-GA 1501), and Museum Management (MSMS-GA 1502), as well as Internship (MSMS-GA 3990) and Research Seminar (MSMS-GA 3991). The remaining 8 points are elective courses. (Consult the Program in Museum Studies section of this bulletin for course offerings and additional information.)

**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 required 40 points of course work generally consists 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. Students in the Business Track must also write a thesis or final report that combines their interest in the Middle East and in Business and Finance. The final project may be completed in conjunction with an approved internship.

Recommended courses include: Statistics and Data Analysis (COR1-GB 1305); Financial Accounting and Reporting (COR1-GB 1306); Understanding Firms and Markets (COR1-GB 1303); The Global Economy (COR1-GB 2303); Managing Organizations (COR1-GB 1302); Marketing: Delivering Value to Customers and Businesses (COR1-GB 2310); Foundations of Finance (COR1-GB 3211); Strategy (COR1-GB 2301); or Competitive Advantage from Operations (COR1-GB 2314).

Students interested in this track should have completed undergraduate economics and calculus courses before beginning the program and may be need to enroll in two noncredit workshops given in the last two weeks before the fall and spring semesters: Mathematics and Calculus Workshop (NOCR-GB 2002) and Workshop in Fundamentals of Economics (NOCR-GB 2003).

**Joint Degree Master of Arts 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. Please refer to the Journalism section of this bulletin for requirements.

**COURSES**

**Near and Middle Eastern Studies**

**Internship in Near Eastern Studies**

**Master’s Thesis Research**

**Reporting the Middle East**

**Topics: Modern History of the Middle East**
NEST-GA 3003  Staff. 4 points. 2011-12, 2012-13.

**Anthropology**

**The Anthropology of Gender and Sexuality in the Modern Middle East**
NEST-GA 3001  Guessous. 4 points. 2011-12.
Topics in the Anthropology of Islam
NEST-GA 3002 Guessous. 4 points. 2011-12.

Politics, Economics, and Sociology

Topics in the Sociology of the Middle East
NEST-GA 3000 4 points. 2011-12.

Topics in the Political Economy of the Middle East
NEST-GA 3003 4 points. 2011-12.

Topics: Politics in the Middle East.
NEST-GA 3000 Staff. 4 points. 2011-12.
CENTER FOR

Neural Science

PROGRAMS AND REQUIREMENTS

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.

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 (NEURL-GA 2201); Sensory and Motor Systems (NEURL-GA 2202); Behavioral and Cognitive Neuroscience (NEURL-GA 2205); and Mathematical Tools for Neural Science (NEURL-GA 2207). In addition, the core curriculum includes Laboratory in Neural Science I, II (NEURL-GA 2203, 2204), a weekly six-hour teaching laboratory that introduces students to modern research techniques in neuroscience; Introduction to Research I, II (NEURL-GA 2210, 2211), six-month rotations through the Center for Neural Science faculty laboratories; and Seminar in Current Topics (NEURL-GA 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.

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.

www.cns.nyu.edu
Andre and Bella Meyer Hall
4 Washington Place
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Phone: 212-998-7780

DIRECTOR OF THE CENTER:
Professor J. Anthony Movshon

DIRECTOR OF GRADUATE STUDIES:
Associate Professor Alex Reyes

FACULTY

The role of postnatal experience in the formation of chemical synapses in the cerebral cortex.

Cellular mechanisms of synaptic integration and plasticity.

Decision making and neuromodulation.

André A. Fenton, Professor of Neural Science; Ph.D. 1998, SUNY Health Science Center.
Molecular, neural, behavioral, and computational aspects of memory

Neural basis of eye movements and decision making; psychophysics and neurobiology of attention.

Visual neuroscience; psychophysics and anatomy; computational modeling of neural processing.
Specific knowledge related to the area of the doctoral thesis is examined orally at the time of the presentation of the thesis proposal to the dissertation committee. The formal presentation of the dissertation proposal must be filed at least six months before the defense of the thesis.

The final examination consists of the oral defense of the doctoral thesis. The examination committee usually consists of the three members of the dissertation committee plus two additional members. Passage of the thesis defense is contingent on all but one of the examiners voting to accept the thesis and its defense. If there is a dissent, the dissenter shall provide a written report detailing the grounds for the dissent.

Research and Sponsorship: Many students may have already selected a research area and made arrangements for research sponsorship at the time of admission. Others do not make this decision until they have completed the core courses described below, including rotations through the research laboratories of the staff of the Center, which expose the student to the interests and techniques of neuroscience. The final decision on the doctoral research to be undertaken depends on a mutual agreement between the student and the appropriate sponsor for the research.

COURSES

Cellular, Molecular, and Developmental Neuroscience
Team-taught, intensive course. Lectures and readings cover basic biophysics and cellular, molecular, and developmental neuroscience.

Sensory and Motor Systems
Team-taught intensive course. Lectures and readings concentrate on neural regulation of sensory and motor systems.

Laboratory in Neural Science I, II
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
Team-taught intensive course. Lectures, readings, and laboratory exercises cover neuroanatomy, cognitive neuroscience, learning, memory, and emotion.

David Heeger, Professor, Psychology, Neural Science. Ph.D. 1987, B.A. 1983, Pennsylvania. Functional magnetic resonance imaging (fMRI); visual pattern discrimination; stereo depth perception; visual motion perception; visual attention; visual awareness; visual impairments in developmental dyslexia.


Joseph E. LeDoux, Henry and Lucy Moses Professor of Science; Professor, Neural Science, Psychology; University Professor. Ph.D. 1977, SUNY (Stony Brook); M.S. 1974, B.A. 1971, Louisiana State.
Emotion, memory, and the brain.

J. Anthony Movshon, Professor, Neural Science, Psychology; Silver Professor; Director, Center for Neural Science. Ph.D. 1975, B.A. 1972, Cambridge.
Neurophysiology and psychophysics of vision and visual development; computational approaches to vision and neuroscience.

Neuronal dynamics and decision making.

Biophysical basis of information process in single neurons; synaptic interaction of neurons in cortical networks.

Theoretical neurobiology; properties of neurons and neural systems.

Visual perception in humans; the neural basis of vision and cognition.
Mathematical Tools for Neuroscience
NEURL-GA 2207  Open to doctoral candidates in fields relevant to neural science. Prerequisites: undergraduate calculus and some programming experience. Simoncelli, Daw, Staff. 4 points. 2011-12, 2012-13.
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
NEURL-GA 2210, 2211  Open only to doctoral candidates in neural science. 3 points per term. 2011-12, 2012-13.
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.

Disorders of the Nervous System
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

Dissertation Research and Seminar

Reading Course in Neural Science
NEURL-GA 3305, 3306  May be repeated for credit. 1-3 points per term. 2011-12, 2012-13.

Research Problems in Neural Science
NEURL-GA 3321  May be repeated for credit. 1-3 points per term. 2011-12, 2012-13.

Functional Magnetic Resonance Imaging Lab
NEURL-GA 2245  Identical to G89.2245. Heeger, Inati. 3-6 points. 2011-12.

Malcolm N. Semple, Associate Professor, Neural Science, Psychology; Vice Dean, Graduate School of Arts and Science. Ph.D. 1981, B.Sc. 1977, Monash. Neurophysiology; neuroanatomy; plasticity and psychophysics of hearing.
Wendy A. Suzuki, Associate Professor. Ph.D. 1993, California (San Diego); B.A. 1987, California (Berkeley). Neuroanatomical, electrophysiological, and behavioral studies of the organization of memory.

VISITING FACULTY

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;
Fellows' Seminar  
NEURL-GA 3380  *May be repeated for credit. 1-3 points per term.* 2011-12, 2012-13.
One-hour research colloquium given by members of the Center for Neural Science.

Seminar in Current Topics  
NEURL-GA 3390  *May be repeated for credit. 1-3 points per term.* 2011-12, 2012-13.
Weekly one-hour research colloquium given by the Center for Neural Science faculty or outside speakers.

Seminar in Neuroeconomics  
Seminar on the intersection of the fields of neuroscience, psychology, and economics.


**AFFILIATES OF THE CENTER FOR NEURAL SCIENCE**

DEPARTMENT OF

Performance Studies
Tisch School of the Arts

PROGRAMS AND REQUIREMENTS

Master of Arts

Degree Requirements: The M.A. program begins during the summer semester in June, 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 (PERF-GT 1000), taken in the first semester, and Projects in Performance Studies (PERF-GT 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 (PERF-GT 2730) or a course otherwise designated as practical. Up to 4 points of academic course work may be taken outside the department or transferred from another institution, with permission of the chair. A master’s student may appeal to the chair to register for a second Performance Composition workshop in lieu of taking 4 points outside the department.

Admission: Applicants must follow the admission procedures set forth by the Tisch School of the Arts. Applicants are encouraged to contact the department to discuss degree requirements and financial aid and to arrange for class visits. Admission decisions are based on the applicant’s particular qualifications for study in the department, in addition to grades, degrees, and letters of recommendation. Please visit the following link for more details: http://performance.tisch.nyu.edu/object/grad_psPort.html

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 website at www.nyu.edu/financial.aid for details). For incoming students, the Tisch School of the Arts graduate financial aid form is included in the program application packet.

www.performance.tisch.nyu.edu
721 Broadway, 6th Floor
New York, NY 10003-6807
Phone: 212-998-1600

CHAIR OF THE DEPARTMENT:
Associate Professor Karen Shimakawa

ASSOCIATE CHAIR OF THE DEPARTMENT:
Associate Professor Tavia Nyong’o

FACULTY

Barbara Browning, Associate Professor.
Brazil and the African Diaspora; dance ethnography; race, gender, and postcoloniality.

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.
Students enrolled in the M.A. program who are interested in continuing immediately into the Ph.D. program should submit an application dossier to the department at the start of the spring semester. An internal application dossier includes the following:

1. A list of all courses taken in performance studies and grades earned.
2. A substantial paper previously written for a course.
3. A description of the projected dissertation topic and how specific course work taken will enable clarification and deepening of the topic.
4. Names of three faculty members the student proposes to serve as possible dissertation directors.

Applicants to the Ph.D. program are evaluated on the following basis:

1. Academic record to date.
2. Quality of academic writing as evidenced in submitted paper.
3. Proposed topic and compatibility with departmental plans.
4. Predilection of faculty to direct the student’s Ph.D. course work and dissertation.

**Doctor of Philosophy**

**Degree Requirements:** Applicants to the Ph.D. program must have completed or anticipate completion of a recognized master’s degree (M.F.A. not applicable) before being considered for admission.

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. The department chair to determine allowable transfer credit examines each student’s record.

There are three required courses for Ph.D. students: Advanced Readings in Performance Studies (PERF-GT 2201) and Resources and Methods in Performance Studies (PERF-GT 2616), taken during the first year of doctoral course work, and Dissertation Proposal Advising (PERF-GT 2301), taken upon completion of the language requirement, 72 points of course work, and the area examination.

The department’s Performance Composition (PERF-GT 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 students’ 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 committees draft each student’s examination questions according to the approved reading lists and topic area statements. Students must answer one question in each area. If a 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 (PERF-GT 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.

Admission: Applicants must follow the admission procedures set forth by the Tisch School of the Arts. Applicants are encouraged to contact the department to discuss degree requirements and financial aid and to arrange for class visits. Admission decisions are based on the applicant’s particular qualifications for study in the department, in addition to grades, degrees, and letters of recommendation. Please visit the following link for more details: http://performance.tisch.nyu.edu/object/grad_psPort.html
All newly admitted Ph.D. students are offered a four-year comprehensive fellowship program that includes full tuition and fee remission, comprehensive health insurance coverage and a stipend. During the first year of entry to the Ph.D. program, students will receive a one-time supplementary fellowship to assist with academic startup (books, computers, or supplies) and housing costs.

Further questions regarding the details of the Ph.D. financial packages can be addressed by contacting the department.

COURSES

Tourist Productions
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
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, Mnouchkine, Suzuki, and Ong. Students give classroom reports and stage short scenes.

Projects in Performance Studies
The final course in master's programs in performance studies. The course helps students develop and present a final culminating project.

Bibliography and Research: Advanced Readings in Performance Studies
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
PERF-GT 2301 Required for doctoral students. Prerequisite: 72 points of completed course work. Resident faculty. 0 points. 2011-12.
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.

Methods in Performance Studies
The development of performance studies methodologies based on interdisciplinary research paradigms (movement analysis, ethnomusicology, ethnography, history, oral history, orature, visual studies, ethnomethodology, 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
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
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).
DEPARTMENT OF

Philosophy

PROGRAMS AND REQUIREMENTS

Master of Arts

The Department of Philosophy offers a program leading to the degree of Master of Arts. The department’s requirements are (1) 32 points of graduate study, at least 24 in 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.

Dual Degree Master of Arts and Juris Doctor

Students at the New York University School of Law may pursue an M.A.-J.D. dual degree program in philosophy and law. The School of Law requires 83 credits of study for the J.D. However, in the Dual Degree Program, up to 12 law school credits for courses in GSAS may be applied in satisfaction of this requirement. The M.A. requires 32 points of course work, but 8 points taken in the School of Law may be applied to the M.A. Thus a student need only earn a total of 95 points for the dual degree rather than the 115 needed if the degrees were completed separately. All other requirements of the M.A. as listed above must also be met. Requirements for the J.D. degree can be found at http://www.law.nyu.edu/admissions/index.htm. It should be possible to complete the J.D./M.A. in three or three and a half years.

Doctor of Philosophy

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. A minimum of 36 of the 44 basic points must be taken in the NYU Department of Philosophy. Twenty-eight of these points may all be in dissertation research, although the student may include other courses toward the total as well. 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 non basic points is allowed for work done elsewhere.
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).

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: 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.

Dual Degree Doctor of Philosophy and Juris Doctor

Students at the New York University School of Law may pursue a Ph.D.-J.D. dual degree program in philosophy and law. The School of Law requires 83 credits of study for the J.D. However, in the Dual Degree Program, up to 12 points for courses in GSAS may be applied in satisfaction of this requirement. The Ph.D. requires 72 points. However, in the Dual Program, credit for up to eight one-term courses in the School of Law may be applied toward the Ph.D. It will be the responsibility of GSAS to decide how to translate credits in the School of Law into points in GSAS, so if the eight courses are counted as the equivalent to regular 4 point courses in the Department of Philosophy, the eight School of Law courses will count for 32 points toward the Ph.D. Therefore, the dual degree may be completed with a total of 111 points instead of the 155 needed if both degrees were done separately. All other requirements for both degrees must be met. It should be possible to complete the J.D./Ph.D. in six or seven years. Requirements for the J.D. degree can be found at www.law.nyu.edu/admissions/index.htm.


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 applied ethics.


Stephen Schiffer, Professor; Silver Professor. D.Phil. 1970 (philosophy), Oxford; B.A. 1962 (philosophy), Pennsylvania. Philosophy of language; philosophy of mind; metaphysics.

Sharon Street, Associate Professor. Ph.D. 2003 (philosophy), Harvard; B.A. 1995 (philosophy), Amherst College. Ethics.


Peter Unger, Professor. D.Phil. 1966 (philosophy), Oxford; B.A. 1962 (philosophy), Swarthmore College. Metaphysics; epistemology; philosophy of mind; ethics.


**COURSES**

**Proseminar**  
PHIL-GA 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.

**Logic for Philosophers**  
PHIL-GA 1003  *Field, Fine, Schiffer. 4 points.*  2011-12.  
Introduction to logic. Topics will include the basic theory of propositional logic, fuzzy logic, multi-valued logic, boolean logic, modal logic, temporal logic, and more, including a general account of first-order predicate logic, covering the issues of validity, provability, completeness, incompleteness and logical independence, while taking every opportunity to explore fun logical paradoxes.

**Advanced Introduction to Ethics**  
PHIL-GA 1004  *Murphy, Nagel, Pellijkathayil, Parfit, Scheffler, Street, Unger, Velleman. 4 points.*  2012-13.  
Background course for entering graduate students.

**Advanced Introduction to Bioethics**  
Background course for entering graduate students.

**Advanced Introduction to Metaethics**  
PHIL-GA 1009  *Street. 4 points.*  2011-12.  
Background course for entering graduate students. The topic of the course is the nature of normativity and where to "place" it with respect to our scientific conception of the world. Positions to be considered include naturalist realism; non-naturalist realism; expressivism and quasi-realism; and constructivism.

**Advanced Introduction to Metaphysics**  
Background course for entering graduate students. Covers a selection of topics from traditional and contemporary metaphysics. Topics may include the mind/body problem; the nature of space and time; explanation and causation; truth and meaning; realism/anti-realism; the existence of universals; personal identity; the identity of events and material things; modality and essence. The emphasis is on providing the students with a background in the subject that will be of help in their subsequent work.

**Advanced Introduction to Epistemology**  
PHIL-GA 1101  *Boghossian, Field, Pryor, Unger. 4 points.*  2012-13.  
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.

**REGULAR VISITING FACULTY**

- **János Kis**, University Professor, Central European; Global Distinguished Professor of Philosophy. Political philosophy.

**ASSOCIATED FACULTY**

- **Ronald Dworkin**, School of Law; **Dale Jamieson**, Environmental Studies; **Liam Murphy**, School of Law; **Jeremy Waldron**, School of Law; **Tamsin Shaw**, European and Mediterranean Studies

**AFFILIATED FACULTY**


**AFFILIATED NYU ABU DHABI FACULTY**

**FACULTY EMERITI**

- Raziel Abelison, Robert Gurland, Frances Myrna Kamm.
Advanced Introduction to Philosophy of Language
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
PHIL-GA 1104 Franklin-Hall, Strevens. 4 points. 2011-12.
Background course for entering graduate students.

Life and Death
PHIL-GA 1175 Richardson, Ruddick. 4 points. 2011-12.
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 postmortal survival.

Philosophy of Mathematics

20th-Century Continental Philosophy
PHIL-GA 1210 Richardson. 4 points. 2012-13.
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
Study of some selections from the works of Descartes, Malebranche, Spinoza, and Leibniz.

British Empiricism in the 18th Century
Study of some selections from the works of Locke, Berkeley, and Hume.

Kant's Critique of Pure Reason
Detailed examination of this important Kantian text.

Wittgenstein
Detailed examination of Wittgenstein's philosophy.

Epistemology
Central issues in the theory of knowledge.
Political Philosophy
PHIL-GA 2280 Murphy, Nagel, Pallikathayil, Scheffler. 4 points. 2012-13.
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
PHIL-GA 2285 Murphy, Nagel, Pallikathayil, Parfit, Ruddick, Scheffler, Street,
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
PHIL-GA 2295 Block, Boghossian, Chalmers, Field, Fine, Garrett, Longuenese, Nagel,
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.

Philosophy of Language
PHIL-GA 2296 Fine. 4 points. 2011-12.
Selected topics in philosophy of language.

History of Philosophy: Selected Topics
PHIL-GA 2320 Garrett, Longuenese, Richardson. 4 points. 2011-12.
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; Kant's Critique of
Judgment; utilitarianism; Hegel; Nietzsche; and Schopenhauer.

Topics in Philosophical Logic
PHIL-GA 3001 Prerequisite: permission of the instructor. Field, Fine, Schiffer. 4 points.
2011-12.
Selected topics in philosophical logic. Offered in 2011-12

Topics in Epistemology
PHIL-GA 3003 Prerequisite: permission of the instructor. Boghossian, Field, Foley,
Pryor, Unger, Wright. 4 points. 2012-13.
Selected topics in epistemology.
Topics in Metaphysics
PHIL-GA 3004 Prerequisite: permission of the instructor. Field, Fine, Schiffer, Unger. 4 points. 2011-12.
Selected topics in metaphysics.

Advanced Seminar in Percepts and Concepts
PHIL-GA 3006 Block, Boghossian, Strevens. 4 points. 2012-13.
Selected topics in theories of cognition.

Advanced Seminar in Philosophy of Action
Selected topics in philosophy of action.

Advanced Seminar in Philosophy of Mind
Selected topics in philosophy of mind.

Topics in Philosophy of Science: Explanation
PHIL-GA 3009 Strevens. 4 points. 2011-12.
Selected topic in the philosophy of science.

Topics in Philosophy of Mind
PHIL-GA 3010 Prerequisite: permission of the instructor. Block, Boghossian, Pryor, Schiffer. 4 points. 2012-13.
Additional topics in philosophy of mind.

Topics in Philosophy of Physics
PHIL-GA 3011 Prerequisite: permission of the instructor. Maudlin, Strevens. 4 points. 2011-12.
Selected topics in philosophy of physics.

Topics in Philosophy of Psychology
PHIL-GA 3012 Prerequisite: permission of the instructor. Block, Strevens. 4 points. 2012-13.
Selected topics in philosophy of psychology.

Philosophical Research
PHIL-GA 3300, 3301 Prerequisite: permission of the instructor. 1-8 points. 2011-12, 2012-13.
Specialized individual research.

Colloquium in Law, Philosophy, and Social Philosophy
PHIL-GA 3302 Identical to L06.3517 (School of Law). 4 points. 2011-12, 2012-13.

Thesis Research
PHIL-GA 3400 For Ph.D. students who have completed core requirements. 1-8 points. 2011-12, 2012-13.

Associated Writing
PHIL-GA 3500 Required writing course for Ph.D. students. 4 points. 2011-12, 2012-13.
PROGRAMS AND REQUIREMENTS

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 20 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 (PHYS-GA 2001)
- Statistical Mechanics (PHYS-GA 2002)
- Electromagnetism I (PHYS-GA 2005)
- Computational Physics (PHYS-GA 2000)
- Quantum Mechanics I (PHYS-GA 2011)
- Quantum Mechanics II (PHYS-GA 2012)
- Experimental Physics (PHYS-GA 2075)

M.S. candidates are permitted to take at most two courses outside the department, with permission of the Director of Graduate Studies.

In addition to the above course requirements, M.S. candidates complete their degree requirements via one of three options.

Option A: Report
The report is essentially a comprehensive review article based on the literature in a specialized field of physics, prepared under the supervision of a faculty adviser. In addition to submitting the report, students choosing this option must receive credit for nine regular courses (one-semester, 4-point courses, not including reading and research).

Option B: Thesis
The thesis is based on physics research (experimental or theoretical) supervised by a faculty adviser, at a level of originality and comprehensiveness less than that of Ph.D. research. In addition to the standard course requirements, the student is expected to enroll in one semester (4 points) of a research course (PHYS-GA 2091 or PHYS-GA 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 (PHYS-GA 2000)
- Electromagnetism (PHYS-GA 2005)
- Quantum Mechanics I (PHYS-GA 2011)

At least one of the following courses:
- Statistical Mechanics (PHYS-GA 2002)
- Dynamics (PHYS-GA 2001)
- Quantum Mechanics II (PHYS-GA 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**

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.

*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.

All candidates for the Ph.D. degree must complete 72 points of credit (at least 32 in residence at the Graduate School) and achieve a grade point average (GPA) of B (3.0) or better. 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 (PHYS-GA 2001)
- Statistical Mechanics (PHYS-GA 2002)
- Electromagnetism (PHYS-GA 2005)
Quantum Mechanics (Parts I and II) (PHYS-GA 2011, 2012)
Computational Physics (PHYS-GA 2000)

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 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, PHYS-GA 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, PHYS-GA 2090) in the Department of Physics. At least two of these courses must be outside the student’s research area.

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.

Additional Requirements
Colloquia and Seminars: Students are required to 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. Klosk Funds are held periodically. Informal interactions and “journal clubs”—where students, postdoctoral researchers, and faculty discuss research in progress—promote collaboration within and across subfields. Interaction is also fostered with programs at the Courant Institute of Mathematical Sciences, the Center for Neuroscience (program for theoretical neuroscience), the School of Medicine, and the Departments of Chemistry and Biology.
COURSES

Computational Physics
PHYS-GA 2000 MacFadyen. Prerequisite: knowledge of a scientific programming language (e.g., FORTRAN, Pascal, or C). Corequisite: PHYS-GA 2003 or permission of the instructor. 4 points. 2011-12, 2012-13.
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
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
PHYS-GA 2002 Grosberg. 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.

Electromagnetism
PHYS-GA 2005 Percus. 4 points.
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.

Quantum Mechanics I, II
PHYS-GA 2011, 2012 Kleban, Porrati. 4 points per term.
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.

Introduction to Solid-State Physics
4 points. 2011-12.
Survey of major topics, including descriptions of crystalline lattice, phonons; Drude model; energy bands; semiconductors; dielectrics; ferroelectricity; paramagnetism; superconductivity.

Phase Transitions and Critical Phenomena
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.
Biophysics
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 endow cells with the ability to eat, move, respond to their environment, communicate, and reproduce.

Particle Physics
PHYS-GA 2027 Farrar. Prerequisite: PHYS-GA 2025. 4 points. 2011-12.
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 Astrophysics
Advanced topics in astrophysics and related areas.

General Relativity
Tensor-spinor calculus, special and general theories, unified field theory, applications to relativistic physics and cosmology.

Experimental Physics
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

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 uses in particle physics and cosmology.

**Introduction to String Theory**
PHYS-GA 2079  
Porrati. Prerequisites: PHYS-GA 2077, 2078. 4 points. 2011-12.  
First-quantized free-particle and random paths, the Nambu-Goto and Polyakov strings, Veneziano amplitudes. The classical bosonic string: old covariant approach, the no-ghost theorem and the existence of a critical dimensionality of space-time, gauge invariances. Light-cone formalism, the Hagedorn temperature. Modern covariant quantization, ghosts, and the BSRT symmetry. Global properties of string theory, multiloop diagrams and the moduli space, strings on curved backgrounds. The fermionic string: classical theory and world-sheet supersymmetry, the GSO projection, spectrum and space-time supersymmetry. Non-Abelian gauge symmetries in open strings. The heterotic string, compactifications on tori. Tree-level amplitudes in the fermionic and heterotic strings.

**Practicum in the Teaching of Physics**
PHYS-GA 2090  
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**
PHYS-GA 2091, 2092  
Prerequisite: permission of the instructor. 1-9 points per term. 2011-12, 2012-13.

**Theoretical Physics Research**
PHYS-GA 2093, 2094  
Prerequisite: permission of the instructor. 1-9 points per term. 2011-12, 2012-13.

**Research Reading**
PHYS-GA 2095, 2096  
Prerequisite: permission of the instructor. 1-9 points per term. 2011-12, 2012-13.

**Experimental Research**
PHYS-GA 3301, 3302  
Prerequisite: permission of the instructor. 1-9 points per term. 2011-12, 2012-13.
Theoretical Research
PHYS-GA 3303, 3304  Prerequisite: permission of the instructor. 1-9 points per term.

Reading
PHYS-GA 3305, 3306  Prerequisite: permission of the instructor. 1-9 points per term.
PROGRAM IN

Poetics and Theory

PROGRAM AND REQUIREMENTS

Advanced Certificate

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.

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.

For those not already enrolled at NYU, admission to the advanced certificate program is by application to the Graduate School of Arts and Science.

A total of 20 points of course work is required (a maximum of 8 points may be shared with the points required for an NYU M.A. or Ph.D.): Proseminar in Poetics and the Origins of Literary Theory (POET-GA 2001); Poetics and Theory Seminar (POET-GA 2002); and three additional courses, of which one must cover either philosophy or rhetoric or be a theory survey, and two must be listed outside the student’s home department (cross-listing in the home department is allowed).

In addition to the five courses, students seeking the advanced certificate must present a paper at least once at one of the yearly workshops or conferences offered by the Program in Poetics and Theory. Students planning on participating in a conference or workshop develop a paper in the context of the Poetics and Theory Seminar, which focuses on a topic leading to the conference. This paper may be a chapter of the dissertation.

COURSES

Proseminar in Poetics and the Origins of Literary Theory
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
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.
PROGRAMS AND REQUIREMENTS

Master of Arts in Politics

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 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. advisor 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 I (POL-GA 1120) with a grade of B or better.

Students in the M.A. program have the option to enroll in one of two available concentrations. Students opting for the concentration in international politics and international business complete 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 (POL-GA 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.

Students opting for the concentration in political economy analysis fulfill the concentration requirements by completing 16 points. The curriculum consists of a required course, Political Economy (POL-GA 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.

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. 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 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. faculty advisor 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 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 (POL-GA 2127) with a grade of B or better.

Joint Degree Master of Arts in International Relations and 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. Please see the Journalism section of this bulletin for the requirements for this degree.

Jon X. Eguia, Assistant Professor. Ph.D. 2007, M.S. 2004, California Institute of Technology; B.S. 2002, Malaga. 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 politics; constitutional
**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 this field. Admission to some advanced courses may be conditional on students having taken some other courses or having an equivalent background. In all cases, students must consult their adviser to plan a comprehensive program of courses and inform their adviser of any changes.

There are no limits on courses taken in other departments or other university members of the Inter-University Doctoral Consortium (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.

**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. 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.

**Dual Degree Doctor of Philosophy in Politics and Juris Doctor**

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. 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.

The Ph.D. requires 72 points of course work, of which 12 Law School points will be accepted. Up to 12 points of Graduate School credit will also be counted toward the J.D. degree. The joint degree, therefore, requires a total of 131 points.
(71 at the School of Law and 60 at the Graduate School of Arts and Science). Because some of the credits earned in each program will count toward the other degree, it is possible to complete the course requirements for both degrees is five years of full-time study.

Those interested in this dual degree must apply to and be accepted by both New York University School of Law and New York University Graduate School of Arts and Sciences, either simultaneously or during the first year of study at the Law School.

COURSES

Political Philosophy and Theory

History of Political and Social Thought
POL-GA 1100  Core course. 4 points. 2011-12, 2012-13. Major political thinkers of past and present. Special reference to enduring problems in political theory.

Methods of Political and Social Analysis
POL-GA 2106  4 points. 2011-12, 2012-13. Nature and functions of theory, particularly Marxist dialectic, that attempt to analyze political phenomena systematically; historical, sociological, psychological, and phenomenological research; classical and current works.

Communism
POL-GA 2140  4 points. 2011-12, 2012-13. Fundamentals of modern communist thought; writings of Marx, Engels, Lenin, and their major critics. Emphasis is on communism as the unrealized potential of capitalism and therefore more on what in capitalism suggests this potential and less on the precapitalist societies that called themselves "communist."

Seminar in Political Theory
POL-GA 3100, 3101  Required of all Ph.D. candidates majoring in political theory. 4 points. 2011-12, 2012-13. General seminar in political philosophy. The specific topic of the seminar varies, but this is an advanced seminar that assumes extensive background.

Political Methodology

Mathematics for Political Scientists
POL-GA 1110  4 points. 2011-12, 2012-13. Covers basic topics of mathematics—calculus, linear algebra, optimization, real analysis—with wide application in political science, and introduces the student to the rigorous and formal mathematical language used in Game Theory I, Game Theory II, Political Economy Core, and more advanced courses.
Introduction to Quantitative Political Analysis I
POL-GA 1120  For M.A. students only. 4 points. 2011-12, 2012-13.
Introduces elementary statistical analysis and prepares the student for POL-GA 2127. Topics include probability theory, distribution theory, estimation of simple statistical models, and hypothesis testing.

Introduction to Quantitative Political Analysis I
POL-GA 1250  For Ph.D. students only. 4 points. 2011-12, 2012-13.
Introduces elementary statistical analysis and prepares the student for POL-GA 1251. Topics include probability theory, distribution theory, estimation of simple statistical models, and hypothesis testing.

Introduction to Quantitative Political Analysis II
POL-GA 1251  For Ph.D. students only. 4 points. 2011-12, 2012-13.
Builds on POL-GA 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
POL-GA 1260  For Ph.D. students only. 4 points. 2011-12, 2012-13.
Survey of the main concepts and findings of game theory that are relevant to the study of politics.

Formal Modeling in Political Science
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
POL-GA 2108  For M.A. students only. Prerequisite: one course in statistics or formal modeling. 4 points. 2011-12, 2012-13.
Survey of the main concepts and findings of game theory that are relevant to the study of politics.

Introduction to Quantitative Political Analysis II
POL-GA 2127  For M.A. students only. 4 points. 2011-12, 2012-13.
Builds on POL-GA 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.

Math and Democracy: Designing Better Voting and Fair-Division Procedures
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.

**Quantitative Methods in Political Science III**  
POL-GA 2251 *For Ph.D. students only. 4 points.* 2011-12, 2012-13.  
Builds on POL-GA 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.

**Game Theory II**  
POL-GA 2260 *For Ph.D. students only. 4 points.* 2011-12, 2012-13.  
Builds on POL-GA 1260 and POL-GA 1110. Advanced analysis of the concepts and findings of game theory as relevant to the study of politics.

**Seminar in Political Methodology**  
The specific topic of the seminar varies, but this is an advanced seminar requiring extensive background.

**American Politics**

**American Politics—The Domestic Politics of the United States I**  
POL-GA 1350 *Core course. 4 points.* 2011-12, 2012-13.  
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**  
POL-GA 1351 *Core course. 4 points.* 2011-12, 2012-13.  
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.

**Campaigns and Elections**  
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 Policy
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
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
POL-GA 1400  Core course. For M.A. students only. 4 points. 2011-12, 2012-13.
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
POL-GA 1450  Core course. For Ph.D. students only. 4 points. 2011-12, 2012-13.
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 POL-GA 1110 or above.

Politics of Economic Growth
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
POL-GA 3400  Required of all Ph.D. candidates majoring in political economy. 4 points. 2011-12, 2012-13.
General seminar in political economy. The specific topic of the seminar varies, but this is an advanced seminar that assumes extensive background.
Comparative Politics

Comparative Politics
POL-GA 1500  For M.A. students only. Core course. 4 points. 2011-12, 2012-13.
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
POL-GA 1550  For Ph.D. students only. Core course. 4 points. 2011-12, 2012-13.
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
POL-GA 1551  For Ph.D. students only. Core course. 4 points. 2011-12, 2012-13.
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.

The Political Economy of Development
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.

Middle Eastern Government and Politics
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.

Seminar in Comparative Politics
General seminar in comparative politics. The specific topic of the seminar varies, but this is an advanced seminar requiring extensive background.

International Relations

International Politics: Concepts and Theories
POL-GA 1700  For M.A. students only. Core course. 4 points. 2011-12, 2012-13.
Objectives and scope of studies of international politics, research problems, global models of political action and reaction.
Normative Issues in International Politics
POL-GA 1730  For M.A. students only. 4 points. 2011-12, 2012-13.
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
POL-GA 1731-1735  For M.A. students only. 4 points. 2011-12, 2012-13.
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
POL-GA 1750  For Ph.D. students only. Core course. 4 points. 2011-12, 2012-13.
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
POL-GA 1751  For Ph.D. students only. Core course. 4 points. 2011-12, 2012-13.
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.

U.S. Foreign Policy
American foreign policy and the major international problems facing the United States today.

The Political Economy of North-South Relations
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
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
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 Law
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
POL-GA 3700  Required of all Ph.D. candidates majoring in international relations.
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
POL-GA 3995  Prerequisite: approved internship position consistent with student's
academic and/or career trajectory. 2 points. 2011-12, 2012-13.
Required course for students in the M.A. and M.A. international affairs programs
completing their internship requirement.

Thesis Supervision

Master's Thesis Seminar
POL-GA 4000  Prerequisites: completion of all course work, or on track to complete all
course work, during the semester in which enrolled; approved master's thesis
Required capstone course for students in the M.A. and M.A. in international
affairs programs. Support for thesis-writing process.

Reading and Research

Dissertation Research
POL-GA 3951  Prerequisite: completion of comprehensive examination. 4 points.
Individual research related to the doctoral dissertation.
Reading and Research in Politics
POL-GA 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. 2011-12, 2012-13.
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
POL-GA 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. 2011-12, 2012-13.
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.
PROGRAMS AND REQUIREMENTS

Master of Arts in Psychology

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).

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. In addition, international applicants who are not native English speakers must achieve a score of at least 100 on the Internet-based version (250 on the computerized version) of the Test of English as a Foreign Language (TOEFL). Applications are accepted for fall, spring, or summer admission.

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 (PSYCH-GA 2016) or the equivalent. Students must pass substantive core courses with a grade of B or better and must maintain an overall B average. Satisfactory completion of four core courses chosen from three core groups, as follows is also required: a total of three from core A (PSYCH-GA 2010, PSYCH-GA 2012, PSYCH-GA 2025, and PSYCH-GA 2049) and core B (PSYCH-GA 2014, PSYCH-GA 2015, PSYCH-GA 2020, and PSYCH-GA 2034), such that each core is sampled, and one from core C (research: PSYCH-GA 2066, and PSYCH-GA 2126). 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.

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.
The Master of Arts in Psychology may also be 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.

**Master of Arts in Industrial/Organizational Psychology**

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 550 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 for admission. In addition, international applicants who are not native English speakers must achieve a score of at least 100 on the Internet-based version (250 on the computerized version) of the Test of English as a Foreign Language (TOEFL). Applications are accepted for fall, spring, or summer admission.

Formal requirements for the M.A. degree in I/O 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 (PSYCH-GA 2016) or the equivalent. Students must pass substantive core courses with a grade of B or better and must maintain an overall B average. Satisfactory completion of PSYCH-GA 2032, two courses from core I (PSYCH-GA 2070, PSYCH-GA 2071, and PSYCH-GA 2073), two courses from core O (PSYCH-GA 2072, PSYCH-GA 2074, and PSYCH-GA 2076), and a research course (normally PSYCH-GA 2067) is also required.

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.

**Doctor of Philosophy in Cognition and Perception**

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.

Applicants to the doctor of philosophy in cognition and perception program 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. International applicants who are not

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**Susan M. Andersen**, Professor. Ph.D. 1981 (psychology), Stanford; B.A. 1977 (psychology), California (Santa Cruz). Social cognition, relationships; particularly how mental representations of significant others influence the self, motivation, emotion.

**Emily Balcetis**, 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 Autonamous (Mexico). Visual perception and attention; visual search; psychophysics.

**Clayton Curtis**, Associate 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**, Associate 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?

Formal requirements for the doctorate in cognition and perception include the satisfactory completion of 72 points (at least 32 in residence at New York University); two terms of statistics (either PSYCH-GA 2228 and PSYCH-GA 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.

Five years of post-baccalaureate 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.

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.

The Department of Psychology offers a unique concentration in developmental psychology. Students engage in advanced-level seminars and research with faculty affiliated with both developmental psychology and their chosen field of interest. 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. 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 weekly lab meetings. Nationally renowned developmental scholars are invited to present their research to the program, and students have the opportunity to discuss their work with them.

Students may also specialize in quantitative psychology, which 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. Students take elective courses in advanced statistical and/or mathematical topics and demonstrate an ability to communicate mathematical approaches clearly.

Peter Gollwitzer, Professor. Ph.D. 1981, Texas (Austin); M.A. 1977, Ruhr-Bochum; B.A. 1973, Regensburg. Identity goals; action phases and mindsets; planned goal striving; conscious vs. nonconscious goals.

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.


Doctor of Philosophy in Social Psychology

Applicants to doctor of philosophy in social psychology program 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.

Formal requirements for the doctorate in social psychology include the satisfactory completion of 72 points (at least 32 in residence at New York University); two terms of statistics (either PSYCH-GA 2228 and PSYCH-GA 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.

Five years of post-baccalaureate 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 social psychology program offers training in the psychological theories, principles, and research methods relevant to understanding the behavior of individuals and groups in social and organizational contexts. Students are exposed to a broad range of scholarship in social psychology, and receive research training that will enable them to become independent contributors to the field. What distinguishes our program from many others is the combination of quality and breadth, ranging across domains of social perception and cognition; social neuroscience; political psychology and justice; motivation and self regulation; intergroup relations; dyadic relationships and statistical methodology for social psychology. Research training emphasizes controlled laboratory experiments but also exposes students to survey and developmental studies.

The program encourages faculty-student interaction through a weekly research seminar called the Social Psychology Brownbag Series. Students present in the series each year, and presentations may focus on proposed research designs, literature reviews or new empirical findings. Students also regularly present papers at regional, national and international psychology meetings. Informal presentations are often given in laboratory meetings, which most faculty members hold on a weekly basis. Students are explicitly encouraged to attend more than one lab
meeting to expand their research breadth. Hands on research training is a core component of the doctoral training.

The Department of Psychology offers a unique concentration in developmental psychology. Students engage in advanced-level seminars and research with faculty affiliated with both developmental psychology and their chosen field of interest. 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. 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 weekly lab meetings. Nationally renowned developmental scholars are invited to present their research to the program, and students have the opportunity to discuss their work with them.

Students may also specialize in quantitative psychology, which 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. Students take elective courses in advanced statistical and/or mathematical topics and demonstrate an ability to communicate mathematical approaches clearly.

**FACILITIES**

The Department of Psychology maintains laboratories, classrooms, project rooms, an MEG system, 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 MEG Lab houses a 160 channel axial gradiometer system open for use by faculty and students studying neural responses in cognitive and perceptual experiments. The MEG system is set up for simultaneous EEG and eye-tracking measurements.

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.

Research facilities for students in the doctoral programs include access to individual and group research space that is wired for computer-aided data collection, access
to brain scanning systems, including a 3T fMRI, and a high density EEG facility. Doctoral students also have access to a pool of undergraduate research participants, who learn about psychological research methods by volunteering for studies. Doctoral students are thoroughly trained in human subjects issues that promote the safety and well being of research participants.

COURSES

Introductory Master's Statistics
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.

Principles of Learning
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.

Physiological Basis of Behavior
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
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
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
Topics in experimental design and correlational analysis, including multiple correlation and regression, selected complex factorial designs, and multiple comparisons. Introduction to the use of statistical computer software.
Child Development  
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  
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  
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  
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  
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
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
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, violence risk assessment, and related forensic issues.

Personality Disorders
This course is designed to familiarize students with the clinical aspects of the 10 Personality Disorders presented in the DSM-IV. The primary emphasis is on assessment and diagnosis, as well as the impact of these disorders on the daily functioning of both the patient and others. Theories of etiology and generalized treatment strategies are also discussed.

Forensic Psychology
This course offers an introduction to the field of forensic psychology with a focus on research and practical application of psychology to the legal system. Relevant case law that determines the standards for psychological evaluations will be covered. Topics include: eyewitness testimony; false confessions; child custody and juvenile delinquency; expert witnesses; civil commitment; insanity and competency evaluations; risk assessment; and criminal profiling.

Current Topics in Forensic Psychology
PSYCH-GA 2039 Prerequisite: PSYCH-GA 2038 or the equivalent. Staff. 3 points. 2011-12, 2012-13.
A more advanced look at the practical and clinical applications of psychology in the legal system, with a focus on the specific roles the forensic psychologist can play—e.g., the expert’s role in evaluations, including civil, criminal, and juvenile cases. High profile cases are used to illustrate different types of evaluations. Topics include: extreme emotional disturbance; the role of psychology in probation and parole; PTSD in asylum seekers; the role of psychology in death penalty cases; evaluation of stalking; and psychological testing in court.

Current Issues in Psychology
PSYCH-GA 2040, 2041, 2042 Staff. 3 points. 2011-12, 2012-13.
Affective Neuroscience
This course will explore evidence for the neural basis of emotion, in relation to
current psychological, philosophical and neurobiological theories of human
emotion. Students will gain a background in the wide-ranging area of emotional
perspectives, and review some of the most recent, cutting-edge research in
affective neuroscience.

Health Psychology
PSYCH-GA 2051  Staff. 3 points. 2012-13.
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
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
PSYCH-GA 2054  Staff. 3 points. 2011-12, 2012-13.
Overview of the major categories of psychopathology in childhood and adolescence.
Theoretical, empirical, and clinical studies are examined and discussed.

Traumatic Stress Reactions
This course provides an in-depth examination of the spectrum of psychological,
biological, and social factors associated with exposure to traumatic stress (e.g.,
childhood sexual abuse, domestic violence, combat exposure, natural and man-made
disasters). The course includes a comprehensive review of the etiology, assessment,
and treatment of post-traumatic stress disorder (both acute and complex). Relevant
research will be discussed in terms of the differential effects of traumatic experiences
across groups (e.g., gender, SES, developmental level), and over time.

Psychology of Decision Making
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
This course is an overview of psychological assessment within the field of the behavioral sciences. Students will learn about the process of testing and test construction as well as the concepts of norms, reliability, and validity. Students will learn how psychological assessment is applied to the areas of intelligence, personality, forensic psychology, industrial/organizational settings, and scholastic aptitude and achievement.

Theories of Cognitive-Behavioral Therapies
PSYCH-GA 2062  Staff. 3 points. 2011-12, 2012-13.
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.

Psychology of Addiction
This course will include both didactic and experiential components in order to promote a comprehensive approach to learning about addictions. Specifically, there will be a focus on how addictions are theoretically conceptualized, assessed, and treated from a biopsychosocial perspective. A variety of areas will be covered, including the neurobiology of addiction, motivational interviewing, trauma and addiction, gambling addictions, gender issues, binge eating disorders, cognitive-behavioral therapy, harm reduction, relapse prevention, and policy implications.

Clinical Research Design
Basic principles of research design, with emphasis on methods and strategies used in the area of clinical psychology.

Applied Research Methods
PSYCH-GA 2067  Prerequisite: PSYCH-GA 1016 or equivalent. Eggebeen. 3 points. 2011-12, 2012-13.
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
PSYCH-GA 2070  Prerequisites: PSYCH-GA 1016 and PSYCH-GA 2032, or the equivalents. Rotolo. 3 points. 2011-12, 2012-13.
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
PSYCH-GA 2071  Prerequisite: PSYCH-GA 2032 or the equivalent. Eggebeen. 3 points. 2011-12, 2012-13.
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
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
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
PSYCH-GA 2074  Prerequisite: PSYCH-GA 2032 or the equivalent. Saari. 3 points. 2011-12, 2012-13.
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
Review of basic counseling theory and techniques. Covers processes underlying individual and group counseling, identification and evaluation of behavioral outcomes, case management, and counseling ethics. Surveys specialized counseling approaches and the needs of special populations.

Leadership and Strategic Change
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  
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 interactionist, psychodynamic, and evolutionary personality theories in order to better understand the relationship between personality and organizational behavior.

Management Consulting  
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  
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  
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  
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
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.

Organizational Climate and Culture
This course will cover basic as well as advanced concepts involved in the theory,
measurement, and importance of organizational climate and culture, by means
of both lecture and class discussion. Lectures will focus on research and theory as
well as practical issues and techniques used in applied settings. Students will learn
about: the various models used to define organizational climate and culture; the
impact of climate/culture on various organizational and individual phenomena;
methodologies used to measure organizational climate and culture; and the
importance of social networks and how to measure them.

Quality of Work Life
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
PSYCH-GA 2110  Prerequisite: permission of the instructor. May be repeated
for credit. 3 points. 2011-12, 2012-13.
Supervised reading and/or research with a faculty member on a topic selected
by the student.

Theories of Psychotherapy
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
PSYCH-GA 2125  Prerequisite: permission of the instructor. Cohen. 3 points.
Supervised practicum in a selected agency, clinic, or human resources department.
Placement, according to occupational needs and goals of the student, may vary
from planning and administration to clinical practice. Joint supervision by the
academic and qualified agency staff.
Research Methods and Experiences
PSYCH-GA 2126 Prerequisites: PSYCH-GA 1016 or equivalent, and permission of appropriate sponsor. McMeniman. 3 points. 2011-12, 2012-13.
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
PSYCH-GA 2140 Enrollment is subject to the availability of appropriate projects. Prerequisites: one core C course and permission of appropriate sponsor. 3 points. 2011-12, 2012-13.

Master’s Seminar
PSYCH-GA 2199 Open to students in the master’s program who are completing a thesis. Prerequisites: PSYCH-GA 1016 or equivalent, one core C course, and permission of appropriate sponsor. McMeniman. 3 points. 2011-12, 2012-13.

Doctoral Courses
Laboratory in Cellular, Molecular, and Developmental Neuroscience
Team-taught, state-of-the-art teaching laboratory in neural science. First semester includes neuroanatomy, histology, and cellular and molecular neuroscience.

Categories and Concepts
This course covers the major topics in the psychology of concepts. The focus is on central issues of concept representation and use. The first part of the course discusses the “traditional” questions of the past 15 years, such as prototype vs. exemplar theories and computational models of category learning. Then the course addresses questions of how concepts are integrated with and constrained by more general knowledge. Other topics include similarity, expertise, induction, and conceptual combination. Developmental perspectives on these topics are considered throughout the course.

Cognitive Development
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).
Math Tools for Cognitive Science and Neuroscience
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
PSYCH-GA 2212 Prerequisite: elementary probability theory. Maloney, Staff. 3 points. 2011-12.
Covers normative and descriptive theories of individual decision making, the classical experimental literature, and recent work, such as the Prospect Theory of Kahneman and Tversky.

Language Acquisition
PSYCH-GA 2214 Prerequisite: instructor’s permission or a graduate course in linguistics or psycholinguistics. Marcus. 3 points. 2011-12, 2012-13.
Development of grammatical structure in children’s language: word learning; views of the nature of the acquisition process; what the study of language development says about the nature of language.

Research Methods in Social/Personality Psychology
PSYCH-GA 2217 Staff. 3 points. 2011-12, 2012-13.
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
PSYCH-GA 2219 Marcus. 3 points. 2011-12.
Introduction to computational modeling, connectionist and symbolic, in cognition and language; why modeling is important, what makes a good model, and how models can inform experimental work. Topics include object permanence, linguistic inflection, and the acquisition of grammar.

Perception
PSYCH-GA 2223 Part of core curriculum for doctoral students in cognition and perception. Landy, Heeger, Staff. 3 points. 2011-12, 2012-13.
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.

Memory
Psycholinguistics

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

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

PSYCH-GA 2229 Prerequisite: PSYCH-GA 2228 or the equivalent. Shrout. 3 points. 2011-12, 2012-13.
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

PSYCH-GA 2233 Prerequisite: elementary calculus and some programming experience in any language. Maloney. 3 points. 2012-13.
Covers topics in numerical analysis, probability theory, and mathematical statistics essential to developing Monte Carlo models of complex cognitive and neural processes and testing them empirically. Most homework assignments include programming exercises in the MATLAB language.

Linear Systems

PSYCH-GA 2236 Prerequisite: elementary calculus. Maloney. 3 points. 2011-12.
Introduction to linear systems theory and the Fourier transform. Intended for those working in biological vision or audition, computer vision, and neuroscience and assumes only a modest mathematical background.

ANOVA

Complex analysis of variance designs and their computation, with an emphasis on research design issues and power. Also included is a detailed look at the connections between multiple regression and ANOVA, ANCOVA, and MANOVA.
Multivariate Statistical Analysis
PSYCH-GA 2244  Prerequisite: PSYCH-GA 2229 or permission of the instructor. Maloney. 3 points. 2012-13.
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
PSYCH-GA 2245  Prerequisites: graduate standing in psychology or neural science or permission of the instructors. Recommended: some experience with Matlab programming, statistics, and linear algebra. Heeger. 3 points. 2011-12, 2012-13.
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
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
PSYCH-GA 2248  Prerequisite: PSYCH-GA 2229. Shrout. 3 points. 2011-12.
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.

Law and Psychology
PSYCH-GA 2257  Tyler. 3 points. 2011-12.
Examines the interface between psychology and the law and legal institutions. Considers a variety of topics, including the use of empirical evidence by the courts; decision making by legal actors (judges, juries); why people obey the law; how to resolve social conflicts, etc.

Psychology of Justice
PSYCH-GA 2258  Tyler. 3 points. 2011-12.
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 on Person Perception
PSYCH-GA 2286 Uleman. 3 points. 2011-12.
This seminar focuses on a wide selection of current research and theoretical perspectives on how we perceive other people. Topics include how object and person perception differ, developmental and adult versions of “theories of mind” about others, spontaneous inferences and implicit theories about others, cultural differences in these phenomena, the nature and uses of trait concepts, the interaction of automatic and controlled processes in person perception, and non-verbal cues and communication. Accuracy in person perception, and stereotyping, are major research areas in their own right, and are only briefly considered here. Students are expected to contribute to discussions of the readings each week, make two presentations during the semester on related readings of their choice, and write a research proposal on a topic of particular interest to them. There is also a final exam.

Seminar in Psycholinguistics
PSYCH-GA 3210 May be repeated for credit. Marcus, McElree. 3 points. 2011-12.
In-depth examination of topical issues in language comprehension, production, and acquisition. Sample topics: mechanisms for syntactic and interpretative processing; modular and nonmodular approaches to language comprehension; statistical and rule-based approaches to language acquisition.

Social/Personality Development
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
PSYCH-GA 3220 May be repeated for credit. Adolph, Marcus, Rhodes, Vouloumanos. 3 points. 2011-12, 2012-13.
Advanced topics in developmental psychology. Topics may include conceptual development, language acquisition, motor skill acquisition, and perceptual learning and development.

Seminar in Perception
PSYCH-GA 3233 May be repeated for credit. Carrasco, Landy, Maloney, Pelli. 3 points. 2011-12, 2012-13.
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
PSYCH-GA 3282 May be repeated for credit. 3 points. 2011-12, 2012-13.
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
PSYCH-GA 3286  Staff. 3 points. 2012-13.
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
PSYCH-GA 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. 2011-12, 2012-13.
Discussion of proposals and methodology for doctoral dissertation, planning of dissertation work, and reports of progress.

Predoctoral Research in Psychology
PSYCH-GA 3303, 3304  Prerequisite: permission of the instructor. May be repeated for credit. 3 points per term. 2011-12, 2012-13.
Research for one or two terms in addition to the doctoral research.

Reading Course in Psychology
PSYCH-GA 3305, 3306  Open only to advanced students. Prerequisite: permission of the instructor. May be repeated for credit. 3 points per term. 2011-12, 2012-13.
Planned program of intensive readings in a defined area of psychology with supervision of a member of the department.

Research in Problems in Psychology
PSYCH-GA 3321, 3322  Prerequisite: permission of the instructor. May be repeated for credit. 1-6 points per term. 2011-12, 2012-13.
Supervised research on a special problem apart from the doctoral thesis, in addition to PSYCH-GA 3303, 3304.

Seminar in Memory and Cognition
PSYCH-GA 3326  May be repeated for credit. Davachi, McElree, Murphy, Phelps, Rehder. 3 points. 2011-12, 2012-13.
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
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
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
PSYCH-GA 3391, 3392, 3393, 3394, 3395, 3396, 3397, 3398, 3399
May be repeated for credit. 3 points per term. 2011-12, 2012-13.
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.
NYU POSTDOCTORAL PROGRAM IN

Psychotherapy and Psychoanalysis

PROGRAMS AND REQUIREMENTS

Admission: The requirements for admission to the NYU Postdoctoral Program in Psychotherapy and Psychoanalysis are

1. A doctoral degree from a program in clinical psychology or a related area of study.
2. Two years of supervised experience in individual adult psychotherapy.
3. Eligibility for state certification/licensing in a mental health discipline.

Requirements

Personal Analysis: Candidates are required to complete 300 hours of personal analysis at a minimum of three sessions per week. This analysis must begin prior to initiating work with a clinic patient, and it must be concurrent with at least one year of the treatment of a clinic patient. The candidate's training analyst must have had, at the commencement of the candidate’s analysis, five years of experience following graduation from an analytic training program. Moderate-cost psychoanalysis is available to students by many members of the faculty. For further information regarding moderate-cost analysis, candidates may speak with the program director, Dr. Lewis Aron.

Curriculum: Candidates must satisfactorily complete 36 points of course work, chosen with the guidance of faculty from among the program’s diverse areas of study. Enrollment in a minimum of 2 points per semester is required. The program begins with a course covering the major psychoanalytic orientations, an introduction to clinical psychoanalysis, and principles of ethics. The central thrust of the program is to afford candidates the opportunity to study with faculty representing major orientations in psychoanalytic theory and practice. Students are therefore encouraged to take courses reflecting differing points of view and to work with supervisors who have diverse theoretical approaches. However, since some individuals apply to the program so that they may work within one orientation, the program provides several options. The student may select a systematic course of study in a modern Freudian, an interpersonal, or a relational orientation. Alternatively, the student may choose to combine courses from the three orientations, as well as courses not aligned with any particular one (independent). The curriculum thus fosters an intellectual community in which theoretical diversity may thrive and a rigorous comparative psychoanalysis is encouraged.

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 determi-
nants 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. Sheldon Itzkowitz (dritzkowitz@msn.com) and
Dr. Robert Princ (rprincephd@gmail.com) (drjudygld@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 course work; it is based on courses sponsored by the relational
faculty and augmented by other courses in the program. Candidates who are
interested in pursuing this orientation are encouraged to consult with members of
the relational faculty with the goal of setting up an individually tailored curriculum.
Candidates are welcome to contact the chairs of the faculty in the relational area
of study, Dr. Carolyn Clement (cclement918@gmail.com) (doctornina@aol.com)
and Dr. Velleda Ceccoli (velledaceccoli@mac.com) (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.

**Clinical Requirements:** The candidate is required to conduct psychoanalysis for 400 hours under the supervision of the Postdoctoral Clinic. The candidate is expected to work with at least three clinical supervisors, for a minimum total of 160 hours; each supervisor must be seen for at least 40 hours. Candidates are to begin work with a clinic patient by the beginning of their second year in the program, and they are to continue clinic work until the requirement of work with two patients at 200 hours each is met. In performing the clinic requirement, students are expected to follow all guidelines outlined in the Postdoctoral Clinic’s policy and procedures manual, which is updated regularly. Students write progress reports on their clinic patients toward the end of each academic year.

**Evaluation:** Candidates are evaluated by faculty following completion of each course and by supervisors following each supervisory experience. Candidates’ progress is monitored by the Progression Committee, which may require additional course work, supervision, clinical experience, or personal analysis.

**FACILITIES**

**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 email to gsa.postdoc@nyu.edu.

For up-to-date information and a complete description of courses as well as program faculty and supervisors, visit the website at www.postdocpsychoanalytic.as.nyu.edu.
COURSES

Introduction to Contemporary Psychoanalysis: Theory, Practice & Ethics

The History and Development of Psychoanalysis Focusing on Specific Contributors: Special Topics
PDPSA-GA 4580  Eigen. 2 points. 2011-12.

Clinical Case Seminars—The Psychoanalytic Relationship: Countertransference
PDPSA-GA 4581  Hirsch. 2 points. 2011-12.

Clinical Treatment of Specific Disorders
PDPSA-GA 4582  Bach. 2 points. 2011-12.

The Study and Clinical Use of Dreams
PDPSA-GA 4583  Knafo. 2 points. 2011-12.

Comparative Psychoanalysis
PDPSA-GA 4584  Pine. 1 point. 2011-12.

Psychoanalytic Theory & Technique
PDPSA-GA 4585  Druck. 2 points. 2011-12.
PROGRAM IN

Religious Studies

PROGRAMS AND REQUIREMENTS

Master of Arts

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 32 points of course work (eight courses) in addition to either a thesis project or an exam.

All students are required to take RELST-GA 1001, Theories and Methods in the Study of Religion (4 points). The other seven courses (28 points) are elective 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.

**Cultural Focus:** Instead of focusing on one specific religious tradition, students are encouraged to structure their study around a chosen cultural and geographic area. This allows them to employ the diverse resources of New York University and compels them to engage with religion in its concrete social, economic, political, and historical contexts. When it is grounded in empirical study within a specific context, “religion” serves as a complex heuristic tool in the analysis of other social processes and rhetorical formations in which it is embedded. Cultural foci include ancient Mediterranean; East Asia; Latin America; modern Europe; modern and medieval Middle East; Western Middle Ages; and religious life in the United States.

**Thesis:** In fulfillment of the degree, students may elect to complete a thesis paper as their capstone project. Typically before their final semester, students will secure a “thesis adviser” from among either the Religious Studies faculty or faculty from another department at NYU. Together with this adviser, the student will produce
a thesis paper to be reviewed by two faculty members, one of whom must be in the Religious Studies program. Although the thesis paper is not graded, students may elect to enroll in a Thesis Research course (with departmental permission) for a grade and for a maximum of 4 credits as they work toward completion of the paper.

**Comprehensive Exam:** As an alternative to the thesis, students may instead choose to take a written comprehensive exam as their capstone project. This requires securing an “examination adviser” with whom the student will design a set of questions around their particular field of study. The exam will be administered in the student’s final semester, and will receive either a grade of “P” (pass) or “F” (fail). Students will not receive credits for completion of the exam; they must have completed, or be in the process of completing, the required 32 credits at the time of examination.

**Journalism Concentration:** 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 a concentration within the graduate program that provides education and training for students seeking careers as professional newspaper, magazine, or broadcast journalists with an expertise on religion. This concentration draws on courses offered by both the Program in Religious Studies and the Department of Journalism. The requirements include a final project in long-form journalism, 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 concentration in journalism include 36 points of course work (nine courses), distributed as follows:

Required courses in religious studies (16 points total):

2. Religion as Media, RELST-GA 3397 (4 points).
3. Two elective courses focusing on the study of religion (8 points).

Required courses in journalism (20 points total):

1. Writing, Research, and Reporting Workshop I and II, JOUR-GA 1021, 1022 (8 points).
2. Press Ethics, JOUR-GA 11, or Law and Mass Communication, JOUR-GA 12 or Journalism Reading/Writing Seminar (4 points)
3. Two elective courses, one of which should specialize in writing about religion (8 points).

**AFFILIATED FACULTY IN OTHER DEPARTMENTS**

Brigitte Mirian Bedos-Rezak, History; Barbara Browning, Performance Studies; Mary J. Carruthers, English; Peter J. Chelkowski, Middle Eastern and Islamic Studies; Hasia Diner, Hebrew and Judaic Studies; Daniel E. Fleming, Hebrew and Judaic Studies; Katherine Fleming, History; Michael Gilsenan, Middle Eastern and Islamic Studies; Faye Ginsburg, Anthropology, Center for Media, Culture, and History; Ogden Goelet, Middle Eastern and Islamic Studies; Fiona Griffiths, History; Bernard Haykel, Middle Eastern and Islamic Studies; Richard Hull, History; Alfred Ivry, Hebrew and Judaic Studies; Penelope Johnson, History; Aisha Kahn, Anthropology; Marion Katz, Middle Eastern and Islamic Studies; Barbara Kirshenblatt-Gimblett, Performance Studies; Elka Klein, Hebrew

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**Affiliated Faculty: Anthony Petro, Assistant Professor/Faculty Fellow. Ph.D. 2010 (religion), Princeton; M.A. 2009 (religion), Princeton; M.A. 2004 (social science), Chicago; B.A. 2003 (religious studies), Georgia State. Religion in America; Modern American evangelicalism and Catholicism; critical theories of religion and religious practice; religion, gender and sexuality; religious experience and the body; urban religion; religion and modernity.**

Jeremy Walton, Assistant Professor/Faculty Fellow. Ph.D. 2009 (anthropology), Chicago; M.A. 2003 (anthropology), Chicago; B.A. 1999 (religion), Reed College. Islam and secularism in Turkey; anthropology of religion and secularism; religion and commodity culture; liberal piety; confessional pluralism and interreligious dialogue; civil society and religious identification.

Angela Zito, Associate Professor, Anthropology, Program in Religious Studies; Director, Program in Religious Studies; Co-director, Center for Religion and Media. Ph.D. 1989 (Far Eastern languages and civilizations), Chicago; B.A. 1974 (East Asian studies), Pennsylvania State. Chinese religions and cultural history; religion and media; embodiment, gender, and ritual; the relationship of anthropology and history.
FACILITIES

The Center for Religion and Media at New York University is one of ten Centers of Excellence funded by The Pew Charitable Trusts from 2003-2007. The Center continues with an endowment from NYU to stimulate innovative research and teaching in the interdisciplinary study of religion. The Center seeks to develop interdisciplinary, cross-cultural knowledge of how religious practices and ideas are shaped and spread through a variety of media. It provides a space for scholarly endeavor, a stage for public educational events and an electronic interface with scholars, journalists and the public through its innovative web journal, The Revealer: A Daily Review of Religion and the Press, edited by Ann Neumann.

COURSES

Theories and Methods in the Study of Religion
Students explore fundamental theoretical and methodological issues for the academic study of religion, including some of the more important theories of the origin, character, and function of religion as a human phenomenon. Students cover psychological, sociological, anthropological, dialectical, post-colonial and feminist approaches, as well as some problems for the study of religion today: secularization theory and the intersection of religion and media. Departmental permission required.

Religion, Gender, and Violence
This seminar asks how religion contributes to social violence as well as to movements for peace and reconciliation. Throughout the semester, students will pay especial attention to the ways in which women are enlisted as both victims and agents of religiously-motivated violence. However, the keyword gender is not just a synonym for women. Gender as a category of analysis focuses attention on the social construction and organization of bodies and on the often violent hierarchalization of difference along the axes masculine/feminine. Gender is a social relation embedded in other social relations. How do religious beliefs and forms of belonging contribute to the social imagination and experience of gender, and vice versa? In what ways are gender relations implicated in religious violence? Drawing on critical theories of religion and recent work in gender studies and feminist post-colonial studies, this seminar will push students to examine questions of historical change, cultural variation, national/geographic difference, and moral complexity.

Topics In Religious Studies
Topics courses are taught by a variety of professors and center on a variety of subjects. At least one topics course is typically offered each semester. The current iteration of a topics course can be found on the Religious Studies webpage.

and Judaic Studies; Kenneth Krabbenhof, Spanish and Portuguese Languages and Literatures; Karen Ordahl Kupperman, History; David Levene, Classics; Paule Marshall, English; Thomas F. Mathews, Fine Arts; Gabriel Moran, Steinhardt School of Culture, Education, and Human Development; José Esteban Muñoz, Performance Studies; Fred Myers, Anthropology; Nancy Freeman Regalado, French; Edward H. Roesner, Music; Avital Ronell, German; Jeffrey L. Rubenstein, Hebrew and Judaic Studies; Lawrence H. Schiffman, Hebrew and Judaic Studies; Mark Smith, Hebrew and Judaic Studies; Diana Taylor, Performance Studies; Sinclair Thomson, History; Evelyn Birge Vitz, French; Peter Wosh, History.
Religion as Media
This course will introduce you to the longstanding and complex connection between religious practices and various media, based upon the premise that, like all social practice, religion is always mediated in some form or other. Yet, religion does not function simply as unchanging content, while media names the ways that content is formed. Instead shifts in media technique, from ritual innovations to the invention of printing, through TV, to the internet, also shape religious practice. We are interested in gathering theoretical tools for understanding the form and politics of this mutual dialectic. We will analyze how human hearing, vision, and the performing body have been used historically to express and maintain religious life through music, voice, images, words, and rituals. Then we will spend time on more recent electronic media such as cassette, film, television, video, and the internet. We will consider, among other things: religious memory, both embodied and out-sourced in other media; role of TV in the rise of the Hindu Right; the material culture of Buddhism (icons, relics, sutras); religion and commodification; film as religious experience; Christian Evangelical Media.

M.A. Thesis Research

Directed Study in Christianity

Directed Study in Judaism

Directed Study in Islam

Directed Study in Asian Religion

Directed Study in Philosophy of Religion

Directed Study: Topics in Religion
PROGRAMS AND REQUIREMENTS

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 interdisciplinarity 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.

Students applying to the M.A. program 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.

The M.A. degree requires successful completion of eight courses (32 points) and a thesis. 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.

COURSES

Russian Literature and Culture

Seminar in 19th-Century Russian Literature

Seminar in 20th-Century Russian Literature

Special Studies in Literary Genres

www.russianslavic.as.nyu.edu
13 University Place, Room 204
New York, NY 10003-4573
Phone: 212-998-8670

CHAIR OF THE DEPARTMENT:
Professor Eliot Borenstein

DIRECTOR OF GRADUATE STUDIES:
Associate Professor Anne Lounsbery

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; 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.


Theory of the Avant-Garde, East and West, 1890-1930
RUSSN-GA 2103  Grøys. 4 points. 2011-12.
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
RUSSN-GA 2106  Staff. 2-4 points. 2012-13.

Russian Utopian Fiction
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
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
RUSSN-GA 2115  Borenstein, Kunichika. 4 points. 2011-12.
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
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
Critical examination of literary works reflecting the Russian author’s role as cultural and moral authority. Focuses on the 19th century (Pushkin, Gogol, Chaadaev, Herzen, Chernyshevsky, Turgenev, Dostoevsky, Tolstoy) with some attention to the Soviet era (Lenin, Mayakovsky, Akhmatova, Solzhenitsyn, Brodsky).

Defining Russia
RUSSN-GA 2121  Required course for graduate students in the department. Lounsbery. 4 points. 2011-12.
Interdisciplinary, team-taught course designed to introduce the main methods and chief scholarly debates in contemporary Russian studies.
Conspiracy Theories: Paranoid Fictions After Freud  
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, Pelevin, Pynchon, Dick, and Sologub.

Adultery in the Novel  
Examines novels from the Russian, European, and American traditions that take adultery as their organizing theme. Primary texts include Anna Karenina, Madame Bovary, The Scarlet Letter, Jude the Obscure, and others; critical readings by Georg Lukacs, Tony Tanner, Naomi Schor, Shoshana Fleman, and others.

Imagining Eurasia  
RUSSN-GA 2129  Kunichika. 4 points. 2011-12.  
Focuses on the idea and image of a Eurasia in Russian and Russophone literature, as well as in Soviet and post-Soviet film.

Tolstoy vs. Dostoevsky  
Study of Tolstoy’s and Dostoevsky’s major novels as well as some shorter works and nonfictional writings; consideration of the critical tradition that has grown up around both writers, with attention to their role in the Russian canon and world literature.

Chekhov  
Critical introduction to Chekhov’s work. Examination of Chekhov’s creative art, with emphasis on the evolution of the thematic and formal elements in his prose. Chekhov’s place within the Russian literary tradition is assessed. Considers Chekhov’s plays and his importance as a dramatist.

The Narrative Shape of Truth  
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
RUSSN-GA 2126 Kliger. 4 points. 2011-12.
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.

Malevich
RUSSN-GA 2290 Seminar. Groys. 4 points. 2011-12.
Examination of the work and thought of the 20th-century artist Kazimir Malevich.

Special Studies in Literary Criticism
RUSSN-GA 2304 Staff. 4 points. 2012-13.

Culture of Modernity: Case Eisenstein
RUSSN-GA 2900 Seminar. Iampolski. 4 points. 2011-12.
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.
PROGRAMS AND REQUIREMENTS

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:

- Classical Sociological Theory (SOC-GA 2111)
- Introduction to Methods (SOC-GA 2330)
- Introduction to Statistics (SOC-GA 2332)
- Any 3 other SOC-GA courses

One additional methods course (in consult with the Director of Graduate Studies). 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 40 of the points required for the Ph.D. degree must be in regular sociology courses. Up to 12 of the remaining 24 points may be reading or dissertation courses that involve individual work with a member of the faculty. The acceptability of courses outside sociology depends on the relevance of the work to sociology as judged by the department. Credit for work done elsewhere requires the approval of the director of graduate studies. In addition, a minimum of 4 points in a regular, listed seminar (any 3000-level course except reading and dissertation courses) must be included among the 72 points for the Ph.D. degree.

Methods and Statistics Requirement: Ph.D. students must pass with a B or better two semesters of the Methods and Statistics sequence and one course satisfying the second methods course requirement. The following courses may be used to satisfy this requirement:
Qualitative Methods (SOC-GA 2303)
Historical and Comparative Sociological Methods (SOC-GA 2308)
Advanced Multivariate Statistics (SOC-GA 2312)

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.

M.P.A. 1992, Columbia; B.A. 1990 (humanities), California (Berkeley).
Stratification/mobility; race/class/gender; medical sociology.

Fear and violence; urban cultures; corporate social responsibility programs in developing countries.

Sociology of law; gender and law; legal profession.

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.

Comparative/historical sociology; political sociology; theory.

**David W. Garland,** Arthur T. Vanderbilt Professor of Law (School of Law); Professor, Sociology. Ph.D. 1984 (sociolegal studies), Edinburgh; M.A. 1978 (criminology), Sheffield; LL.B. 1977, Edinburgh.
Criminology; social control and theory.

Gender; the family; work-family linkages.

Social theory; social movements and revolutions; nationalism.

Sociology of sex; criminology; sociology of law.
COURSES

Sociological Theory

Classical Sociological Theory (1848-1950)
SOC-GA 2111  Abend, Calhoun, Corradi, Garland, Lukes. 4 points.
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
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).

Seminar in Culture, Politics, and Social Theory
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
SOC-GA 3117  Prerequisite: SOC-GA 3116 or permission of the instructor. Calhoun, Sennett. 4 points. 2012-13.
A seminar devoted to the advancement of graduate student research projects engaging core themes linking politics, culture, and social theory.

Methods of Inquiry

Introduction to Statistics
SOC-GA 2332  Lab section required. Arum, Sharkey, Torche. 4 points.
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.

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.

Education; social stratification; social institutions.

Social control; qualitative methodology; social psychology.

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.

Theory; international migration; social justice.

Education; stratification; organizations; health.

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.
Introduction to Methods of Sociological Research
SOC-GA 2330 Prerequisite: SOC-GA 2332 or permission of the instructor. Conley, Klinenberg, Wu. 4 points. 2011-12, 2012-13.
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
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
SOC-GA 2308 Prerequisite: knowledge of basic statistics and methods. Calhoun, Chibber, Ertman. 4 points. 2012-13.
Overview of issues in historical and comparative methodology in macro-sociology: methods of and current controversies in historical and comparative sociology; debates about what makes sociology “historical” to debates about the benefits of techniques, such as qualitative comparative analysis; analysis of recent macrosociological investigations in sociology, employing comparative and historical methods.

Advanced Multivariate Statistics
SOC-GA 2312 Prerequisite: permission of the instructor. Conley, Greenberg. 4 points. 2011-12, 2012-13.
Prepares the graduate student who has already completed one semester of statistics with a 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
SOC-GA 2137 Jackson, Jasso, Jennings, Torche.
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).

Social Movements
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**
SOC-GA 2441  *Chibber, Ertman, Goodwin, Manza. 4 points. 2012-13.*
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.

**Social Institutions**

**Sociology of Education**
SOC-GA 2407  *Arum, Heyns. 4 points. 2012-13.*
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**
SOC-GA 2414  *Calhoun. 4 points. 2012-13.*
Survey of major approaches to the sociology of culture and the use of cultural theory in sociological analysis generally. Specific topics include cultural institutions, the relationship of popular to elite culture, different media of cultural communication and expression, historical transformations of culture (including debates over postmodernism), cultural hegemony and domination, and cultural politics. Authors whose works are studied include Raymond Williams, Stuart Hall, Pierre Bourdieu, Paul Gilroy, Paul DiMaggio, and Charles Taylor.

**Sociology of Knowledge**
SOC-GA 2422  *Morning. 4 points. 2012-13.*
Reviews and evaluates important perspectives on the relationship between knowledge and social structure. Focuses on a number of research strategies concerned with types of knowledge and knowledge-systems, codes and symbols, the manipulation of knowledge for social and political purposes, the study of ideologies, and the major factors in knowledge production.

**Society and Economy**
SOC-GA 2435  *Abend, Chibber, Royster. 4 points. 2012-13.*
Examines the relationship between economic institutions and other social institutions. Considers how economic life influences and is affected by political organizations, the logic of organizational functioning, kinship systems, class conflict, and other social phenomena. Materials include classical theoretical works and contemporary studies.
Urban Sociology
Introduction to the field of urban sociology that looks at the interplay between studies of city life and theories about cities. Traces the development of modern American cities; examines the theories that emerged to explain the causes and consequences of urbanization; and analyzes the social, political, and economic processes of community growth and decline among urban and suburban residents.

Deviance, Law, and Criminology

Deviance and Social Control
SOC-GA 2160  Dixon, Greenberg, Horowitz. 4 points. 2011-12.
Cumulative development and changing emphasis in deviance theory. Major methods of research and analytic models. Ecological anomie and subculture, functionalist, learning, and conflict perspectives. The social reactions approach: labeling processes and deviance amplification, organizational processing, and collective struggles over deviance definitions. Disputes over “labeling.” Political and public policy implications of deviance sociology.

Sociology of Punishment

Occupations, Labor, and Organizations

Seminar in Organizations
SOC-GA 3463  Arum. 4 points. 2011-12.

Sex, Gender, and Family

Sociology of Sex and Gender
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
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.

School of Culture, Education and Human Development: Arvind Rajagopal,
Steinhardt School of Culture, Education and Human Development.

FACULTY EMERITI
Wolf V. Heydebrand, Edward W. Lehman,
Caroline H. Persell, Edwin M. Schur,
Dennis H. Wrong.
Variable Content Courses

**Apprenticeship I, II, III, IV, V, VI**

**Doctoral Dissertation I, II, III, IV**

**Reading Course I, II, III, IV**
SOC-GA 3915, 3916, 3917, 3918, 3919  *2 points per term, unless instructor requests 1, 3, or 4 points.* 2011-12, 2012-13.

**Doctoral Seminar**

**Proseminar**
PROGRAMS AND REQUIREMENTS

Master of Arts

A Master of Arts degree in Spanish and Latin American Linguistic, Literary, and Cultural Studies 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: Literary and Cultural Studies: Spain and Latin America or Applied Linguistics: Spain and Latin America.

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.

Students with a concentration in Literary and Cultural Studies develop their interests in literary and critical theory, peninsular and Latin American literature, and the arts and culture of both regions. While most students who choose this option are interested in pursuing a doctoral degree and/or teaching at the college or university level, others go on to careers in secondary education or in other fields in which they can use their thorough knowledge and understanding of the Spanish-speaking world.

Students in this concentration are required to take Cultural History of Spain, SPAN-GA 9945, and Cultural History of Latin America, SPAN-GA 9946.

The concentration in Applied Linguistics: Spain and Latin America emphasizes three main research areas within the historical, political, and cultural context of the Spanish-speaking world: applied linguistic theories, second language teaching and acquisition, and translation studies. The program is designed for students interested in pursuing a doctoral degree in these fields or others related to Applied Linguistics, as well as for those whose professions (primary or secondary education, business, community service, government, international affairs, etc.) would benefit from advanced training. The concentration is not meant for students who wish to go on to a Ph.D. degree in literature.

Students in this concentration are required to take Applied Linguistics: A Survey of Issues in the Study of Language, Language Learning, and Translation, SPAN-GA 9107, and History, Geography, and Politics of the Spanish Language, SPAN-GA 9106.
Students from both concentrations take Research Skills Workshop, SPAN-GA 9825, and M.A. Thesis Seminar, SPAN-GA 9997, and 5 elective courses.

All students must complete an M.A. project, a substantial piece of original scholarly work on a topic of their choice completed under the guidance of an advisor from the faculty.

**Master 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 points (i.e., eight courses, two per semester) and a special project at the end.

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).

An admissions committee consisting of the director of the Creative Writing Program, a clinical professor, and visiting faculty teaching in the program on a regular basis will review applications. The statement of purpose, the writing sample, and the letters of recommendation are the most decisive factors in this review.

The program consists of two required courses on general writing issues Approaches to Narrative and Poetry, SPAN-GA 4001, and either Forms and Techniques of Fiction and Nonfiction Prose, SPAN-GA 4002, or Forms and Techniques of Poetry, SPAN-GA 4003, four 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 second year of their course of study.

Students write a final independent project under the supervision of a faculty member consisting of between 50-75 pages for prose or 30 pages for poetry. The project may be one long piece or a series of shorter pieces. This final project may include, or may be an expansion of work begun during previous courses, but it should represent a culminating effort to shape stories, prose, pieces, a long work, or a group of poems into a coherent, self-sufficient work.

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**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.

**Alexandra Falek**, Assistant Professor/Faculty Fellow. Ph.D. 2008 (Spanish & Portuguese), New York; B.A. 1999 (International and Area Studies), California, Berkeley. Latin American literature and culture; film; performing and visual arts; memory studies, border-crossings and migration; translation.


**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 (sociosemiotics), Nacional de Córdoba. Literature from the Southern Cone; bio-politics; queer theory and gender studies; literature and philosophy; critical theory.
**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 broad knowledge of Spanish and Latin American language and literature and a comprehensive knowledge of one in particular. The department accepts only students of outstanding promise, as evidenced by their academic records, statement of purpose, and writing sample. Students applying to the doctoral program must have either a B.A. or an M.A. degree in literature or a related field 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. 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.

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. 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. There are three required courses: Seminar in Theory, SPAN-GA 2965, Guided Independent Study, SPAN-GA 2965, and the Dissertation Proposal Workshop, SPAN-GA 3545. In addition, students must complete a graduate course with a significant focus on Luso-Brazilian literature and culture. Any student wishing to teach during the Ph.D. program is required to take Foreign Language Teaching Workshops, SPAN-GA 1120.

Reading knowledge of an additional 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., Italian or German for a scholar of early modern Spain, French for a contemporary Hispanist, etc.) and should be decided upon in consultation with the director of graduate studies. Reading ability in these languages is tested by the methods outlined in the Degree Requirements section of this bulletin. Ph.D. candidacy requirements may be fulfilled only after the completion of 64 points. The candidacy requirement is a Comprehensive Evaluation consisting of a written and an oral examination on three individualized reading lists. These lists will cover the students' Dissertation, Theory, and Teaching fields and are developed by the student in collaboration with the three advisors. To prepare for the Comprehensive Evaluation, the student must enroll in Guided Independent Study, SPAN-GA 2892, a workshop designed to guide the student in the preparation of the dissertation project paper.

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**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 poetics (Góngora, Quevedo, Gracián); the Western mystical tradition, especially the Spanish 16th century and the kabbalah of the Spanish diaspora; Portuguese and Brazilian literature (Clarice Lispector, Sofía de Melo, Pessoa, Saramago); science fiction; and translation.

**Jill Lane**, Associate 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.


**Sylvia Molloy**, Albert Schweitzer Professor of the Humanities; Professor, Spanish and Portuguese Languages and Literatures, Comparative Literature. Doctorat d'Université 1967 (comparative literature), Licence és Lettres et Littératures Modernes 1960, Paris (Sorbonne). Contemporary Latin American literature; literary theory; autobiography in Latin America; comparative literature.
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.

**COURSES**

**Required Doctoral Courses**

**Seminar in Theory**
Taken by all graduate students in the first semester of their first year, this weekly seminar introduces them to cutting-edge theoretical work relevant to the literary and cultural field, and helps them to develop ways of applying theoretical insights to their own work.

**Guided Independent Study**
During this program of guided reading and research reports, taken in the second semester of the second year, students work with their future dissertation advisors to start to shape up a dissertation topic and prepare for the Comprehensive Evaluation.

**Dissertation Proposal Workshop**
SPAN-GA 3545 Required of all doctoral candidates. 4 points. 2011-12, 2012-13.
This workshop allows students, under expert guidance, to help each other shape up successive drafts of their dissertation proposal, as well as giving them practice in applying skills and methodologies required for the development of an extended research project in their field.

**Foreign Language Teaching Workshops**
SPAN-GA 1120 Required for all students who plan to teach. 0 points. 2011-12, 2012-13.
Bi-weekly seminar workshops in which students will learn the basic theories of second language acquisition that underlie modern methods of second language teaching at the college level. This will be achieved through a comparison of methods and techniques of the communicative approach, the community language learning approach, and the task-based approach. Workshops will include discussions on general pedagogical issues such as the teaching of foreign language through content, language assessment, adolescent development, teaching students with special needs, and general inquiries in teaching and learning.
Transatlantic Studies

Poetry and Poetics in the Baroque: Quevedo, Góngora, and Sor Juana
The baroque in Spain and colonial Mexico, with emphasis on El Polifemo and Soledades de Góngora, the Primero Sueño, and the sonnets of Sor Juana Inés de la Cruz. Quevedo as satirist.

Iberian Studies

Introduction to Medieval Literature
SPAN-GA 1211 4 points. 2011-12.
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 Clerecía
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
SPAN-GA 2472 4 points. 2011-12.
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
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.

Special Topics in Spanish Literature

Guided Individual Readings in Spanish and Spanish American Literature

Research
Latin American and Caribbean Studies

**Modernismo**
Study of modernismo both as literary practice and as tool for Continental self-definition. Topics: cultural appropriation and manipulation, literature and cosmopolitanism, women as objets d’art, decadence and regeneration, politics and dandyism. Prose and poetry of Casal, Silva, Darío, Martí, Rodó.

**Avant-Garde Movements in Spanish America**
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**
SPAN-GA 2822  *4 points.* 2011-12.
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**

**Borges**
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**
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**
PORT-GA 1831  *4 points.* 2011-12.
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**
The major phases of the most representative poets in their respective times: baroque, neoclassic, romantic, Parnassian, symbolist, modernismo, and concretismo.
Guided Individual Readings in Portuguese and Brazilian Literature

Special Topics in Brazilian and Portuguese Literature
PORT-GA 2967, 2968, 2977, 2978  4 points per term. 2011-12.

Doctoral Research
PORT-GA 3991  1-4 points. 2011-12.

Language and Linguistics

Portuguese for Spanish Speakers
PORT-GA1104  4 points. 2011-12.
Comprehensive approach to Brazilian Portuguese for advanced (native/near-native) Spanish speakers. Teaches grammar at an accelerated pace to prepare students for literature classes in Portuguese.

Master in Spanish and Latin American Linguistics,
Literary and Cultural Studies

Cultural History of Spain
This courses consists of three thematically organized modules, plus introductory and concluding sessions. It is designed to allow students to explore a wide range of cultural materials, including literature, visual culture, urban space, and historical and political texts. It will emphasize issues of cultural identity, encouraging students to make connections between past debates and those of today. The approach is multidisciplinary, ranging across literature, performance studies, cultural studies, visual culture, and history. The objective of the course is to ensure that all students develop a high level of cultural literacy about the Spanish-speaking world.

Cultural History of Latin America
This courses consists of three thematically organized modules, plus introductory and concluding sessions. It is designed to allow students to explore a wide range of cultural materials, including literature, visual culture, urban space, and historical and political texts. It will emphasize issues of cultural identity, encouraging students to make connections between past debates and those of today. The approach is multidisciplinary, ranging across literature, performance studies, cultural studies, visual culture, and history. The objective of the course is to ensure that all students develop a high level of cultural literacy about the Spanish-speaking world.
This course consists of three thematically organized modules each taught by a specialist in the field: 1) pragmatic, social, and psychological aspects of the study of language, 2) language teaching and acquisition, and 3) translation studies and theory. The course is designed to allow students to explore these areas of Applied Linguistics as the basis for continued coursework in all three fields, as well as in a selection of related electives (phonetics, sociolinguistics, dialectology, discourse analysis, etc.).

History, Geography, and Politics of the Spanish Language
SPAN-GA 9106 4 points. 2011-12.
This course provides students with an overview of case studies on the Spanish language and its history (from Latin to Castilian as a national and global language), geography (analysis of the varieties of Spanish today in Spain, Latin America, and the US), and politics (debates and policies in relation to linguistic diversity in Spain, Spanish America, and the US).

Research Skills Workshop
SPAN-GA 9825 2 points. 2011-12.

M.A. Thesis Seminar
SPAN-GA 9997 2 points. 2011-12.

Teaching Spanish as a Second Language
SPAN-GA 9201 4 points. 2011-12.
This course is designed for students who plan to teach Spanish after the M.A. degree and for those who wish to pursue a teaching assistant position in Spanish doctoral programs. The seminar covers different teaching techniques that build communicative competence in listening, speaking, writing, and reading skills in a foreign language.

Theory and Practice of Translation
SPAN-GA 9102 4 points. 2011-12.
Students will study different schools of translation theory and their practical implications in translation, as well as the result of these applications in traductology. The course addresses the implications that translation theories can have on practice, for both literary and non-literary texts.

Cultural History of Photography
SPAN-GA 9847 4 points. 2011-12.
The aim of this course is to offer an introduction to the History of Photography, analysing forms and contents in different schools from the invention of the medium to the present. Interdisciplinary approaches to the studied material are encouraged through reading assignments in contemporary and critical thought as well as formal approaches. Other topics to be addressed are genre studies, the relationship between text & image, and case studies of photographic production in its historical context, etc.
Literary Encounters: Jews, Christians, and Muslims in Medieval Spain
SPAN-GA 9966  4 points. 2011-12.
Students in this course will analyze the different features of Jewish, Muslim and Christian cultural heritage in medieval Spain. Special attention will be paid to contributions from these three groups and their influence on Spanish literature, history, religion, philosophy, the arts, and sciences. A large part of the course will be dedicated to a comparative study of these contributions.

Literature & Modernity in the 19th Century Latin America
SPAN-GA 9967  4 points. 2011-12.
This course explores the relationships between literature and the production of political and cultural discourse in modernity in nineteenth-century Latin America. Through reading essays, novels, and short stories, we will examine how these writers responded, formally and ideologically, to three key challenges in a transformation that sought political independence from Spain: the construction of modern nation-states in ethnically heterogeneous societies; political and cultural decolonization; and the commodification of social relationships.

Special Topics in Latin American Art History
SPAN-GA 9990  4 points. 2011-12.
The Power of Images in Spain and Its American Viceroyalties, 16th-18th centuries. The colonization of Spanish America in the sixteenth century coincided chronologically with the rise of the power of images throughout Counter-Reformation Europe. This course proposes to look at images, and especially paintings, as instruments of persuasion on both sides of the Atlantic. Through a series of thematic units, students will learn about the various roles that images played in all spheres of life from the sixteenth to the eighteenth centuries.

Topics in Spanish Literature: Poetry, Music, and the Gaze, from the Generation 27 to the Present
SPAN-GA 9975  4 points. 2011-12.
This course aims to explore contemporary Spanish poetry through two complementary features: close readings of poetry from from Generation 27 to present, and creative writing of poetry in Spanish. Each seminar will consist of both an analysis of the assigned readings and a practical workshop in which students will produce writing when prompted by visual, musical, and other stimuli.

Creative Writing in Spanish
Approaches to Narrative and Poetry
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.
Forms and Techniques of Fiction and Nonfiction Prose
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.

Forms and Techniques of Poetry
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 in it possibilities for their own writing. Required for all students.

Workshop in Fiction

Workshop in Poetry
SPAN-GA 4102  4 points. 2011-12.

Workshop in Creative Nonfiction

Workshop in Literary Translation
SPAN-GA 4104  4 points. 2011-12.

Variable Topics Workshop
SPAN-GA 4105  4 points. 2011-12.
PROGRAMS AND REQUIREMENTS

Doctor of Philosophy

In addition to the documents required by the graduate school for all applications, the Institute for the Study of the Ancient World requires a writing sample that may not exceed 35 pages double-spaced and a separate list of all ancient and modern languages (other than English) in which the applicant has some proficiency. This list should be uploaded on one of the ‘Additional Information’ pages of the online application. The list should indicate the applicant’s level of each language in concrete terms (e.g., what are the most extensive or difficult texts that the applicants has read) and how the language was acquired.

The formal requirements for the Ph.D. are the following:

1. 72 points of graduate course credit are required. These points will include research seminars (see below), supervised independent study, supervised fieldwork, and courses taken in NYU departments or other universities. (Graduate credits transferred from M.A. programs elsewhere may be counted toward this requirement. A maximum of 30 points may be transferred from another institution.)

2. One research seminar (4 points each) each semester during the first three years, for a total of 24 points. (No specific courses are required of all students.) After the third year, such participation will be strongly encouraged whenever the student is in residence in New York.

3. Typically, 30 points in each of the first two years and 12 in the third year for the normal distribution of the 72 points. The student’s supervising committee will have the authority to vary this distribution, however. Apart from the research seminars, these points will come from the supervised independent study described above plus graduate courses or seminars. Only graduate-level language classes will be counted toward this point total.

4. Four appropriate foreign research languages at minimum; it is expected that most students will learn more, however, and additional languages will be specified in the “contract” for individual students. The supervising committee for a student may, where appropriate (for example, in the case of a student working mainly on preliterate societies), permit the substitution of a comparably demanding scholarly technical skill for one of the languages. Satisfaction of the language requirement will be demonstrated by examination.
5. Comprehensive doctoral examinations, to be taken during the third year of study. These will consist of an initial written component, followed by an oral examination. The examinations will cover three subject areas to be discussed between the student and his or her committee and specified in the “contract” for the individual student.


7. Fieldwork as required by the dissertation. It is expected that most dissertations will require either archaeological fieldwork or research in archives and museums abroad.

8. Teaching experience: a minimum of two semesters. It is expected that one will be, by agreement, a course taught by a disciplinary department and that the other will be a team taught interdisciplinary course, usually an undergraduate seminar. As far as possible, these courses will be team taught with a faculty member. The team teaching will be implemented with ISAW faculty and faculty in other schools and institutes at NYU.

The minimum time to degree will be three years, of which a minimum of two years must be spent in residence at ISAW; one year of previous advanced study (with minimum of 18 credit hours and maximum of 30) may be credited toward the minimum time to degree. The total length of the course of study will depend on individual factors like needed fieldwork. The normal length is anticipated to be six years. The M.Phil. degree will be awarded at the completion of all requirements for the doctorate except the dissertation.

FACILITIES

ISAW Library: ISAW is developing a working library covering the full rage of relevant fields. Current strengths are in Greek and Roman material culture and history, Egyptology, Mesopotamian Archaeology and Assyriology, Central Asia and Iran, and Asian Art.

COURSES

Special Topics in the Exact Sciences in Antiquity

Special Topics in Archaeology and Documents
ISAW-GA 3013  Bagnall. 4 points. 2011-12.

Special Topics in Advanced Reading in Akkadian
ISAW-GA 3014  Pongratz-Leisten. 4 points. 2011-12.

Special Topics in Central Asian Art, Archaeology, and Material Culture

Special Topics in East Asian Art, Archaeology, and Material Culture
ISAW-GA 3010  Tseng. 4 points. 2011-12.

Lillian Lan-ying Tseng, Associate Professor, East Asian Art and Archaeology. Ph.D. 2001 (history of art and architecture), Harvard, M.A. 1992 (history of art), B.A. 1988 (history), National Taiwan University. Interface of art history and cultural history, visual and material culture in Han China, reception of antiquity in Qing China.

AFFILIATED FACULTY IN OTHER DEPARTMENTS

Adam Becker, Classics and Religious Studies; Brigitte Bedos-Rezak, History; Raffaella Cribiore, Classics; Daniel E. Fleming, Hebrew and Judaic Studies; Ogden Goelet Jr., Middle Eastern and Islamic Studies; Günter Kopcke, Institute of Fine Arts; David Levene, Classics; Clemente Marconi, Institute of Fine Arts; Andrew Monson, Classics; David O’Connor, Institute of Fine Arts; Michael Peachin, Classics; Lawrence Schiffman, Hebrew and Judaic Studies; Hsueh-Man Shen, Institute of Fine Arts; Mark S. Smith, Hebrew and Judaic Studies; Kostis Smyrlis, History; Thelma K. Thomas, Institute of Fine Arts; Katherine Welch, Institute of Fine Arts; Rita Wright, Anthropology.
Special Topics in China
G44.3012  Tseng. 4 points. 2012-13.

Directed Study of the Ancient World
G44.3003  Bagnall, Jones, Pongratz-Leisten, Stark, Tseng. 1-4 points.
PROGRAM IN

Trauma and Violence Transdisciplinary Studies

PROGRAMS AND REQUIREMENTS

Master of Arts

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 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 requires a total of 32 points of course work. The core curriculum, comprising 14 points of course work, exposes students to the entire spectrum of clinical and theoretical work, with an eye toward integrating these different fields through collaborative seminars and colloquia. The following four courses comprise the core curriculum and are required: Trauma: Theoretical and Clinical Perspectives, APSY-GE 2500, Philosophy and Literature, TRVI-GA 2912, Trauma and Violence Transdisciplinary Studies Research Colloquium, TRVI-GA 2001, and Clinical Case Seminar APSY-GE 2516.

In addition to these core courses, students take 18 points in 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 also complete a thesis or special project under faculty supervision in order to be awarded the degree.
Advanced Certificate

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.

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 same four core courses as the M.A. plus an additional 6 points of course credit, for a total of 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
Students develop skills and knowledge in conceptualizing various aspects of all types of trauma.

Philosophy and Literature

Trauma and Violence Transdisciplinary Studies Research Colloquium
Considers the differences among the disciplines and the meaning of trans-, multi-, and interdisciplinarity in trauma and violence studies.

Clinical Case Seminar
Features a variety of clinicians presenting cases concerned with treating survivors of trauma and violence.

Other Courses

Literature and Human Rights
Examines the complex ways in which literature represents the claims of human rights.

Avital Ronell, University Professor; Codirector, Program in Trauma and Violence Transdisciplinary Studies. Ph.D. 1979 (Germanic languages and literature), Princeton; B.A. 1974 (German, philosophy, French), Middlebury College. Literary and other discourses; feminism; philosophy; technology and media; psychoanalysis; deconstruction; performance art.
Special Topics in Clinical Approaches to Trauma and Violence

Trauma and Representation
Probes the effects of trauma on the possibility of representation and the ways in which different genres and media can represent trauma.
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 Application Requirements and Deadlines section of the GSAS Application Resource Center at www 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, ethnicity, 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.

For detailed information regarding the admissions process and requirements, applicants should consult the GSAS Application Resource Center on the web at www.gas nyu edu.

Entering Student Application Deadlines

Consult the Application Requirements and Deadlines section of the GSAS Application Resource Center at www.gas nyu edu 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 100 on the internet-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 website 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 (New York U Grad Arts Sci).

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 10003-7154, U.S.A. An appointment to take the test may be made by calling 212-998-7040. At the discretion of the Graduate School, out-of-town applicants may be tested on arrival.

Individuals intending to enter into or remain in the United States on a student or exchange visitor visa must submit appropriate evidence of financial ability. The issuance of certificates for
student visas (Form I-20) or exchange visitor visas (Form DS-2019) will be delayed until such evidence is received. If an admitted student'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 website 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 website at www.scps.nyu.edu/ali 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; email: ali@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 the American Language Institute, 212-998-7040 or 212-995-4135 (fax); email: ali@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 she or he was specifically admitted. If a student declines an offer of admission or does not register for the expected first 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. Additional credentials may be required by the Graduate School in such cases, students should consult with Graduate Enrollment Services.

Admission for Non-Degree 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 non-degree 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. For additional information, refer to the GSAS Non-degree Application Instructions in the Application Resource Center at www.gtas.nyu.edu.

Non-degree Students
The Graduate School recognizes that students occasionally choose to study without seeking admission to a degree program. If a non-matriculant 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
The Graduate School of Arts and Science 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. 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 www.gtas.nyu.edu/page/grad.scholarlyprograms or contact the Office of the Vice Dean, 212-998-8030 or gtas.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 May; the second summer session starts in July. Consult the website 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 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 website 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 website at www.nyu.edu/summer.) Once they have determined that they can enroll in a course, visiting students must complete and submit an
application form to GSAS Graduate Enrollment Services. They must also submit an official transcript from their home institution. Other application materials may be required, depending upon the department. For additional information, refer to the GSAS Summer Session Application Instructions in the Application Resource Center at www.gtas.nyu.edu, or call the department.

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 sought is granted. This can be accomplished by (1) registering for at least 1 point (or fraction thereof) 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 (GSAS-GA 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 GSAS-GA 4747 and pay the matriculation fee (in 2011-2012, $425 per semester) and the registration and services fee (in 2011-2012, approximately $790 for U.S. students and $970 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 enrolled doctoral students funded through the MacCracken Program during the term of the award and for four semesters immediately 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 and extreme financial hardship as a result of events beyond a student’s control.

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 website at www.nyu.edu/shc/about/insurance.html.

Leave of Absence
A student in good standing who is obliged to withdraw temporarily for national service, serious illness, or compelling personal reasons may request a leave of absence. 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 at least 66 percent of points 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 email.

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 email 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 of 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 NYU Home at www.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: University ID number, current name and any name under which you attended NYU, current address, date of birth, school of the University attended, dates attended, date of graduation, and the full name and address of the person or institution to which the verification is to be sent.

Please address your request to Office of the University Registrar, Transcript and Certification Department, New York University, P.O. Box 910, New York, NY 10276-0910. Or you can fax your signed request to 212-995-4154. Allow seven business days from the time the Office of the University Registrar is in receipt of your request. If you wish to confirm receipt of your request, please call our office at 212-998-4280, and a representative will assist you. The Office of the University Registrar does not accept requests for certification by email.

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) 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 and the Creative Writing in Spanish 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 must be full-time members of the Faculty of Arts and Science. Dissertation readers who are not full-time FAS faculty members must be approved by the Vice Dean. A successful defense requires that no more than one member of the committee votes to not 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>GPA Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>Passing</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
</tr>
<tr>
<td>P/F</td>
<td>Pass, Fail</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>IP</td>
<td>Incomplete Pass</td>
<td>(only awarded prior to fall 2009)</td>
</tr>
<tr>
<td>IF</td>
<td>Incomplete Fail</td>
<td>(only awarded prior to fall 2009)</td>
</tr>
<tr>
<td>N</td>
<td>No Credit</td>
<td>(only awarded prior to fall 2009)</td>
</tr>
<tr>
<td>R</td>
<td>Auditor (no credit)</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td></td>
</tr>
</tbody>
</table>

The grade of A may be suffixed with a minus. The grades of B and C may be suffixed with a plus or a minus.

A grade of P/F can be taken in a course if the student requests that option before the completion of the first three weeks of class in the fall or spring and prior to the third meeting of the course in the summer terms. 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
Incomplete Grades (I and W)
The assignment of the grade Incomplete (I) 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, the Incomplete (I) lapses to Failure (F). Permanent grades may not be changed unless the original grade resulted from clerical error.

A grade of W represents official withdrawal from the course. A student may withdraw from a course up to 24 hours prior to the scheduled final examination. Any tuition refund will be in accordance with the refund schedule for that semester. For complete rules regarding incomplete grades, refer to the GSAS Policies and Procedures Manual.

Advanced Standing (Transfer Credit)
Consideration for advanced standing must be determined by the department within the first calendar year of attendance. Courses for which a master’s degree has been awarded may be considered for transfer credit toward the Ph.D. but not toward a second master’s degree. Only courses with a grade of B (3.0) or better will be considered. A grade of P or S is considered for transfer credit only if received for a research or reading course culminating in the conferral of a master’s degree or with the submission of a 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 approximately four months prior to the date of conferral. Please consult the Academic Calendar at www.gas.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 conferral. No degree is conferred honoris causa or for studies undertaken entirely in absentia. One year must lapse between conferral of the B.A., M.A. (M.S.), M.Phil., and Ph.D. degrees.

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.

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.

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. 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 www.gias.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/shc/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/shc/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/students.guide. To view the Graduate School of Arts and Science regulations, visit www.gas.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 duly authorized law enforcement personnel who are performing official federal, state, or local business and instances in which the bearer of the weapon is licensed by an appropriate licensing authority and has received written permission from the executive vice president of the University.
New York University Simulated Firearms Policy

New York University strictly prohibits simulated firearms in and/or around any and all University facilities—academic, residential, or other. This prohibition extends to all buildings—whether owned, leased, or controlled by the University. The possession of a simulated firearm has the potential of creating a dangerous situation for the bearer and others.

The only exceptions to this policy are instances in which (1) the bearer is in possession of written permission from a dean, associate dean, assistant dean, or department head and (2) such possession or use of simulated firearms is directly connected to a University- or school-related event (e.g., play, film production). Whenever an approved simulated firearm is transported from one location to another, it must be placed in a secure container in such a manner that it cannot be observed. Storage of approved simulated firearms shall be the responsibility of the Department of Public Safety in a location designated by the vice president for public safety. Under no circumstances, other than at a public safety storage area, may approved simulated firearms be stored in any University owned, leased, or controlled facilities.

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 website at www.nyu.edu/public.safety/policies.

ACADEMIC EXPERIENCE

Joint and Dual Degree Programs

Students may pursue joint and dual degrees between GSAS programs and between GSAS programs and programs in many of the professional schools of New York University. Joint degree programs offer a single degree for the satisfaction of the requirements of a single curriculum that is drawn from the curricula of two departments or programs. Dual degree programs allow students to pursue two degrees simultaneously by completing the curricular requirements of separate degrees in a coordinated fashion.

Refer to the individual department and program listings to determine the specific joint and dual degree programs that are offered and their requirements. You may also find a full listing in the “Degree and Certificate Programs as Registered by the New York State Education Department” section of this Bulletin.

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 graduate 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.

The Graduate Forum usually meets on a monthly basis 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.

Starting in 2005, a second group, the Forum on Forms of Seeing, was established by the Institute of Fine Arts (IFA) 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, a combination from the IFA and from other graduate programs throughout New York University, and also meets monthly. The Forum on Forms of Seeing 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.
Financing Graduate Education

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.

INSTRUCTIONS FOR FINANCIAL AID APPLICANTS

The application for admission is also the application for all Graduate School fellowships and research 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 research assistantships. Refer to the departmental deadline dates in Application Requirements and Deadlines section of the GSAS Application Resource Center at www.gsas.nyu.edu.

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 requires that the FAFSA be submitted online by linking to www.fafsa.gov. The FAFSA should be filed by March 1, 2012, for fall 2012 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).

GRADUATE SCHOOL FELLOWSHIPS, RESEARCH ASSISTANTSHIPS, PRIZES, AND RESEARCH AWARDS

The Graduate School of Arts and Science offers an extensive program of 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 www.gfas.nyu.edu/page/gradfinancialaid.

- 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
- 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. Helbein Scholarship
- Engberg Fellowships
- President's Service Awards
- New York University Opportunity Fellowship Program
In addition to the substantial fellowship support available through the University, the Graduate School of Arts and Science, and the range of external organizations committed to academic teaching and research, many departments offer assistance to their students from departmental funds.

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears on the GSAS website at www.gsas.nyu.edu/page/grad.financialaid.

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 contact 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. 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 Life Staff Positions

The Office of Residential Life and Housing Services annually offers a limited number of professional staff positions to students who wish to work with residential undergraduate and graduate students to promote interpersonal connections, community, and academic enhancements within our residence halls. Students in these positions serve as peers who assess, organize, and implement social and educational activities within and around the residence halls. In addition, as representatives of the Department of Residential Education, RAs and CEAs are sources of information, support, and referral and enforce housing and residential educational policy. You may find detailed information at www.nyu.edu/life/living-at-nyu/on-campus-living/staff.html.

OTHER FINANCIAL AID—FEDERAL, STATE, AND PRIVATE PROGRAMS

Eligibility

To be considered for financial aid, students must be officially admitted to NYU or matriculated in a degree program and making satisfactory academic progress toward degree requirements. University-administered federal and state awards are not automatically renewed each year. Continuing students must submit the FAFSA each year by the NYU deadline, continue to demonstrate financial need, make satisfactory progress toward degree requirements, and be in good academic standing. Please consult www.nyu.edu/financial.aid for current information about satisfactory academic progress evaluations and policies.

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.

Withdrawal

Students receiving federal student aid who withdraw completely may be billed for remaining balances resulting from the mandatory return of funds to the U.S. government. The amount of federal aid “earned” up to that point is determined by the withdrawal date and
a calculation based upon the federally prescribed formula. Generally, federal assistance is earned on a pro-rata basis.

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.

Loan Programs


Tuition Remission

Members of the NYU staff, teaching staff, and officers or administrators and their dependents who are eligible for NYU tuition remission are not eligible for other forms of financial aid administered by the University (including merit awards). Eligibility can be reviewed for other types of aid including: Federal Stafford Loans, Federal Unsubsidized Stafford Loans, Federal Parent Loans for Undergraduate Students (PLUS), TAP Grants, Federal Pell Grants, and some private (non-federal) alternative loan programs if the appropriate Free Application for Federal Student Aid is completed. Details about tuition remission eligibility information can be obtained at www.nyu.edu/employees/benefit.html.

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; email: 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.

TUITION AND FEES

The Graduate School of Arts and Science charges tuition on a per-point basis. For 2011-2012 the rate is $1,382 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
2011-2012 academic year are as follows:

Tuition for 24 points $33,168.00
Nonreturnable registration
and services fee, 24 points 2,252.00
Tuition per point per term 1,382.00

Fall Term 2011 Fees
Nonreturnable registration
and services fee, first point $448.00
Nonreturnable registration
and services fee, per point
after first point 61.00

Spring Term 2012 Fees
Nonreturnable registration
and services fee, first point 462.00
Nonreturnable registration
and services fee, per point
after first point 61.00

Mandatory Student Health Insurance
Benefit Plan (2011-2012 academic
year rates). Refer to the Student Health
Insurance Handbook for selection
criteria. Waiver option is available.

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Stu-Dent Plan (dental service through
NYU's College of Dentistry)
Initital enrollment—
academic year 235.00
Renewal—academic year 185.00

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<td>Nonreturnable registration and services fee</td>
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International student fee
(if in F1 or J1 status), per term 90.00

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
Free for traditional publishing filed
electronically (However, costs can
increase depending upon publishing
option(s) selected via ProQuest)

Copyright of dissertation
(optional) 55.00

Optional Payment Plans
Payment plans can help manage your
educational expenses. Options are
described at www.nyu.edu/bursar/
payment.info/plans.html.

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

Students receiving federal student aid who withdraw completely may be billed for remaining balances resulting from the mandatory return of funds to the U.S. government. The amount of federal aid "earned" up to that point is determined by the withdrawal date and a calculation based upon the federally prescribed formula. Generally, federal assistance is earned on a pro-rata basis.

For full details, refer to the Office of the Bursar, hwww.nyu.edu/bursar/refunds/withdrawal.html.
University Directory

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., Executive 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
Catherine Casey, B.S., Senior Vice President for Human Resources and Global Support
Martin S. Dorph, B.S., M.B.A., J.D., Executive Vice President for Finance and Information Technology
Norman Dorsen, B.A., LL.B., Counselor to the President
Katherine Fleming, B.A., M.A., Ph.D., Senior Vice Provost and Vice Chancellor, Europe
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., Executive Vice President for Operations
Linda G. Mills, B.A., J.D., M.S.W., Ph.D., Senior Vice Provost for Undergraduates in the Global Network University; Associate Vice Chancellor for Admissions and Financial Support, NYU 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; Senior Vice Provost, NYU Abu Dhabi
Matthew S. Santirocco, B.A., B.A. [Cantab.]; M.Phil., M.A. [Cantab.], Ph.D.; hon.: M.A., Senior Vice Provost for Undergraduate Academic Affairs (beginning August 1, 2011)
K. R. Sreenivasan, B.E., M.E., M.A., Ph.D.; hon.: D.Sc., Senior Vice Provost; Special Adviser for Science and Technology to the Vice Chancellor of NYU 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, B.S., M.Sc., Ph.D., Director, Courant Institute of Mathematical Sciences (beginning September 1, 2011)
Lauren Benton, B.A., Ph.D., Dean for Humanities, Faculty of Arts and Science
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, NYU Abu Dhabi
Mary M. BrabecK, B.A., M.S., Ph.D., Dean, Steinhardt School of Culture, Education, and Human Development (on sabbatical for spring 2011, returning August 1)
Mary Schmidt Campbell, B.A., M.A., Ph.D.; hon.: D.F.A., D.H.L., Ph.D., Dean, Tisch School of the Arts
Thomas J. Carew, B.A., M.A., Ph.D.; hon.: M.A., Dean, Faculty of Arts and Science
Frederick D. S. Choi, Interim Dean, Undergraduate College, Leonard N. Stern School of Business (through July 14, 2011)
Dalton Conley, B.A., M.P.A., Ph.D., Dean for Social Sciences, Faculty of Arts and Science
Leslie Greengard, B.A., M.D./Ph.D., Director, Courant Institute of Mathematical Sciences (through August 31, 2011)
Robert I. Grossman, B.S., M.D., Saul J. Farber Dean, NYU School of Medicine; Chief Executive Officer, NYU Hospitals Center
Peter Blair Henry, B.A., B.A., Ph.D., Dean, Leonard N. Stern School of Business
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
Geeta Menon, B.A., M.A., Ph.D., Dean, Undergraduate College, Leonard N. Stern School of Business (beginning July 15, 2011)
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Faculty Committee on Student Discipline
Faculty Committee on Grievance
Faculty Committee on Nominations and Elections
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GRADUATE COMMISSION

The Graduate Commission, chaired by the dean of the Graduate School of Arts and Science, reviews and approves all proposed graduate programs before they are submitted to the New York State Education Department. The voting membership of the Commission includes the dean and an approved faculty member from each of the schools offering a graduate program as well as academic officers from the central administration. Each school is also represented by an appointed member of its student body.
# Degree and Certificate Programs

as Registered by the New York State Education Department

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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.
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