Announcement for the 128th and 129th sessions

New York University
Washington Square
New York, New York 10003

Website: 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, Departments, Programs

Administration

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Associate Dean for Graduate Enrollment Services

Kathleen T. Talvacchia, B.S., M.Ed., Ed.D.
Associate Dean for Academic and Student Affairs

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

Chemistry
Professor Michael Ward, Chair

Cinema Studies
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
Professor Christopher Cannon, Chair

Institute of Fine Arts
Professor Patricia L. Rubin, Director

French
Professor Benoit Bolduc, Chair

German
Professor Eckart Goebel, Chair

Hebrew and Judaic Studies
Professor David Engel, Chair

History
Professor Barbara Weinstein, Chair

Italian Studies
Professor Virginia Cox, Chair

Journalism
Professor Perri Klass, Director

Linguistics
Professor Alec Marantz, Chair

Mathematics
Professor Esteban Tabak, Chair

Middle Eastern and Islamic Studies
Associate Professor Everett Rowson, Chair

Music
Professor David Samuels, 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

Politics
Professor David G. Grier, Chair

Psychology
Professor Greg Murphy, Chair

Russian and Slavic Studies
Professor Anne Lounsbery, Chair

Social and Cultural Analysis
Professor Carolyn Dinshaw, Chair

Sociology
Professor Guillermima Jasso, Chair

Spanish and Portuguese Languages and Literatures
Associate Professor Georgina Dopico Black, 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 Dale Jamieson, 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

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 Jill Lane, 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 Jacques Lezra, Director

Psychotherapy and Psychoanalysis  
Professor Lewis Aron, Director

Religious Studies  
Associate Professor Angela Zito, Director
History of the Graduate School

The Graduate School of Arts and Science was founded in 1886 by Henry Mitchell MacCracken, a professor of philosophy and logic, and vice-chancellor at New York University.

MacCracken believed that universities should respond to the needs of modernity by giving unprecedented priority to advanced research and professional training. New York University was the second university in America to award a Ph.D. on the basis of academic performance and examination.

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

MacCracken’s new vision of graduate training attracted ever-growing numbers of young women and men to doctoral programs. The first female graduate students entered the University in 1888. Today, women constitute over half of the 4,500 master’s and Ph.D. graduate students enrolled in 54 departments and programs, as well as in a growing number of institutes and interdisciplinary research areas.

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

The founding of New York University in 1831 by a group of eminent private citizens was a historic event in American education. In the early 19th century, a major emphasis in higher education was on the mastery of Greek and Latin, with little attention given to modern or contemporary subjects. The founders of New York University intended to enlarge the scope of higher education to meet the needs of persons aspiring to careers in business, industry, science, and the arts, as well as in law, medicine, and the ministry. The opening of the University of London in 1828 convinced New Yorkers that New York, too, should have a university.

The first president of New York University’s governing council was Albert Gallatin, former adviser to Thomas Jefferson and secretary of the treasury in Jefferson’s cabinet. Gallatin and his cofounders said that the new university was to be a “national university” that would provide a “rational and practical education for all.”

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

The University includes numerous schools, colleges, institutes, and programs at major centers in Manhattan, Brooklyn, and Abu Dhabi (UAE). In the fall of 2013, NYU in New York and NYU Abu Dhabi will be joined by a third degree-granting campus in Shanghai, China. In addition, the University operates a branch campus program in Rockland County at St. Thomas Aquinas College. Certain of the University’s research facilities, notably the Nelson Institute of Environmental Medicine, are located in Sterling Forest, near Tuxedo, New York. Although overall the University is large, the divisions are small-to moderate-sized units—each with its own traditions, programs, and faculty.

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

The University offers over 6,000 courses and grants more than 25 different degrees.
The Elmer Holmes Bobst Library, designed by Philip Johnson and Richard Foster, is the flagship of an eight-library system that provides access to the world’s scholarship. Bobst Library serves as a center for the NYU community’s intellectual life. With 4.4 million print volumes, 146,000 serial subscriptions, 85,000 electronic journals, 900,000 e-books, 171,000 audio and video recordings, and 40,000 linear feet of special collections archival materials, the collections are uniquely strong in the performing arts, radical and labor history, and the history of New York and its avant-garde culture. The library’s Web site, library.nyu.edu, received 2.4 million visits in 2011-2012.

Bobst Library offers 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. 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 Marion Nestle Food Studies Collection, the country’s largest 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.

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 Library at SCPS Midtown, 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 Bern Dibner Library serves NYU Poly. The New York University Abu Dhabi library provides access to all the resources in BobCat and is developing its own collection of books and other print materials in support of the school’s developing curricula. The NYU Shanghai library will open in fall 2013.

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 33 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 information.

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 11,000 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, 726 Broadway, 7th Floor, New York, NY 10003; 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 YEAR 2013-2014

Fall Term

SEPTEMBER 2013
2 Monday
University holiday: Labor Day
3 Tuesday
First day of classes
13 Friday
Final dissertations due in the Office of Academic and Student Affairs for September 2013 degrees

OCTOBER 2013
1 Tuesday
Applications for Graduate School of Arts and Science Foreign Language Proficiency Examination due in the Office of Academic and Student Affairs
4 Friday
Graduation application deadline for January 2014 degrees
14 Monday-15 Tuesday
No Classes Scheduled

NOVEMBER 2013
1 Friday
Graduate School of Arts and Science Foreign Language Proficiency Examination
28 Thursday-30 Saturday
Thanksgiving recess

DECEMBER 2013
1 Sunday
Thanksgiving recess
6 Friday
Preliminary dissertations due in the Office of Academic and Student Affairs for January 2014 degrees
11 Wednesday
Legislative day (classes meet on a Monday schedule†)
13 Friday
Last day of classes
16 Monday
Fall semester examination period begins
20 Friday
Fall semester examination period ends
21 Saturday
Winter recess begins
† All Monday classes will meet on Wednesday, December 11. Therefore, Wednesday classes do not meet on this day.

Spring Term

JANUARY 2014
17 Friday
Final dissertations due in the Office of Academic and Student Affairs for January 2014 degrees
20 Monday
University holiday: Martin Luther King Day
27 Monday
First day of classes

FEBRUARY 2014
7 Friday
Graduation application deadline for May 2014 degrees
17 Monday
Spring recess begins
20 Friday
Preliminary dissertations due in the Office of Academic and Student Affairs for May 2014 degrees
23 Sunday
Spring recess ends

MAY 2014
9 Friday
Final dissertations due in the Office of Academic and Student Affairs for May 2014 degrees
12 Monday
Last day of classes
13 Tuesday
Reading day
14 Wednesday
Spring semester examination period begins
19 Monday
Graduate School of Arts and Science Convocation
20 Tuesday
Spring semester examination period ends
21 Wednesday
New York University Commencement (tentative)

SUMMER SESSION

MAY 2014
26 Monday
University holiday: Memorial Day

JUNE 2014
13 Friday
Graduation application deadline for September 2014 degrees
### JULY 2014

**3 Thursday**
Applications for Graduate School of Arts and Science Foreign Language Proficiency Examination due in the Office of Academic and Student Affairs

**4 Friday**
University holiday: Independence Day

**5 Saturday**
Summer session I ends

**7 Monday**
Summer session II begins

### AUGUST 2014

**1 Friday**
Preliminary dissertations due in the Office of Academic and Student Affairs for September 2014 degrees

**8 Friday**
Graduate School of Arts and Science Foreign Language Proficiency Examination

**16 Saturday**
Summer session II ends

### ACADEMIC YEAR 2014-2015

#### Fall Term

**SEPTEMBER 2014**

**1 Monday**
University holiday: Labor Day

**2 Tuesday**
First day of classes

**12 Friday**
Final dissertations due in the Office of Academic and Student Affairs for September 2014 degrees

**OCTOBER 2014**

**3 Friday**
Applications for Graduate School of Arts and Science Foreign Language Proficiency Examination due in the Office of Academic and Student Affairs

**5 Friday**
Preliminary dissertations due in the Office of Academic and Student Affairs for January 2015 degrees

**10 Wednesday**
Legislative day (classes meet on a Monday schedule†)

**12 Friday**
Last day of classes

**15 Monday**
Fall semester examination period begins

**19 Friday**
Final dissertation due in the Office of Academic and Student Affairs for January 2015 degrees

### NOVEMBER 2014

**7 Friday**
Graduate School of Arts and Science Foreign Language Proficiency Examination

**27 Thursday-30 Sunday**
Thanksgiving recess

#### DECEMBER 2014

**5 Friday**
Preliminary dissertations due in the Office of Academic and Student Affairs for January 2015 degrees

**10 Wednesday**
Legislative day (classes meet on a Monday schedule†)

**15 Monday**
Fall semester examination period begins

**19 Friday**
Graduation application deadline for January 2015 degrees

**22 Sunday**
Spring recess ends

### MARCH 2015

**6 Friday**
Graduate School of Arts and Science Foreign Language Proficiency Examination

**16 Monday**
Spring recess begins

### APRIL 2015

**6 Friday**
Applications for Graduate School of Arts and Science Foreign Language Proficiency Examination due in the Office of Academic and Student Affairs

### MAY 2015

**16 Monday**
University holiday: Presidents’ Day

### JUNE 2015

**19 Tuesday**
New York University Commencement (tentative)

### Summer Session

**MAY 2015**

**26 Tuesday**
Summer session I begins

**JUNE 2015**

**19 Friday**
Graduation application deadline for September 2015 degrees
JULY 2015

2 Thursday
   Summer session I ends

3 Friday–4 Saturday
   University holiday: Independence Day

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

8 Monday
   Summer session II begins

AUGUST 2015

7 Friday
   Preliminary dissertations due in the Office of Academic and Student Affairs for September 2015 degrees

14 Friday
   Graduate School of Arts and Science Foreign Language Proficiency Examination

15 Saturday
   Summer session II ends
PROGRAM IN

Ancient Near Eastern and Egyptian 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

www.anees.as.nyu.edu
Heyman Hall
51 Washington Square South, Room 101
New York, NY 10012-1075
Phone: 212-998-8980

DIRECTOR OF GRADUATE STUDIES:
Professor Ann Macy Roth

FACULTY

Joan Breton Connelly, Professor, Classics; Director, NYU Yeronisos Island Excavations, Cyprus. Ph.D. 1984 (classical and Near Eastern archaeology), M.A. 1979, Bryn Mawr College; B.A. 1976 (classics), Princeton. Greek sculpture and vase painting; Greek myth and religion; Cypriot archaeology; the Hellenistic East.


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


Andrew Monson, Assistant Professor, Classics. Ph.D. 2008 (classics), Stanford; M.Phil. 2003 (archaeology), London; B.A. 2000 (classical studies), Pennsylvania. Hellenistic history; Greco-Roman Egypt.
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


Beate Pongratz-Leisten, Professor of Ancient Near Eastern Studies, Institute for the Study of the Ancient World. Habilitation 1997 (ancient Near Eastern studies), Tübingen; Ph.D. 1993 (ancient Near Eastern studies), Tübingen; M.A 1988 (ancient Near Eastern studies), Tübingen. Assyriology and ancient Near Eastern religions; conceptions of the divine; the formation of monotheism; translatability of cultures; the interaction between people of the ancient Near East; literature; scribal and intellectual culture.

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. Ancient Egyptian art, archaeology, history, epigraphy and mortuary traditions.


Rita P. Wright, 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 a stand-alone M.A. only to students interested in Human Skeletal Biology. In all other cases, the M.A. is awarded as a step in fulfillment of requirements for the Ph.D. Applicants should apply directly to the Ph.D. program. They will be formally admitted to the Ph.D. program, however, only after the 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 sub-disciplines are expected to take certain departmental foundational courses. Each of the sub-disciplines also has its own courses; students generally take most of their courses within their own sub-discipline 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 generally take the following courses or their approved equivalents: (1) Departmental Seminar, ANTH-GA 1000 (required), (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 usually 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 generally take (1) Departmental Seminar, ANTH-GA 1000 (required), 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 generally take (1) Departmental Seminar, ANTH-GA 1000 (required), (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 generally take (1) Departmental Seminar, ANTH-GA 1000 (required) 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; Associate Professor Tejaswini Ganti and Assistant Professor Noelle Stout of the Department of Anthropology; and Professor Robert P. Stam of the Department of Cinema Studies. For more information on the Culture and Media program, please consult that section of this bulletin.

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

Linguistic anthropology; language contact; nationalism; diaspora; South Asia and Quebec.

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

Primate evolution; molecular primatology; systematics; evolution of disease; genomics; bioinformatics.

Ethnography of media; visual anthropology; visual culture; cultural producers; South Asia; cultural policy; nationalism; neoliberalism; globalization.

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, CUNY; B.A. 1976 (archaeology and art history), Barnard College.
Culture and media; indigenous media; disability; cultural activism; United States; indigenous Australia.
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. 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.

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

Former Soviet Union, Siberia, the Caucasus; cultural history and politics; religion.

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

Race and ethnicity; postcolonial societies; religion; theory and method in New World diaspora studies; the Caribbean, the Atlantic World.

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

Anthropology of law; human rights; transnationalism; gender and race; violence; colonialism; the United States; Asia/Pacific.

Fred R. Myers, Professor; Silver Professor; Director of Graduate Studies. Ph.D. 1976, M.A. 1972, Bryn Mawr College; B.A. 1970 (religion), Amherst College.
Art and aesthetic; materiality and material culture; motions and sociality; anthropology of place; Indigeneity and Fourth World peoples; foraging societies; Australia and Oceania.

Anne Rademacher, Associate Professor (anthropology, 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; urban political ecology; international conservation and development; Nepal.

Gender; reproduction; health and culture; science and technology; United States and Europe.
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 Web site at www.cmchnyu.org

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 Web site at www.crmnyu.org

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

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


Noelle Stout, Assistant Professor. Ph.D. 2008, 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.

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

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

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

Core Course

Departmental Seminar: Biosocial Intersections
ANTH-GA 1000  Subfield core course, topic and instructors vary by year. Antón and Rapp. 4 points. 2013-14.
This course examines a range of topics as simultaneously natural/cultural objects whose contemporary importance can only be understood through both biological and sociocultural analysis.

Anthropological Archaeology

Prehistory Near East & Egypt I
ANTA-GA 1208 Wright. 4 points. 2013-14.
This course examines the prehistory of the ancient Near East from the early Pleistocene to the beginnings of plant and animal domestication. The topics covered include the initial human settlement of the Near East during the early Pleistocene; the Paleolithic archaeology of the Middle East; changes in settlement, subsistence, and technology at the end of the Ice Age, and the initial domestication of plants and animals. Undergraduates can be admitted to this course with the instructor’s permission.

Prehistory of the Near East and Egypt II
ANTH-GA 1209 Wright. 4 points. 2014-15.
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.

Faunal Analysis
ANTH-GA 1212 Crabtree. 4 points. 2013-14.
Faunal analysis or zooarchaeology is the study of animal bones recovered from archaeological sites. The goals of faunal analysis include the reconstruction of past hunting, scavenging, and animal husbandry practices, as well as the study of site formation processes. The faunal analysis course will cover the identification and analysis of archaeological animal bone remains. The course will also examine some of the ways in which faunal data have been used in archaeological interpretation. This course is also open to qualified undergraduates with the permission of the instructor.

Angela R. Zito, Associate Professor, (anthropology, 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.
Geoarchaeology
ANTH-GA 1238 Tryon. 4 points. 2013-14.
This course provides the foundation for interpreting the geological context of archaeological and paleontological sites, including reconstructing ancient environments, understanding factors that have affected sites since burial hundreds to thousands of years ago, and geochemical approaches to the mobility of people and objects. The class is useful for those interested in archaeology, biological anthropology, and human skeletal biology.

Lithic Technology
ANTH-GA 1239 Tryon. 4 points. 2013-14.
Stone tools represent the oldest known human technology. They represent the most abundant and arguably one of the most informative elements of the archaeological record for reconstructing ancient human behavior over the last 2.5 million years. In this course, students are provided with a solid methodological and theoretical grounding in the analysis of stone (lithic) artifacts, and are evaluated on the basis of practical hypothesis-driven projects as well as research papers. The course includes hands-on training in the manufacture and particularly the analysis of stone tools, a global synthesis of stone tool variation since their advent, and detailed discussions of current theoretical perspectives that use stone tools to understand broader questions about the evolution and diversity of human behavioral adaptations.

Archaeological Methods and Techniques
ANTH-GA 2214 Wright. 4 points. 2014-15.
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. 2013-14.
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
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.
Archaeological Perspectives on Foraging Societies
ANTH-GA 3394.001 Tryon. 4 points. 2014-2105.
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
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.

Experimental Archaeology
ANTH-GA 3396 White. 4 points. 2013-14.
This course is an advanced workshop focusing on archaeology by experiment, one of the methodological keystones of scientific archaeology. The course focuses on the formulation and accomplishment of semester-long student projects. It is intended to provide hands-on experimental and analytical skills tailored to individual participants' graduate and undergraduate (senior and honors) theses.

Biological Anthropology

Primate Social Behavior
ANTH-GA 1514 Higham. 4 points. 2013-14.
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. 2013-14.
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
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.

Interpreting Human Skeletal Morphology
ANTH-GA 1520  Prerequisite: strong knowledge of fragmentary human skeletal anatomy. Antón, Bailey. 4 points. 2013-14.
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. 2013-14.
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. 2013-14.
Designed for advanced graduate students and faculty who present and discuss their research and current topics in the literature.

Dental Anthropology
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
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. 2013-14.
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
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. 2013-14.
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. 2013-14.
This course explores some of the more important theories of the origin, character, and function of religion as a human phenomenon. We'll 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. 2013-14.
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. 2013-14.
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. 2013-14.
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, Rogers. 4 points. 2013-14.
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.

Materiality
ANTH-GA 1242  Myers. 4 points. 2013-14.
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.

Ethnographic Traditions: The Caribbean
ANTH-GA 1319  Khan. 4 points. 2013-14.
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. 2013-14.
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  Myers. 4 points. 2013-14.
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.
Anthropological Perspectives on Science
ANTH-GA 2670 Martin. 4 points. 2013-14.
This course offers a critical examination of foundational and contemporary work in the anthropology of science. This course is designed to be complementary with Cultures of Biomedicine, offered in the fall.

Ethnographic Methods
ANTH-GA 2700 Schieffelin. 4 points. 2013-14.
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. 2013-14.
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?

Comparative Latino/Latin American Studies
ANTH-GA 3398 Davila. 4 points. 2013-14.
This course provides an examination of contemporary cultural politics in Latino/America paying attention to contemporary dynamics of neoliberalization and the use and instrumentalization of culture of throughout the Americas, and to some of the larger social, political and historical trends they help signal.

Gender, Culture and Human Rights
ANTH-GA 3395 Merry. 4 points. 2013-14.

Indicators and Global Governance by Information
ANTH-GA 3395 Merry. 4 points. 2014-15.
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.

Theory and Method in the Study of Religion
ANTH-GA 3393 Zito. 4 points. 2013-14.
This course explores theories of the origin, character, and function of religion as a human phenomenon including psychological, sociological, anthropological, dialectical, post-colonial and feminist approaches. We will take up current problems such as secularization theory and the intersection of religion and media.

The Politics of Cultural Property
This seminar will investigate the emerging discourses and activities shaping the field of cultural property. Topics include questions of material circulation, appropriation, authenticity, and commodification as they relate to the objectification of indigeneity and identity. We examine how claims and counter-claims to legal, moral, ethical, political, and intellectual heritage rights are being asserted.
Cultural Citizenship
ANTH-GA 3394 Rosaldo, 4 points. 2013-14.
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.

Anthropologies of Socialism and After
ANTH GA 3395 Grant, 4 points. 2013-14.
This course explores how the hyper-textualities of prominent nineteenth-century socialist movements were translated into social systems that changed the lives of millions around the world. We will seek to consider the commonalities across a broad range of socialist lifeways, and ask after the cognitive effects of powerful state systems through readings in the cosmologies of time, space, and personhood.

Disability Worlds: Anthropological Perspectives
This course examines the genealogy of disability in anthropology and related disciplines, exploring the relationship of such work to disability studies and activism. We will read early key works, as well as recent ethnographies, stressing the significance of disability for theorizing human difference. The course will also incorporate guest lectures, films, performance and relevant off-site activities in NYC.

General Seminars

Ph.D. Seminar
ANTH-GA 3210, 3211 Martin, 4 points per term. 2013-14.
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
These courses use 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: town squares and gardens, the structure of older buildings, architectural representations and historic interiors.

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, in relation to sustainability concepts and the impact of buildings on the environment. It examines the application of these tests including the context of existing buildings and the scope for action in this field, referencing the balance of sustainable and non-sustainable characteristics of historic 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 organizations, 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.

Ian Flewitt. Adjunct Professor. MSc 2000 (environmental design and engineering), University College (London); M.Eng 1991 (civil engineering with architecture), Leeds. Engineering, Structures, Sustainable Design, Historic Conservation.

James Fox. Adjunct Professor. PG Dip (design and technology), Sheffield Hallam; Dip LA (landscape architecture), Sheffield; B.A. Sheffield. Landscape architecture.


Malcolm Fryer. Adjunct Professor. B.Arch 2000, New South Wales (Sydney). Historic building conservation, preservation and conservation of religious structures.

Richard Hill. Adjunct Professor. M.A. (Cantab) (architecture), Cambridge University; Dip Arch. RIBA. Architectural practice; architectural education; historic preservation; adaptive reuse; regeneration.

Tanis Hinchcliffe. Adjunct Professor. Ph.D. (history), London; M.A. (art history), Courtauld Institute; B.A. (English), Toronto. French and English architecture since the 18th century; cultural history of architecture; women as clients; urbanism of London and Paris.

Ian Hume. Adjunct Professor. DIC DipConsAA CEng MInstE IHBC. Structural engineering, historic structures, historic structures conservation.

Todd Longstaffe-Gowan. Adjunct Professor. Ph.D. (historical geography). University College London; M.L.A. (landscape architecture), Harvard; B.E.S. (environmental studies), Manitoba. Landscape architecture, landscape history, landscape conservation.

Practical Experience  
**ARTH-GA 9008 Powers. 4 points. 2013-14, 2014-15.**  
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  
**ARTH-GA 9009 Richardson, Hinchcliffe, Darley. 4 points. 2013-14, 2014-15.**  
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.
Doctor of Philosophy

Ph.D. candidates for the Program in AOS and Mathematics are expected to be full-time students. The program normally requires five years of full-time study. The requirements for the Ph.D. are the following:

1. A total of 72 points: 18 points of core AOS credits (MATH-GA 2701, 2702, 3001, 3003, 3004 and 3011), 30 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

Methods of Applied Mathematics
MATH-GA 2701  Bühler, Gerber, Kleeman, Pauluis, Smith. 3 points.
This is a first-year course for all incoming PhD and Master students interested in pursuing research in applied mathematics. It provides a concise and self-contained introduction to advanced mathematical methods, especially in the asymptotic analysis of differential equations. Topics include scaling, perturbation methods, multi-scale asymptotics, transform methods, geometric wave theory, and calculus of variations.

Fluid Dynamics
MATH-GA 2702.
The course will expose students to basic fluid dynamics from a mathematical and physical perspectives, covering both compressible and incompressible flows. Topics: conservation of mass, momentum, and Energy. Eulerian and Lagrangian formulations. Basic theory of inviscid incompressible and compressible fluids, including the formation of shock waves. Kinematics and dynamics of vorticity and circulation. Special solutions to the Euler equations: potential flows, rotational flows, irrotational-all flows and conformal mapping methods. The Navier-Stokes equations, boundary conditions, boundary layer theory.

DIRECTOR OF GRADUATE STUDIES:
Associate Professor Shafer Smith

FACULTY

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

Edwin Gerber, Assistant Professor (mathematics). Ph.D. 2005 (applied mathematics), Princeton; B.S. 2000 (mathematics and chemistry), University of the South. Atmospheric dynamics; climate variability; stochastic modeling.

Dimitris Giannakis, Assistant Professor (mathematics). Ph.D. 2009 (physics), Chicago; M. Sci. 2001 (natural sciences), Cambridge. Climate science; geometric data analysis; statistical modeling and predictability

David M. Holland, Professor, (mathematics); Director, Center for Atmosphere Ocean Science. Ph.D. 1993 (atmospheric and oceanic sciences), McGill; B.A. 1992 (mathematics and computer science), M.S. 1986 (physical oceanography), B.S. 1984 (physics), Memorial. Climate dynamics; sea-level change; ice and ocean modeling; geophysical fluid dynamics laboratory experiments.
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 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, and geostrophic turbulence. Students are assigned biweekly homework assignments and some computer exercises, and are expected to complete a final project or exam.

Ocean Dynamics
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

Doctor of Philosophy in Biochemistry

This degree may incorporate the study of computational biology, molecular pharmacology, molecular biophysics and biomedical bioinformatics. The computational biology training 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 molecular biophysics 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.

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 Biochemistry, students have the option of joining one of several training programs of study: cellular and molecular biology, computational biology, molecular pharmacology, molecular biophysics 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.

To obtain 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 immunoglobulin genes; immunogenetics; autoimmune disease; interferon, interleukins, and growth factors; complement; AIDS; and various problems in cellular, tumor, and parasite immunology. Studies in these areas use sophisticated methods, including gene transfer, gene cloning, and transgenic mouse and hybridoma technology.

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 Neuroscience and Physiology**

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

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
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. 2013-14, 2014-15.
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
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.

**Molecular Mechanisms in Biology**
The goal of this course is to provide an in-depth understanding of the molecular mechanisms underlying key biological processes by examining the structure and mechanism of the macromolecules that govern those processes. Topics include membrane transport, signal transduction, immune recognition, molecular motors, gene expression, enzyme catalysts, ribozymes/riboswitches, structure determination, and structure-based design. 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.

**Special Topics in Cell Biology: Principles of Protein Modification in Health and Disease**
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**
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.
Medical Microbiology
This course is designed to provide a basis for the understanding of microbial pathogenesis. Some important concepts covered include microbial gene expression and replication, inter-organism transfer of genetic information, bacterial genetics and physiology, mechanisms of microbial pathogenesis, and the host response to microbial infection. In addition, the course also discusses strategies for prevention and treatment of infectious diseases, as well as mechanisms of resistance. The course combines large-group lectures with small-group discussions of scientific literature. Prior knowledge of cellular and molecular biology, microbiology, and immunology is helpful and necessary to understand the development of microbial diseases as well as the host response and pathogenic consequences of infection.

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. 2014-15.
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. This course is only offered in the spring of odd-numbered years.

Genetics
Transmission genetics in diploid organisms. Principles and methods of genetic analysis in diploid organisms—including Drosophila, worms, zebrafish, mice and humans will be emphasized. Classes include lectures, problem solving, and discussion of primary literature. Topics include linkage, gene interactions, mapping, mutagenesis, clonal analysis, transgenic studies, use of mosaics, epigenetics and methods of study in human genetics. The course is targeted for second year and above graduate students. Students who are not members of the Sackler Institute at the NYU School of Medicine should contact the instructor prior to enrollment.

Introductory Immunology
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.*  
Students are assigned two to three “papers of the week,” which are sent by e-mail a week in advance of the seminar. Students are selected to present the papers to fellow classmates and faculty. The papers are discussed for their significance (questions addressed and their relevance), techniques utilized, analysis of data, and perspectives.

**Molecular Oncology**
BMSC-GA 2318  *Pellicer.*  
*4 points.*  
Studies the molecular basis of cancer. Topics include somatic mutations and DNA repair mechanisms; viral systems relevant to cellular transformation and human cancer; the pathogenesis of cancer as a consequence of alterations in oncogenes; growth factor genes and tumor suppressor genes, with emphasis on the function of their normal counterparts; tumor progression; mechanisms of metastasis; and tumor immunology.

**Principles in Pharmacology**
BMSC-GA 2401  *Stanley.*  
*3 points.*  
This course is a combination of lectures, workshops, and seminars. The lectures and workshops that constitute the first half of the course are designed to provide a firm foundation in the basic concepts in pharmacology. Topics include: pharmacodynamics, drug metabolism, drug receptors and drug development, testing and approval. The seminars in the second half of the course are designed to introduce the students to the use of molecular pharmacology in drug development. Seminars encompass receptors, ion channels and enzymes as pharmacological targets.  
Seminar highlights include: the importance of structural studies of G-protein receptors for drug development; the development of drugs that affect growth factor receptor tyrosine kinases for the treatment of cancer and developmental disorders; drugs for inflammatory diseases; the use of partial agonists/antagonists for nuclear hormone receptors in relation to their importance for cancer and metabolic disease. Each session will consist of a 30-45 minute seminar followed by a 45-minute discussion of a seminal paper in the field.

**Molecular Signaling and Drug Development**
BMSC-GA 2404  *Stanley.*  
*4 points.*  
This course will be divided into three parts. First, we will discuss some general principles and look at examples of how specific drugs were developed and brought to market. This will include a discussion of interactions between academia and industry. Second, we will examine how knowledge of signalling systems can be used in our search for drugs. For example, the involvement of mutant Ras in many cancers make this an important target for cancer drug discovery and the importance HIV specific coat proteins in AIDS invasion make these important in vaccine development. Third, we will focus on modern drug design with lectures
on topics including structure/function analysis, rational drug design, combinatorial chemistry, target discovery and gene based therapies. During the course, the students will take turns presenting the research paper related to the day’s topic and moderating a discussion of the topic. At the end of the course, each student will write a plan for developing a new drug that should be related to topics in the course or that utilize methodology discussed in the course. This plan should include a short introduction, the experimental design, and a discussion of the expected outcomes.

**Molecular Pharmacology of Receptors**
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. The second part, modern approaches to pharmacological research, emphasizes methods such as mass spectrometry, genome-wide screens using RNAi, X-ray crystallographic studies of receptors, expression profiling, and genetic studies with Drosophila as a pharmacological tool. The third part, applications of pharmacology research, focuses on the structure and function of G-protein coupled receptors, potassium channels, steroid/thyroid hormone nuclear receptor gene family, integrins, glycoproteins and proteoglycans of the nervous system, the role of histone code in receptor signaling and imaging signal events in live cells. Classes include lectures as well as weekly discussions on selected papers.

**Bioinformatics**
This practical course in bioinformatics emphasizes the use of computers as a tool in molecular biology research. The course includes an introduction to the Unix operating system, some simple programming in Perl, using sequence databases, similarity searching, multiple alignment, Next Generation 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 Systems I, II
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. In the second semester lab component experimental techniques and approaches that have led to the discovery of important aspects of developmental and stem cell biology are demonstrated and conducted by the students.

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.

Parasitology
The course will provide a basic introduction to parasitology that will be followed by an in-depth analysis of the cellular, immunological, molecular and genetic mechanisms in parasite biology and parasite-host interactions. Topics will include mechanisms of host cell invasion, host innate and adaptive immune responses, parasite genome structure and gene expression, antigenic variability, immune evasion, epidemiology, population genetics and vector-parasite interactions. The course will cover a variety of parasites and their insect vectors. Protozoan (Plasmodium, Leishmania, Trypanosoma, Toxoplasma, Entamoeba) and metazoan (Helmiths) parasites which cause disease in humans will be studied.

Readings in Biomedical Sciences
Advanced instruction on a limited topic.

Techniques in Molecular Biophysics
Taught by a group of active researchers in the field, students will learn the underlying theory and current techniques used to study the structure-function of proteins. Topics will include: x-ray diffraction of protein crystals, phasing and refinement in x-ray structure determination, cryo-electron microscopy (cryo-EM), electron tomography of biological samples, image processing in EM, multi-dimensional NMR spectroscopy, MALSDI-TOF and Q-TOPF mass spectrometry, MRI and ultrasound imaging, and single molecular techniques.
Fundamental Concepts of Magnetic Resonance Imaging  
The course covers the fundamental physical principles governing the data acquisition and image reconstruction of magnetic resonance imaging (MRI) and applications in medicine and biology. A background in physical sciences is desirable but not essential.

Introduction to Tissue and Organ Systems  
This survey course and its accompanying laboratory is the cornerstone for the 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: tomography, single particle analysis, and 2D crystallography. 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  
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
The goals of this course are to understand the individual organ systems as well as their interactions with other systems, their pathophysiology and the resulting impact on the function or dysfunction of the organism as a whole. The course consists of 2 modules, which alternate each year such that the full 3 modules are offered on a 2-year cycle.

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. The course discusses two complex disease entities, diabetes and breast cancer. 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 several parts including: stem cell biology concepts and themes (including adult, embryonic, germline stem cells, general molecular themes, specific organ systems, cancer 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
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.

Medical Imaging Systems
This course introduces the physics, instrumentation, and signal processing methods used in x-ray (projection radiography), x-ray computed tomography, ultrasound imaging, optical imaging, and magnetic resonance imaging. The course builds on fundamental signal processing, basic electricity and magnetism, and multivariate calculus.

Practical Magnetic Resonance Imaging
This course is a practical introduction to the basic components of signal excitation and detection in magnetic resonance imaging (MRI). The course is divided into three modules. The first part focuses on the fundamental mathematical tools needed to describe an MRI experiment and how they can be implemented in the Matlab software environment. The second part introduces students to the basics of pulse sequence design, providing examples and direct programming experience. In the third part, students will learn the principles of radiofrequency (RF) coil design and they will build a receive coil. The class involves significant laboratory work. Prerequisites are basic knowledge of C++, BMSC-GA 4404 or permission of the course instructor for students not enrolled in the Sackler training program in biomedical imaging.

Practical Magnetic Resonance Imaging II
This course is a practical introduction to image reconstruction, processing, and analysis in magnetic resonance imaging (MRI). The course is divided into three modules. The first part provides an introduction to selected topics in biostatistical concepts and reasoning. The second part focuses on MR image reconstruction,
with in-depth mathematical descriptions of the most common algorithms. The third part introduces students to the basics of medical image representation, operations in the signal intensity space, and relevant spatial transformations. During laboratory sessions and homework, students will use Matlab to implement and test image reconstruction methods, perform image segmentation and coregistration.

**Fundamentals of Teaching**


Most academic jobs have two major components, research and teaching. Yet, much of our graduate education focuses on how to perform research, with little prominence on teaching and pedagogy. However, we are often expected to demonstrate good teaching skills, and have a teaching portfolio on hand for job applications and for obtaining tenure. This proposed course will present fundamental concepts in the design and implementation of teaching courses geared towards college-level and post-graduate level education. There will be an emphasis on how to teach scientific content successfully. Topics will include cognitive hierarchies, adult learning, course, lesson and syllabus design, design of a teaching portfolio, lecture hall strategies, active learning strategies, formative and summative assessment techniques.

**Assembly and Function of Circuits in the CNS**


Through a combination of lectures and conferences, this course will cover the fundamental principles underlying nervous system development, from the early stages of neural induction through activity-dependent fine tuning of neuronal properties and synaptic connections at later phases of development. We will focus on how a variety of factors, including genetic and environmental factors, play dynamic roles in development and how functional neural circuits are established through these complex interactions to control behaviors. We will address modern techniques to study neurodevelopment extensively, and students will attain a deep understanding of how and when to apply various approaches. Students will also become familiar with classic and current literature in the field, as primary research articles constitute the bulk of the required reading materials.

**Proteomics Informatics**


This course will give an introduction of proteomics and mass spectrometry workflows, experimental design, and data analysis with a focus on algorithms for extracting information from experimental data. The following subjects will be covered in: (1) Protein identification (peptide mass fingerprinting, tandem mass spectrometry, database searching, spectrum library searching, de novo sequencing, significance testing); (2) Protein characterization (protein coverage, top-down proteomics, post-translational modifications, protein processing and degradation, protein complexes); (3) Protein quantitation (metabolic labeling—SILAC, chemical labeling, label-free quantitation, spectrum counting, stoichiometry, biomarker discovery and verification).
Research

Research in Biochemistry

Research in Biomedical Informatics

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 Ziff, staff. 1.5 points per term. 2013-14, 2014-15.

Seminar in Structural Biology  

Seminar in Biomedical Imaging  

Seminar in Developmental Genetics  

Seminar in Microbiology  
BMSC-GA 3211, 3212 V. Torres. 1.5 points per term. 2013-14, 2014-15.

Seminar in Pathology  

Seminar in Pharmacology  

Readings in Physiology and Neuroscience  
BMSC-GA 3208 Chao, staff. 1.5 points per term. 2013-14, 2014-15.

Seminar in Stem Cell Biology  

Seminar in Biomedical Informatics  
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, LSAT, or MCAT, the TOEFL for international applicants, and an essay on an ethical issue of concern in health care or environmental affairs. 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. 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
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
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: Moral Intuitions
Moral intuitions play a key role both in ethical reflection and in everyday practice
such as deciding whether one should withdraw aid to a patient in persistent
vegetative state. In recent years, questions about the nature and epistemic status of
moral intuitions have received much attention not only in philosophy but also in
social psychology, neuroscience and evolutionary theory. In this course, we shall
examine and discuss key, new and work-in-progress, articles from this growing
literature. We shall critically review some of the most influential philosophical and
empirical research in the field and consider its potential philosophical, ethical and
practical significance. The topics we shall discuss include: the evidentiary status of
moral intuitions; the role of emotion and cognition in intuition; evolutionary and
neuroscientific ‘debunking’ arguments; the relation between ethical theory and
moral psychology; whether intuitions are heuristics; whether intuitions are biased;
and whether and how we can improve our intuitions so that we can make better
practical judgments.

Topics in Bioethics: Non-consequentialism
Nonconsequentialism is a type of normative theory according to which the
rightness or wrongness of an act is not determined solely by consequences. In
particular, it holds that even when the consequences of two acts are the same,
one might be wrong and the other right. In this course, we shall examine fac-
tors (prerogatives) that permit an agent to act in ways that do not maximize the
good, and factors (constraints) that limit what an agent may do in pursuit of the
good. We shall discuss topics such as the moral difference between harming and
not-aiding; intending and foreseeing harm, i.e., the Doctrine of Double Effect;
whether constraints are absolute; and how nonconsequentialists should address
issues such as aggregation and the so-called paradox of deontology. We shall also
investigate how one might be able to provide a plausible, theoretical foundation
for nonconsequentialism.
Research Ethics: Human and Animal Experimentation
The course will begin by examining the historical scandals that launched the field of human subjects research ethics and the principles and regulations that have emerged in reaction. The next part of the course will focus on the interpretation, justification, and especially the critical evaluation of these principles and regulations, both in domestic contexts and international contexts. In the final part of the course we will examine the use of animals in research and evaluate several moral critiques of our current practices.

Among the questions to be addressed in the course: is it permissible to deceive subjects when necessary to obtain valid results; is it permissible to use a placebo control when proven effective care for the condition exists; should we be more liberal about enrolling children, the cognitively impaired, and pregnant women in risky research; are there any reasons to limit payment for participation in risky research; is there an obligation to participate in research; are animals models useful; how much weight if any should be assigned to the interests of non-human animals relative to the interests of humans.

Neuroethics
Neuroethics has two branches: the neuroscience of ethics and the ethics of neuroscience. The former is concerned with how neuroscientific technologies might be able to shed light on how we make moral decisions, as well as on other philosophical issues. The latter is concerned with ethical issues raised by the development and use of neuroscientific technologies. Topics include whether neuroscience undermines deontological theories; whether our moral reasoning is inherently biased; whether there is a universal moral grammar; the extended mind hypothesis; the ethics of erasing memories; the ethics of mood and cognitive enhancements; “mind-reading” technologies; borderline consciousness; and free will and addiction.

Clinical Ethics
BIOE-GA 2222  Liao, Ruddick, School of Medicine faculty. 4 points.
Theoretical and practical medical ethics, combined with observation in a clinical setting.

Independent Study
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, bioinformatics and systems biology, 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 qualifying paper, also known as a Master’s thesis. 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 Business Administration

There is a dual degree M.S.-M.B.A. program which is offered 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 and students must be admitted to both programs to qualify for the joint degree. Each program’s application requirements must by satisfied.

Students in the joint program earn 30 credits in GSAS-Biology and complete a qualifying paper 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 PhD 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 (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. All doctoral students must maintain an average of B or better.

The Department of Biology offers two specialized tracks: Developmental Genetics and BRIDGES. 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 cores, a special two-semester course in developmental systems, laboratory rotations, seminars, student research symposia, journal clubs, and thesis-related research.

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.

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.

Eric D. Brenner, Clinical Assistant Professor. Ph.D. 1998 (plant molecular biology), University of California (Davis); BS 1981 (botany & agronomy), University of Wisconsin. Plant signaling and behavior; evolution and development.

Suse Brody, 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.

Jane Carlton, Professor. Ph.D. 1995 (parasite genetics), B.Sc. 1990 (genetics), Edinburgh (Scotland). Comparative genomics of eukaryotic microbes (protists); genomics and global public health.

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.


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 3 and 4. 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 newly constructed open-plan “loft” style research space in the Brown Building (floors 7, 8, 9, and 10) as well as in our brand new state-of-the-art Center for Genomics and Systems Biology located at 12 Waverly Place. The Genome Center features 6 floors of research space, a dedicated floor which houses Sequencing and Genomics Core facilities, a rooftop greenhouse, and basement growth and environmental chambers. All spaces are fully equipped to conduct contemporary biological research and our open floor plan promotes a spirit of collaboration and interactions within the Department.

The new Center for Genomics and Systems Biology highlights the Department’s newest area of growth and development, 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 on which this vision rests is to reconcile the level of molecular conservation at the genome & systems level with the dramatic diversity of life.

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.


Sevinc Ercan, Assistant Professor. Ph.D. 2005 (biochemistry and molecular biology), Penn State; BS 1999, Bilkent University, Turkey. Genomics; systems biology; developmental genetics; epigenetics; chromatin structure; transcription.

David H. Fitch, Professor. Ph.D. 1986 (genetics), Connecticut; B.A. 1980 (biology), Dartmouth College. Evolution of development; molecular systematic; and developmental genetics of the male tail in nematodes related to C. elegans.

David J.J. Gresham, Assistant Professor. Ph.D 2001 (human genetics), Edith Cowan University, Australia; B.S. (biochemistry) 1997, McGill University, Canada. Genomics of adaptive evolution, growth-rate regulation and post-transcriptional gene regulation.

Andreas Hochwagen, Assistant Professor. Ph.D. 2006 (cell biology), Massachusetts Institute of Technology; M.Sc. 2000 (chemistry), Vienna. Chromosome structure and checkpoint regulation in meiosis.


Manpreet Katari, Clinical Assistant Professor. Ph.D. 2004 (genetics), SUNY Stony Brook; B.S. 1997 (biochemistry), SUNY Buffalo. Bioinformatics, Systems Biology, Functional Genomics, Comparative Genomics.
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.

Programming 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).

Biological Databases & Datamining
Provides students with the skills to integrate the different types of biological data and databases and learn how to mine them. Students will learn to create their own database using MYSQL and SQLite containing different types of biological data and then use packages available in the programming language R to mine them. To mine the heterogeneous biological data, students will use machine-learning methods such as Support Vector Machines and Multiple Regressions on experimental data in order to classify and predict gene function and regulation.

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., smallpox), 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.

**Special Topics in Physiology**

BIOL-GA 1031  **Prerequisite: college course in animal physiology. Velhagen. 4 points. 2013-14, 2014-15.**

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). Ercan, Li. 4 points. 2014-15.**

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. 2013-14.**

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  **Prerequisites: Bio Core I (for graduate students); Molecular and Cell Biology II (for undergraduates). Reiss. 4 points. 2013-14, 2014-15.**

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**

BIOL-GA 1082  **Blau. 4 points. 2013-14.**

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.

Laboratory in Molecular Biology I, II, III, IV
BIOL-GA 1122, 1123, 1124, 1125 Prerequisite: permission of the instructor. Must be taken in sequence. Kirov, Rushlow. 4 points. 2013-14, 2014-15.
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
BIOL-GA 1127 Bonneau. 4 points. 2013-14.
The recent explosion in the availability of genome-wide data such as whole genome sequences and microarray data led to a vast increase in bioinformatics research and tool development. Bioinformatics is becoming a cornerstone for modern biology, especially in fields such as genomics. It is thus crucial to understand the basic ideas and to learn fundamental bioinformatics techniques. The emphasis of this course is on developing not only an understanding of existing tools but also the programming and statistics skills that allow students to solve new problems in a creative way.

Systems Biology
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
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.

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.


Christine Vogel, Assistant Professor. Ph.D. 2004 (computational and structural biology), Cambridge; MRes 2001 (mathematical biology), University College of London; Msc. 2000 (biochemistry and molecular biology), Friedrich-Schiller University, Germany. Computational proteomics; quantitative mass spectrometry; protein expression regulation; translation; protein degradation; cellular dynamics.

Tyler Volk, Professor. Ph.D. 1984 (atmospheric science), M.S. 1982 (applied science), New York; B.S. 1971 (architecture), Michigan. The role of life in the Earth system.

FACULTY EMERITI
Herndon G. Dowling, Henry I. Hirshfield, Guenther Stotzky.
**Applied Genomics: An Introduction to Bioinformatics and Network Modeling**  
BIOL-GA 1130  Prerequisite: permission of the instructor. Birnbaum, Gresham.  

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**  

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.

**Math in Medicine/Biology**  
BIOL-GA 1501  Tranchina. 4 points.

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

**Bio Core 3: Molecules and Cells**  
BIOL-GA 2003  Open to Ph.D. students only. 4 points. 2013-14, 2014-15.

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 field of expertise. This course is exclusively for PhD 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. 4 points. 2013-14, 2014-15.
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 PhD students and is part of the suite of courses Bio Core 1-4.

Genomics and Public Health
This course describes the developing relationship between genomics and genomic technologies with the health of populations in a global context. Topics covered include genomic technologies and their applications, genetic epidemiology, the human microbiome, infectious disease genomics, and the ethical, legal and social implications of genomics. The course consists of lectures, group discussions focused on current scientific papers, guest seminars, and a hands-on sequencing workshop. Students will leave the course with an increased awareness of how sequencing of microbes, parasites and human genomes helps develop better diagnostics and therapies and a greater understanding of human health globally.

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.

**Developmental systems I, II**

BIOL-GA 2130, 2131  *Open only to Ph.D. students in biology or at Sackler.*

*Prerequisite: permission of the instructor. Staff. 4 points per term. 2013-14, 2014-15.*

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.

**The Art of Scientific Investigation**

BIOL-GA 3001  *Blau. 2 points. 2013-14, 2014-15.*

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. 2 points. 2013-14, 2014-15.*

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. 2 and 4 points, respectively. 2013-14, 2014-15.*

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. 2013-14; 2014-15.*

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. 2013-14, 2014-15.*

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

Students must satisfactorily complete 32 points (minimum of 24 points while in residence at New York University) with a GPA of 3.0 or better and no single class grade below B-. Students are required to take a 0 point course, CHEM-GA 2673 Professional Development in the Sciences, during the first semester in residence.

Students may choose one of the two plans described below to graduate:

Plan 1) In the Thesis Masters path, students must prepare a dissertation based on original research using the NYU Dissertation formatting requirements accompanied by an oral examination and defense of this research in the major field (thesis masters). The Master’s Thesis Examination Committee consists of three members of the faculty (one must be the thesis advisor). The Master’s thesis defense consists of an oral presentation by the student, approximately 45-50 minutes in length, which is open to the public. A closed-door question-and-answer section by the Master’s Thesis Examination Committee immediately follows the public presentation.

Plan 2) Non-thesis Masters students must complete 30 points in graduate lecture courses and the mandatory 2 point course, CHEM-GA 3010, Graduate Seminar with a GPA of B (3.0) or better. In this seminar course, students must research an important topic of chemistry from the literature (the topic has to be agreed on by the instructor on record for the seminar course), identify 3-5 publications that describe cutting edge research in the chosen topic, prepare and present in a public setting a 45 minute seminar on the chosen topic followed by a question and answer session from the audience. This literature review followed by a public presentation is viewed as the capstone requirement for this plan.

Doctor of Philosophy

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

Since graduate students arrive with a variety of backgrounds, 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 maintaining a cumulative GPA of 3.0 or greater. A grade of B- or better in all classes is required to maintain in good standing in the program. All doctoral candidates are required to register for Professional Development in the Sciences, CHEM-GA 2673, during the first semester in residence, Graduate Seminar, CHEM-GA 3010, during the fall term of the second year, and to attend at least twenty colloquia presented by distinguished visiting scientists, at least ten prior to the qualifying exam and another 10 prior to the thesis defense. Students gain laboratory research experience in two groups during their first semester in residence. This laboratory experience provides student with direct exposure to techniques and methodology used in the various labs and helps them to choose a thesis adviser.

Students must choose a research advisor by the beginning of the spring semester in their first year of residency. Students are then required to submit their core dissertation committee (four faculty members) by the beginning of the fall semester of their second year. While the Graduate School of Arts and Science requires a minimum three-member core committee, the department requires a fourth core committee member. Prior to taking the dissertation evaluation exam, students must also choose a reader to serve as the fifth member of the dissertation committee.

The following examinations are required:

Ph.D. Qualifying Exam—This exam consists of both written and oral components. Students must present their up to date research before their core dissertation committee at the end of their second year in residence.

Research Progress Meeting—Students are required to arrange a 30 minute presentation before their core dissertation committee. 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 exam takes place during the student’s fourth year.

Dissertation Evaluation Exam—The exam is held before the final five dissertation committee members. This is a two part exam. Part one consists of a 30 minutes oral research presentation given by the student. An evaluation is conducted by the student’s dissertation committee members to ensure that the student is ready to defend and earn a Ph.D. Part two consists of both written and oral components. The exam provides an opportunity for the student to demonstrate proficiency in the design, planning and communication of an original research problem.

Dissertation—This exam consists of written and an oral presentation before the student’s dissertation committee members and it is open to the chemistry community. The exam is approximately 45-50 minutes in length. The exam is judged on a pass/fail basis.

**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. All dissertation committee members must approve of the final version of the thesis prior to the public defense.

## COURSES

### Inorganic Chemistry
CHEM-GA 1111  
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.

### Organic Reactions
CHEM-GA 1311  
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.

### Structure and Theory in Organic Chemistry
CHEM-GA 1313  
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.

### Macromolecular Chemistry
CHEM-GA 1815  
Structural chemistry of macromolecules, including vector analysis, symmetry, crystallography, DNA, RNA, and virus structure.

### Advanced Biophysical Chemistry
CHEM-GA 1818  
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
CHEM-GA 2261, 2262  
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.

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**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.

**Stefano Sacanna**, Assistant Professor. Ph.D. 2007 (chemistry), Utrecht (Netherlands), M.S. 2003, (industrial chemistry) Bologna (Italy).  
Nanoscience, colloidal chemistry, microscopy.

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.

**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.
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.

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.

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.

Professional Development in the Sciences
This class centers prepares students to be successful at NYU, in their field and in their future employment. In detail, students enrolled in this class are a) being introduced to the workings of NYU, 2) learn about the ethics of carrying out research, 3) learn how to publish scientific results, 4) are being introduced to effective teaching techniques, 5) learn how to apply for funding and fellowships, 6) are being familiarized with the safety procedures in chemical lab settings, and 7) are being introduced to career paths past their degree.

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.

Sustainable energy; Many-body interactions; Quantum effects in biological systems; Spectroscopy of excitonic systems; multidimensional optical spectroscopy.

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), City College (CUNY).
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.
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
CHEM-GA 2931, 2932  1-12 points per term. 2013-14, 2014-15

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.


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.
Yu-Shin Ding, Professor, Departments of Psychiatry and Radiology.

FACULTY EMERITI
Paul J Gans, Professor; Jules Moskowitz, Professor; Martin Pope, Professor; David I. Schuster, Professor.
DEPARTMENT OF
Cinema Studies
Tisch School of the Arts

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. Applicants must submit a full application, transcripts, and three letters of recommendation. 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 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. (Please note that the GSAS application is not acceptable, and all applicants must use the TSOA application.) 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 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.
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**

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. 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 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. Please note that the GSAS application is not acceptable, and all applicants must use the TSOA application.

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.

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 in cinema and media studies.
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.

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 an 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. In the first year of the program students generally take two courses and first qualifying exam in the fall and three courses and second qualifying exam in the spring. In the second year students generally take two courses and third qualifying exam in the fall and two courses in the spring as well as preparing their dissertation seminar/proposal and completing an oral defense of that proposal. Students are expected to write and complete their dissertations in the third and fourth years.

As outlined above, 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

**AFFILIATED FACULTY IN OTHER DEPARTMENTS**


**VISITING FACULTY**


**FACULTY EMERITA**

**Annette Michelson**, Professor Emerita
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 examina-
tion; 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.

Ph.D. students are advised by the director of graduate studies or chair of the
department until such time as they select their dissertation adviser. Ph.D. students
should select their dissertation adviser no later than their fourth semester of Ph.D.
course work. The committee chair must be a full-time faculty member of the
Department of Cinema Studies or, in the exceptional case, an affiliated NYU fac-
ulty 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 com-
mittee. 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, CINE-GT 3902, in their
fourth semester of Ph.D. course work. This seminar is used to develop the disserta-
tion 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 bibliog-
raphy and filmography must be attached to the proposal. In the latter part of their
fourth semester of Ph.D. course work, students sit for an oral defense conducted
by a faculty evaluation committee. In this defense, students are questioned on
their dissertation proposal and other academic progress. If a student fails the oral
defense, she or he will have the opportunity to sit again for it in the next semester.
The oral defense must be successfully completed before a student may begin writ-
ing 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. 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. 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.”

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. The department strongly discourages grades of “incomplete.” Any incompletes granted must be made up before the end of the next semester. Outstanding incompletes may render a student ineligible for assistantships and financial aid. See the GSAS guidelines for completion deadlines for incompletes. The dissertation defense cannot be scheduled if outstanding incompletes exist.

**Advanced Certificate in Culture and Media**

The Advanced Certificate 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.

**FACILITIES**

George Amberg Memorial Film Study Center aids students and faculty in research and course work. It is the access site for the department’s collection of film, video, and archival material, including the William K. Everson Collection.
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
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

The Holocaust in Cinema
CINE-GT 1111 Liebman. 4 points. 2013-14.
The mass murder of European Jews—the Holocaust—is widely understood to be an unprecedented, if not unique or incomparable, historical event. Even before World War II ended, films about the atrocities were produced, and over the nearly seven decades since they were revealed, thousands of films and television programs about the Holocaust in a wide variety of genres have been made in many countries. While an examination of the aesthetics of and the politics behind some of these films in their historical context of their production is crucial, the study of Holocaust films also opens onto more general questions about the representation of criminal atrocities, horror, and both individual and cultural trauma in the cinema. Questions addressed by the course will include: What is the relative value of realism vs. figuration and allegory in the representation of the Holocaust? What roles have films played in shaping public awareness of the Holocaust? How have films about the Holocaust and their public reception changed over time in different countries? To what extent has cinematic “Holokitsch” and the voyeurism of uninformed audiences around the world adulterated public memory, “trivializing” the Holocaust? How can theories of trauma and traumatic memory help us to understand the Holocaust?

Chinese Cinemas
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. 2014-15.
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
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. 2013-14.
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.

Asian Media & Popular Culture  
This course surveys major concepts and issues concerning media in Asia along with the region's geocultural and sociopolitical contingencies. It foregrounds the bewilderingly vague notion of Asian Media in order to scrutinize the assumed distinctiveness in the formation of media systems and how they correlate with the ethno-cultural configurations of the region. There are three sections in this class: the first part examines the early development of media systems as a way to find conceptual frameworks befitting the regional particularities; the second part assays the political economy of media institutions following the end of Cold war and intensification of globalization; the last part looks into the rise of mobile digital media in conjunction with the development of inter/regional popular cultures. While adopting methodological transnationalism in the place of national frameworks, it will focus geographically on East Asia with due attention to both South East Asia and South Asia.

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.

Women in Film  
CINE-GT 2214 Keller. 4 points. 2013-14.
Women in Film will examine the roles women have played at key moments of cinema history, both within films and in their reception. How have women been portrayed in different genres and at different moments of cinema's history? What hopes or agendas do the women behind the camera or behind the scenes articulate through individual films? What kinds of identifications are audiences encouraged to make at the movies, and how have women in particular been positioned as spectators? Emphasis will be placed on issues pertaining to actresses/stars/divas, women directors working both within and outside of normative systems of film production, and traditions and theories of spectatorship. Films will include works from a more or less classical Hollywood perspective, including Dorothy Arzner's Christopher Strong, Nicholas Ray's Johnny Guitar, and Alfred Hitchcock's The Birds, as well as works that embrace different perspectives and styles, including films by Maya Deren, Agnes Varda, Julie Dash, and Maryam Keshavarz.
Advanced Seminar: Paradigms of Globalization  
This course examines multiple histories, structures, theories and key concepts of globalization, linking them with issues in the nation-state, post/modernity, post/colonialism, cultural imperialism, post/Fordism, empire, and trans/national identities. It brings together different forms of knowledge from anthropology, sociology, cultural studies, and political economy to bear on film and media studies troubled by geo-cultural uncertainty and convergence.

Asian Film History/Historiography  
Critically evaluating select influential scholarship in Asian film studies from the last two decades, this seminar aims to reconsider and move beyond existing paradigms such as national cinema, world cinema, and transnational cinema, in addition to categories or assumptions derived from traditional area studies with origins in the cold war cultural politics. While critically reviewing literature on specific cases of national and regional cinemas (e.g.; China, Japan, India), we will explore alternative perspectives on trans-Asian and trans-hemispheric film culture histories (for example, film policy, censorship, co-production, traveling genres, festivals), as well as contemporary formations.

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  
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.
Hollywood 1939
CINE-GT 2116 Polan. 4 points. 2013-14.
For critics and fans, 1939 is a year that crystallized the cultural and even artistic potential of the Hollywood studio system: this, after all, was the year of such revered works as GONE WITH THE WIND, MR. SMITH GOES TO WASHINGTON, WUTHERING HEIGHTS, STAGECOACH, THE WIZARD OF OZ, among others. Intending to avoid any notion of special genius or historical accident or such-like, this course sets out to account for Hollywood achievement in concrete material, industrial, and social terms: what was the Hollywood system and what sorts of films did it produce and how and to what effect? We will look at studio structure and its operations, institutional support and pressure (for example, the role of censorship and regulation), the role of critics, audience taste, and so on. While we will draw on important secondary studies, much of the reading will be drawn from texts of the time in order to garner as immediate and vivid a picture of the functioning of the Hollywood system at a moment often assumed to represent its pinnacles of achievement.

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
Paying 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.

Gender/Genre
This class will engage a specific take on melodrama: questioning concepts of representation, recognition, cultural and generic verisimilitude (Steve Neale), symbolic gendering of bodies, affect and aesthetic experience, discursive circulation—in short how the social gets into the movies, with a particular interest in the uses of woman, femininity, masculinity, sexuality—and inevitably—both race and class. We will work within the intersection of genre theory and feminist work on the gendering of popular culture.

Sound/Image in the Avant-Garde
CINE-GT 1113 Weiss. 4 points. 2013-14.
This interdisciplinary course will investigate the relations between experimental film, radio, music, and sound art in modernism and postmodernism. The inventions of photography, cinema and sound recording radically altered the 19th century consciousness of perception, temporality, selfhood, and death.
newfound role of the voice—depersonalized, disembodied, eternalized—appeared in poetic and literary phantasms of that epoch, and offered models of future (and futuristic) art forms. This course will study the aesthetic and ideological effects of this epochal shift, especially as it concerns the subsequent practice of avant-garde art and aesthetics. It will specifically focus on the recontextualization of the history of avant garde film in the broader context of the sound arts and their discursive practices, from Dada and Surrealism through Lettrism, Situationism, Fluxus and the American Independent Cinema. Special attention will be paid to the transformations of the 1950s and 1960s, the moment when the arts moved toward a more performative mode, entailing the dematerialization and decommodification of the aesthetic domain.

Advanced Seminar: Structures of Passing
CINE-GT 3006 Straayer. 4 points. 2013-14.
From a social-activist perspective, passing is often criticized as a willful act of deception for the purpose of personal gain. Such an understanding invests in both “truth” and visibility politics, and assumes that all passing is both deliberate and upwardly mobile. This seminar seeks to complicate the discussion by analyzing passing in relation to supporting structures (e.g., compulsory heterosexuality, the binary sex system, constructions of race, stereotypes, and assimilation) and processes (e.g., masquerade, infiltration, interpellation, performativity, appropriation, identification, imitation, simulacrum). Enabled by conventional semiotics, passing exploits a dominant gaze, unseeing in its assumed omnipresence. At the same time, passing requires complex engagements with identity and presence, trespass and ambiguity. The passer’s passage is not simply a camouflaged identity, but a counter existence. By addressing a number of passing sites (e.g., race, gender, sexuality, class) while considering that passing always involves more than one vector, the seminar encourages student projects on passing that entail a wider variety of situations (e.g., ethnicity, age, migration, wellness).

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
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.
Video Art
CINE-GT 1601 Straayer. 4 points. 2013-14.
From its outset, video art challenged the limited forms and usages through which commercial television had defined the medium. A major portion of this course investigates the early development (1965-1980) of independent video art in the U.S. including topics such as artists, works, genres, technology, polemics, formal investigations, and relations to the other arts. The remainder of the class addresses several tendencies and concerns of more recent video art including activism, multimedia installation, and crossover entertainment. A wide variety of readings are used for the course: from early and later periods, with modernist and postmodernist persuasions, both historical and theoretical.

Advanced Seminar: Language and Image in Film Narrative
CINE-GT 3016 Simon. 4 points. 2013-14.
This seminar will explore the dynamics of cinematic narration, especially the relations of language, image, and music in film. Understanding the cinema as a heterogeneous and compound medium (i.e. a medium that draws on the artistic resources of multiple art forms, including the novel, theatrical drama, image-based arts like painting and photography, and music), we shall examine how film relates these art forms in the process of relating a story. Special emphasis will be placed on films which foreground the aesthetic "beauty" within the image (e.g. Days of Heaven, Barry Lyndon) and/or films which privilege anomalous uses of language (e.g. voice-over narration in films noir, The Magnificent Ambersons, Days of Heaven, Barry Lyndon). We will consider relevant theoretical texts (e.g. W.J.T. Mitchell’s Picture Theory) and perform in-depth analyses concerning the uses of image, language, and music in relation to cinematic narration. We will use several films by Stanley Kubrick and the first five films of Terrence Malick as especially pertinent examples. Class presentations and one research paper required.

General Graduate Research

PHD Research Methodologies

Independent Study

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 course work, 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
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 of the Classics Department faculty. After review, the student circulates the proposal to the department 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 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 a 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 Classics Department 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.

**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**
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.

**FACULTY EMERITI**
Larissa Bonfante, Mervin R. Dilts,
Charles W. Dunmore, Philip Mayerson,
Gregory M. Sifakis.

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CLASSICS • GRADUATE SCHOOL OF ARTS & SCIENCE • NEW YORK UNIVERSITY
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
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
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
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
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. 2013-14.
Variable content.

Topics in Greek History
Variable content.

Topics in Latin Literature
CLASS-GA 3003 4 points. 2013-14.
Variable content.

Topics in Greek Literature
CLASS-GA 3004 4 points. 2014-15.
Variable content.

Directed Reading in Latin Literature I, II
CLASS-GA 3101, 3102 Prerequisite: permission of the director of graduate studies. Variable points. 2013-14.

Directed Reading in Greek Literature I, II
CLASS-GA 3201, 3202 Prerequisite: permission of the director of graduate studies. Variable points. 2013-14.

Directed Reading in Roman History I, II
CLASS-GA 3301, 3302 Prerequisite: permission of the director of graduate studies. Variable points. 2013-14.

Directed Reading in Greek History I, II
CLASS-GA 3401, 3402 Prerequisite: permission of the director of graduate studies. Variable points. 2013-14.

Dissertation Research
CLASS-GA 3998, 3999 4 points per term. 2013-14.
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, 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.

Culture and Critique
Discusses literary, philosophical, political and artistic themes within a cultural context.

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

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.

Jacques Lezra. Professor (comparative literature, Spanish and Portuguese languages and literatures); Chair. Ph.D. 1990 (comparative literature), M.Phil. 1987 (comparative literature), B.A. 1984 (comparative literature), Yale.
Literary and critical theory; early modern
**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.

**Studies in Prose Genres**  
Topics include autobiography, literature of the fantastic, the gothic novel, travel literature, etc.

**Revisiting the Western Classics**  
Seminar devoted to reading principal works (in translation) of Homer, Hesiod, Euripides, Plato, Virgil, Ovid, Augustine, Dante, Machiavelli, and Shakespeare. Analysis of each text as well as consideration of the historical and cultural context out of which it emerged.

**Special Topics in Theory**  

**Guided Individual Research in Comparative Literature**  
Individual Research may be utilized for internship credit with permission of the Director of Graduate Studies.

**Comparative Poetics**  
Examination of Western ideas on poetics from the viewpoint of other cultures, literate and nonliterate. Consideration of Greek, Chinese, Kaluli (New Guinea), and West African poetics

**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**  
Directed Research I

Directed Research II

PROFESSOR EMERITI
Kamau Brathwaite
John Chioles
Daniel Javitch
Timothy J. Reiss

ASSOCIATED FACULTY IN OTHER DEPARTMENTS
Thomas Bishop, French; Sibylle Fischer, Spanish and Portuguese Languages and Literatures; John Freccero, Italian Studies;
Toral Gajarawala, English; Sarah Kay, French; Philip Kennedy, Middle Eastern and Islamic Studies; 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
J. Michael Dash, French; Yael Feldman, Hebrew and Judaic Studies; Alexander Galloway, Media/Culture/Communication (Steinhardt School of Culture, Education, and Human Development); Eckart Goebel, German; Anselm Haverkamp, English;
Denis Hollier, French; Any Huber, Gallatin; Tzo-hui Celina Hung, NYU/Shanghai; 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; Leif Weatherby, German

ASSISTANT PROFESSOR/ FACULTY FELLOW
Eduardo Matos-Martin.
DEPARTMENT OF

Computer Science

PROGRAMS AND REQUIREMENTS

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 computer science department, excluding external internships; or a master’s thesis. (c) The remaining 9 points may be from any of the above or credits transferred from previous graduate study in computer science at another university; external internships; or relevant courses in other departments at NYU. At most, 6 points of external internships may be taken. The approval of the director of graduate studies is required for transfer credits, internships, and courses in other departments. Students must successfully
complete three foundational 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 complete 39 points of approved course work as follows: (1) Complete CSCI-GA 1170 Fundamental Algorithms. (2) Complete two of the following three courses: CSCI-GA 2261, Data Communications & Networks, CSCI-GA 2262, Operating Systems, CSCI-GA 2433, Database Systems. (3) Complete six credits of computer science electives. (4) Complete six credits of Stern COR1-GB General Business Core courses. (5) Complete nine credits of Stern INFO-GB Information Systems courses. (6) Complete CSCI-GA 3812, Information Technology Projects. (7) Complete six credits of electives either from the Computer Science Department 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 PhD 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 PhD 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 running Linux and Solaris, as well as desktop workstations running Linux and Windows. In addition, individual research groups have various resources, including Macs and Linux and Windows PCs. Each doctoral student is provided with a personal desktop or laptop. Local wired and wireless networks connect this diverse collection of resources to NYU-Net, and, from there, the Internet and Internet2. 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. The primary programming language used in the course will be Java. 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)
This course builds directly on the foundation developed in PAC I, covering the essentials of computer organization through the study of assembly language programming and C, as well as introducing the students to the analysis of algorithms. Topics include: (1) Assembly language programming for the Intel chip family, emphasizing computer organization, the Intel x86 instruction set, the logic of machine addressing, registers and the system stack. (2) Programming in the C language, a general-purpose programming language which also has low-level features for systems programming. (3) An introduction to algorithms, including searching, sorting, graph algorithms and asymptotic complexity. 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 Prerequisites: May not be taken by students who have received a grade of B or better in CSCI-GA 1170. Staff. 3 points. 2013-14, 2014-15.
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.

Random Graphs
This course covers numerous topics related to random graphs, including generalized randomized structures, random processes, probabilistic methods and Erdős Magic. Also covered are branching processes, phase transitions for large random evolutions, derandomization via conditional expectations and semidefinite programming derandomization techniques. Algorithms, probability and discrete mathematics all appear, but concepts will be defined from scratch. Emphasis will be on methods of asymptotic calculation.

Honors Analysis of Algorithms
CSCI-GA 3520 Prerequisites: Permission of the instructor for master's students. Yap, Siegel. 4 points. 2013-14, 2014-15.
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.

Dennis E. Shasha, Professor. Ph.D. 1984 (applied mathematics), Harvard; M.S. 1980 (computer and information science), Syracuse; B.S. 1977 (engineering and applied science), Yale.
Pattern discovery and combinatorial design for biology; software for searching databases of trees and graphs; design of large database systems; data mining in financial and biological databases; cryptographic file systems; puzzle and recreational mathematics.

Cryptography; algorithms.

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

David Sontag, Assistant Professor. Ph.D. 2010, M.S. 2007 (electrical engineering and computer science), Massachusetts Institute of Technology; B.A. 2005, California (Berkeley).
Machine learning; graphical models; artificial intelligence.

Joel H. Spencer, Professor (mathematics, computer science). Ph.D. 1970 (mathematics), Harvard; B.S. 1965 (mathematics), Massachusetts Institute of Technology. Theoretical computer science; discrete mathematics.

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

Program analysis and verification; automated deduction; concurrent software; software productivity.
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. 2014-15.
The course will introduce a panorama of programming languages concepts underlying the main programming language paradigms (such as imperative, functional, object-oriented, logic, concurrent, and scripting languages) and present in detail the formal methods (code semantics, specification, and verification) used in modern high quality assurance tools for software safety and security. A programming project (design and implementation of an interpreter/compiler for a dynamic object-oriented mini-language) will be programmed in OCaml, a multiparadigm language introduced at the beginning of the course.

Honors Compilers and Computer Languages
CSCI-GA 3130 Prerequisites: permission of the instructor for master’s students. Staff. 4 points. 2014-15.
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
Open Source Tools
CSCI-GA 2246 Prerequisites: An understanding of modern operating systems and a working knowledge of a programming language, such as C, C++ or Java. Staff. 3 points. 2013-14, 2014-15.
This course covers a brief history and philosophy of open source software, followed by an in-depth look at open source tools intended for developers. In particular, we will present an overview of the Linux operating system, command line tools (find, grep, sed), programming tools (GIT, Eclipse, DTrace), web and database tools

Optimization; scientific computing; numerical linear algebra.

Chee K. Yap, Professor. Ph.D. 1980, Yale; B.S. 1975 (mathematics and computer science), Massachusetts Institute of Technology.
Computational geometry; computer algebra; visualization; algorithmic robotics; complexity theory; numerical robustness issues and exact computation.

Denis Zorin, Professor. Ph.D. 1997, California Institute of Technology; M.S. 1993 (mathematics), Ohio State; B.S. 1991 (computer science and physics), Moscow Institute of Physics and Technology.
Computer graphics; geometric modeling; subdivision surfaces; multi-resolution surface representations; fluid and solid simulation; perceptually based methods for computer graphics.

RESEARCH FACULTY
Adam Meyers. Research Assistant Professor.
Satoshi Sekine, Research Associate Professor.

ASSOCIATED FACULTY IN OTHER DEPARTMENTS
Leslie Greengard, Assaf Naor, and Olof Widlund, Mathematics.
Tamar Schlick, Chemistry.
Helen Nissenbaum, Steinhardt School of Culture, Education, and Human Development.

AFFILIATED FACULTY IN OTHER DEPARTMENTS
Nathaniel Daw, Center for Neural Science.
Juliana Freire, NYU-Poly.
Paul H. Horn, Senior Vice Provost for Research.
Panagiotis Ipeirotis, Stern School of Business.
(Apache, MySQL), and system administration tools. We will also cover scripting languages such as shell and Python.

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. Subramanian. 3 points. 2013-14, 2014-15.
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. 2013-14, 2014-15.
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**  
CSCI-GA 2631  *Prerequisites: CSCI-GA 1170 and CSCI-GA 2250. Staff. 3 points. 2013-14, 2014-15.*  
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. 2013-14, 2014-15.*  

**Graphics and Vision**

**Computer Graphics**  

**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.

**Computer Games**
CSCI-GA 2290  Prerequisites: Proficiency in a high level programming language like C, C++, Java (C++ preferred as labs are based on C++). Some basic understanding of physics and mathematics (linear algebra, matrix computation, vectors) is required. Staff. 3 points. 2014-15.
The study of computer games offers a unique opportunity to bring together many complementary computer science sub-fields and techniques and to observe how these work together. This course will cover computer science topics involved in the creation of computer games, including accelerated graphical rendering of simulated natural phenomena, concurrent programming, digital audio synthesis, forward and inverse dynamics, multi-level object representations, real time animation and modeling, scientific visualization and scripting interfaces. Students will also be exposed to elements essential to the experience of designing and implementing games, such as the visual, storytelling, and sound design elements of games.

**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. 2013-14, 2014-15.
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).

**Web Search Engines**

CSCI-GA 2580  **Prerequisites: recommend CSCI-GA 1180. Davis. 3 points.**  

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

**Speech Recognition**

CSCI-GA 2585  **Prerequisites: Familiarity with basics in linear algebra, probability and analysis of algorithms. No specific knowledge about signal processing or other engineering material is required. Mohri. 3 points.**  

This course gives a computer science presentation of automatic speech recognition, the problem of transcribing accurately spoken utterances, and presents algorithms for creating large-scale speech recognition systems. The algorithms and techniques presented are now used in most research and industrial systems. The objective of the course is not only to familiarize students with particular algorithms used in speech recognition, but also to use that as a basis to explore general concepts of text and speech, as well as machine learning algorithms relevant to a variety of other areas in computer science. The course will make use of several software libraries and will study recent research and publications in this area.

**Natural Language Processing**

CSCI-GA 2590  **Grishman, Meyers. 3 points.**  

Survey of the techniques used for processing natural language. Syntactic analysis: major syntactic structures of English; alternative formalisms for natural language grammar; parsing algorithms; analyzing coordinate conjunction; parsing with graded acceptability. Semantic analysis: meaning representations; analysis of quantificational structure; semantic constraints; anaphora resolution; analysis of sentence fragments. Analysis of discourse and 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). 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.**  

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 “Omniheurist” Web site 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. Barrett, Mishra. 3 points. 2013-14, 2014-15.
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**
This course first introduces the fundamental mathematical cryptographic algorithms, focusing on those that are used in current systems. To the extent feasible, the mathematical properties of the cryptographic algorithms are justified, using elementary mathematical tools. Second, actual security mechanisms and protocols, mainly those employed for network traffic that rely on the previously introduced cryptographic algorithms, are presented. The topics covered include introduction to basic number-theoretical properties, public/private and symmetric key systems, secure hash functions, digital signature standards, digital certificates, IP security, e-mail security, Web security, and stand-alone computer privacy and security tools.

**Introduction to Cryptography**
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**


**Computation for Science and Society**

**Financial Software Projects**

CSCI-GA 2180  Prerequisites: It is assumed that the students can code in C++. No prior experience in the financial sector domain is required. Staff. 3 points. 2013-14, 2014-15.
The theme of this course is an "applied case study" and focuses on fixed income markets. Topics covered include an overview of the markets, the inner workings of an investment bank, the market players, and where software engineers fit in. Students will be grouped into small teams to build a financial application using practical software engineering principles. Each team will build a risk management framework, starting with basic components.

**Computational Systems Biology**

This course discusses the application of rigorous mathematical models to biological systems with an emphasis on the use of automated tools to uncover cognitive flaws, qualitative simplification or overly generalized assumptions in theories about such systems. Candidates for such study include the prion hypothesis, cell cycle machinery, muscle contractility, processes involved in cancer, signal transduction pathways, circadian rhythms, and many others. The techniques and algorithms to get a better understanding of these and other biological processes will be based on: Model Building, Model Selection, Model Simulation, and Model Checking using discrete, continuous (ODE and PDE) and hybrid systems and properties described in modal logics (linear-time or branching-time temporal logics).

**Bioinformatics**

CSCI-GA 2721  Prerequisites: High-level scripting languages and mathematical maturity. Mishra. 3 points. 2014-15.
This course introduces students to bioinformatics, which uses information technology to store, annotate, retrieve and analyze biological information. Genome-scale sequencing projects have led to an explosion of genetic sequences available for automated analysis. These gene sequences are the codes that direct the production of proteins that in turn regulate all life processes. Students will be shown how these sequences can lead to a much fuller understanding of many biological processes
important to pharmaceutical and biotechnology industries: e.g., to determine new
drug targets or to predict if particular drugs are applicable to all patients. Basic
concepts behind bioinformatics and computational biology tools, algorithms and
data structures will be discussed. Hands-on sessions will familiarize students with
the details and use of the most commonly used online tools and resources.

Projects, Seminars, and Research

Information Technology Projects
CSCI-GA 3812 Prerequisites: Permission of the instructor. Franchitti, Korth. 3
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 require-
ments, 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 points per term for
master's students, 1-12 points per term for Ph.D. students. 2013-14, 2014-15.
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. 2013-14, 2014-15.

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
Special Topics in Computer Science
CSCI-GA 3033  Prerequisites vary according to topic. Staff. 3 points. 2013-14, 2014-15.
Topics vary each semester. Recent offerings:

- Algorithmic and Economic aspects of the Internet
- Application Servers
- Cloud Computing
- Cloud Computing: Concepts & Practice
- Computational Number Theory & Algebra
- Computational Photography
- Distributed Systems
- Financial Computing
- Graphics Processing Units (GPUs): Architecture & Programming
- Motion Capture for Gaming & Urban Sensing
- Music Software Projects
- Principles of Software Security
- Production Quality Software
- Programming Paradigms for Concurrency
- Robotics
- Social Multiplayer Games
- Social Networks
- Special Topics: Realtime & Big Data Analytics
- 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 combining 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:


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. A course in the 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


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 and Associate Director Pegi Vail. The Center sponsors fellows, screenings, lectures, and conferences and integrates concerns of faculty and students from the Departments of Anthropology, Cinema Studies, History, and Performance Studies as well as other programs, including the Center for Religion and Media. The Center for Media, Culture, and History addresses issues of representation, social change, and identity construction embedded in the development of film, television, video, and new media worldwide. For more information about the Center, visit the Web site at [www.cmchnyu.org](http://www.cmchnyu.org).

**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 context.

**AFFILIATED FACULTY**

Anna McCarthy, Cinema Studies;
Robert P. Stam, Cinema Studies.

Ethnographic film and visual studies; gender and sexuality; feminist anthropology; nationalism; late-socialist Cuba; Cherokee cultural politics.
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
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.
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.
PROGRAM IN

Creative Writing

PROGRAMS AND REQUIREMENTS

Master of Fine Arts

The M.F.A. 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, CRWRI-GA 1950, or The Craft of Fiction, CRWRI-GA 1960), 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 special project 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 adviser and of the director of the CWP.

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.

The M.F.A. degree may also be earned through the Low Residency M.F.A. Writers Workshop in Paris. Under this model, degree requirements remain the same, although Craft courses and Workshops take the form of individualized courses of study with the faculty, including four packet exchanges of student work per semester. All students earning the M.F.A. degree through the low-residency program must also participate in five ten-day residencies in Paris, which involve a diverse series of series of readings, special events, faculty mentorship meetings, and professional development panels.

www.cwp.as.nyu.edu
58 West 10th Street
New York, NY 10011-8702
Phone: 212-998-8816

DIRECTOR OF THE CREATIVE WRITING PROGRAM:
Deborah Landau

FACULTY


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


Deborah Landau, Clinical Professor (English), Director. Ph.D. 1995 (English) Brown University; M.A. (English), Columbia; B.A. (English) Stanford University.

Zadie Smith, Professor, (English). B.A., First Class Hons, English Lit, Kings College, Cambridge.

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, CRWRI-GA 1950, or The Craft of Fiction, CRWRI-GA 1960, taught by a member of the CWP faculty. The remaining three must be drawn from other graduate courses offered by the English department. (3) A creative special project 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 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.

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
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. 
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.
PROGRAM IN
Data Science

PROGRAMS AND REQUIREMENTS

Master of Science

Admission to the Master of Science in Data Science requires substantial but specific mathematical competencies, typical of a major in mathematics, statistics, engineering, physics, theoretical economics, and computer science with sufficient mathematical training. In addition, applicants should have some training in programming and basic computer science. To be considered for the program, applicants will be required to have taken: Calculus I, Linear Algebra, Introduction to Computer Science (or equivalent programming course), one of Calculus II, Probability, Statistics or an advanced physics, engineering, or econometrics course with heavy mathematical content. Preference is given to applicants with prior exposure to machine learning, computational statistics, data mining, large-scale scientific computing, operations research (either in an academic or professional context), as well as to applicants with significantly more mathematical and/or computer science training than the minimum requirements listed above. Applicants must submit the following to support your application for admission: GRE scores, TOEFL (All applicants whose native language is not English and who have not received a university degree in an English-speaking country), official college transcripts, and three letters of recommendation.

The curriculum is 36 credits, half of which are required courses and half of which are electives. One of the key features of the M.S. in Data Science curriculum is a capstone project that makes the theoretical knowledge gained in the program operational in realistic settings. During the project, students go through the entire process of solving a real-world problem; from collecting and processing real-world data, to designing the best method to solve the problem, and finally, to implementing a solution. The problems and datasets come from real-world settings identical to what might be encountered in industry, academia, or government.

Students must complete these required courses: DS-GA-1001, Intro to Data Science, DS-GA-1002, Statistical and Mathematical Methods for Data Science, DS-GA-1003, Machine Learning and Computational Statistics, DS-GA-1004, Big Data, DS-GA-1005, Inference and Representation, DS-GA-1006, Capstone Project in Data Science. Students normally complete the degree requirements in 2 years (four semesters). However, it is possible to complete the degree in three semesters, starting with a fall semester.

ASSOCIATED FACULTY
IN GRADUATE SCHOOL DEPARTMENTS

BIOLOGY
Richard Bonneau, Michael Purugganan

COMPUTER SCIENCE
Chris Bregler, Dennis Shasha, Rob Fergus, Yann LeCun, Michael Overton, David Sontag, Margaret Wright

ECONOMICS
John Leahy

MATHEMATICS

NEURAL SCIENCE
Eero Simoncelli

PHYSICS
David Hogg, Kyle Cranmer

POLITICS
Neal Beck, Mik Laver

PSYCHOLOGY
John Jost

ASSOCIATED FACULTY IN OTHER SCHOOLS

SCHOOL OF MEDICINE
Constantine Aliferis, Alexander Statnikov
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. The Center for Data Science maintains a set of servers for use by students in its courses and for research projects in the center.

COURSES

Intro to Data Science
Introduces students to basic software algorithms and software tools, teaches how to deal with data, representing data, and methodology. Provides hands-on experience using Torch, a software system being developed at NYU and other research centers that has a large data science library.

Statistical and Mathematical Methods
DS-GA-1002 Prerequisites: experience in programming in Java, C, C++, Python, R, Lua, Ruby, OCaml or similar language equivalent to two introductory courses. Staff. 3 points. 2013-14, 2014-15.
This course briefly introduces basic statistical and mathematical methods needed in the practices of data science. It covers basic methods in probability, statistics, linear algebra, and optimization.

Machine Learning and Computational Statistics
The course covers a wide variety of topics in machine learning, pattern recognition, statistical modeling, and neural computation. It covers the mathematical methods and theoretical aspects, but primarily focuses on algorithmic and practical issues.
**Big Data**
DS-GA-1004  *Prerequisites: DS-GA-1001 or equivalent undergraduate course, DS-GA-1002. Staff. 3 points. 2013-14, 2014-15.*
This course covers methods and tools for automatic knowledge extraction from very large datasets. Methods include on-line learning, feature hashing, class embedding, distributed databases, map-reduce framework, and applications.

**Inference and Representation**
This course covers graphical models, causal inference, and advanced topics in statistical machine learning.

**Capstone Project and Presentation in Data Science**
DS-GA-1006  *Staff. 3 points. 2014-15.*
The purpose of the capstone project is to make the theoretical knowledge acquired by the students operational in realistic settings. During the project, students see through the entire process of solving a real-world problem: from collecting and processing real-world data, to designing the best method to solve the problem, and implementing a solution. The problems and datasets come from real-world settings identical to what the student would encounter in industry, government, or academic research. Students will work individually or in small groups on a problem that typically will come from industry and involve an industry-sourced dataset, but could also be provided by academic research groups inside or outside NYU. A list of such problems will be available early in the semester and students would select a problem aligned with their personal interests. Students with similar interests could form groups of 2 or 3. The selection of problems to work on and the formation of the groups will be approved by the course director. Each program team would be supervised by the course instructor and advised by a project advisor form the academic or industry group that originated the project.
PROGRAMS AND REQUIREMENTS

Master of Arts

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.

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

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

**Thomas Looser**, Associate Professor. Ph.D. 1999 (anthropology), Chicago; B.A. 1979 (cultural anthropology), California (Santa Cruz). Cultural anthropology and Japanese studies; new media; urban studies, architecture, and art; mass culture and critical theory.


**Xudong Zhang**, Professor (East Asian studies, comparative literature), Chair. Ph.D. 1995 (literature), Duke; B.A. 1986 (Chinese), Peking. Modern Chinese literature; Chinese film, intellectual history, aesthetic theory, and political philosophy.

**FACULTY EMERITI**

Harry Harootunian

**AFFILIATED FACULTY IN OTHER DEPARTMENTS**

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 Masters of Arts, East Asian Studies and Journalism**

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

**COURSES**

The following is a selected list of departmental course offerings:

**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 recombined 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

Translation, Modernity, and History
EAST-GA 1761  Karl. 4 points. 2013-14.

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.

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.

Topics in East Asian Studies
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 Reasoning score > 80th percentile (= 159 on new scale); GRE Analytical Writing score > 80th percentile (= 5.0); GRE Verbal Reasoning score > 50th percentile (= 150), 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.

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 an 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. 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 in applied economic analysis with areas of study in economic development and international economics. The Advanced Certificate is only available to NYU master’s students in 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 3385; Global Financial Markets, FINC-GB 3388; 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.

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David Cesarini, Assistant Professor, Ph.D. 2010 (economics), Massachusetts Institute of Technology MIT. M.Sc. (economics), London School of Economics MSc. Behavioral Economics, Applied Microeconomics, Experimental Economics.


William Easterly, Professor. Ph.D. 1985 (economics), Massachusetts Institute of Technology; B.A. 1979 (economics and mathematics), Bowling Green State. Long-run growth and development; political economy.


Christopher J. Flinn, Professor. Ph.D. 1984 (economics), Chicago; M.A. 1975 (sociology), Michigan; B.A. 1973 (sociology), Wisconsin. Labor and household economics; econometrics.

Guillaume Frechette, Assistant Professor. Ph.D. 2002 (economics), Ohio State; M.A. 1997 (economics), Queen's; B.A. 1996 (economics), McGill. Experimental economics; industrial organization; political economy; public economics.

Roman Frydman, Professor. Ph.D. 1987 (economics), M.Phil. 1977 (economics), M.A. 1973 (economics), Columbia; M.S. 1973 (applied mathematics), New York; B.S. 1971 (physics and mathematics), Cooper Union. Imperfect knowledge and economic theory; modeling financial markets; macroeconomics; corporate governance and economic dynamism; a comparative perspective.
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

To qualify for a doctorate, a student must satisfactorily complete graduate studies totaling at least 72 points (at least 64 in residence at New York University), pass two Ph.D. qualifying examinations in microeconomics and macroeconomics, and fulfill the requirements for two fields of specialization, such as economic theory (including game theory), monetary theory and macroeconomics, political economy, econometrics, industrial organization, international economics, labor economics, development economics, and experimental economics. Students must also write and present a third-year paper and, finally, defend an acceptable dissertation.

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

After completing their coursework and field requirements and submitting a satisfactory third-year paper, a student is asked to submit a formal dissertation proposal which 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.

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 degrees in 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.

Applied Statistics and Econometrics I
ECON-GA 1101 Prerequisite: undergraduate statistics course or permission of the instructor. McCarthy, Staff. 3 points. 2013-14, 2014-15.
Review and introduction of topics in probability and statistics needed to understand applied statistics and econometric techniques for quantitative research and analysis. The topics reviewed include random variables, discrete and continuous probability distributions, mathematical expectations, estimation and inference. The topics introduced include simple and multivariate regression models, least squares estimation, hypothesis testing, and specification analysis.

Applied Statistics and Econometrics II
ECON-GA 1102 Prerequisite: ECON-GA 1101 or permission of the instructor. McCarthy, Staff. 3 points. 2013-14, 2014-15.
Introduction of topics needed to understand advanced applied statistics and econometric techniques for quantitative research and analysis. Topics include the Generalized Regression Model, Instrumental Variables, Systems of Equations, Panel Data Analysis, Discrete Choice Models and Time Series Analysis.
**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
What caused the financial crisis of 2007-2008? Where were the financial system regulators before, during, and after the crisis? This course explores these questions by examining the fundamental roles and weaknesses of the banking system both conceptually and by considering earlier banking crises. The functioning and increasing importance of the shadow banking system, the significance of mortgage markets and financial derivatives, and the management of complex financial institutions as well as legislation and regulation that has been implemented since the crisis are critically examined. While the course focuses primarily on the US, other countries' financial markets are not ignored. The method of instruction involves both class lectures and student presentations and papers.

**International Economics**

International Trade
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. 2013-14, 2014-15.
The balance of payments, foreign exchange markets, adjustment mechanisms, capital movements, gold and other monetary reserves, reforms of the system.

Game theory; human capital; economic growth.

Decision theory; game theory; applied functional analysis.

Industrial organization; antitrust economics and policy; applied microeconomics.

**Andrew Paizis**, Ph.D. in Economics, 1997 Graduate School and University Center, City University of New York; MA in Economics 1990 Queens College.
Industrial Organization and International Economics.

**David G. Pearce**, Professor. Ph.D. 1983 (economics), Princeton; M.A. 1979 (economics), Queen’s; B.A. 1978 (economics), McMaster.
Repeated games; noncooperative solution concepts; bargaining; bounded rationality.

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

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

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

Austrian economics; law and economics; microeconomics; game theory; income distribution; inequality and polarization; coalition formation in games.
Economic Growth and Development

Economic Development I
ECON-GA 1603  Pre- or corequisite: ECON-GA 1003 or permission of the instructor. Harper. 3 points. 2013-14, 2014-15.
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
We look at how vital questions of today are answered differently through time. Sample questions are: What is money and what are its uses? What is debt and when is it dangerous? Why do we trade and what good does it do to us? What is self-interest and do we need more than it? What is rationality? Why do we observe differences in wage rates? Why is economics dismal? The course is topical, not chronological.

The Economics of Welfare, Justice & Ethics
This course examines the moral status of the complex of political and economic institutions known as "capitalism." What are the central historical and contemporary arguments offered in its favor, and what are the central arguments raised as objections? We will focus primarily on moral arguments for and against, and we will aim to treat the positions charitably yet critically. Among the authors we will read are Adam Smith, Hayek, Nozick, and Richard Epstein, as well as critics such as Marx, Sunstein, G. A. Cohen, and Liam Murphy and Thomas Nagel. Our goal will be to develop an informed judgment of the moral status of capitalism.


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.

Aditi Thapar, Clinical Assistant Professor, Ph.D. 2002 (economics), Boston University; MA. 1995 (economics), Delhi School of Economics; B.A. 1993 (economics), University of Delhi.

Kevin E. Thom, Assistant Professor. Ph.D. 2008 (economics), Johns Hopkins. Labor economics; development economics; applied microeconometrics.

Gianluca Violante, Associate Professor, Ph.D. 1997 (economics), M.A. 1994 (economics), Pennsylvania; Laurea 1992 (economics), Torino. Macroeconomics; labor economics; applied econometrics.

Andrea Wilson, Assistant Professor. Ph.D. 2004 (economics), Princeton; M.A. 1998 (economics), B.S. 1997 (mathematics), Queen’s. Game theory; bounded rationality.

Charles A. Wilson, Professor. Ph.D. 1976 (economics), Rochester; B.A. 1970 (economics), Miami. Economic theory; game theory; decision theory; experimental economics.
PH.D. COURSES

Basic Economic Theory For Ph.D. Students

Mathematics for Economists I
ECON-GA 1021  Prerequisite: ECON-GA 1001 or equivalent. Staff. 4 points.

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

Microeconomic Theory I
ECON-GA 1023  Pre- or corequisite: ECON-GA 1021 or permission of the instructor. Staff. 4 points.
Decision theory, theory of the firm, and consumer behavior; introduction to general equilibrium theory and welfare economics.

Microeconomic Theory II
ECON-GA 1024  Prerequisite: ECON-GA 1023. Staff. 4 points.
Game theory, including extensive form solution concepts, bargaining, and repeated games; information economics, contract theory and mechanism design.

Macroeconomic Theory I
ECON-GA 1025  Pre- or corequisite: ECON-GA 1021. Staff. 4 points.
Models of national income determination; sectorial inflation; labor markets, production theories, and aggregate supply models; supply and demand for money; foreign trade and balance of payments.

Macroeconomic Theory II
ECON-GA 1026  Prerequisite: ECON-GA 1025 or permission of the instructor. Staff. 4 points.
Classical and Keynesian macroeconomic thought, modern-day microeconomic theories of money-wage and price determinations, and reconstruction of macro theory.

Econometrics I
ECON-GA 2100  Prerequisite: ECON-GA 1021 or permission of the instructor. Staff.
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. Staff.
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
We look at how vital questions of today are answered differently through time.
Sample questions are: What is money and what are its uses? What is debt and when is
it dangerous? Why do we trade and what good does it do to us? What is self-interest
and do we need more than it? What is rationality? Why do we observe differences in
wage rates? Why is economics dismal? The course is topical, not chronological.

Game Theory I
ECON-GA 2113  Prerequisite: ECON-GA 1024 or permission of the instructor. Staff.
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. Staff. 4 points. 2013-14, 2014-15.
Course on individual decision theory and its applications. Covers classical theory of
individual choice, behavioral economics through choice functions, modern utility
theory, expected and non-expected utility theories, decision-making under uncertain-
ty and ambiguity, time preferences and menu preferences.

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. Staff. 4 points. 2013-14, 2014-2015.
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 earn-
ings, discrimination, and growth and inequality.
Financial Economics

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. Staff. 4 points. 2013-14, 2014-15.
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. Staff. 4 points. 2013-14, 2014-15.
Gives Ph.D. students an introduction to the economic theory of dynamic economies in general equilibrium used in the study of financial economics. Gives also an advanced survey of the field of financial economics and introduces students to some topics at the frontier of current research in financial economics. Several themes will be studied in detail, in accordance with students’ interests, but a central theme will be bubbles.

Empirical Asset Pricing
Introduction to empirical asset pricing.

Monetary Economics

Advanced Macroeconomics I
ECON-GA 2403  Prerequisites: ECON-GA 1022 and ECON-GA 1026, or permission of the instructor. Staff. 4 points. 2013-14, 2014-15.
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. Staff. 4 points. 2013-14, 2014-15.
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. Staff. 4 points. 2013-14, 2014-15.
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. Staff. 4 points. 2013-14, 2014-2015.
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. Staff. 4 points. 2013-14, 2014-15.
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. Staff. 4 points. 2013-14, 2014-15.
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. Staff. 4 points. 2013-14, 2014-15.
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. Staff. 4 points. 2013-14, 2014-15.
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
Covers selected topics of recent interest in industrial organization, with an emphasis on transitioning Ph.D. students into research. The topics may include price discrimination, entry deterrence and predation, dynamic games, auctions.

Research Topics, Seminars, and Workshops

Reading and Research in Economics
ECON-GA 3000  Only for PhD students working on their dissertations Prerequisites: permission of the adviser and the department. 1-6 points per term. 2013-14, 2014-15.

Topics in Economics
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. Staff. 4 points per term. 2013-14, 2014-15.
Students, faculty members, and visitors present research in progress for discussion and critical comment.
**Workshop in Macroeconomic Research**
Doctroal-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. Staff: 4 points per term. 2013-14, 2014-15.
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**
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. Staff: 4 points per term. 2013-14, 2014-15.
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.
DEPARTMENT OF

English

PROGRAMS AND REQUIREMENTS

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 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 English department, 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.

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. 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.


**Christopher Canon**, Professor. Ph.D. 1993, 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.


**Carolyn Dinshaw**, Professor. Ph.D. 1982, Princeton; B.A. 1978, Bryn Mawr College. Middle English literature and culture; post-colonial studies; feminist studies; lesbian/gay/bisexual/transgender studies.


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

1. Four doctoral seminars (selected from ENGL-GA 3100 through ENGL-GA 3969).
5. Pedagogy, ENGL-GA 3985, taken during the first semester in which teaching is anticipated.
6. Workshop on Professional Practices, ENGL-GA 3980, which must be taken in the student's fourth year in the program.

Students must also pass the 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.

Students must also demonstrate 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.

The final requirement is 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 examination, the candidate has the opportunity to make revisions and resubmit the dissertation for another examination. If the candidate fails a second defense, the candidate is withdrawn from the program.

Toral J. Gajarawala, Associate Professor


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.

Richard Halpern, Erich Maria Remarque Professor of Literature Ph.D. 1983 Yale; B.A. 1976, Connecticut College. Renaissance literature; Shakespeare; literary theory; modernism; Greek drama.


JosephineGattuso Hendin, Tiro A Segno Professor of Italian American Studies; Professor. Ph.D. 1968, M.A. 1965, Columbia; B.A. 1964, City College (CUNY). Contemporary American literature and culture; psychology and literature; ethnicity and literature; creative writing.
oral defense of the dissertation, a second examination is permitted, resulting either in a pass or in elimination from the Ph.D. program.

**COURSES**

**Proseminars**

**Workshop on Professional Practices**
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, such as the curriculum vitae (cv), the conference paper, the fellowship application, the dissertation abstract, and the job letter.

**Dissertation Seminar I**
Prepares doctoral students in their third year for submission of the dissertation proposal.

**Dissertation Seminar II**

**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**
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**
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**
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**
ENGL-GA 2045  Hoover. 4 points. 2014-15.
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**
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**
Shakespeare’s major comedies, histories, and tragedies.

**World Literature in English**
Literature that emerged with the breakup of the British Empire, with representative works from India, Pakistan, Nigeria, Kenya, South Africa, Australia, New Zealand, and Canada.
Topics in Digital Humanities
Introduction to scholarly field of digital humanities focusing on particular aspects of discipline-based and cross-disciplinary applications of tools and concepts.

Paleography and Codicology
ENGL-GA 2200  Rust. 4 points. 2013-14.
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
ENGL-GA 2266, 2267  Dinshaw, Rust. 4 points per term. 2013-14.
First term: reading and discussion of the text of Canterbury Tales. Second term: Troilus and other works. Situates Chaucer’s poetry it 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

Topics in Renaissance Literature

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
The Romantic Movement
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.
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
ENGL-GA 2650  Freedgood, Maynard, Poovey, Robson, Spear. 4 points.

The Literature of the Transition
ENGL-GA 2700  Maynard, Meisel, Spear. 4 points per term. 2014-15.
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.
American Fiction: 1900-1945
Reading sin 20th-century American fiction and nonfiction prose, with emphasis on the 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
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, Noel, Shaw. 4 points. 2013-14, 2014-15.
Approaches to the work of contemporary poets. Context varies yearly.

AFFILIATED FACULTY IN OTHER DEPARTMENTS
Ulrich Baer, German; John Chioles, Comparative Literature; Manthia Diawara, Comparative Literature; Ana Dopic, Comparative Literature; Sybille Fischer, Spanish and Portuguese Languages and Literatures; Ed Guerrero, Cinema Studies; Daniel Javitch, Comparative Literature; Anne Lounsbery, Russian and Slavic Studies; José Esteban Muñoz, Performance Studies; Avital Ronell, German; Richard Sieburth, Comparative Literature; Robert Vorlicky, Tisch Undergraduate Drama.

VISITING FACULTY
Greg Vargo, ACLS New Faculty Fellow in English. Ph.D. 2010 Columbia; M.F.A. 1997 (creative writing), Washington (Saint Louis); B.A. 1995 Chicago. Nineteenth-century British literature and culture; periodicals and serialization; didactic and political fiction; literature and social history; anti-colonialism in British culture; archival research methods.
Modern Drama
Representational drama of Scribe, Hauptmann, Ibsen, Strindberg, Gorki,
Chekhov, Wilde, Shaw, O’Casey, O’Neill, Williams, Miller, Albee, and Osborne;
nonrepresentational drama of Büchner, Strindberg, Kaiser, O’Neill, Jarry,
Apollinaire, Ibsen, Yeats, Eliot, Brecht, Pirandello, Artaud, Genet, Ionesco,
Beckett, and Pinter.

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
ENGL-GA 2955, 2956  Donoghue, Harper, Haverkamp, Maynard, Meisel. 4 points
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
ENGL-GA 2957, 2958  Freedgood, Guillory, Harper, Haverkamp, Meisel. 4 points
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.
Practicum in Digital Humanities
Introduction to web development and digital publication for students in the Humanities. Surveys principles of current technologies for the creation of digital editions and applies them through practice as they learn the skills and techniques for formatting and publishing archival materials in a web-based environment.

RESEARCH

Guided Research
ENGL-GA 3001, 3002, 3003, 3004 Prerequisite: permission of the director of graduate studies. Paribk. 1-4 points per term. 2013-14, 2014-15.

Doctoral Seminars

Topics in Medieval Literature

Topics in Renaissance Literature I, II

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 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
ENGL-GA 3900  Gajarawala, Sunder Rajan, Watson, Young. 4 points.
Advanced study of literary and theoretical works pertaining to the eras of
decolonization and globalization.

Topics in the History of Rhetoric

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.

Awarding of the M.S. degree is dependent on 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. The student must also complete 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, 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


**Marco A. Campello**, Associate Professor. Ergonomics and Biomechanics (ERBI); 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, Population Health and Environmental Medicine. 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 dust health effects.

**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.

**Kevin Cromar**, Assistant Professor. Ph.D. 2012, M.S. 2010, New York University; B.S. 2006 (neuroscience), Brigham Young. Environmental epidemiology; health effects of air pollution; exposure assessment; environmental policy.
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 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 encouraged to take certain courses in the basic sciences, the nature of which depends on the specific area of concentration.

**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.

**Wei Dai,** Professor; Director, Molecular Toxicology and Carcinogenesis Program. Ph.D. 1988 (invertebrate pathology major, biochemistry minor), M.S. 1986 (entomology), Purdue; B.S. 1982 (entomology), Nanjing Agricultural. Cell cycle; checkpoint control; mitosis; chromosomal instability; protein kinases; tumor suppression; oncogenesis.


**George Friedman-Jiménez,** Assistant Professor, Population Health and Environmental Medicine. 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, Population Health and Environmental Medicine; Director, Division of Biostatistics. Sc.D. 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.

**Terry Gordon,** Professor; Director, Pulmonary Toxicology Program. Ph.D. 1981 (toxicology), Massachusetts Institute of Technology; M.S. 1977 (toxicology), B.S. 1974 (physiology), Michigan. Air pollution. Genetic susceptibility of lung disease produced by environmental and occupational agents.
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. 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 in Ergonomics**

The department offers a 12-credit advanced certificate program. 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 advanced 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.

**COURSES**

**Environmental Health**


Introduction to the principles of environmental health, including: pollutant sources; fate; and, health risks in environmental media (air, water, food, and soil) and occupational settings. The scientific basis of environmental hazards presented in terms of toxicology, epidemiology, exposure assessment, and risk assessment, including consideration of historical and ongoing environmental issues.

**Ecotoxicology: Hudson River Case Study**

EHSC-GA 1005  *Prerequisite: undergraduate biology or chemistry, or permission of the instructor. Wirgin. 4 points.* 2013-14, 2014-15.

The Hudson River is explored as a model to investigate sources, transport, transformation, toxic effects, management strategies, and remediation of polluted ecosystems resulting from contamination (PCBs, dioxins, metals). Discussions on...
geological history of Hudson hydrology, inventory of species composition, bioavailability of contaminants to the ecosystem, food chain transfer, models of resistance, 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. 2013-14, 2014-15.

Introduces the discipline of toxicology and stresses basic concepts essential for understanding the action of chemical 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.

**Biomarker Applications in Humans with Environmental Exposures**

EHSC-GA 1009  *Prerequisite: an introductory course in either biology or biochemistry.*  Grunig, B. Narayanan. 4 points. 2013-14.

Biomarkers as tools to evaluate environmental health hazards and disease risk assessment: learn about principles, strengths, and limitations of applying biomarkers. Know which types of samples and molecular techniques are used in biomarker studies and understand the different types of biomarkers, quality control, and ethical issues.

**Global Climate Change, 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 or instructor’s permission.*  Thurston. 4 points. 2013-14.

Introduces 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 modeling of air pollution influences on global climate change.

**Global Issues in Environmental Health**


This course focuses on environmental factors that contribute to excess health burdens in developed and developing nations, including: access to safe water, healthy housing, infectious disease vectors, air pollution, chemicals, and occupational risks. Social and economic factors that modify environmental contributions to the global burden of disease will be emphasized.

**Global Issues in Cancer Cause, Prevention and Control**

EHSC-GA 1012  *Prerequisite: background in biology or chemistry or permission of the instructor.*  B. Narayanan, 4 points. 2014-15.

Students will learn about environmental related cancer risk factors in the developing world and the lack of knowledge among under-served communities. Lectures will provide evidence to prevent cancer. Student’s presentation will focus on the importance of diet, physical activity, immune responses, body composition and drug interactions in promoting cancer prevention.
Translating Environmental Health Science into Policy
This course discusses how translational research can bridge the gap between science and policy. Topics covered include: risk assessment, cost-benefit analysis, air pollution regulations, international climate change, energy development, and PlaNYC 2030. As part of the course, students will participate in semester-long interdisciplinary research projects that inform local environmental policies.

Current Issues in Environmental Policy
This course will provide students with an introduction to environmental policy issues, including the role of government in control of environmental exposures, and the legal and cost-benefit basis for government action.

DNA Replication, Damage, and Repair
EHSC-GA 2018  Prerequisite: biochemistry or permission of the instructor. Klein, Tang. 4 points. 2013-14.
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.

Research Methods in Molecular Toxicology
EHSC-GA 2026  Prerequisites: biochemistry, cell biology or permission of the instructor. Sun. 2 points. 2013-14.
Introduce graduate students to the molecular biology research strategies and techniques that are widely used in toxicology: cell culture, analyzing cell growth properties, analysis of DNA, RNA and proteins, gene function analysis, in vitro and in vivo assessment of toxicity and analysis of cell response to oxidative stress.

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 nature of suspended particulate matter, from nanoparticles to desert dust storms. Covers their underlying physical and chemical characteristics, including: size, shape, and density; number size distributions; uniform, accelerated, and Brownian motion; electrical and thermal properties; measurement; condensation/evaporation; coagulation; optical properties, and respiratory deposition.

Environmental Hygiene Measurements
EHSC-GA 2035  Lall. 4 points. 2013-14.
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. Gordon. 4 points per term. 2013-14.
Covers the instrumental techniques and procedures for the subjects covered in EHSC-GA 2035.

Introduction to Epidemiology
Epidemiology is the study of 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/ specificity of clinical tests, methods for epidemiologic analyses, ethical issues.

Molecular and Genetic Toxicology
EHSC-GA 2040  Prerequisite: biochemistry or permission of the instructor. Klein. 4 points. 2014-15.
Analyzes the modes by which organisms handle damage to DNA by physical and chemical agents, the mechanisms of converting damage to mutations, and the theoretical basis for carcinogenesis screening methods utilizing mutagenesis. Topics include systems for mutagenesis testing, mutational spectra, and inducible responses to DNA damage.

Genetic Susceptibility/ Toxicogenomics
EHSC-GA 2042  Klein, Arslan. 4 points. 2013-14.
Covers genetic variation in human and wildlife populations, 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 epidemiological techniques to explore relationships between polymorphisms and disease. Moral/legal ramifications are considered.
Cell Signaling and Environmental Stress

EHSC-GA 2043  Prerequisite: undergraduate biology or biochemistry. X. Huang, C. Huang. 4 points. 2014-15.
Covers signal transduction pathways/motifs including cytokine signaling, signal transduction by mitogen-activated protein kinase (MAPK), nuclear transcription receptors, kinase/phosphatase cascades, G-coupled protein receptors. Discussions on pathway perturbations by environmental pollutants, metals, airborne particles, 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. 2013-14.
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. 2014-15.

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. 2014-15.
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.
Applied Epidemiologic Methods
This course provides practical experience in development of hypotheses, analyzing epidemiologic data, presenting results. The course will familiarize students with analytic methods and their uses to answer epidemiologic research questions. Students will be provided with epidemiologic data sets (e.g., demographic, genomic data), and will be asked to conduct analyses of these data.

Epigenetics and Environmental Diseases
EHSC-GA 2050  Prerequisites: biochemistry, cell biology or permission of the instructor. Klein, Sun. 4 points. 2014-15.
Covers environmental effects on gene expression via epigenetic mechanisms; DNA methylation, histone modifications and micro RNA. Provides basic understanding of epigenetic modifications; methods of epigenome analysis; candidate gene approaches; genome-wide histone modifications (ChIP-Seq), transcriptome sequencing (RNA-Seq), multigenerational effects; imprinting; and epigenetic disease biomarkers.

Children's Environmental Health
EHSC-GA 2051  Prerequisite: EHSC-GA 1004, or permission of the instructor. Weitzman. 4 points. 2014-15.
Provides in-depth understanding of the rapidly evolving field of children's environmental health. Covers key topics: state of current knowledge regarding exposures, issues for which consensus and controversy exists, or for which new knowledge and concerns are emerging, implications of current knowledge, research and uncertainties for environmental and public health, and for clinical policies/practices.

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 nonparametric methods. Applications in biology, medicine, and the health sciences.

Shira Schechter Weiner, Assistant Professor.
Ergonomics; spine pain; gender and health care; evidence-based treatment; adherence to treatment guidelines.

Sherri Weiser, Associate Professor; Director of Clinical Services and Research/HJD-OIOC. Ph.D. 1989 (psychology), CUNY; B.S. 1978 (psychology), SUNY (Stony Brook).
Biopsychosocial models; low back pain; personality and health; occupational stress.

Michael L. Weitzman, Professor.
Environmental Medicine and Pediatrics.
M.D. 1972 SUNY, Upstate Medical University College of Medicine, Syracuse.
Children's environmental health, children's exposure to tobacco, second-hand smoke, health disparities and social determinants of health, preventative health care and community pediatrics, child abuse/neglect, oral health, childhood obesity.

Isaac Wirgin, Associate Professor. Ph.D. 1987 (biology), CUNY; M.A. 1980 (biology), City College (CUNY); B.A. 1969 (political science), Hofstra.
Molecular biology of carcinogenesis; cancer in aquatic organisms; population genetics and molecular evolution.

Anne Zeleniuch-Jacquotte, Associate Professor, Population Health and Environmental Medicine. M.D. 1981 (medicine), Lille Medical School (France); M.S. 1983 (biostatistics), Paris XI.
Cancer epidemiology; methods in epidemiology and clinical trials.

Judith T. Zelikoff, Professor; Director, NYU/NIEHS Center Community Outreach and Education Program; Director, Superfund Basic Research Program, Community Engagement Core. Ph.D. 1982 (experimental pathology), UMDNJ-New Jersey Medical School; M.S. 1976 (microbiology), Fairleigh Dickinson University; B.S. 1973 (biology), Upsala College.
Immunotoxicology; developmental basis of adult disease; in utero exposures to complex inhaled mixtures and nanoparticles; pulmonary immune defenses; metals.
Advanced Topics in Biostatistics
EHSC-GA 2304  Prerequisites: EHSC-GA 2303 or equivalent background in statistics, and permission of the instructor. Goldberg. 4 points. 2014-15.
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. 2014-15.
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, multidimensional 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
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. 2013-14, 2014-15.
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  No Prerequisite: permission of the instructor if no biology or toxicology background. Zelikoff. 4 points. 2013-14.
This is an advanced course for masters and doctoral level students that examine the impact and underlying mechanisms of toxicants/xenobiotics on major mammalian organ systems. The course provides the student with sufficient knowledge of organ physiology to understand how toxicants act to disrupt normal structure and function to bring about disease.

Research Models of Environmental Exposures
EHSC-GA 2314  Prerequisite: graduate course in biology or biochemistry; open to advanced undergraduate students. Grunig. 2 points. 2013-14, 2014-15.
Research models of diseases that are associated with environmental exposures: discuss which models are optimal for molecular understanding of disease processes and for the development of new drugs and recommendations for environmental protection. Considerations of their limitations and how ethical issues are addressed.

Environmental Immunotoxicology
EHSC-GA 2315  Prerequisite: general biology, EHSC-GA 2310, EHSC-GA 1006, or permission of the instructor. Zelikoff, M. Cohen. 4 points. 2013-14.
Overview of the components and functions of the immune system that set the stage for a discussion of how chemical 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. Goldberg. 2 points. 2013-14.
Advanced topics in survival analysis in a seminar setting. Reviews basic concepts followed by in-depth study of advanced methods including: survival models with reference to time-dependent models, missing data, interval-censored data, recurrent event, 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. 2 points. 2013-14.
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. Liu. 2 points. 2011-12.
Covers statistical methods for analyzing longitudinal data, which 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.

Introduction to Measurement Error in Biomedical Research  
EHSC-GA 2333  Prerequisites: introductory course in biostatistics and approval of the instructor. 2 points. 2014-15.

Statistical Methods in Genetics and Genetic Epidemiology  
EHSC-GA 2334  Prerequisites: EHSC-GA 2303 or equivalent background in statistics by permission of the instructor. Zhong. 4 points. 2013-14.
This course focuses on basic understanding of the field, such as how to determine if a disease is genetically influenced, identify and characterize disease susceptibility genes using association or linkage analysis, and evaluate gene-environmental interactions. It will develop students’ ability to design and analyze a genetic and genomic study.

Sampling Methods and Applications in Health Surveys  
EHSC-GA 2335  Prerequisite: introduction to statistics/probability, or permission of the instructor. Li. 4 points. 2013-2014.
This course will teach students how to identify when a sample is valid or not, and how to design and analyze many different forms of sample surveys with particular emphasis on health survey applications. The course will cover probability sampling, stratified sampling, ratio and regression estimation, cluster and systematic sampling, two-stage sampling and total survey error.

Introduction to Statistical Inference  
EHSC-GA2336  Prerequisites: College level probability and statistical courses or permission of the instructor. Shao. 4 points. 2014-2015.
This course introduces the central ideas, core principles and major methods in statistical inference illustrated by a wide range of relatively simple examples avoiding the extraneous difficulties of mathematical manipulation.

Causal Inference in Observational Studies  
Introduces basic concepts of causal inference in randomized clinical trials and observational studies. Introduces popular methods for causal inference in observational studies; these methods include linear regression, instrumental variable, propensity score, and inverse probability weighting. Illustrates the methods using real datasets from population health.
Statistical Methods for Clinical and Translational Research
EHSC-GA 2338  Prerequisites: Introduction to biostatistics or statistics; background in regression, survival analysis, longitudinal data analysis, and permission of the instructor. Goldberg. 4 points. 2014-15.
This course will provide a statistical perspective on issues in the design, analysis, and interpretation of clinical and translational research studies and to learn how to design, conduct, analyze and report the results of clinical and translational research studies in the collaborative setting.

Independent Study: Ergonomics and Biomechanics
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  Prerequisites: calculus, physics, or permission of the instructor. 4 points. 2013-14, 2014-15.
Covers basic concepts of mechanics, force and torque, as applied to analyze relatively simple mechanical systems. Principles of mechanics studied to analyze muscle/joint reaction forces controlling/coordinating movement. Discussion analyses of “moving” systems with applications to human motion and sports mechanics, causes of linear/rotational motion, one-/two-dimensional linear and angular kinematics, and kinetics motion analysis, 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. 2013-14, 2014-15.
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. 2013-14, 2014-15.
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. 2013-14, 2014-15.
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
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
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

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? A Cultural Approach, EURO-GA 2301, and Graduate 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, EURO-GA 3902, approved by the M.A. adviser is recommended.

Joint Degree Master of Arts in European and Mediterranean Studies and Journalism

The M.A. in European and Mediterranean Studies 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 the history, politics and culture of Europe and the Mediterranean. Please refer to the Journalism section of this bulletin for degree requirements.

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**
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 in particular as “Mediterranean” or not.

**Graduate Seminar in European Studies**
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**
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.

Diana Mincyte, Assistant Professor/Faculty Fellow, Ph.D. 2006 (sociology), Illinois at Urbana-Champaign, M.A. 1999 (American culture studies and popular culture), Bowling Green State; M.A. 1997 (English), B.A. 1995 (English), Vytautas Magnus (Lithuania). European integration; European comparative politics; European Union food and land politics in Eastern Europe and the Mediterranean.

Tamsin Shaw, Associate Professor, European and Mediterranean Studies and Philosophy. Ph.D. 2001 (social and political sciences), B.A. 1992 (philosophy and social and political sciences), Cambridge. 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.

ASSOCIATED FACULTY
K. Fleming, Professor, History.
Martin A. Schain, Professor, Politics.

ADVISORY COMMITTEE
Ulrich Baer, German, Comparative Literature; Ruth Ben-Ghiat, Italian Studies; John Joseph Lee, History; Judith Miller, French; Liana Theodoratou, Program in Hellenic Studies.
Politics of Immigration and Integration in Western Europe
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.

Independent Study
Permission of the department required.

Topics in European and Mediterranean Studies
Recent course topics:
- Democracy and Dictatorship in Europe
- Politics of Human Rights and Freedoms in Europe
- Comparative European Politics
- History of Eastern Europe
- The EU and Its Global Role
- The European City and the American City

Topics in European Politics
Recent course topics:
- Governance in the European Union
- The Politics and Challenges of Immigration and EU Integration

Topics in European Culture and Society
Recent course topics:
- Nature, Culture, Power and Environmental Politics in the European Union
- European Fascisms

Internship
Students can earn academic credit for a structured and supervised professional work-learn experience within an approved organization. Permission of the department required.
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; e-mail: 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; 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;
8. Architectural History

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 (8,000 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; e-mail: ifa.program@nyu.edu. Also see the GSAS Application for Admission and Financial Aid.

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


History of Spanish art, 1500-1800; colonial Latin American art; history of art collecting.


Modern architecture and urbanism; urban history.


Modern and contemporary art.


Early Netherlandish painting; Renaissance drawings and prints.

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.


Islamic art and architecture.


History of Chinese painting.


Prehistoric to early classical Greece; circum-Mediterranean studies; Roman and early medieval civilization in Europe north of the Alps.
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 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: (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) Technical Studies of Works of Art; (8) Architectural History.

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.
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

Student interested in the conservation program must complete the following requirements prior to application: a B.A., B.F.A., or B.S. degree; a minimum of four undergraduate courses in upper-level art history, beyond the introductory and/or survey level; a minimum of four laboratory science courses at the college level, of which organic chemistry I is required. Other coursework could include: “general chemistry I & II”, organic chemistry II, physics, biochemistry, biology or a materials science course. Ideally, a full chemistry track (“general chemistry I and II” and organic chemistry I and II) is preferred; a reading knowledge of French, German or Italian, or the clear intent to obtain such ability (to be tested once the student begins the program); the Graduate Record Examination (GREs), and, if applicable, the TOEFL exam. A TOEFL score of 100+ is required; a displayed competence in studio work; pre-program conservation experience is deeply encouraged but not required of applicants. Courses taken in fulfillment of the application requirements must be completed from an accredited institution on a grade basis and not pass/fail, with grades of B or higher. Online coursework and high school advanced placement credits are not accepted. The last course in fulfillment of prerequisite coursework may be completed up to and including, but not beyond, the spring semester prior to beginning study at the Center. Organic chemistry I must appear on the transcript at time of application. The conservation program does not have rolling admissions; incoming classes begin study in the fall semester only.


Roland R. R. Smith. Lincoln Professor of Classical Archaeology, Oxford University; Codirector, Aphrodisias Excavations. Roman sculpture.


FACULTY EMERITI


James R. McCredie. Sherman Fairchild Professor Emeritus of Fine Arts; Director, Excavations in Samothrace.

Linda Nochlin. Lila Acheson Wallace Professor Emerita of Modern Art.
Qualified applicants are extended an invitation to interview (late March) with the admissions committee, comprised of full- and part-time conservation faculty. At the interview, applicants must present evidence of their familiarity with as wide a range of artist materials and techniques as possible through a portfolio of relevant studio arts and, if applicable, prior conservation work. The portfolio comprises a maximum of five studio pieces and no more than one treatment. Portfolios may contain examples of traditional artist techniques, e.g. watercolor, acrylics, or oil paintings; photography; pen and ink drawings; life drawings; pastels; charcoals; ceramics, sculpture, etc.; or more non-traditional techniques, e.g. glassblowing; needlepoint, costuming, knitting; furniture making; jewelry making; or bookbinding, papermaking, etc.

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 2103, 2104, Material Science of Art & Archaeology I and II, FINH-GA 2101, 2102, Principles of Conservation, FINH-GA 2107, Instrumental Analysis I and II, FINH-GA 2105, 2106, and Preventive Conservation, FINH-GA 2108. With their second year of study, students choose to specialize in one of the following primary areas of study: conservation of paintings, objects, paper, library and archive, 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.

INSTITUTE LECTURERS

Beryl Barr-Sharrar, Adjunct Professor of Fine Arts.
Greek vase painting.

Andrea Bayer, Curator of European Paintings, Metropolitan Museum of Art.
Curatorial studies.

Barbara Boehm, Curator of Medieval Art and The Cloisters, Metropolitan Museum of Art; Coordinating Curator, Curatorial Studies.

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

Thierry de Duve, Kirk Varnedoe Visiting Professor (Fall 2013).

Helen Evans, Curator of Byzantine Art, Metropolitan Museum of Art.
Curatorial studies.

Briony Fer, Kirk Varnedoe Visiting Professor (Spring 2014).

William Hood, Mildred C.Jay Professor Emeritus, Oberlin College.

Denise Leidy, Curator, Department of Asian Art, Metropolitan Museum of Art.

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

Nadine Orenstein, Curator, European Paintings, Metropolitan Museum of Art.

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

Robert Storr, Dean, School of the Arts, Yale University.
Post-World War II art and art criticism.

Jeffrey Weiss, Adjunct Professor of Fine Arts, Senior Curator, The Guggenheim Museum, New York.
Modern and contemporary art.

Bonna D. Wescoat, Associate Professor of Art History, Emory University.
Greek archaeology; excavations in Samothrace.
Libraries and Visual Resources

The Stephen Chan Library of Fine Arts and the Conservation Center Library are non-circulating 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.

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 PhD 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.

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.

Alan Phenix, Scientist, Getty Conservation Institute.
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.
Julie Wolf, Associate Conservator, J. Paul Getty Museum.
Steven Weintraub, Conservator.
Advanced Certificate in Conservation Core Courses

Technology & Structure of Works of Art I, II
These courses introduce first-year conservation students to organic and inorganic 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 provide 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 50-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 ESOL for grades K-12 and is offered jointly by Steinhardt's Foreign Language Education Program and NYU in Paris, Department of French, Graduate School of Arts and Science. Students must enroll for full-time study (at least 12 points) for the two semesters at NYU in Paris. Students may complete remaining course work at the Washington Square campus on a full- or part-time basis. Required courses in

www.french.as.nyu.edu
13 University Place, 6th Floor
New York, NY 10003-4573
Phone: 212-998-8700

CHAIR OF THE DEPARTMENT:
Professor Benoît Bolduc

DIRECTOR OF GRADUATE STUDIES:
Professor Sarah Kay

DIRECTOR OF NYU PARIS:
Caroline Montel-Glenisson (in Paris)
Professor Henriette Goldwyn (in New York)

FACULTY


Thomas Bishop, Florence Lacaze Gould Professor of French Literature; Professor, French, Comparative Literature; Director, Center for French Civilization and Culture. Ph.D. 1957, California (Berkeley); M.A. 1951, Maryland; B.A. 1950, New York. Contemporary theatre and novel; avant-garde movements; cultural history; French-American cultural and political relations.
Paris are Teaching Foreign Language: Theory and Practice, LANED-GE 2999, Stylistics and Semantics of Written French, FREN-GA 9003, Applied Phonetics and Spoken Contemporary French, FREN-GA 9002, Advanced Workshop in Contemporary French, FREN-GA 9004, Applied Methodology of Teaching French as a Foreign Language, FREN-GA 9012, French Cultural History, FREN-GA 9067, and 4 points total of Independent Guided Reading FREN-GA 9891. In New York, students must take Inquiries into Teaching and Learning, TCHL-GE 2010, Adolescent Development, APSY-GE 2272, Education of Students with Disability, SPCE-GE 2162, Second Language Acquisition and Research, LANED-GE 2206, Second Language Assessment, LANED-GE 2060, Drug and Alcohol Education/Child Abuse Identification and School Violence Prevention, TCHL-GE 2999, and 4 points total of Supervised Student Teaching in Foreign Languages, LANED-GE 2066. 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 French department 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-in-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.

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.


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). History and aesthetics of French cinema; film theory; cinematic representations of landscapes; 20th-century French literature.


Emmanuelle Ertel, Clinical Professor, Director of M.A. in Literary Translation. 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.


propose 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 French department for the doctorate and must be demonstrated before completion of 60 points by any of the methods described in the Degree Requirements section of this bulletin or by passing with a grade of B or better a graduate course taught in that language. 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.

**FACILITIES**

The Center for French Civilization and Culture, incorporating the Department of French, La Maison Française, NYU in Paris, and the Institute of French Studies, is 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 in 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 Teaching French as a Foreign Language includes two semesters of work in Paris. 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/Textual Analysis**


Less a seminar about literary theory as such than an exercise in the deployment of theoretical approaches and reading performances in relation to French literary texts (Rousseau, Baudelaire, Proust.) including those of formomralism, structuralism, hermeneutics, deconstruction (Leo Spitzer, Jean Starobinski, Maurice Blanchot, Gérard Genette, Roland Barthes, Jacques Derrida).
Middle Ages

Introduction to Medieval French Literature
FREN-GA 1211  Vitz. 4 points. 2013-14.
Survey of major texts and critical approaches to literature of the 12th -15th centuries.

Studies in Medieval Literature
Potential topics include Putting the Love Back in Philology; The Troubadours and the Occitan Tradition; Medieval Narrative, Contemporary Approaches.

Renaissance

Studies in Renaissance Literature
Potential topics include: Rabelais, Montaigne: sagesse de la littérature ? ; Words and Images 17TH CENTURY.

Women Writers in France: The Creation of Feminine Literary Tradition
FREN-GA 1811  Goldwyn. 4 points. 2013-14.
This seminar examines both the changing socio-historical context of French women writers and the common problems and themes that constitute a female literary tradition. Marie de France, Christine de Pizan, Marguerite de Navarre, Medelieine de Scudéry, Mms. De Villedieu, de Lafayette, Du Noyer, and de Graffigny.

Racine
FREN-GA 2475  Bolduc. 4 points. 2013-14.

Studies in 17th-Century Literature
Recent topics include Neo-Classical French Theatre, Emulation and Rivalry in the 17th century.

18th Century

Diderot

Studies in 18th-Century Literature
Potential topics include: The Encyclopedia and les philosophes; The Age of Enlightenment; The Revolution, setting the scene.

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. Genetic and genealogical approach; development of the chronicle.
Studies in 19th-Century Literature
Potential topics include Exoticism, The Marriage Novel, Realism and Naturalism.

20th Century

Nouveau Roman and Beyond
FREN-GA 2731  Bishop. 4 points. 2013-14.
The New Novel studied through its principal practitioners, Robbe-Grillet, Simon, Sarraute, Butor, Pinget, and Duras. Evolution from its inception in the late 1950s and early 60s to the end of the century. Subject and subjectivity; the object and “le regard”.

Proust

Camus

Studies in Contemporary Literature
Potential topics include: “Le Vertige”, Blanchot.

Francophone Literature

Topics in Francophone Literature
Potential topics include: The Maghreb, Neither Nomads nor Nationalists: Identity Redefined in Recent Francophone Writings, and Francophone Theatre.

Topics in Caribbean Literature
Potential topics include: Caribbean Surrealism, Caribbean Travel Literature.

Cinema

Literature and Cinema
Topics include Teaching French Cinema.

Cinema Culture of France
Potential topics include French Cinema and Politics.
General Literature, Criticism, and Linguistics

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 Nicole. 4 points. 2013-14.
Versification and its linguistic bases. The special prosodic and rhythmic characteristics of French verse. Fixed forms. The modernist challenge to poetic conventions and conceptions. 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
Potential topics include Recent French Theory.

Language
Translation I, II
Theoretical consideration and practical analysis of the problems of literary translation, English-French and French-English, through the lens of various genres.

Teaching French as a Foreign Language
Readings and discussions of basic tenets of foreign language pedagogy with opportunities to apply what is presented in those readings to real-world teaching situations. Enrichment and diversification of teachers’ methodological approaches, development of confidence and skills in the classroom.

Theory of Translation
The major issues at stake in literary translation with a broad history of translation theory, from the Romans to the twentieth century with a particular focus on French theorists. Problems in literary translation such as poetry and translation, translating dramatic texts and translating the vernaculars.

Workshop in Translation I, II
Submission, analysis and discussion of students’ translations of book excerpts in a wide variety of genres. Methodology and research issues, the revising and editing process.

Stylistics and Semantics of Written French
Civilization

Approaches to French Culture: Problems and Methods
Analysis of approaches, methods, and presuppositions found in the articulation of notions about French culture and the French identity.

Topics in French Cultural History
Planned topic includes French Civilization: History, Pedagogy, Methodology.

NYU in Paris

Language

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 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 and placing an emphasis on practice rather than theory.

Advanced Workshop in Contemporary French
After a brief language history and review of the phonetic system students study morphology, syntax, and certain aspects of French stylistics through theoretical readings, practical exercises, and compositions.

Problems in Grammatical Analysis
This course provides students the opportunity to review and expand their knowledge of French grammar. Grammar is studied as a tool to enhance linguistic performance and to improve students' French reading and writing skills.

Sociolinguistics of Contemporary French
This course will study the social, institutional, and political dimensions of French language today. It will seek to describe and analyze specific linguistic features of variation in reference to standard French, the sociolinguistic situation of regional languages and dialects and offer a picture of Francophonia outside of France.
Applied Methodology of Teaching French as a Foreign Language
Further study of approaches and techniques used in teaching language skills to 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.

Civilization
French Cultural History: French Perspectives on a Multicultural Education
This course will explore how France manages questions such as multilingualism, multiculturalism, gender, social class, race and ethnicity, integration and intercultural perspectives in education and in the classroom.

Topics in French Cultural History: History of Contemporary France, 19th & 20th centuries
This course will provide students with a chronological basis for understanding the nature and impact of great moments in French history since 1789. It will focus on the evolution of historiographical approaches, from Social Marxism to the history of representations, influenced by the “linguistic turn” and “gender history”.

Literary Institutions 1789-1980
This course presents the successive modes and forms of institutionalization and socialization of literature, from salons, academies, revues and journals at the dawn of the French Revolution to the mediatization of culture beginning in the 1970s and death of the last great French intellectual with status of « monstre sacré ».

Literature
Textual Analysis I
The objective of this course is to demonstrate the efficiency and the limits of a selection of critical approaches, both classical and contemporary, the complementary nature of “grilles de lecture,” and the use of metaphorical systems of reference in their application to literary text.

French Classical Tragedy
An introduction to the dramatic literature of the 17th century, the grand siécle of French theater. In studying representative tragedies of the greatest dramatists, Corneille and Racine, the aim is to gain an understanding of the principles of comedy, tragedy and theatrical representation and enjoy their plays as great drama.
Women Writing Women in Early Modern France
This seminar examines the changing socio-historical context of French women writers and the common problems and themes constituting a female literary tradition. The course will analyze how French women writers from the 12th to the 18th centuries have challenged existing ideologies as well as the literary canon and its conventions.

Enlightenment and Postmodern
This course will take a double approach to understanding the dialogue between the Enlightenment and postmodernity. For some philosophers, Enlightenment thought led to totalitarianism; others argue we have reached the end of the Enlightenment “grand narratives”; while others urge that the Enlightenment heritage be explored, prolonged, or revived.

The French Novel in the 19th Century
A historical and thematic panorama of the French novel 1800-1893 oriented to provide a socio-historic view of French society in the 19th century. Considers the novel as a genre emergent from the Revolutionary period and study its expansion and diversification during the course of the 19th century and its ambition to embrace and transform the real.

Contemporary French Novel
This course focuses on the second half of the 20th century: novel and philosophy, “nouveau roman,” the emergence of new narrative voices. We will examine how these texts reconsider our relationship with desire, objects and history.

Studies in Contemporary Literature
After identifying the primary issues surrounding the French novel at the turn of the 19th-20th centuries, this course engages an in-depth study to determine the diverse composing elements, techniques and writing styles utilized by three of the most innovative novelists of the pre-WWII period: Proust, GIDE and CÉLINE.

Studies in Contemporary French Thought
This course will examine the role of the “intellectual” in French life and thought during the first half of the 20th century through the works of some of the major writers and artists of the period including Zola, Barrès, Renoir, Nizan, Malraux, Brasillach, Drieu de la Rochelle, Eluard, Sartre, Camus, Malraux.
Independent Guided Reading
Guided yet independent work relevant to foreign language teaching, pedagogy and 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 & Science and Steinhardt.

Topics in Francophone Civilization: Francophone Routes:
Narratives of Traveling Cultures
The course will perform readings of theoretical texts on cultures in motion, diasporic identities as well the poetics of errancy in novels from Haiti and the French West Indies, which the concept of ‘littérature-monde’ has attempted to describe.

Independent Study
Accompanies students in their realization of an original piece of scholarly work on a precisely-defined aspect of French civilization. The course is structured around a monthly research workshop. Each student participates in an oral presentation of his/her work in mid-May before completing the definitive version of his/her "mémoire."
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 who attend the Institute’s eight-week summer program in Paris can complete the M.A. degree in one calendar year. 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 the following fields in French studies: (1) 19th-Century French history; (2) 20th-Century French history; (3) French society; and either (4) French politics and the economy or (5) 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, usually from late May to early July. The course(s) are offered at the NYU in Paris facilities and are taught by faculty appointed by the Institute.

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 Arthur L. Carter Journalism Institute provides education and training at the master’s level for students seeking careers as professional newspaper, magazine, or broadcast journalists or in other fields that require strong writing skills. Courses from both departments are combined to provide students with specialized knowledge of France and journalistic writing and/or broadcasting skills. Further details and requirements of the joint M.A. program with journalism can be found in the Journalism section of this bulletin.

Dual Degree Master of Arts and Master of Business Administration

Candidates for dual program with the Leonard N. Stern 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 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. Joint-degree 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 Web site 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 Web site at www.law.nyu.edu.

Modes of governance: French elites and their training.

Politics and immigration in France, Europe, and the United States; politics of the extreme right in France; political parties in France.

Modern art and urban subjects; gender and sexuality.

Frédéric Viguier, Clinical Assistant Professor. Ph.D. 2010 (sociology), Ecole des Hautes études en sciences sociales; Agrégation (philosophy), Ecole Normale Supérieure.
Poverty and Inequality; the welfare state; philanthropy and humanitarianism; education; political Sociology; ethnography.

MEMBERS OF THE INSTITUTE OF FRENCH STUDIES

Bruce Altshuler, Museum Studies; Claudie Bernard, French; Thomas Bishop, French; Michael Dash, French, Social and Cultural Analysis; Stephanos Geroulanos, History; J. Denis Hollier, French; Judith Miller, French; John Shovlin, History; Jerrold Seigel, Emeritus Faculty, History; Richard Sieburth, Comparative Literature and French.

RECENT VISITING FACULTY
(Selected)

Stéphane Beaud, Sociology, Ecole Normale Supérieure (Paris), Université de Nantes.


Isabelle Clair, Sociology, CNRS (Paris).

Eric Fassin, Sociology, Ecole Normale Supérieure (Paris).

Brigitte Gaïti, Sociology, Université Paris I (Paris).
Joint Degree Doctor of Philosophy in French Studies and French

The Joint Ph.D. program in French Studies and French 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 French politics, society, culture, and literature since the French Revolution, although students develop a narrower research specialty within this time period.

Admission to the Ph.D. program must be granted by both the IFS and the French Department. A total of 72 points (normally eighteen courses) is required. Students typically take eight courses in each department with the remaining two in either department or in others, such as history, art history, cinema studies, anthropology, or comparative literature. The following courses are required of all doctoral students: Proseminar in French Literature, FREN-GA 2957; 19th-Century France, IFST-GA 1610; Research Seminar in French Studies, IFST-GA 3720. A masters research paper (normally of 30 to 35 pages) is also required. It takes the place of the M.A. examination otherwise required for students earning a masters in French Studies. Students use the Research Seminar in French Studies to write the paper. In addition to formal course work, doctoral students are required to participate in the IFS’s weekly workshop in French studies.

Students must pass the Ph.D. Qualifying Examination, which is normally taken in the fall semester of the third year. The examination consists of a written part (two take-home essays on French Studies topics associated with the student’s principal area of research) and an oral examination devoted to one reading list on 19th-century literature and another on 20th-century literature.

Students must draft a dissertation prospectus during the spring of the third year, present it to the IFS Doctoral Workshop, and defend it before an examination committee whose members will expect them to situate their work vis-à-vis the most relevant scholarly literature in their field. 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.

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 French department, with a specialty in French culture and civilization.

Admission to the Ph.D. program must be granted by both the IFS and the History Department. A total of 72 points (normally eighteen courses) is required. In the first year students are expected to take the History Department’s required course, Approaches to Historical Writing, HIST-GA 3603, as well as the IFS’s required course, 19th-Century France, IFST-GA 1610, plus an IFS course in the social sciences. During the first two years students should also take one or two “literature of the field” courses in the History Department, 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 French Department), 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 weekly workshop in French studies.

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 use the Research Seminar in French Studies to write the paper. After completing the masters research paper and eight IFS courses, doctoral students in this program qualify for an M.A. degree in French Studies.

Students in the joint program with history must pass a three-day written Qualifying Examination at the end of the second year. Students choose three faculty members 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 write the three exam essays.

Students must draft a dissertation prospectus no later than the end of the first semester of the third year. They must present the prospectus to the IFS Doctoral Workshop and defend it before an examination committee whose members will expect them to situate their work vis-à-vis the most relevant scholarly literature in their field. 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 strong French language skills are required 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 examination or supplementary 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.

**19th-Century France and Its Empire**


History of France and its Empire from the Enlightenment to the late 19th century. Topics vary, but usually include the French Revolution and its legacy; the colonies, slavery, and the Empire; political culture, from Right to Left; class structure and labor unrest; religion and Republicanism; the rise of commercialism and mass society; the Dreyfus Affair; and the enduring question of nationhood, citizenship, and the emergence of a French identity.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
<th>Year(s)</th>
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<tbody>
<tr>
<td>IFST-GA 1620</td>
<td>20th-Century France</td>
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<td>Chapman, Gerson.</td>
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<td>The transformation of French society since the</td>
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<td>turn of the century as a result of economic</td>
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<td>crisis and growth, political upheaval, war, and</td>
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<td>decolonization. Topics include anti-Semitism,</td>
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<td>the rise of the radical Right and Left, the</td>
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<td>impact of World War I on women and men, labor</td>
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<td>conflict, collaboration and resistance during</td>
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<td>World War II, student rebellions, immigration,</td>
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<td>racism, and French-American relations.</td>
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<td>Introduction to the analysis of French society</td>
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<td>and postwar processes of social reproduction and</td>
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<td>transformation. Recent topics: Immigration and</td>
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<td>the Welfare state.</td>
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<td>IFST-GA 1500</td>
<td>Topics in French Cultural History</td>
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<td>2013-14, 2014-15</td>
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<td>Recent topics: Colonization, immigration, and</td>
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<td>national identity; History of Catastrophes in</td>
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<td>modern France; Race, Gender, and Class in French</td>
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<td>Society; History and memory in French experience;</td>
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<td>Literature and society.</td>
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<td>IFST-GA 1730</td>
<td>The French Fifth Republic: Politics, Policies,</td>
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<td>Viguier.</td>
<td>and Institutions</td>
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<td>Systematic study of French political behavior</td>
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<td>and its relationship to institutions and policies</td>
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<td>consequences of political conflict in France.</td>
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<td>voting, political parties, pressure groups, and</td>
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<td>public policy.</td>
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<td>IFST-GA 2313</td>
<td>Education in France</td>
<td>4</td>
<td>2013-14, 2014-15</td>
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<td>Kollop.</td>
<td>A theoretical, empirical, and historical analysis</td>
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<td>of the French educational system since the late</td>
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<td>the social sciences, students analyze institutions</td>
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<td>social hierarchy and mobility, inequalities, and</td>
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<td>the stakes of educational democratization.</td>
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<td>IFST-GA 2412</td>
<td>France and Francophone Africa</td>
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<td>Examines the political, economic, cultural, and</td>
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<td>military policies of France in Francophone sub-</td>
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<td>Saharan Africa since independence and the political</td>
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<td>new nations.</td>
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<td>IFST-GA 2422</td>
<td>France and the Maghreb</td>
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<td>2013-14</td>
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<td>Cottias, Tauraud.</td>
<td>After a brief review of the history of North</td>
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<td>Africa, the course focuses on recent developments</td>
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<td>in each of the Maghreb countries and the role</td>
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<td>played by France in the area.</td>
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<td>IFST-GA 2530</td>
<td>Cultural History of France</td>
<td>4</td>
<td>2014-15</td>
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<tr>
<td>Revel.</td>
<td>Various topics in modern French cultural history.</td>
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</table>
Topics in French Culture and Society
Recent topics: Family and gender; Race and racism; urban anthropology.

Topics in the French Economy
Recent topics: France and globalization.

Guided Reading
IFST-GA 2991, 2992  Prerequisite: permission of the instructor. 2 or 4 points.

French Social Theory and the Social Text
IFST-GA 3700.
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
IFST-GA 3720  Berenson, Chapman, Gerson. 4 points.
Interdisciplinary research seminar in contemporary French history, society, politics,
and culture. Includes the design, execution, criticism, and presentation of research
projects dealing with contemporary France since the Revolution.
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.

Course Work: A total of 72 points of course work is required for the Ph.D. degree. 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.” One of the two courses Origins of Critical Thought I, GERM-MA 1118, and II, GERM-MA 1116, is required of all degree candidates in the department. 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.

Foreign Language Requirement: Students are required to demonstrate proficiency sufficient for research purposes in a language other than German or English. The choice of language is subject to approval by the student's academic adviser. Students are expected to complete this requirement before taking the Ph.D. comprehensive
examination. This requirement may be fulfilled by one of the following: (1) A passing grade on 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; or (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.

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. A detailed examination of the procedures and requirements of the department can be found in the department’s Graduate Student Handbook.

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

FACILITIES

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.

Alys George, Assistant Professor, 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; Chair, German. Habilitation 2001 (comparative literature), Dr. phil. 1995 (comparative literature), Free (Berlin). German literature from the 18th to the 20th centuries; aesthetic and critical theory from Enlightenment to the present; Goethe; philosophy and ethics; literature of the Weimar Republic.

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.

Leif Weatherby, Assistant Professor; Director of Graduate Studies. Ph.D. 2012 (comparative literature and literary theory), Pennsylvania, B.A. 2007 (German studies), Wesleyan. German Enlightenment and Romanticism; Idealism; history of science and aesthetics; Marx and Marxism.

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 Žižek, Professor, Philosophy. University of Ljubljana.
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
A continuation of GERM-GA 1115, this course presents Marx, Nietzsche, Heidegger, Gadamer, Adorno, Derrida, de Man, and Luhmann.

Goethe
Introduction to major works of Goethe, including Die Leiden des jungen Werthers, Faust, Wilhelm Meister, and selections of poetry.

German Romanticism
GERM-GA 1420 Bronfen/Weatherby. 4 points. 2013-14.
Examines the Romantic Movement as a way of living and writing. Attention is given to the development of a “new” mythology connecting poetry and myth, to romantic irony as a specific aesthetic process, and the discovery of the unconscious ant the irrational.

Franz Kafka
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
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.

AFFILIATED FACULTY
Jacques Lezra. Comparative Literature.
Richard Sieburth. Comparative Literature.
Larry Wolff. Center for European and Mediterranean Studies.

FACULTY EMERITI
Doris Starr Guilloton, Margret M. Herzfeld-Sander, Bernd R. Hüppauf, Joan B. Reutershan.
Visual Culture
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
GERM-GA 1698 Baer. 4 points. 2013-14.
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
GERM-GA 1842 Ulfers. 4 points. 2013-14.
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 crytonymy (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.

Poetics and Theory Seminar
Usually co-taught with the distinguished Poetics Chair, this seminar explores the field of contemporary literature (prose, lyrical poetry, drama, screenplay) and discusses the most recent contributions to contemporary poetics.
Philosophy and Literature
GERM-GA 2912  Taught annually in conjunction with the Departments of German, English, and Comparative Literature. Ronell. 4 points. 2013-14.
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, 2013-14; 2014-15.
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.1004, Recent Developments in Hebrew and Judaic Studies, demonstrated proficiency in Hebrew and at least one additional foreign 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 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 dual degree requires a total of 76 points of credit, 52 at Wagner and 24 in Hebrew and Judaic Studies. (Eight points, for the year-long Taub Seminar, are shared between both departments.) The Wagner 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. The M.A. program in Hebrew and Judaic Studies includes eight courses, of which two are required: HBRJD-GA.1004: Recent Developments in Hebrew and Judaic Studies, and HBRJD-GA.3224: The Jewish Community. Students must also fulfill a Hebrew language requirement and pass a comprehensive exam. 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.

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 the Steinhardt School for the first three semesters and through 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 in Hebrew and Judaic Studies includes two required courses (HBRJD-GA.1004: Recent Developments in Hebrew and Judaic Studies, and HBRJD-GA.1518: History of Jewish Education), a comprehensive exam, and 18 elective credits for a total of 24 credits. Students must also fulfill a Hebrew language requirement. Twelve credits are shared between the two programs. To view a course matrix of the dual degree program, visit www.steinhardt.nyu.edu/humsocsci/jewish/master#dualma.

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.

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 HBRJD-GA.1005, Problems and Methods in Hebrew Jewish intellectual life in Europe and the United States; Yiddish language and literature.

Yael S. Feldman, Abraham I. Katsh Professor of Hebrew Culture and Education. Ph.D. 1981, M.Phil. 1980 (Hebrew literature, Russian fiction, and literary theory), Columbia; M.A. 1976 (medieval Hebrew literature), Hebrew College; B.A. 1967 (Hebrew and English literature), Tel Aviv.

Modern Hebrew literature; literary theory; gender and cultural studies.


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

Michah Gottlieb, Assistant Professor. Ph.D. 2003, (philosophy), Indiana; M.A. 1997 (Hebrew and Judaic studies), New York; B.A. 1995 (philosophy), McGill.

Modern Jewish thought and history of philosophy.

Rosalie Kamelhar, Senior Language Lecturer; Coordinator, Hebrew Language Program. Ph.D. 1986 (modern Hebrew literature), New York; M.A. 1975 (Hebrew), Hunter College (CUNY); B.A. 1973 (psychology), Queens College (CUNY). Hebrew language.

Marion Kaplan, Skirball Professor of Modern Jewish History. Ph.D. 1977 (history), M.A. 1969 (history), Columbia; B.A. 1967 (history), Rutgers.

Modern European history.

Adina Marom, Language Lecturer. M.A. 1980 (Hebrew literature), Hebrew College; M.A. 1977 (education), Boston; Certificate 1977 (pedagogy), B.A. 1971 (Hebrew literature and history), Tel Aviv.


Egyptology; archaeology; ancient Near Eastern studies; Egyptian art; Egyptian mortuary traditions.

Jeffrey L. Rubenstein, Skirball Professor of Talmud and Rabbinics. Ph.D. 1992 (religion), Columbia; M.A. 1987 (Talmud and
and Judaic Studies, 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 a reading knowledge of two modern Western languages or research 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, meet all language requirements for the Ph.D. degree in Hebrew and Judaic Studies, and present an acceptable dissertation.

In the Skirball Department of Hebrew and Judaic Studies students ordinarily take 15 points in medieval or modern Jewish history, 9 points in other periods of Jewish history, 9 points in other areas of Judaic studies, and the 3-point introductory methods course, HBRJD-GA.1005, Problems and Methods in Hebrew and Judaic Studies. In the Department of History students ordinarily take 24 points in medieval or modern history, 4 points in an appropriate Literature of the Field course, and 8 points in doctoral seminars.

**COURSES**

**Required Courses for Incoming Graduate Students**

**Recent Developments in Hebrew and Judaic Studies**  
This course gives students a foundation in the development of modern Jewish studies from the 19th century to the present in Europe, North America and Israel. Students will also learn about the current state of the field by examining recent developments in the sub-fields of history, religious studies, Jewish thought, and Jewish literature. Note: This course is required for masters degree 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. Note: This course is required for doctoral degree students.
Academic Hebrew
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
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
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. 2014-15.
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. 2013-14.
Reading of Akkadian literature.

Aramaic I: Biblical Aramaic
HBRJD-GA.1117  Prerequisite: one year of classical Hebrew or the equivalent. Staff. 3 points. 2014-15.
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. 2013-14.
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. 2013-14.
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. 2014-15.
Introduction to Galilean and Babylonian Jewish Aramaic and related texts.

Topics in the Bible
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. 2014-15.
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
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.

Midrashic-Talmudic Narrative
HBRJD-GA.2380  Jassen. 3 points. 2013-14.
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: Apocalyptic Literature
HBRJD-GA.3311  Jassen. 3 points. 2013-14.
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
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
HBRJD-GA.2441 Wolfson. 3 points.
Intensive study of the sources of Maimonides’ thought in both the Jewish and non-Jewish worlds. Analysis of part I of The Guide from this perspective.

Contemplative Union and Ecstasy in Medieval Jewish Mysticism
HBRJD-GA.2468 Wolfson. 3 points.
Exploration of two typologies of contemplative union and ecstasy in medieval Jewish mysticism: the Neoplatonic typology evident in the theosophic kabbalah of Isaac the Blind and his Geronese disciples, Ezra, Azriel, and Jacob ben Sheshet, and the Aristotelian typology of the ecstatic kabbalah of Abraham Abulafia and other members of his school, Shem Tov ibn Gaon, Isaac ben Samuel of Acre, and the anonymous author of Sha’are Zedeq.

Readings in Lurianic Kabbalah
HBRJD-GA.2472 Wolfson. 3 points.
Study of the main texts of Lurianic kabbalah through a close reading of the works of R. Isaac Luria and his two disciples, R. Hayyim Vital and R. Israel Saruq.

Topics in Medieval Jewish Philosophy
HBRJD-GA.3460 Wolfson. 3 points.
Analysis of major texts and issues in medieval Jewish philosophy. Topic changes annually.

Modern Jewish Thought

Topics in Modern Jewish Thought
HBRJD-GA.3460 Gottlieb. 3 points.
Modern Jewish History and Culture

Yiddishism in the 20th Century
HBRJD-GA.1320 Estraikh. 3 points. 2013-14.
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 Collectivity and Mutual Responsibility
HBRJD-GA.1513 Zweig. 3 points. 2013-14.
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.

Israel, The United States, and Soviet Jewry
This course focuses on main Jewish-related events and interaction in Israeli, American, and Soviet life. The topics to be covered include the Bolshevik revolution on Jews in the U.S. and Palestine, the participation in American-Jewish organizations in Soviet Jewish projects in the 1920s and 30s, the international links of the Soviet Jewish Anti-Fascist Committee, and the movement for Soviet Jewish emigration. Special attention will be paid to the Cold War period.

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.

History of Jewish Education
HBRJD-GA.1518 Chazan. 3 points. 2013-2014.
This course will look at means, goals, and objectives of Jewish education through the 20th Century.

Non-Zionist Colonization Projects
HBRJD-GA.1542 Estraikh. 3 points. 2013-14.
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
HBRJD-GA.2688 Kaplan. 4 points. 2013-2014.
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**
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. 2014-15.
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. 2013-14.
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.

**Topics in American Jewish History: New Directions in American Jewish History**
HBRJD-GA.3520 Diner. 4 points. 2013-14.
This graduate seminar will explore the writing of American Jewish history as it has developed over the course of the last twenty years. We will read a number of key new books which situate the history of the Jews in America into its two larger contexts, American history more broadly and the history of the Jews in other places at the same time. Issues as migration, race, religion, class, gender, as well as the major political and economic developments of the time will be covered. How, we will ask, can we think of American Jewish history as separate from the history of Jews elsewhere at the same time and different than that of other Americans? How have scholars tackled these issues?

**Topics in American Jewish History: Jews and the History of American Diversity**
HBRJD-GA.3520 Diner. 4 points. 2013-14.
Topics in Holocaust Studies
HBRJD-GA.3530 Engel. 4 points. 2013-14.
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. 2013-14.
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

Readings in Hebrew Literature: Narration and Memory
The impact of the past, both recent and distant, and authors’ wrestling with the issues it raises, will be studied through short units of modern Hebrew prose and poetry to fit the capacity of MA/PhD Jewish Studies students w/ mid-level Hebrew.

Topics in Modern Hebrew Literature
Advanced seminar on specialized topics that change annually (e.g., major authors; critical and theoretical surveys).

Topics in Hebrew Poetry: Modernism and Zionism between the Two World Wars
HBRJD-GA.3506 Feldman. 3 points. 2013-14.

Sacrifice, Culture, and Gender: From Isaac and Iphigenia to Contemporary Sacrificial Narratives
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 Ancient Near East

Directed Study in Jewish History

Directed Study in Hebrew Literature
Directed Study in Hebrew Manuscripts

Directed Study in Jewish Thought

Dissertation Research
PROGRAMES 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. Students must take the M.A. Proseminar, HIST-GA 2022, 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. Exceptions may be made, by which a student’s adviser may specify some other procedure to demonstrate sufficient competence.

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, Creating Digital History HIST-GA 2033, two electives in the concentration (8 points), and the Internship Seminar, HIST-GA 2011. 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, in which students must complete a capstone project approved by the director. Students must receive a letter grade of B or better.

Ruth Ben-Ghiat, Professor, Italian Studies, History; Chair, Department of Italian Studies. Ph.D. 1995, Brandeis; B.A., 1985, California (Los Angeles). Modern Italy; Modern European culture and politics; Italian colonialism and European empires; cinema; M.A. and history.

Lauren Benton, Professor of History, Affiliated Professor of Law, Dean, Graduate School of Arts and Science. Ph.D. 1987 (anthropology and history), Johns Hopkins; A.B. 1978 (economics), Harvard. Comparative colonial history, Atlantic world; legal history.


Herrick Chapman, Associate Professor, History, French Studies. Ph.D. 1983, M.A. 1977, California (Berkeley); MPA 1972 (public and international affairs), B.A. 1971 (Public and International Affairs), Princeton. French history; European history; social, political, and economic history.

Frederick Cooper, Professor. Ph.D. 1974, Yale; B.A. 1969, Stanford. African history; empires in world history; colonization and decolonization; social sciences and the colonial world.

Valerie A. Deacon, Elihu Rose Assistant Professor Faculty Fellow. Ph.D. 2011, York; M.A. 2005, Victoria; B.A. 2003, Winnipeg. Resistance in France; Second World War; international relations; political extremism; memory; postwar reconstruction.

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 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). In each of the first three years, students must complete 24 points of course work, by August 15 at the latest. Students must maintain a GPA of 3.5 or above. 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 above. 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. In addition, students must complete a research seminar and research paper by May 15th of the first year.

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 must take this examination at the end of the second year of study. Students with more than 3 incompletes will not be allowed to take the exam. 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 submit a dissertation proposal and defend it during the course of a 90-minute oral examination no later than the end of the first week of the sixth semester. 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.

Yanni Kotsonis, Associate Professor, Chair, Russian and Slavic Studies. Ph.D. 1994, Columbia; M.A. 1986 (Russian history), London; B.A. 1985, Concordia (Montreal). Nineteenth- and 20th-century Russia; modern Europe; political economy; historical methods.


David Levering Lewis, Professor; University Professor. Ph.D. 1962 (modern Europe/ France), London School of Economics and Political Science; M.A. 1958, Columbia; B.A. 1956 (history/philosophy), Fisk. African American history.


**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. 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. 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. 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 history and 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.


**Yanni Kotsonis,** Associate Professor, Chair, Russian and Slavic Studies. Ph.D. 1994, Columbia; M.A. 1986 (Russian history), London; B.A. 1985, Concordia (Montreal). Nineteenth- and 20th-century Russia; modern Europe; political economy; historical methods.


**David Levering Lewis,** Professor; University Professor. Ph.D. 1962 (modern Europe/ France), London School of Economics and Political Science; M.A. 1958, Columbia; B.A. 1956 (history/philosophy), Fisk. African American history.


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, II
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
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
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.
Kostis Smyrlis, Assistant Professor, (history, hellenic studies). Ph.D. 2002, DEA 1996 (history of the Byzantine world and post-Byzantine), Paris I (Sorbonne); M.A. 1995 (Byzantine studies), Birmingham (UK); B.A. 1992 (law), Athens. Byzantine empire, 9th to 15th centuries; economic history; emperor and subjects; state finances; law and land ownership; diplomatics.

George Solt, Assistant Professor, (history, east Asian studies). Ph.D. 2009, California (San Diego). Modern Japan; political economy, food history.

Jack Kuo Wei Tchen, Associate Professor, Gallatin School of Individualized Study; Associate Professor, (history, social and cultural analysis); Director, Asian/Pacific/ American Studies Program. Ph.D. 1992, M.A. 1987, New York; B.A. 1973, Wisconsin (Madison). Interethnic and interracial relations of Asians and Americans.

Sinclair Thomson, Associate Professor. Ph.D. 1996, (Latin American history), Wisconsin (Madison). Colonial Latin America; Andean region; peasant and Indian politics; historical consciousness.

Thomas M. Truxes. Clinical Associate Professor (Irish studies and history). Ph.D. 1985, Trinity College (Dublin); M.A. 1975, Trinity College (Hartford); M.B.A. 1968 (international trade), Syracuse; B.S. 1963 (business), Boston College. Early modern Ireland; Atlantic World; Maritime history; colonial New York City.


Daniel Walkowitz, Professor, (history, social and cultural analysis). Ph.D. 1972, B.A. 1964 (English), Rochester. Social history; public history; labor history, urban history.
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  
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.

Medieval Europe

Literature of the Field: Middle Ages  
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  
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  

Rulers And The Ruled In Imperial Rome And The Byzantium  
With an astonishingly long life span, extending from Antiquity to the end of the Middle Ages in the Byzantine East, the Roman Empire left a legacy of political and legal organization that has shaped the modern world. This seminar explores, on the one hand, the representation and exercise of imperial power and, on the other, the way the emperor's subjects perceived their position within the system and experienced authority, official or not. We will investigate imperial legitimacy building, political discourse, consensus and opposition, negotiation and concessions to the powerful, local government and justice, corruption, oppression and patronage, as well as the social groupings and networks that afforded some leverage to the less powerful.

Barbara Weinstein, Silver Professor. Ph.D. 1980, M.A./M.Phil. 1976, Yale; B.A. 1973, Princeton. Modern Latin America; Brazil; labor history; slavery and emancipation; race and gender; regionalism and nationalism.


Peter Wosh, Director, Archives and Public History Program. Ph.D. 1988, (American history), M.A. 1979, (history, with certificate in archival management and historical editing), New York; B.A. 1976, Rutgers. Archives; American Christianity; local and community history; institutions and organizations; public history.


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, M.A. 1990, 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;
Europe

Literature of the Field: Early Modern Europe
Surveys major literature and historiographical issues in the early modern field.

Literature of the Field: Modern Europe
Survey of the major literature and historiographical issues in the modern European field.

European Intellectual History
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
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.

Italian Colonialism and Postcolonialism
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
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.

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
The Ottoman 17th Century  
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 Ottoman Empire in Europe  

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.

History of Modern Ireland  
HIST-GA.1416  2013-14.

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**
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**
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**
Analyzes monographs in the field, drawn from all geographical areas, dealing with major theoretical issues.
Cold War as Global Conflict
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.

World History in South Asia

History of Women and Gender

Gender, Race and Nation in Postcolonial Latin America

Theorizing Race and Slavery

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 Web sites. Introduction to the digitization process, with an emphasis on standards and best practices for creating digital projects in an archival or public history setting.

Introduction to Public History
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.

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
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.
JOHN W. DRAPER INTERDISCIPLINARY MASTER’S PROGRAM IN

Humanities and Social Thought

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. 2013-14.
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
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. 2013-14, 2014-15.
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.
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
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.

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; B.A. 1978 (economics) Slippery Rock. 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.
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
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 knowledge 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 (post-industrial, post-philosophical, post-modern, 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?
PROGRAMS AND REQUIREMENTS

Master of Arts

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.

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), 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

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CHAIR OF THE DEPARTMENT:
Professor Joe Lee

DIRECTOR OF GRADUATE STUDIES:
Clinical Assistant Professor John P. Waters

FACULTY

Marion R. Casey, Clinical Assistant Professor. Ph.D. 1998; M.A. (history), New York; B.A., University College Dublin.
Irish America; Irish diaspora; ethnic groups in American history; New York City; film and history; material and popular culture.

J. “Joe” Lee, Professor (history); Director, Glucksman Ireland House; Glucksman Chair of Irish Studies; Fellow 1966-1974 (history), Cambridge; M.A. 1965 (history), University College Dublin; B.A. 1962 (history and economics), University College Dublin; hon.: D.Litt. 2006, National University of Ireland.
Nineteenth- and 20th-century Irish, English, European, and Irish American history and politics; nationalism, imperialism, and post-colonialism; Irish diaspora; historiography.

Michael “Mick” Moloney, Global Distinguished Clinical Professor (Irish Studies, music). Ph.D. 1992 (folklore and folklife), Pennsylvania; M.A. 1967 (economics), University College Dublin; B.A. 1965 (economics and politics), University College Dublin.
Irish and Irish American music and popular culture.
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.

**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**  
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 T eanga 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.

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Pádraig Ó Cearúill, Senior Language Lecturer. M.A. 1999 (communication, culture), New York; H.Dip.Ed. 1979 (education), Trinity College Dublin; B.A. 1978 (Irish and history), University College Galway. Irish language, culture, and mythology.

Thomas M. Truxes, Clinical Assistant Professor, (Irish studies, history). Ph.D. 1985, Trinity College, Dublin; M.A., Trinity College (Hartford); M.B.A., Syracuse; B.S., Boston College. Early-modern Irish history; Ireland and the Atlantic world before 1800; early-modern maritime history; the overseas trade of British America.

John P. Waters, Clinical Assistant Professor. Ph.D. 1995 (English), Duke; M.Phil. 1987 (Anglo-Irish literature), Trinity College Dublin; B.A. 1986 (English), Johns Hopkins. Eighteenth-century British and Irish culture; British Romantic literature; Irish studies.

**FACULTY EMERITI**

Denis Donoghue, Henry James Professor of English and American Letters; University Professor Emeritus.

Robert J. Scally, Professor of History; Director Emeritus of Glucksman Ireland House.

**AFFILIATED FACULTY**

Hasia R. Diner, History and Hebrew and Judaic Studies.
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. 2013-14.
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  
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. 2013-14-2014-15.
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. 2013-14-2014-15.
Preparation for M.A. thesis in close supervision with faculty supervisor. Requires research proposal, abstract, and a schedule of meetings to supervisor for approval.
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 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 a Works in Progress Seminar, Introduction to Research in Italian Studies and Introduction to Research in Florence courses and selected courses at the Università di Firenze.

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. It is recommended that every student plan to spend at least one semester in Italy for research and/or course work.

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.

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. 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 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.

Virginia Cox, Professor. Ph.D. 1990 (Italian literature), B.A. 1985 (modern and medieval languages), Cambridge. Sixteenth-century Italian literature; history of rhetoric; early modern women’s writing.

Rebecca Falkoff, Visiting Assistant Professor. PhD 2012 (Italian studies), M.A. 2004 (Italian studies), California (Berkeley); B.A. 1999 (English, comparative literature and theory), Pennsylvania. Modern and contemporary Italian literature; Italian cinema; experimentalist movements; gender and sexuality; biopolitics; psychoanalysis; new materialism.

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.

AFFILIATED FACULTY

Suzanne Cusiack, Music; Bruce Edelstein, NYU Florence; Josephine Hendin, English; Antonia Lant, Cinema Studies; Louise Rice, Fine Arts.

VISITING FACULTY

Lina Bolzoni, Global Distinguished Professor, Scuola Normale Superiore (Pisa).
COURSES

General

Studies in Italian Culture
Variable content course. Recent topics: social and cultural studies (Forgacs); Nietzsche in Italy and France (Merjian); diversity and otherness in contemporary Italy (Forgacs); Pasolini and a politics of art (Merjian); film and urban space in Italy (Forgacs); Florentine Culture, 1250-1600 (Cox); Language and Politics in Italy from the Renaissance to Berlusconi (Cox and Ben-Ghiat).

Topics in Italian American Culture
ITAL-GA 2165 Faculty. 4 points. 2014-15.
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
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).

PhD Exam Preparation Seminar
This course comprises a series of student-led seminars under the direction of the Director of Graduate Studies, intended to prepare students for their PhD exam.

Guided Individual Reading

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.

Seminar on Dante
This course proposes a reading of Dante's Commedia and prose works.

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.

FLORENCE FACULTY
Eric Nicholson; Natalia Piombino; Ilaria Sborgi.
Studies in Medieval Culture
Variable content course. Recent topics: bodies, passion, and knowledge; Stilnovisti: poetry and intellectual history; politics, poetics, and imagination in 13th-century poetry: from the Sicilian School to Cino da Pistoia; Dante, the Prose Works as an Intellectual Autobiography.

The Arts of Eloquence in Medieval and Early Modern Italy
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
Variable content course. Recent topics: The Italian Lyric Tradition from Petrarch to Marino (Tylus); art and literature, poetry and portrait in Italian Renaissance (Bolzoni); the literature of pilgrimage in early modern Italy (Tylus) 2014-15.

The Courtesan in Early Modern Italian Society and Culture
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

Italian Colonialism
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.
Neorealism
This course examines the Neorealist movement in cinema and literature that swept
Italian culture just after World War Two. We will explore the varieties of Neorealist
styles and ideologies, Neorealisms, cultural and political context (Reconstruction,
the Cold War, the legacies of fascism, war trauma), and its influence in later Italian
culture and film.

20th-Century Italian Poetry
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

Courses in Florence

Introduction to Research in Italian Studies
This course is an introduction to the discipline of Italian Studies for beginning
masters students, intended to help orient them in their M.A. studies, and to
select a research topic for their thesis. After an initial, general session on research
methods and principles, students will attend a series of video-conferenced seminars
given by members of the department’s New York-based faculty, covering the major
research fields within Italian Studies, from Dante through Renaissance Studies to
modern literature, art, cinema, and history.

Introduction to Research in Florence
This course is designed for graduate students in Italian Studies who are conducting
their research in Florence. Its aim is to provide them with an introduction on
how to carry out their field work in Italy and to acquaint them with a number of
Florentine libraries and archives where they may find materials relevant to their
studies. Introduction to Research in Florence is intended as complementary to
another new course, Introduction to Research in Italian Studies. Together, the two
courses are conceived as a comprehensive introduction to research methods and
resources for students preparing for their first sustained exercise in independent
academic work.

Letteratura Italiana
All students in the Italian Studies Master program in Florence 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.
Work in Progress Seminar
This seminar, directed by the visiting faculty member, is intended to help students structure their work on their thesis, and prepare for the Graduate Studies symposium.

Topics in Italian Literature
ITAL-GA 9192  Falkoff.  4 points.  2013-14.

Italian Cinema
This course examines the narration of the South in Italian cinema from 1946 to the present.

Early Modern Italian Drama
This course explores how secular drama emerged in sixteenth-century Italy and spread throughout Europe through a chronological selection of representative European works and a focus on the intricate world of patronage.

Guided Individual Reading
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 Web site 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 Web site at www.ets.org. It is recommended that all applicants take the test at least 10-12 weeks before the application deadline date to ensure that test scores arrive by the deadline date. Official test scores must be sent to NYU-GSAS directly from Educational Testing Service (ETS). Request that scores be sent to NYU GSAS, institution code 2596.

Students take 36 to 44 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 part-time students a complete selection of courses each semester. Some, but not all, courses are available at night.

www.journalism.nyu.edu
20 Cooper Square
New York, NY 10003-7112
Phone: 212-998-7980

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.

Paul Berman, Associate Professor. M.A. 1988 (political science), Yale; B.A. 1985 (philosophy and religion), Haverford College. 
Culture, ideas, books, politics, and religion.

Technology and the production/distribution of news media; social media innovation and platforms; United States electoral politics; race, ethnicity, immigration and generational demographics.

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, Columbia; B.A. 1981 (political science), Morehouse College. 
African American culture; education; race and the media; television reporting.
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 repertorial 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 are: 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, as well as at least one advanced specialized reporting class and one seminar.

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 MFA 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, Specialized Reporting: Introduction to Literary Reportage, JOUR-GA 1182, Narrative Nonfiction I, JOUR-GA 1050, or II, JOUR-GA 1023, Specialized reporting: Portfolio I, JOUR-GA 1180, and Specialized Reporting: 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 12, or Law and Mass Communication, JOUR-GA 11, 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 stories, profiles, in-depth features, personal essays, opinion articles, hard news stories, profiles, in-depth features, personal essays, opinion articles, critical reviews, and reader-service pieces. The concentration also requires a one-credit apprenticeship, Fieldwork in Journalism, JOUR-GA 1290 and a final, one-credit Masters Project, JOUR-GA 1299.
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, Specialized Reporting: Digital Newsroom, JOUR-GA 1182, and Advanced TV Reporting, JOUR-GA 1175. Specialized Reporting: Political Cinema, JOUR-GA 1182, is suggested. The remaining two courses may be an internship and/or 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-point concentration with a total of 10 courses leading towards an M.A. Required courses include: Writing, Research and Reporting Workshop I, JOUR-GA 1021, Press Ethics, JOUR-GA 12, 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 Specialized Reporting: 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-point 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 12, 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 Specialized Reporting: Investigative Reporting, JOUR-GA 1182.
leading towards an M.A. Required courses are: Writing, Research and Reporting Workshop I and II, JOUR-GA 1021, 1022, Press Ethics, JOUR-GA 12, 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 Specialized reporting: Investigative Reporting, JOUR-GA 1182.

**Studio 20 Concentration:** Studio 20 emphasizes project-based learning with a focus on innovation and adapting journalism to the web. 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, 1022, Press Ethics, JOUR-GA 12, Specialized Reporting: Studio 1, JOUR-GA 1182, Specialized Reporting: Studio 2, JOUR-GA 1182, and Specialized Reporting: Studio 3, JOUR-GA 1182.

**Dual Degree Master of Arts in Journalism and Advanced Certificate in Business and Economic Reporting**

The dual degree program with the Advanced Certificate 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 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 II, JOUR-GA 1022, Law and Mass Communication, JOUR-GA 11, or Press Ethics JOUR-GA 12 or History of the News JOUR-GA 18, three courses from a revolving list of BER approved courses; and a summer full-time internship, JOUR-GA 1290. Fieldwork in Journalism, JOUR-GA 1290, for 2 points (can be split into two 1 point internships). Required 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, and two courses with approval of the BER director. Some Stern 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.


**Jason Samuels**, Associate Professor. M.A. 1995, 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**, Professor. Director of Graduate Studies; M.S. 1996, 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.

**Clay Shirky**, Associate Professor. B.A. 1986 (art), Yale. Social media; Internet technologies; social software and peer-to-peer technologies.

**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, California (Los Angeles); B.A. 1971 (English), Haverford College. History and future of media and news; coverage of ideas.

**Carol R. Sternhell**, Associate Professor. Ph.D. 1981, M.A. 1976 (modern thought and literature), Stanford; B.A. 1971 (history and literature), Harvard. Feminism; motherhood; cultural politics; literary criticism; women and media.
Dual Degree Master of Arts in Journalism and Advanced Certificate in Science, Health and Environmental Reporting

The dual degree program with the Advanced Certificate in Science, Health and Environmental Reporting Program (SHERP) at NYU is an 11-course, 44-credit 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 and II, JOUR-GA 1021, 1022, Current Topics in Science, Health and Environmental Journalism, JOUR-GA 1017, Science Literacy and Numeracy, JOUR-GA 1018, Environmental Reporting, JOUR-GA 1188, Press Ethics, JOUR-GA 12, Multimedia Science Journalism Workshop, JOUR-GA 1070, and two of the three 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

Course requirements in journalism are: Writing, Research, and Reporting Workshop I and II, JOUR-GA 1021, 1022, one of The Law and Mass Communication, JOUR-GA 11, Press Ethics, JOUR-GA 12, or another approved elective, two specialized reporting electives, an internship, JOUR-GA 1290, and Directed Reading, JOUR-GA 1299.

Course requirements in Africana Studies are: Pro-Seminar in Africana Studies, AFRS-GA 2000 and 4 Africana studies electives.

Joint Degree Master of Arts in Journalism and East Asian Studies

Course requirements in journalism are: Writing, Research, and Reporting Workshop I and II, JOUR-GA 1021, 1022, one of The Law and Mass Communication, JOUR-GA 11, Press Ethics, JOUR-GA 12, or another approved elective, two specialized reporting electives, an internship, JOUR-GA 1290, and Directed Reading, JOUR-GA 1299.

Course requirements in East Asian Studies are: First year Seminar: Introduction to Critical Asian Studies, EAST-GA 1001, and 4 East Asian studies electives.

Joint Degree Master of Arts in Journalism and French Studies

Course requirements in journalism are: Writing, Research, and Reporting Workshop I and II, JOUR-GA 1021, 1022, one of The Law and Mass Communication, JOUR-GA 11, Press Ethics, JOUR-GA 12, or another approved elective, two specialized reporting electives, an internship, JOUR-GA 1290, and Directed Reading, JOUR-GA 1299.

Requirements in French are: 19th C. French History, FREN-GA 1610, 5 electives, and a 3 hour written exam.

Jane Stone, Professor. B.A. 1981, SUNY (Binghamton). Investigative reporting; public policy journalism; legal journalism; television reporting.

Lawrence Weschler, Distinguished Writer in Residence. B.A. 1974 (philosophy and cultural history), California (Santa Cruz). Writerly nonfiction; political tragedies and cultural comedies; foreign reporting.

FACULTY EMERITI

William E. Burrows
Joint Degree Master of Arts in Journalism and International Relations

Course requirements in journalism are: Writing, Research, and Reporting Workshop I and II, JOUR-GA 1021, 1022, one of The Law and Mass Communication, JOUR-GA 11, Press Ethics, JOUR-GA 12, or another approved elective, two specialized reporting electives, an internship, JOUR-GA 1290, and Directed Reading, JOUR-GA 1299.

Course requirements in International Relations are: 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, and an elective in International Politics.

Joint Degree Master of Arts in Journalism and Latin American and Caribbean Studies

Course requirements in journalism are: Writing, Research, and Reporting Workshop I and II, JOUR-GA 1021, 1022, one of The Law and Mass Communication, JOUR-GA 11, Press Ethics, JOUR-GA 12, or another approved elective, two specialized reporting electives, an internship, JOUR-GA 1290, and Directed Reading, JOUR-GA 1299.


Joint Degree Master of Arts in Journalism and Near Eastern Studies

Course requirements in journalism are: Writing, Research, and Reporting Workshop I and II, JOUR-GA 1021, 1022, one of The Law and Mass Communication, JOUR-GA 11, Press Ethics, JOUR-GA 12, or another approved elective, two specialized reporting electives, an internship, JOUR-GA 1290, and Directed Reading, JOUR-GA 1299.

Course requirements in Near Eastern studies are: Problems & Methods in Middle Eastern and Islamic Studies, MEIS-GA 1687, History of Middle East 1750 to Present, MEIS-GA 1642, and 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

Course requirements in journalism are: Writing, Research, and Reporting Workshop I and II, JOUR-GA 1021, 1022, one of The Law and Mass Communication, JOUR-GA 11, Press Ethics, JOUR-GA 12, or another approved
elective, two specialized reporting electives, an internship, JOUR-GA 1290, and
Directed Reading, JOUR-GA 1299.

Requirements in Russian and Slavic Studies are: Defining Russia, RUSSN-GA
2121 and 4 Russian and Slavic Studies electives.

COURSES

Law and Mass Communication
Discusses exceptions to the First Amendment language that “Congress shall
make no law…abridging the freedom of speech or of the press.” Subjects covered
include prior restraint of the press, libel, invasion of privacy, news-gathering
problems, shield laws and protection of sources, free press and fair trial, and
broadcast regulations by the FCC.

Press Ethics
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**
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**
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
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**
JOUR-GA 1172  *Prerequisite: JOUR-GA 1040. 4 points. 2013-14, 2014-15.*
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**
JOUR-GA 1175  *Prerequisites: JOUR-GA 1040 and JOUR-GA 1172. 4 points. 2013-14, 2014-15.*
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**
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. 2013-14, 2014-15.*
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**
JOUR-GA 1182  *Prerequisite: JOUR-GA 1021. 4 points. 2013-14, 2014-15.*
A variety of specialized reporting courses is offered on a rotating basis. Following is a partial list: Television Newscast, Guerrilla News, Investigative Reporting, Sports Reporting, Reporting the Arts, Reporting the Workplace, 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. 2013-14, 2014-15.*

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. 2013-14, 2014-15.*

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**


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**


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 of 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**
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. 2013-14, 2014-15.
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. 2013-14, 2014-15.
A student works with one professor on a substantial project combining readings with in-depth writing.
PROGRAMS AND REQUIREMENTS

Master of Arts

Degree Requirements: Eight courses (32 points) are required for the 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, Introduction to Latin American and Caribbean Studies I: Iberian-Atlantic and Colonial Perspectives, LATC-GA 1001, and Introduction to Latin American and Caribbean Studies II: Hemispheric and Postcolonial Perspectives, 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, 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 elective.

Additional requirements for the Master of Arts degree include 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 of Latin America and the Caribbean. 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.

Students who wish to pursue an Advanced Certificate in Museum Studies alongside the M.A. in Latin American and Caribbean 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 the Andes, the Caribbean, and Brazil. NYU Libraries now holds a Library of Caribbean Research, including nearly 10,000 monographs, government documents, rare nineteenth-century newspapers, and original manuscripts related to the region. CLACS also houses a small lending library of Quechua language resources.

Sybille Fischer, Associate Professor (Spanish and Portuguese languages and literature). Ph.D. 1995 (comparative Literature/Spanish and Portuguese) Columbia University, M.A. 1987 (Latin American Studies, Philosophy, German Literature), Freie Universität Berlin. Caribbean literature and culture; Spanish American Independence; the Haitian Revolution; culture and politics in the nineteenth century; the history of political thought.

Odi Gonzales, Language Lecturer. 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) New York; M.A. 1994 (political science); B.A. 1992 (political science, sociology), Chicago. Electoral systems; democratization and democratic institutions

Dylon Robbins, Assistant Professor (Spanish and Portuguese languages and literature). Ph.D. 2010 (Spanish and Portuguese) Princeton, M.A. 2003 (Spanish) Rice, B.A. (Spanish, music) Texas (Austin). Brazilian and Caribbean culture; Brazilian music and film; African Diasporas in the Americas.
COURSES

Core Courses

Introduction to Latin American and Caribbean Studies I: Iberian-Atlantic and Colonial Perspectives
An introduction to the disciplinary and interdisciplinary approaches to Latin American and Caribbean studies, with emphasis on pre-invasion Americas, the production of the imperial/colonial world. The course explores the genesis of plantation societies in throughout the Americas, studying the contrasting colonial projects of Spanish America, Portuguese Brazil, and the British, French, and Dutch Caribbean.

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, and studies the emergence of a hemispheric axis for Latin America and the Caribbean in which relations with the United States loom large. Readings revolve around themes of class, race, ethnicity, gender and sexuality, with particular emphasis on the day-to-day processes of state formation and issues of governance. In this course, students are also prepared in research methods for fieldwork or archival research in preparation for their master’s project.

Elective Courses

CLACS Topics: Beginning Quechua I

CLACS Topics: Beginning Quechua II

Intermediate Quechua

Government and Politics of Latin America
In the 1990s, most Latin American countries embraced—with different levels of enthusiasm—the Washington Consensus neo-liberal economic reforms and electoral democracy became the norm in the region. Many believed Latin American had finally left behind a past of political instability, military coups, populism, revolutionary movements and radical political change. However, consolidating democracy proved to be much more difficult than attaining electoral democracy. In this course we explore the reasons why, and consider Latin America's capacity to develop strong institutions and a strong civil society—two characteristics that often associated with consolidated democracies.


ADJUNCT FACULTY


AFFILIATED FACULTY IN OTHER DEPARTMENTS

Alisha Ali, Psychology; Gwendolyn Alker, Tisch School of the Arts; José Álvarez, Law; Laura Amelio, Spanish and Portuguese Languages and Literatures; Gary Anderson, Steinhardt School of Culture, Education, and Human Development; José Angel Santana, Tisch School of the Arts; Elizabeth Auspach, Spanish and Portuguese Languages and Literatures; Miriam de Mello Ayres, Spanish and Portuguese Languages and Literatures; Miriam Basilio, Museum Studies; Gabriela Basterra, Comparative Literature and Spanish and Portuguese Languages and Literatures; Kamau Brathwaite, Comparative Literature; Barbara Browning, Performance Studies; Dana Burde, Steinhardt School of Culture, Education, and Human Development; Rene Caldentey, Stern School of Business; Angela Carreño, Bobst Library; Alma Carter, Social Work; Paul Chevigny, Law; Tirso Cleves, Spanish and Portuguese Languages and Literatures; Youssuf Cohen, Politics; Juan E. Corradi, Sociology; Salo Coslovsky, Robert F. Wagner Graduate School of Public Service; Marie Cruz Soto, Gallatin School of Individualized Study; J. Michael Dash, French; Arlene Dávila, Anthropology, Social and Cultural Analysis (American Studies); Maria L. Dávila, Spanish and Portuguese 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
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 on themes related to Latin America and the Caribbean. The course runs in conjunction with a themed Colloquium speaker series, held on Monday evenings. Recent topics have been: What’s Left of Cuba?, New Approaches to Colonial Latin America, Latin American Independence.

Contemporary Racisms in the Americas  

This seminar explores emergent forms of racism in the Americas and considers their impact on intercultural relations, racial and economic justice, and democracy. The emergence of these “new racisms” is largely uncharted terrain in the social sciences; we explore this phenomenon in relation to what some have called a “post racial” present defined by larger processes of economic and cultural globalization and transnational migration.

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. Students secure their own internships with CLACS guidance; students meet regularly with the instructor and produce written reflections on their experience. 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.

Literatures; Stacy E. Pies, Gallatin School of Individualized Study; Juan Piñon, Media, Culture, and Communication; Millery Polyne, Gallatin School of Individualized Study; Mary Louise Pratt, Spanish and Portuguese Languages and Literatures; Adam Przeworski, Politics; Mariano Rey, Medicine; Fred Ritchin, Tisch School of the Arts; Cristina Rodriguez, Law; Renato Rosaldo, Anthropology Social and Cultural Analysis (Latino Studies); Maria Josefa Saldaña-Portillo, Social and Cultural Analysis (Latino Studies); Bambi Schieffelin, Anthropology; Amy Schwartz, Economics; Eduardo Segura, Spanish and Portuguese Languages and Literatures; Ella Shohat, Politics; John V. Singler, Linguistics; Tony Spanakos, Politics; Robert P. Stam, Cinema Studies; Jason Stanyek, Music; Bryan Stevenson, Law; Noelle Stout, Anthropology; Carola Suárez-Orozco, Steinhardt School of Culture, Education, and Human Development; Marcelo Suarez-Orozco, Steinhardt School of Culture, Education, and Human Development; Edward J. Sullivan, Art History; Chandrika Tandon, Stern School of Business; Diana Taylor, Performance Studies, Spanish and Portuguese Languages and Literatures; Kevin Thom, Economics; Sinclair Thomson, History; Florencia Torche, Sociology; Zeb Tortorici, Spanish and Portuguese Languages and Literatures; Esther Truzman, Spanish and Portuguese Languages and Literatures; Alejandro Velasco, Gallatin School of Individualized Study; Carlos Veloso, Spanish and Portuguese Languages and Literatures; Niobe Way, Psychology; Barbara Weinstein, History; Lila Zemborain, Spanish and Portuguese Languages and Literatures; Jonathan Zimmerman, History; Maria Jose Zubieta, Spanish and Portuguese Languages and Literatures.
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 8 to 9 points from Palmer (depending on the total number of points required for the GSAS degree) 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 already earned more than six Palmer points are no longer eligible to apply to the dual degree. Students who have earned more than 12 points in GSAS will be assessed on an individual basis. 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:

For the Ph.D., the student is required to complete a total of 72 points of approved courses (of which at least 32 points 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 (16 points):

Phonology I, LING-GA 1210
Syntax I, LING-GA 1310
Semantics I, LING-GA 1340
Sociolinguistics, LING-GA 1510

Breadth Requirements (12 points): In addition all students are required to take 3 of the following 9 courses:

Field Methods, LING-GA 0044,
Introduction to Morphology at an Advanced Level, LING-GA 1029,
Phonology II, LING-GA 1220,
Historical Linguistics, LING-GA 1410,
Syntax II, LING-GA 2310,
Semantics II, LING-GA 2370,
Linguistic Variation, LING-GA 2530,
Neurolinguistics, LING-GA 2710,
or an extra-departmental course, as specified below.

At most one of these 9 courses may be used to satisfy both a breadth requirement and the student’s area requirement (see below). The extra-departmental course has to be a graduate introductory level course in a department other than Linguistics either at NYU or at a consortium partner university. Student must consult with their advisor in advance and obtain the permission of the Director of Graduate Studies if they wish to use the extra-departmental course to satisfy a breadth requirement.

Area Requirements (4 points, one of the two courses already counted toward breadth requirement): For students wishing to specialize either in syntax or in semantics, the area requirements are Syntax II, LING-GA 2310, and Semantics II, LING-GA 2370. Semantics II must be taken in the same year as Semantics I. Area requirements for those wishing to specialize in phonetics/phonology are Phonology II, LING-GA 1220, and an additional course in phonetics. Students wishing to specialize in sociolinguistics are required to take Sociolinguistic Field Methods, LING-GA 2540, and Linguistic Variation, LING-GA 2530. Students wishing to specialize in neurolinguistics must take Neurolinguistics, LING-GA 2710, and the Seminar in Neurolinguistics, LING-GA 3710.

Students are not required to choose a specialization when they enter the program. When they choose, or change, their specialization, the DGS will advise them about how to comply with the area requirements.

The remainder of the coursework is fulfilled with electives (40 points). To qualify for full-time status, Ph.D. students enroll in courses according to the following schedule. 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.


John R. Costello, Professor. Ph.D. 1968 (Germanic linguistics), M.A. 1966 (Germanic linguistics), New York; B.A. 1964 (German literature), Wagner College. Historical linguistics; diachronic syntax; first- and second-language acquisition.


Ray C. Dougherty, Associate Professor. Ph.D. 1968 (linguistics), Massachusetts Institute of Technology; M.S. 1964 (engineering science), B.A. 1962 (engineering science), Dartmouth College. Computational and mathematical models of language; generative syntax and morphology; language acquisition.

Gillian Gallagher, Assistant Professor. Ph.D. 2010 (linguistics), Massachusetts Institute of Technology; B.A. 2005 (linguistics), Massachusetts (Amherst). Phonology, phonetics, Quechua.

Maria Gouskova, Associate Professor. Ph.D. 2003 (linguistics), Massachusetts (Amherst); B.A. 1998 (English linguistics and German language and literature), Eastern Michigan. Phonology; morphophonology; prosody; optimality theory; laboratory phonology.


Stephanie A. Harves, Associate Professor, Linguistics, Russian and Slavic Studies. Ph.D. 2002 (general and Slavic linguistics), Princeton; M.A. 1996 (Slavic linguistics), Michigan; B.A. 1994 (Russian language and literature), Grinnell College.
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. Proficiency can generally be demonstrated in two ways: First, 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. Second, 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 grant a waiver of the foreign language examination.

Qualifying Papers: 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. Each paper must be no more than 50 double-spaced pages in length (tables, charts, spectrograms, footnotes, and bibliography included).

A qualifying-paper is graded by a committee consisting 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.

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 may be 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. Any alteration of timetable must be agreed upon by the student’s adviser, QP committee chair, and the Director of Graduate Studies no later than the beginning of the semester in which the QP would otherwise be due.

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. For QPs conducted during a spring semester, the proposals must be delivered to the committee chair in the last week of the previous fall semester; for QPs conducted during a fall semester, they are due during the first week of that fall semester.

A substantial first draft of the QP must be submitted by the beginning of the tenth week of a spring semester or the ninth week of a fall semester. The student’s committee reviews the paper with the student within three weeks of submission. The QP committee will assign by majority vote one of three grades to a student’s QP: Pass, Limited Pass, or Fail. Pass and Limited Pass both certify that the paper


Syntactic theory; comparative syntax; Romance languages.

Alec Marantz, Professor. Ph.D. 1981 (linguistics), Massachusetts Institute of Technology; B.A. 1978 (psycholinguistics), Oberlin College.

Universal grammar; syntax; morphology; language acquisition; neurolinguistics.

Mariliina Pylkkänen, Associate Professor, Linguistics, Psychology. Ph.D. 2002 (linguistics), Massachusetts Institute of Technology; M.A. 1997 (linguistics), Pittsburgh.

Neurolinguistics; psycholinguistics; semantics; syntax; lexicon.


Sociolinguistics; pidgins and creoles; language contact; phonology.


Formal semantics; Hungarian syntax; syntax/semantics interface.
approaches publication quality, and that it demonstrates an ability to conduct graduate-level research in the area of the QP. A grade of Pass certifies in addition that the student is capable of completing a dissertation in an area related to the research area of the QP. No student may receive more than one Limited Pass; therefore, if a student’s first QP receives a Limited Pass, and the second would otherwise also be graded as a Limited Pass, the second QP must receive instead a grade of Fail. If a student’s paper is either not submitted on time or submitted but receives a grade of Fail, 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 return to good academic standing, the student must submit an acceptable QP by the end of the semester following the one in which the QP was originally due. When this happens, the student’s QP timetable will be adjusted by one semester. However, a student who fails to submit an acceptable QP (either Pass or Limited Pass) 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.

Students must complete and pass both QPs by the end of the third year. Failure to do so is grounds for termination. Therefore, if students have taken an extra semester for a QP with extensive experimental work or field work, there is no room to also have a semester of probation; conversely, if they have taken an extra semester on probation completing a QP, there will be no extra semesters remaining in which to do experimental work/fieldwork.

If a student’s first submission is not accepted, the student is permitted to change the topic or even the area of linguistics, provided that the student’s two acceptable qualifying papers are in two different areas of linguistics. Changing the topic does not alter the student’s timetable or the student’s status relative to academic probation or termination. If a student changes the topic or area after the first submission is not accepted, the second submission is precisely that, a second submission of the first QP.

**Dissertation Proposal:** 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. 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’s dissertation committee will consist of four faculty members, at least three of whom will come from within the department, in addition to the dissertation adviser. A full committee for the dissertation should be chosen by February 1 of the eighth semester.
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.

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 Director of Graduate Studies. 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.

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.

**Dissertation:** 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.

**FACILITIES**

The Linguistics Department houses four laboratories: the KIT/NYU MEG Lab, the Neurolinguistics Lab, the Phonetics and Experimental Phonology Lab and the Sociolinguistics 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, Gallagher, Singler. 4 points. 2013-14, 2014-15.

Linguistics as Cognitive Science
LING-GA 0048  Marantz. 4 points. 2014-15.

Introduction to Morphology at an Advanced Level
LING-GA 1029  Marantz. 4 points. 2013-14.

Phonology I

Phonology II
LING-GA 1220  Prerequisite: LING-GA 1210 or permission of the instructor. Adriaans, Davidson, Gallagher, Gouskova. 4 points. 2013-14, 2014-15.

Syntax

Semantics I

Historical Linguistics

Sociolinguistics

Acoustic Phonetics
LING-GA 2110  Davidson. 4 points. 2013-14.

Laboratory Phonology
LING-GA 2220  Prerequisite: LING-GA 1220 or permission of the instructor. Adriaans, Davidson, Gallagher, Gouskova. 4 points. 2013-14.

Syntactic Theory and Analysis

Semantics II
LING-GA 2370  Prerequisite: LING-GA 1340 or permission of the instructor. Barker, Champollion, Szabolcsi. 4 points. 2013-14, 2014-15.

Pidgin and Creole Languages
LING-GA 2510  Singler. 4 points. 2013-14.

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, Gallagher. 2014-15.

Seminar in Phonology  
LING-GA 3210  Prerequisite: LING-GA 1220 or permission of the instructor. With permission, may be repeated for credit. Adriaans, Davidson, Gallagher, Gouskova. 4 points. 2013-14, 2014-15.

Syntax III  
LING-GA 3230  Prerequisite: LING-GA 2310 or permission of the instructor. Collins, Harves, Kayne. 4 points. 2013-14.

Seminar in Syntax and Semantics  
LING-GA 3240  Prerequisite: LING-GA 2310 or LING-GA 2370 or permission of the instructor. Szabolcsi. 2014-15.

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. 4 points. 2013-14, 2014-15.

Seminar in Semantics  
LING-GA 3340  Prerequisite: LING-GA 2370 or permission of the instructor. With permission, may be repeated for credit. Barker, Champollion, Schlenker, Szabolcsi. 4 points. 2013-14, 2014-15.

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. 2013-14, 2014-15.

Seminar in Neurolinguistics  
LING-GA 3710  Prerequisite: graduate status in linguistics, psychology, or neuroscience, or permission of the instructor. Pylkkänen. 4 points. 2014-15.

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. 2013-14, 2014-15.

Ph.D. Dissertation Research  
LING-GA 3930  Prerequisite: permission of the director of graduate studies. May be repeated for credit. 1-6 points. 2013-14, 2014-15.
PROGRAMS AND REQUIREMENTS

Master of Science in Mathematics

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 basic courses in real analysis, complex analysis and linear algebra, followed by other fundamental courses such as probability, scientific computing, and differential equations. Depending on their mathematical interests, students will then be able to take more advanced graduate courses in pure and applied mathematics. In this regard, students are required to take eight courses (24 credits) from the list below. All four courses in Group I, two courses from Group II, and two additional courses from Group II or Group III must be taken. Advanced students may take certain substitute courses at the discretion of the Director of Graduate Studies.

Group I

MATH-GA 1410, Introduction to Math Analysis I
MATH-GA 2450, Complex Variables I
MATH-GA 2110, Linear Algebra I
MATH-GA 1002, Multivariable Analysis

Group II

MATH-GA 1420, Introduction to Math Analysis II
MATH-GA 2460, Complex Variables II
MATH-GA 2120, Linear Algebra II
MATH-GA 2901, Basic Probability
MATH-GA 2043, Scientific Computing
MATH-GA 2470, Ordinary Differential Equations
Group III
MATH-GA 2010, Numerical Methods I
MATH-GA 2020, Numerical Methods II
MATH-GA 2130, Algebra I
MATH-GA 2310, Topology I
MATH-GA 2210, Number Theory
MATH-GA 2350, Differential Geometry I
MATH-GA 2490, Partial Differential Equations I
MATH-GA 2701 Methods of Applied Math
MATH-GA 2702, Fluid Dynamics
MATH-GA 2550, Functional Analysis
MATH-GA 2563, Harmonic Analysis
MATH-GA 2911, Probability; Limit Theorems I
MATH-GA 2902, Stochastic Calculus
MATH-GA 2962, Mathematical Statistics

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. The program accommodates both full- and part-time students, with most courses scheduled to meet in the evening. Students must select one of the two available concentrations.

Concentration in Modeling and Simulation: A candidate for a master’s degree in scientific computing concentrating in modeling and simulation must accrue either of the following:

30 points of course credit comprised of 4 core courses (12 points) in mathematics, 4 core courses (12 points) in computer science, 2 elective courses (6 points), plus 6 points of credit from writing a master’s thesis; or (2) 33 points of course credit comprised of 4 core courses (12 points) in mathematics, 4 core courses (12 points) in computer science, 3 elective courses (9 points) and 3 points of credit from the master’s project capstone course. As indicated above, the student chooses between (1) writing a master’s thesis and (2) taking an extra elective course as well as the project capstone course.


Oliver Bühler, Professor. 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.


The following are the core courses in mathematics for the concentration in modeling and simulation: MATH-GA 2010, Numerical Methods I, MATH-GA 2020, Numerical Methods II, MATH-GA 2701, Methods of Applied Mathematics, MATH-GA 2702, Fluid Dynamics. The following are the four core courses in computer science for the concentration in modeling and simulation: CSCI-GA 1170, Fundamental Algorithms, CSCI-GA 2110, Programming Languages, CSCI-GA 2246, Open Source Tools, CSCI-GA 2270, Computer Graphics.

Concentration in Data Science: A candidate for a master’s degree in scientific computing concentrating in data science must accrue either of the following: (1) 33 points of course credit comprised of 3 core courses (9 points) in mathematics, 3 core courses (9 points) in computer science, 5 elective courses (15 points), and 3 points of credit from the master’s project capstone course; or (2) 33 points of course credit comprised of 2 core courses (6 points) in mathematics, 3 core courses (9 points) in computer science, 6 elective courses (18 points), and 3 points of credit from the master’s project capstone course.

The following are the core courses in mathematics for the concentration in data science: MATH-GA 2962, Mathematical Statistics, and either MATH-GA 2043, Scientific Computing, or both MATH-GA 2010, Numerical Methods I, and MATH-GA 2020, Numerical Methods II. The following are the three core courses in computer science for the concentration in data science: CSCI-GA 1170, Fundamental Algorithms, CSCI-GA 2565, Machine Learning, CSCI-GA 2246, Open Source Tools. With approval of the director of the program, students with sufficient preparation may be able to waive certain core courses.

The master’s program with either concentration culminates in either a capstone project or a master’s thesis. The capstone project course is usually taken during the final year of study. During the project, students go through the entire process of solving a real-world problem, from collecting and processing data to designing and fully implementing a solution. The problems and data sets come from settings identical to those encountered in industry, academia, or government. An alternative to the capstone project is the master’s thesis. Preparing the master’s thesis normally occurs in the final year of study. The thesis requires the approval of the director of the master’s program; a member of the faculty supervises the thesis. Writing a master’s thesis requires registration for six points of coursework, designated MATH-GA 3771, 3772, 3773, or 3774, Independent Study.

The master’s thesis need not be as original or substantial as a doctoral dissertation, but it should involve a substantial scientific computation, use modern techniques of software development, and employ computer graphics, visualization, and/or computer-assisted publication 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


Spectral theory; inverse spectral theory; integrable systems; Riemann-Hilbert problems.

Aleksandar Donev, Assistant Professor. Ph.D. 2006 (applied and computational mathematics), Princeton; B.S. 2001 (physics), Michigan State. Monte Carlo algorithms for modeling radiation damage in metals and alloys, complex fluids.

Edwin P. Gerber, Assistant Professor. Ph.D. 2006 (applied and computational mathematics), Princeton; B.S. 2000 (mathematics and chemistry), Sewanee. Atmospheric dynamics; climate variability and change; numerical modeling.


Fluid mechanics, nonlinear wave equations, harmonic analysis.


Leslie Greengard, Professor. M.D., Ph.D. 1987 (computer science), Yale; B.A. 1979, Wesleyan. Applied and computational mathematics; partial differential equations; computational chemistry; computational biology.

The following are the four core courses in mathematics for the concentration in modeling and simulation: MATH-GA 2010, Numerical Methods I, MATH-GA 2020, Numerical Methods II, MATH-GA 2701, Methods of Applied Mathematics, MATH-GA 2702, Fluid Dynamics. The following are the four core courses in computer science for the concentration in modeling and simulation: CSCI-GA 1170, Fundamental Algorithms, CSCI-GA 2110, Programming Languages, CSCI-GA 2246, Open Source Tools, CSCI-GA 2270, Computer Graphics.
New York City finance professionals. There is a strong career placement component. Students must complete 36 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). The required courses are the following: 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: www.stern.nyu.edu/programs-admissions/dual-degrees/mba-ms-in-mathematics.

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.

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).

Doctor Of Philosophy

Degree Requirements: A candidate for the Ph.D. degree in mathematics must fulfill the following degree 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 three 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. Students may take the written examination twice; a third and final time requires the permission of the Director of Graduate Studies.

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. Students may take the oral examination twice; a third and final time requires the permission of the Director of Graduate Studies. 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.

COURSES

Algebra and Number Theory

Linear Algebra

Linear Algebra


Fang-Hua Lin, Professor; Silver Professor. Ph.D. 1985, Minnesota; B.S. 1981, Zhejiang. Partial differential equations; geometric measure theory.

Andrew J. Majda, Samuel F. B. Morse Professor of Arts and Science; Professor, Mathematics. Ph.D. 1973, M.S. 1971, Stanford; B.S. 1970, Purdue. Modern applied mathematics; atmosphere-ocean science; partial differential equations.


Henry P. McKean, Professor; Silver Professor. Ph.D. 1955, Princeton; B.A. 1952, Dartmouth. Probability; partial differential equations; complex function theory.


Algebra
MATH-GA 2130, 2140  Prerequisite: elements of linear algebra. 3 points per term. 2013-14, 2014-15.
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. 2013-14, 2014-15.

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: asymptotic geometry of negatively curved spaces; geometric and combinatorial structures; group action on trees; metric geometry; entropy in dynamics, geometry and algebra.
Analysis

Multivariable Analysis
Differentiation and integration for vector-valued functions of one and several variables: Curves, surfaces, manifolds, inverse and implicit function theorems, integration on manifolds, Stokes' theorem, applications.

Introduction to Mathematical Analysis


Real Variables

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. 2013-14, 2014-15.

Partial differential equations; analysis.

Math modeling & simulation, biophysical fluids, fluid-body interactions, locomotion, visual neuroscience, neuronal networks.

K. Shafer Smith, Associate Professor. Ph.D. 1999 (physics), California (Santa Cruz); B.S. 1992 (physics and mathematics), Indiana.
Geophysical fluid dynamics; physical oceanography and climate.

Discrete mathematics; theoretical computer science.

K.R. Sreenivasan, Professor, Senior Vice Provost, NYU. Ph.D. 1975 (aeronautical engineering), M.E. 1970 (aeronautical engineering), Indian Institute of Science; B.E. 1968 (mechanical engineering), Bangalore. Turbulence; complex fluids; cryogenic helium and nonlinear dynamics.

Daniel L. Stein, Professor (physics, mathematics); Dean for Science, Faculty of Arts and Science. Ph.D. 1979 (condensed matter theory), M.S. 1977 (physics), Princeton; B.S. 1975 (physics), Brown.
Condensed matter theory, statistical physics and related mathematics.


Daniel Tranchina, Professor (biology, mathematics, neural science). Ph.D. 1981 (neurobiology), Rockefeller; B.A. 1975 (neurobiology), SUNY (Binghamton).
Mathematical modeling in neuroscience.
Ordinary Differential Equations
MATH-GA 2470 Prerequisites: linear algebra and elements of complex variables. 3 points. 2013-14, 2014-15.

Partial Differential Equations I
MATH-GA 2490 Prerequisites: undergraduate linear algebra, complex variables and ordinary differential equations. 3 points per term. 2013-14, 2014-15.

Partial Differential Equations II
MATH-GA 2500 Prerequisites: PDE I, MATH-GA 2490, and Real Variables, MATH-GA 2430. 3 points per term. 2013-14, 2014-15.

Functional Analysis
MATH-GA 2550 Prerequisites: linear algebra, complex variables, and real variables. 3 points. 2013-14, 2014-15.

Harmonic Analysis
MATH-GA 2563 Prerequisites: linear algebra, complex variables, and real variables. 3 points. 2013-14, 2014-15.

Advanced Topics in Partial Differential Equations
Recent topics: optimal transportation; viscosity solutions of PDE; fluid equations; math theory of water waves and nonlinear dispersive waves; variational methods and Gamma-convergence; mathematical fluid mechanics; elliptic regularity theory.
Advanced Topics in Analysis
Recent topics: sampling and quantization; Sobolev spaces and interpolation;
Riemann-Hilbert problems; free boundaries and boundary layers; spectral theory;
calculus of variations.

Numerical Analysis

Numerical Methods
MATH-GA 2010, 2020  Corequisite: linear algebra. 3 points per term.
Numerical linear algebra. Approximation theory. Quadrature rules and numerical
integration. Nonlinear equations and optimization. Ordinary differential equa-
tions. Elliptic equations. Iterative methods for large, sparse systems. Parabolic and
hyperbolic equations.

Advanced Topics in Numerical Analysis
Recent topics: Monte Carlo methods; fast algorithms; computational
electromagnetics; the immersed boundary methods for fluid-structureinteraction;
numerical optimization; high performance scientific computing; coarse-grained
models of materials.

Advanced Numerical Analysis: Computational Fluid Dynamics
MATH-GA 2030  Prerequisites: familiarity with numerical methods and linear
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
Constrained and unconstrained optimization. Topics: Newton's method and
modifications, conjugate gradient and other methods suited to large, sparse systems,
conditions of optimality; linear and quadratic programming.

Advanced Numerical Analysis: Finite Element Methods
MATH-GA 2040  Prerequisites: elements of Hilbert space and theory of elliptic
Basic theory of elliptic equations and calculus of variations. Conforming finite
elements. Approximation and interpolation by piecewise polynomial functions.
Error bounds. Numerical integration. Nonconforming and isoparametric
Computing in Finance
MATH-GA 2041  Prerequisite: basic C/C++ and Java programming. 3 points.  
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 
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. 2013-14, 2014-15.
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 
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 
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

Time Series Analysis and Statistical Arbitrage
MATH-GA 2707  Prerequisites: MATH-GA 2043, MATH-GA 2791, and familiarity with basic probability. 3 points. 2013-14, 2014-15.
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. 2013-14, 2014-15.
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
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, non-linear 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. 2013-14, 2014-15.
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. 2013-14, 2014-15.
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
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
Continuous Time Finance
MATH-GA 2792  Prerequisites: MATH-GA 2791 and MATH-GA 2901. 3 points.
Advanced option pricing and hedging using continuous time models: the
martingale approach to arbitrage pricing; interest rates 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
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.
This course addresses the modeling, pricing and risk management of credit deriva-
tives, 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,
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: ergodic theory of chaotic dynamical systems; information theory and application to statistical prediction; quantifying uncertainty in complex systems; mathematics and signal processing of analog/digital conversion. Plasma physics, data analysis methods for high-dimensional time series.

Advanced Topics in Biology
Recent topics: population theories; neuronal networks; stochastic problems in cellular, molecular and neural biology; math models of primitive organisms

Advanced Topics in Mathematical Physiology
Recent topics: math aspects of neurophysiology; physiological control mechanisms; cardiac mechanisms and electrophysiology; nonlinear dynamics of neuronal systems.

Advanced Topics in Fluid Dynamics
Recent topics: computational fluids; dynamics of complex and biological fluids; atomic modeling and computation; wave and mean flows.

Advanced Topics in Mathematical Physics
Recent topics: statistical mechanics of classical lattice systems; quantum computation; supersymmetry; quantum dynamics; hydrodynamical limit of nonreversible particle systems.

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 intertio-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
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: lab experiments in atmosphere-ocean science; information theory and dynamical system predictability; environmental fluid dynamics

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
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
MATH-GA 2931, 2932  Prerequisite: MATH-GA 2901 or equivalent. 3 points per
Recent topics: Markov processes and diffusions; topics in concentration of
measure; coalescing random walks and the Brownian web; large deviations and
applications; percolation theory; SchrammLoewner evolution.

Advanced Topics in Applied Probability
Recent topics: stochastic control and optimal trading in incomplete and inefficient
markets; information theory and financial modeling; stochastic differential equations
and Markov processes; quantitative investment strategies and hedge funds.

Mathematical Statistics
MATH-GA 2962  Prerequisite: a working knowledge of probability at the under-
graduate level. 3 points. 2013-14, 2014-15.
Topics: large sample theory, minimum variance unbiased estimates, method of
maximum likelihood, sufficient statistics, Neyman-Pearson theory of hypothesis
testing, confidence intervals, regression, nonparametric methods.

Research
Independent Study
MATH-GA 3771, 3772, 3773, 3774  Prerequisite: permission of the department.

Advanced Practical Training
MATH-GA 3775, 3776  Prerequisite: permission of the department. 1-3 points.
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. This opportunity may be available to M.S.
students; decisions are made on a case-by-case basis.
Master's Thesis Research
MATH-GA 3881  Prerequisite: permission of the thesis adviser. May not be repeated for credit. 2 points. 2013-14, 2014-15.

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. 2013-14, 2014-15.
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 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

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**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), California (Los Angeles); M.A. (English and comparative literature), American (Cairo); B.A. 1985 (English literature), Alexandria. Modern Arabic literature and culture.


**Gabriela Nik. Ilieva.** Clinical Associate Professor. Ph.D. 2000 (South Asian languages), Minnesota; M.A. 1990 (Indology), B.A. 1988 (Indology, English philology), Sofia. Foreign language pedagogy; gender and pragmatics in Hindi and Sanskrit; historical Indo-Aryan linguistics; medieval Indian poetics.

**Marion Holmes Katz.** Associate Professor. Ph.D. 1997 (Near Eastern languages and civilizations), Chicago; B.A. 1989 (Near Eastern languages and literatures), Yale. Islamic law, gender and ritual.

**Philip F. Kennedy.** Associate Professor. D.Phil. 1995 (classical Arabic poetry), M.A. 1988, B.A. 1985 (oriental studies), Oxford. Classical and modern Arabic literature (poetry and prose); wine poetry; modern vernacular Arabic poetry.
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. 4 points per term. 2013-14, 2014-15.
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. 4 points per term. 2013-14, 2014-15.

Advanced Arabic I, II
MEIS-GA 1112, 1113  Prerequisite: Intermediate Arabic or the equivalent. Ferhadi. 4 points per term. 2011-2012, 2014-15

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
MEIS-GA 1116  Kennedy. 4 points. 2012-2013.
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  Staff. 4 points. 2013-14.

Introduction to the Qu’ran

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.

Advanced Persian: Contemporary Literature
MEIS-GA 1415  Prerequisite: Intermediate Persian or the equivalent. 4 points.

Persian Literary Prose
MEIS-GA 1416  Prerequisite: Intermediate Persian or the equivalent. 4 points.

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. 2013-14, 2014-15

Turkish Literary Texts: Modern Turkish Literature
MEIS-GA 1514, 1515  Prerequisite: Intermediate Turkish or the equivalent. Erol.

Other Languages and Literature

Advanced Urdu I, II

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
Topics in medieval Middle Eastern social, cultural, economic, and political history.

Classical Islamic Literature of Ethics and Advice

Modern Iran (1800 to the Present)
MEIS-GA 1661  Chelkowski. 4 points. 2013-14.
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

Islamic Law and Society
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, e-mail: museum.studies@nyu.edu; or by writing to the Program in Museum Studies, New York University, 240 Greene Street, Suite 400, New York, NY 10003-6675.

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.

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.

**FACULTY EMERITI**

Flora E. S. Kaplan, Professor Emerita,
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, CUNY; B.A. 1995 (romance languages and studio art), Wake Forest University. Museum Educator for School and Teacher Programs, The Metropolitan Museum of Art, New York.


Rosanna Flouty, Adjunct Assistant Professor. Ph.D. Candidate (urban education), CUNY; M.A. 2001 (art + design education), Rhode Island School of Design; B.A. 1997 (art history), Emory University. Director of Education, Art21, New York.


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
Students nearing completion of their master’s in museum studies, or their certificate and their academic degree, must apply in writing to the program internship coordinator. Placements are made on an individual basis and are project oriented. For one or more semesters, a minimum of 300 hours is spent as an intern at a museum or other suitable institution. A daily log, diary, and progress report are required. Students must earn a grade of B or better to receive the M.A. or advanced certificate.

Research Seminar
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, Museums and the Law, Challenges for Art Museum Curators Today, and The Museum Life of Contemporary Art. 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, Web site design, digitization projects, and legal issues arising from the use of these technologies. Each student develops an interactive project in an area of special interest.

Exhibition Planning and Design
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.
DEPARTMENT OF

Music

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 Web site.

Doctor of Philosophy

Program Requirements

Admissions: For students interested in Music Theory/Composition two or three music samples that demonstrate recent work are required. For notated music examples, a recording should be included. Submitted samples may include electroacoustic or multimedia works, in which case there is typically no score. A short writing sample of 5-15 double-spaced pages, on any musical topic, is also required. It is preferred that you send recordings (as MP3, AIFF, or WAV files) to fas.music@nyu.edu. Include your name, date of birth, Embark ID and the phrase “C/T Submission Materials” in the subject line. You may send all of the attachments, or you may send them individually, even on different dates. You will receive confirmation of receipt back by e-mail. If for an unusual reason you are not able to send the recordings by e-mail, then send them to GSAS Graduate Enrollment Services by the deadline date. It is preferred that you upload your score(s) in your online application, using the pages labeled, “Writing Sample 1, 2 or 3” or “Additional Information 1, 2, or 3.” If you encounter a problem, send your score(s) in PDF format only, to fas.music@nyu.edu. Include your name, date of birth, Embark ID and the phrase, “C/T Submission Materials” in the subject line. You will then receive confirmation of receipt back by e-mail. If for an unusual reason you cannot scan your score(s), or if it is too large for this to be practical, then mail your score(s) as hard copies to GSAS Graduate Enrollment Services by the deadline date.

For students interested in Ethnomusicology or Historical Musicology, one or two written papers that demonstrate analytical and writing abilities are required. These will play a major role in the admission decision.
Requirements: 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. 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.

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 taken before the general examination typically include the following recommended courses: Introduction to Musicology, MUSIC-GA 2101, Ethnomusicology: Theory and History, MUSIC-GA 2136, one other graduate course from the department, and a course in the humanities or social sciences (approved by the director of graduate studies and the student’s adviser). Students should choose the remaining courses from a range of repertoires and critical perspectives.

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.

Typical course work recommended for ethnomusicology includes the following, Introduction to Musicology, MUSIC-GA 2101, Ethnomusicology: Theory and History, MUSIC-GA 2136, Musical Ethnography MUSIC-GA 2166, one other graduate course from the department, a course in the humanities or social sciences (approved by the director of graduate studies and the student’s adviser).

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: Five semesters of Techniques of Music Composition, MUSIC-GA 2162, Analysis of 20th-Century Music, MUSIC-GA 2163, or Music Since 1945, MUSIC-GA 2132, Introduction to Musicology, MUSIC-GA 2101, Ethnomusicology: Theory and History, MUSIC-GA 2136, and one additional course from the offerings in musicology and ethnomusicology.

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 Web site. Students who fail to meet the criteria for good academic standing may be placed on academic probation for up to one semester, during which time they can work with the director of
graduate studies and other faculty to resolve their academic difficulties. Students on probation who do not return to good academic standing by the end of the probationary semester risk termination of their fellowship.

**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 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.

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. 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.

**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 Arts and Science 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.
COURSES

Collegium Musicum
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  Daughtry, Mahon, Samuels. 4 points. 2013-14.
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.* 2013-14, 2014-15.
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 Historiography/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.* 2013-14, 2014-15.
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 Problems and Methods in Middle Eastern and Islamic Studies, MEIS-GA 1687, and 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 consultation with the Director of Graduate Studies, before the end of their third year.
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.

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**AFFILIATED FACULTY IN OTHER NYU DEPARTMENTS**

### MODERN MIDDLE EAST

- **Sinan Antoon,** Gallatin School of Individualized Study; Zvi-Ben Dor Benite, Middle Eastern and Islamic Studies; Assia Djebar, French; David Engel, Hebrew and Judaic Studies; Sibel Erol, Middle Eastern and Islamic Studies; Yael Feldman, Hebrew and Judaic Studies; Ahmed A. Farhadi, Middle Eastern and Islamic Studies; K. Fleming, History, Middle Eastern and Islamic Studies, Program in Hellenic Studies; Michael Gilsenan, Middle Eastern and Islamic Studies, Anthropology; Michael Gomez, History; Bruce Grant, Anthropology; Hala Halim, Middle Eastern and Islamic Studies, Comparative Literature; Asli Igsiz, Middle Eastern and Islamic Studies; Rosalie Kamelhar, Hebrew and Judaic Studies; Deborah Anne Kapchan, Performance Studies; Farhad Kazemi, Politics; Arang Keshavarzian, Middle Eastern and Islamic Studies; Mehdi Khorrami, Middle Eastern and Islamic Studies; Elias Khoury, Middle Eastern and Islamic Studies; Zachary Lockman, Middle Eastern and Islamic Studies; Ali Mirsepassi, Gallatin School of Individualized Study; M. Ishaq Nadiri, Economics; Leslie Peirce, Middle Eastern and Islamic Studies, History; Nathalie Peutz, NYU Abu Dhabi; Elia Shohat, Middle Eastern and Islamic Studies, Art and Public Policy (Tisch School of the Arts); Helga Tawil-Souri, Media, Culture and Communication (Steinhardt); Jeremy Walton, Religious Studies; Ronald Zweig, Hebrew and Judaic Studies.
The required 40 points of course work generally consists of 25 points in Near Eastern studies (the two required courses and 17 points of electives, including the two-course distribution requirement), and 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.

**The Politics of Foreign Aid in the Middle East**

**Anthropology**

**The Anthropology of Gender and Sexuality in the Modern Middle East**
Topics in the Anthropology: Comparative Settler Colonialism

Topics in the Anthropology: War, Violence and Humanitarianism

Politics, Economics, and Sociology

Topics in the Sociology of the Middle East

Topics in Middle East Politics: Interpreting the Arab Revolts

Culture, Politics, and History of the Middle East: Applied Themes in Political Sociology

Topics in Middle East Politics: Contemporary Palestinian Society and Politics
CENTER FOR

Neural Science

PROGRAMS AND REQUIREMENTS

Doctor of Philosophy

The Center accepts students only for the degree of Doctor of Philosophy. 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. 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. 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. 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.

The student's general knowledge of the field of neural science is documented by satisfactory performance in the first-year core curriculum taught by the staff of the Center. Completion of this requirement qualifies the student as a candidate for the doctoral degree. Specific knowledge related to the area of the doctoral thesis is examined orally at the time of the presentation of the thesis proposal to the dissertation committee. The formal presentation of the dissertation proposal must be filed at least six months before the defense of the thesis. The final examination consists of the oral defense of the doctoral thesis. The examination committee usually consists of the three members of the dissertation committee plus two
additional members. Passage of the thesis defense is contingent on all but one of the examiners voting to accept the thesis and its defense. If there is a dissent, the dissenter shall provide a written report detailing the grounds for the dissent.

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**

NEURL-GA 2201  *Open to doctoral candidates in fields relevant to neural science.*


Team-taught, intensive course. Lectures and readings cover basic biophysics and cellular, molecular, and developmental neuroscience.

**Sensory and Motor Systems**

NEURL-GA 2202  *Open to doctoral candidates in fields relevant to neural science.*


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**

NEURL-GA 2205  *Open to doctoral candidates in fields relevant to neural science.*


Team-taught intensive course. Lectures, readings, and laboratory exercises cover neuroanatomy, cognitive neuroscience, learning, memory, and emotion.

**Mathematical Tools for Neuroscience**

NEURL-GA 2207  *Open to doctoral candidates in fields relevant to neural science.*


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.

**Michael J. Hawken**, Research Professor.

*Ph.D. 1979, B.Sc. 1972, Otago.*

Visual neuroscience; psychophysics and anatomy; computational modeling of neural processing.

**David Heeger**, Professor, Psychology, Neural Science.


Functional magnetic resonance imaging (fMRI); visual pattern discrimination; stereo depth perception; visual motion perception; visual attention; visual awareness; visual impairments in developmental dyslexia.

**Roozbeh Kiani**, Assistant Professor.


Decision making, visual shape and motion processing.

**Lynne Kiorpes**, Professor (neural science, psychology).


Sensory development in primates; effects of environment on sensory development; oculomotor development and the development of visual function.

**Eric Klaw**, Professor.

*Ph.D. 1989, Medical College of Virginia; B.A. 1984, Gannon.*

Molecular mechanisms of learning and memory.

**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.


Neurophysiology and psychophysics of vision and visual development; computational approaches to vision and neuroscience.

**Bijan Pesaran**, Assistant Professor.


Neuronal dynamics and decision making.

**Alexander D. Reyes**, Associate Professor.


Biophysical basis of information process in single neurons; synaptic interaction of neurons in cortical networks.
Introduction to Research in Neural Science I, II
NEURL-GA 2210, 2211  Open only to doctoral candidates in neural science. 3 points per term. 2013-14, 2014-15.
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. 2013-14, 2014-15.

Research Problems in Neural Science
NEURL-GA 3321  May be repeated for credit. 1-3 points per term. 2013-14, 2014-15.

Functional Magnetic Resonance Imaging Lab
NEURL-GA 2245  Identical to G89.2245. Heeger, Inati. 3-6 points. 2013-14.

Fellows’ Seminar
NEURL-GA 3380  May be repeated for credit. 1-3 points per term. 2013-14, 2014-15.
One-hour research colloquium given by members of the Center for Neural Science.

Theoretical neurobiology; properties of neurons and neural systems.

Visual perception in humans; the neural basis of vision and cognition.

Development of synapse function; auditory maturation and plasticity.

Neurophysiology; neuroanatomy; plasticity and psychophysics of hearing.

Neurophysiology; visual perception; theoretical neuroscience.

Representation and processing of visual information in machines and humans.

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.

Xiao-Jing Wang, Professor, Provost of NYU Shanghai; Ph.D. 1987, Free (Brussels).
Computational neuroscience, decision-making and working memory, neural circuits.

VISITING FACULTY

Yadin Dudai, Albert and Blanche Willner Family Global Distinguished Professor of Neural Science. Ph.D. 1974, Weizmann Institute of Science; B.Sc. 1969, Hebrew.
Mechanisms of learning and memory.

Mark M. Klinger, Clinical Professor of Neural Science; Director, Office
Seminar in Current Topics
NEURL-GA 3390  May be repeated for credit. 1-3 points per term. 2013-14, 2014-15.
Weekly one-hour research colloquium given by the Center for Neural Science faculty or outside speakers.

Seminar in Neuroeconomics
NEURL-GA 3410  Glimcher. 3 points. 2013-14.
Seminar on the intersection of the fields of neuroscience, psychology, and economics.

ASSOCIATES OF THE CENTER FOR NEURAL SCIENCE
Karen Adolph, Psychology; David Amodio, Psychology; Efrain C. Azmitia, Biology; Justin Blau, Biology; György Buzsáki, School of Medicine; David Cai, Mathematics; Marisa Carrasco, Psychology; Moses Chao, School of Medicine; Edgar E. Coons, Jr., Psychology; Clayton E. Curtis, Psychology; Jeremey S. Dasen, School of Medicine; Lila Davachi, Psychology; Claude Desplan, Biology; Gordon J. Fishell, School of Medicine; Robert C. Froemke, School of Medicine; Wen-Biao Gan, School of Medicine; David Geiger, Computer Science; Charles A. Hoeffer, School of Medicine; Michael S. Landy, Psychology; Yann A. Lecun, Mathematics; Dayu Lin, School of Medicine; Michael Long, School of Medicine; Laurence T. Maloney, Psychology; T. James Matthews, Psychology; W. McLaughlin, Mathematics; Denis G. Pelli, Psychology; Charles S. Peskin, Mathematics; Elizabeth Phelps; Aaditya V. Rangan, Mathematics; Carol S. Reiss, Biology; Dmitriy Rinberg, School of Medicine; Niels Ringstad, School of Medicine; Michael J. Shelley, Mathematics; Greg S. Suh, School of Medicine; Regina Sullivan, School of Medicine; Daniel Tranchina, Biology, Mathematics; Richard W. Tsien, School of Medicine; Jonathan Viventi, Polytechnic—Engineering; Donald A. Wilson, School of Medicine; Edward B. Ziff, School of Medicine.

AFFILIATES OF THE CENTER FOR NEURAL SCIENCE
Ned Block, Philosophy, Psychology; Andrew Caplin, Economics; Murray Glanzer, Psychology; Jerome K. Percus, Mathematics, Physics; Andrew Schotter, Economics.
Programs and Requirements

Master of Arts

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: www.performance.tisch.nyu.edu/object/grad_psPort

Performance studies applicants are required to submit two forms to complete their financial aid application: (1) the Free Application for Federal Student Aid (FAFSA) and (2) the Tisch School of the Arts graduate financial aid form. Both incoming and continuing students may request the FAFSA from the Office of Financial Aid, New York University, 25 West Fourth Street, New York, NY 10012-1119; 212-998-4444. Alternatively, they may submit the FAFSA electronically (see the Web site at www.nyu.edu/financial.aid for details). For incoming students, the Tisch School of the Arts graduate financial aid form is included in the program application packet.

Degree Requirements: The M.A. program begins during Summer Session I 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.

Chair of the Department:
Associate Professor Karen Shimakawa

Associate Chair of the Department:
Associate Professor Tavia Nyong’o

Faculty


Barbara Kirshenblatt-Gimblett, Professor; University Professor. Ph.D. 1972 (folklore), Indiana; M.A. 1967 (English literature), B.A. 1966 (English literature), California (Berkeley). Jewish cultural history; vernacular culture; tourism studies; politics and heritage performance.

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.
Doctor of Philosophy

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: www.performance.tisch.nyu.edu/object/grad_psPort

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.

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 an academic 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 scholarly work as evidenced in submitted paper (and letters of recommendation, if applying with a Master’s degree from another institution).
3. Proposed topic and compatibility with departmental plans.
4. Appropriate match between student’s research interests and faculty expertise.

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 will 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

José Esteban Muñoz, Professor, Department of Performance Studies. Ph.D. 1994 (literature), Duke; B.A. 1989 (comparative literature), Sarah Lawrence College. Latina/o studies; queer theory; critical race theory, visual culture.


Richard Schechner, Professor; University Professor. Ph.D. 1962 (theatre), Tulane; M.A. 1958 (English), Iowa; B.A. 1956 (English), Cornell. Comparative performance; performance theory; experimental theatre; theories of directing and acting.


Anna Deavere Smith, Professor; University Professor. M.F.A. 1977 (acting), American Conservatory Theater; B.A. 1971 (English), Beaver College. Acting and performance.
Studies, PERF-GT 2616, taken during the first two years of doctoral course work, and Dissertation Proposal Advising, PERF-GT 2301, taken upon completion of the language requirement 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 (including Master’s course credits). 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.

**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 Fall 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.

**Diana Taylor,** Professor (performance studies, Spanish and Portuguese languages and literatures); Director, Hemispheric Institute on Performance and Politics. Ph.D. 1981 (comparative literature), Washington; M.A. 1974 (comparative literature), National (Mexico); Certificat d’Etudes Supérieures 1972, Université Aix-Marseille; B.A. 1971 (creative writing), University of the Americas (Mexico). Latin American theatre and performance; theatre history; gender studies; performance and politics.

**Allen Weiss,** Associate Teacher (cinema studies, performance studies). Ph.D. 1989 (cinema studies), New York; Ph.D. 1980 (philosophy), SUNY (Stony Brook); B.A. 1974 (philosophy), Queens College (CUNY). Experimental theatre, radio, and film; aesthetics; psychoanalytic theory; poststructuralism.

**FACULTY EMERITUS**

Brooks McNamara.
COURSES

Introduction to Performance Studies
This course is designed to introduce students to the field of performance studies via examination of some of the foundational texts, tracing various genealogies of the field and considering its links to various disciplines/modes of inquiry (anthropology, theater studies, dance studies, gender studies, critical race theory, psychoanalysis, etc.).

Feminist/Queer Theory
PERF-GT 1035  Muñoz. 4 points. 2013-14.
This course examines how queer scholars, artists and activists envision alternative ways of life that offer particular pleasures and rewards that are unimaginable and unintelligible within dominant notions of the good life. Recent queer scholarship on relationality, affect, time, and space will be central to our discussion.

Theories of Directing
The course 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
This course will run primarily as a workshop in which current M.A. students will begin with a paper or performance piece begun in a previous PS course and develop that project into a fuller research project. The course culminates in a symposium in which graduating M.A. students present an excerpt or précis of that research to the department.

Topics in Performance Studies: Deleuze, Guattari and Performativity
This course investigates the ways in which the "practical philosophy" of Gilles Deleuze and the schizoanalytic model proposed by Deleuze and Félix Guattari open up new theoretical and critical possibilities for Performance Studies, particularly in expanding definitions of "performativity," "experimentation," "body," "affect," "event," and "art."
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.

Special Topics: Performing Fiction
PERF-GT 2216  Browning. 4 points. 2013-14.
This course explores the potentially productive tension between fiction and performance by examining; Performances based on works of narrative fiction—and specifically on works that would appear to be adamantly textual, works that would seem to resist or to defy staging. Works of narrative fiction based on performances, or created in collusion or collaboration with performers or performances.

Cuisine, Performance and the Arts
Brillat-Savarin, in The Physiology of Taste (1825), discusses the aesthetic value of cuisine from two seemingly contradictory viewpoints, since he claims both that cuisine is the most ancient art and that “Gasterea is the tenth muse. This seminar will investigate the conceptual preconditions, the discursive limits, and the poetic and rhetorical forms of the culinary imagination, under the assumption that the pleasures of the text increase the joys of eating.

Memoir and Ethnography: A PS Approach
PERF-GT 2218  Kapchan. 4 points. 2013-14.
The course explores the role of first-person narrative in performative writing. Drawing upon the memoirs of theorists, as well as the theories implicit in memoir, the class will examine the political potential of this genre, as well as its rhetorical and aesthetic orientations.

Critical Issues in Contemporary Black Performance and Theory
PERF-GT 2231  Nyong’o. 4 points. 2013-2014.
This seminar will critically survey current issues and debates in black performance theory. Paying particular attention to debates that have emerged around the concepts of black optimism and afro-pessimism.

Dissertation Proposal Advising
PERF-GT 2301  Required for doctoral students. Prerequisite: 72 points of completed course work. Resident faculty. 0 points. 2013-14, 2014-2015.
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.
The Performance of Everyday Life
This course engages the major theorists of the performance of everyday life—De Certeau, Bachelard, Lefevre, but also Bourdieu, Goffman and others that theorize everyday life from the perspective of the virtual, the somatic, the traumatic and the oneiric. Exploring themes of belonging, home, space, rhythm, affect and the senses. Most importantly, the course will question what a performance-centered approach to everyday life brings to critical analysis and writing.

Religious and Secular Modernities
PERF-GT 2320 Kapchan. 4 points. 2013-14.
This course analyzes the shape of the sacred in modernity (and post-modernity, when the designation applies), including the rising prominence of religious and sacred performances in the public sphere. While much of the readings provide the theoretical tools for analyzing these enactments, we also examine particular ethnographic case studies.

Dark Sites: Memory, Trauma, and Performance
This course explores the interconnections between trauma, memory, and performance by looking at several ‘dark sites’: Auschwitz, EMSA (a torture center during Argentina’s ‘Dirty War’), Villa Grimaldi (a detention and torture center in Chile under Pinochet), and Guantanamo. Topics include: the performance of state power and state sponsored terror; the individual and collective nature of trauma; the social role of sites of memory; performances of protest and resistance.

Seminar in Dance Theory: Dance and the Political
PERF-GT 2530 Lepecki. 4 points. 2013-14.
This course is dedicated to a careful exploration of dance studies including Randy Martin, Mark Franko, Susan Manning, Gabriele Brandstetter, among others. Reading text from the authors mentioned above, with a specific focus on three political dimensions of dance as a theoretical-practical political assemblage: corporeality and bio-politics; mobilization and activism; dance and labor.

Performance and the Law: Constituting the “Good Life”
This course will consider how notions of “the good life” are scripted into the constitution of the nation-state, and how that script is performed: what might count as a “good life” (as implied in founding documents like the Constitution or in contemporary law)? We will start with some of the founding documents of the U.S. nation-state—the Constitution, selected Federalist Papers, Payne, Adam Smith, and others—alongside performances of “Americanness” (historical and contemporary).

Methods in Performance Studies
PERF-GT 2616 Required course for first-year Ph.D. students. Resident faculty. 4 points. 2013-14.
The development of performance studies methodologies based on interdisciplinary research paradigms (movement analysis, ethnomusicology, ethnography, history, oral history, orature, visual studies, ethnomet hodology, among others) and the
close reading and analysis of exemplary studies. Considers the conceptualization and design of research projects in the context of theoretical and ethical issues and in relation to particular research methods and writing strategies. Develops practical skills related to archival and library research; ethnographic approaches, including participant observation and interviewing; documentation and analysis of live performance; and analysis of documents of various kinds, including visual material. Readings address the history of ideas, practices, and images of objectivity, as well as of reflexive and interpretive approaches, relationships between science and art, and research perspectives arising from minoritarian and postcolonial experiences. Assignments include weekly readings, written responses to the readings, and exercises. Students are encouraged to bring projects to the course, especially ones that might develop into dissertations.

Embodying the Other: Human Beings and Speech Gesture
As humans we know each other through speech and gesture, time spent with each other, shared histories and geographies. But how can we really know another person? This is a studio class/workshop to engage these questions, which have such urgency in the world today. It’s about politics, society and art, how we—as performers, storytellers, interaction designers—can explore with our conversation, our intelligence, our whole bodies, and creative spirit might work to discover how to embody and feel with the other.

Theories of Spectatorship
This course explores 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. Concepts such as identification, voyeurism, narcissism, bearing witness, percepticide, spect-actor, and others are explored. Readings include Lacan, Barthes, Merleau-Ponty, Sontag, Ranciere.

Topics in Queer Theory: Queer Music
PERF-GT 2960  Nyong'o. 4 points. 2014-15.
This course will listen to and look at signs of queerness in contemporary popular music worldwide. Setting no advance limits on genre, format, or medium, this course is about what we can ask after in sound and music when we don’t ask after static or discrete sexual or gender identities.

Documenting Performance: Performance in the Archive
PERF-GT.2709  Nyong'o. 4 points. 2014-15.
This course (while not about reenactment) reverses the dominant orientation towards the past — that of loss and foreclosure — and seeks after a method for dealing with performance documentation that is attentive to its vibrant materiality. Theoretical interlocutors will include Henri Bergson, Peggy Phelan, Rebecca Schneider, Saidiya Hartman, Nicole Fleetwood and Jane Bennett. This is also a practical course, in which students will work with archives of performance at NYU’s Downtown Collection.
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 Doctorate

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 the 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 JD degree can be found at 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 degree 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 the total 72 points may be in dissertation research, although the student may include other courses toward that 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 is allowed for work done elsewhere. Except in unusual circumstances, transfer credit may not be used to satisfy the area distribution requirements described below under “Basic course work.”

Coursework: The required 44 basic points consist of the following:

- Philosophy
- Psychology
- Silver Professor
- Ph.D. 1971
- Philosophy
- Harvard
- B.S. 1964 (physics and philosophy)
- Massachusetts Institute of Technology
- Philosophy of mind; philosophy of science; foundations of cognitive science

- Paul Boghossian
  - Professor
  - Silver Professor
  - Ph.D. 1986 (philosophy)
  - Princeton
  - B.Sc. 1978 (physics)
  - Trent
  - Philosophy of mind; philosophy of language; philosophical methodology

- David Chalmers
  - Professor
  - Ph.D. 1993 (philosophy)
  - Indiana
  - B.S. 1986 (mathematics and computer science)
  - Adelaide
  - Philosophy of mind; cognitive science

- Hartry H. Field
  - Professor
  - University Professor
  - Silver Professor
  - Ph.D. 1972 (philosophy)
  - Harvard
  - B.A. 1967 (mathematics)
  - Wisconsin
  - Metaphysics; epistemology; philosophy of logic; philosophy of mathematics

- Kit Fine
  - Professor
  - Philosophy
  - Mathematics
  - University Professor
  - Silver Professor
  - Ph.D. 1969 (philosophy)
  - Warwick
  - B.A. 1967 (philosophy)
  - Oxford
  - Logic; metaphysics; philosophy of language
1. Proseminar, PHIL-GA 1000, (8 points). 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) These seven courses are 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.

3. Two Associated Writing courses (8 points). There are two main forms that an Associated Writing course may take. In the first, most common form, the student works with a faculty member to develop and refine an already existing paper. (The paper is often, but not always, a paper written for a previous graduate seminar.) During the semester, the student submits drafts of the developing paper, discussing each draft with the instructor before moving on to the next draft. The aim is for students to receive individual mentoring in the craft of writing a professional-level philosophy paper; to have a chance to develop a paper more deeply and thoroughly than is typically possible in the more rushed context of a one-semester seminar; and to be provided with a formally structured opportunity to prepare papers for the third-year review. Although this is the paradigmatic form of an Associated Writing course, the student needn’t always start with a preexisting paper. In some cases, an Associated Writing may take a form more akin to an “Independent Study,” in which the student (with faculty guidance) reads up on an area of interest and writes a new paper from scratch. While this is sometimes a good option, students should be aware that to go this route is potentially to saddle themselves with extra work in a way that could slow their progress through the program. To go this route is also to forgo a formally structured opportunity to work on polishing an existing paper for the third-year review. It is expected that the student and faculty member will meet roughly every two weeks during the semester. Students needn’t have prior acquaintance with a faculty member to ask him or her to supervise an Associated Writing. Under no circumstances may a student submit one and the same paper for credit in both a graduate seminar and an Associated Writing course. If an Associated Writing paper develops out of an existing seminar paper, as will often be the case, the expectation is that it will constitute a substantial development of that paper. An Associated Writing course may in some cases be used to fulfill a distribution requirement, but only if the course is done on the “Independent Study” model and permission is obtained in advance from the Director of Graduate Studies and the course instructor.

Third-Year Review: By the date one week prior to the first day of the fifth semester in the program, students must submit two 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.

**Thesis Prospectus:** By the fifth week of their fifth term in the program, students
must designate a prospectus advisor and report that designation to the Director of
Graduate Studies. (The designation of a prospectus advisor takes place by this
time regardless of whether the student has successfully completed the third-year
review.) It is understood that the designation of “prospectus advisor” is provisional
and subject to change depending on the evolving nature of the thesis project. The
prospectus advisor’s role is to guide the student through the prospectus-writing
process; the prospectus advisor may or may not ultimately serve on the dissertation
committee, though of course often he or she will.

By the tenth week of their sixth term in the program, students must submit a
draft prospectus document to their prospectus advisor, copying the Director of
Graduate Studies. It is hoped that this draft can serve as the final, or near-final,
version of the prospectus and be defended by the end of the sixth term, but it
is understood that this will not always be possible; to remain in good standing,
however, the student must submit a draft, which may then serve as the basis for
ongoing work and discussion. The prospectus document should be between five
and a strict maximum of fifteen pages long. 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 his or her contribution to be, that is, of what the thesis will add to
the existing literature. (Students writing a thesis consisting of three linked papers
should apply these guidelines to each of their topics. The prospectus document
should still not exceed fifteen pages, however.)

No later than the fourteenth week of the sixth term in the program, each student
must notify the Director of Graduate Studies of the composition of his or her full
prospectus committee. The prospectus committee ordinarily consists of three, and
no more than three, faculty members. The prospectus committee often becomes
the dissertation committee, but this needn’t always be the case and uncertainty
about the ultimate composition of the dissertation committee should not stand
in the way of the designation of the prospectus committee by the end of the sixth
term. Dissertation committees also ordinarily consist of three, and no more than
three, faculty members. Exceptions to this rule require special justification and
must be approved by the Director of Graduate Studies.

To remain in good standing, students must complete the prospectus and pass the
prospectus defense no later than the fourteenth week of their seventh term in the
program. While 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. The thesis

**REGULAR VISITING FACULTY**

*Derek Parfit,* Global Distinguished Professor of Philosophy, M.A., B.A. 1964, Oxford.
Ethics; philosophy of mind.

*John Richardson,* Professor. Ph.D. 1981 (philosophy), California (Berkeley); B.A.
Nineteenth- and 20th-century Continental philosophy; ancient philosophy.

*Samuel Scheffler,* Professor, Philosophy, Law; University Professor. Ph.D. 1977
(philosophy), Princeton; B.A. 1973 (philosophy), Harvard.
Moral and political philosophy.

*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.

*Michael Strevens,* Professor. Ph.D. 1996 (philosophy), Rutgers; M.A. 1991 (philoso-
phy), B.A. 1988 (mathematics), B.Sc. 1986 (computer science), Auckland.
Philosophy of science; concepts; philosophical applications of cognitive science.

*Peter Unger,* Professor. D.Phil. 1966 (philosophy), Oxford; B.A. 1962
(philosophy), Swarthmore College. Metaphysics; epistemology; philosophy
of mind; ethics.

*J. David Velleman,* Professor. Ph.D.
1983 (philosophy), Princeton; B.A. 1976
(philosophy and ancient history), Oxford;
B.A. 1974 (classics), Amherst College.
Action theory; ethics; philosophy of mind.

*Crispin J. G. Wright,* Professor. D.Litt. 1988, B.Phil. 1969, Oxford; Ph.D. and M.A. 1968,
Philosophy of language; philosophy of mathematics; metaphysics; epistemology.

**REGULAR VISITING FACULTY**

*Derek Parfit,* Global Distinguished Professor of Philosophy, M.A., B.A.
1964, Oxford.
Ethics; philosophy of mind.
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 who entered in the year 2010 or later are expected to complete all degree requirements, including the dissertation, within six years (or five if the student elects not to participate in the teaching program).

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

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 Philosophy Department, 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 JD degree can be found at [www.law.nyu.edu/admissions](http://www.law.nyu.edu/admissions).

**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
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
Background course for entering graduate students.

Advanced Introduction to Metaethics
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
PHIL-GA 1100 Fine, Horwich, Unger, Wright. 4 points. 2013-14.
Background course for entering graduate students. Covers a selection of topics from traditional and contemporary metaphysics. Topics may include the mind/body problem; the nature of space and time; explanation and causation; truth and meaning; realism/antirealism; the existence of universals; personal identity; the identity of events and material things; modality and essence. The emphasis is on providing the students with a background in the subject that will be of help in their subsequent work.

Advanced Introduction to Epistemology
PHIL-GA 1101 Boghossian, Field, Friedman, Pryor, Unger. 4 points. 2013-14.
Background course for entering graduate students. Topics include the issue of the reducibility of knowledge, its role in explanation, and the significance of skeptical arguments about its possibility. The course covers particular kinds of knowledge, including perceptual knowledge, knowledge about the past, knowledge of other minds, and a priori knowledge.

Advanced Introduction to Metaphysics
PHIL-GA 1100 Fine, Horwich, Unger, Wright. 4 points. 2013-14.
Background course for entering graduate students. Covers a selection of topics from traditional and contemporary metaphysics. Topics may include the mind/body problem; the nature of space and time; explanation and causation; truth and meaning; realism/antirealism; the existence of universals; personal identity; the identity of events and material things; modality and essence. The emphasis is on providing the students with a background in the subject that will be of help in their subsequent work.
Advanced Introduction to 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
Background course for entering graduate students.

Life and Death
PHIL-GA 1175 Richardson, Scheffler, Street, Velleman. 4 points. 2014-15.
Scientific, metaphysical, and moral issues involving concepts of life and death. Topics include the rights and wrongs of killing oneself, other humans, animals; reproduction; biological/biographical life; and theories of death and postmortem survival.

Philosophy of Mathematics

20th-Century Continental Philosophy
PHIL-GA 1210 Richardson. 4 points. 2014-15.
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
PHIL-GA 2109 Longuenesse. 4 points. 2013-14.
Detailed examination of this important Kantian text.

Wittgenstein
Detailed examination of Wittgenstein’s philosophy.
Epistemology
PHIL-GA 2223  Boghossian, Friedman, Pryor, Schiffer, Unger, Wright. 4 points. 2014-15.
Central issues in the theory of knowledge.

Political Philosophy
PHIL-GA 2280  Scheffler. 4 points. 2013-14.
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  Parfit, Scheffler, Street, Unger, Velleman. 4 points. 2014-15.
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
In a typical session of this course, the members of the seminar receive, a week in advance, copies of work in progress from a thinker at another university. After reading the week's work, the students discuss it with one of the instructors on the day before the colloquium. Then at the colloquium the next day, the instructors give critiques of the work, and the author responds to the critiques and also to questions from others in the audience.

History of Philosophy: Selected Topics
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
Selected topics in philosophical logic. Offered in 2013-14

Topics in Epistemology
PHIL-GA 3003  Boghossian, Field, Friedman, Pryor, Unger, Wright. 4 points. 2013-14.
Selected topics in epistemology.

Topics in Metaphysics
Selected topics in metaphysics.
**Topics in Ethics**  
PHIL-GA 3005 *Scheffler, Street, Velleman. 4 points. 2013-14.*  
Selected topics in ethics.

**Topics in Philosophy of Science**  
PHIL-GA 3009 *Franklin-Hall, Strevens. 4 points. 2014-15.*  
Selected topics in the philosophy of science.

**Topics in Philosophy of Mind**  
PHIL-GA 3010 *Block, Boghossian, Pryor, Schiffer. 4 points. 2014-15.*  
Selected topics in philosophy of mind.

**Topics in Philosophy of Physics**  
PHIL-GA 3011 *Prerequisite: permission of the instructor. Maudlin, Strevens. 4 points. 2013-14.*  
Selected topics in philosophy of physics.

**Philosophical Research**  
PHIL-GA 3300, 3301 *Prerequisite: permission of the instructor. 1-8 points. 2013-14, 2014-15.*  
Specialized individual research.

**Colloquium in Law, Philosophy, and Social Philosophy**  
PHIL-GA 3302 *Identical to L06.3517 (School of Law). 4 points. 2014-15.*

**Thesis Research**  
PHIL-GA 3400 *For Ph.D. students who have completed core requirements. 1-8 points. 2013-14, 2014-15.*

**Associated Writing**  
PHIL-GA 3500 *Required writing course for Ph.D. students. 4 points. 2013-14, 2014-15.*
PROGRAMES 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 (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 or spring terms.

**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)


**Georgi Dvali**, Silver Professor; Ph.D. 1992, Georgian Academy of Sciences; M.A. 1985, Tbilisi State University. Theoretical particle physics; cosmology; gravity.


**Gregory Gabadadze**, Professor; Director of the Center for Cosmology and Particle Physics. Ph.D. 1998, Rutgers; B.S./M.S. 1994, Moscow State. Theoretical particle physics; astrophysics; and cosmology.


**Andrei Gruzinov**, Associate Professor. Ph.D. 1995, California (San Diego); M.S. 1987, Moscow Institute of Physics. Theoretical astrophysics.

**David W. Hogg**, Associate Professor; Director of Undergraduate Studies. Ph.D. 1998, California Institute of Technology; B.S. 1992, Massachusetts Institute of Technology. Observational cosmology; astronomy.


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.

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.

Students are also 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 Core 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 core 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 core thesis committee, augmented by one additional faculty member. Three members of the examining committee, including the student’s advisor, 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. 2013-14, 2014-15.

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
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
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
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
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.


Henry Stroke, Professor. Ph.D. 1954, M.S. 1952, Massachusetts Institute of Technology; B.S. 1949, Newark College of Engineering. Nuclear structure studies through electron-nuclear interactions; low-temperature calorimetry for neutrino mass and dark matter search; solar spectroscopy; laser spectroscopy of radioactive atoms.

Neal Weiner, Associate Professor. Ph.D. 2000, California (Berkeley); B.A. 1996, Carleton College. Theoretical particle physics; astrophysics; cosmology.

Matthieu Wyart, Assistant Professor. Ph.D. 2005 (theoretical physics and finance), the SPEC, CEA Saclay; B.S. 2001, Ecole Polytechnique. Soft condensed-matter; glass transition; granular matter; biophysics; neuroscience; economics and finance.

Jun Zhang, Professor (physics and mathematics). Ph.D. 1994, Copenhagen; M.S. 1990, Hebrew (Jerusalem); B.S. 1985, Wuhan (China). Physics of fluids; geological fluids; solid-on-solid friction and self-organization phenomena at microscopic scales.


FACULTY EMERITI
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
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
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
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. 2013-14, 2014-15.

Theoretical Physics Research
PHYS-GA 2093, 2094 Prerequisite: permission of the instructor. 1-9 points per term. 2013-14, 2014-15.

Research Reading
PHYS-GA 2095, 2096 Prerequisite: permission of the instructor. 1-9 points per term. 2013-14, 2014-15.

Experimental Research
PHYS-GA 3301, 3302 Prerequisite: permission of the instructor. 1-9 points per term. 2013-14, 2014-15.
Theoretical Research
PHYS-GA 3303, 3304 Prerequisite: permission of the instructor. 1-9 points per term. 2013-14, 2014-15.

Reading
PHYS-GA 3305, 3306 Prerequisite: permission of the instructor. 1-9 points per term. 2013-14, 2014-15.

Curricular Practical Training in Physics
Course matches Ph.D. Physics students to pure or applied research laboratories, either in commercial venues or in national or international research centers. It gives students a chance to experience hands-on research and also application and development of research findings in an industrial or applied physics environment.
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 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 director. 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 the M.A. or Ph.D. Required course work includes the 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.

www.nyu.edu/fas/program/poeticsandtheory
19 University Place, Department of Comparative Literature, Room 303
New York, NY 10003
Phone: 212-998-8780

DIRECTOR OF THE PROGRAM:
Professor Jacques Lezra

FACULTY


Joy Connolly, Associate Professor (classics), Dean for Humanities, Faculty of Arts and Science. Ph.D. 1997 (classical studies), Pennsylvania; B.A. 1991, Princeton. Ancient political theory, Roman cultural identity, elegiac and pastoral poetry.


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.
DEPARTMENT OF Politics

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 Internship Seminar, POL-GA 3995; and a master’s thesis and corresponding Master’s Thesis Seminar, POL-GA 4000. Courses in the major field must include the field core course. This core course and one additional core course are required and are usually the first courses taken in the department. Students 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.

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.
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 Introduction to Quantitative Political 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, 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 related to Asia; North-South trade and finance; national security.

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).


Chris Dawes, Assistant Professor. Ph.D. 2011, California (San Diego); M.A. 2004, California (Davis) (economics); B.A. 1994, The College of New Jersey (economics). American politics.

David B. H. Denoon, Professor. Ph.D. 1975 (political science), Massachusetts Institute of Technology; M.P.A. 1968 (economics and public policy), Princeton; B.A. 1966 (economics), Harvard. Comparative politics; international relations; political economy, particularly of Asia; North-South trade and finance; national security.

Eric Dickson, Associate Professor. Ph.D. 2003, M.A. 1999, Harvard; M.A. 1997, Princeton; B.S. 1996, California Institute of Technology. Social science experiments; game theory; evolutionary and behavioral game theory; preference formation; mass political behavior; identity and ethnic politics; political violence.


Course of Study: Students are required to complete 40 points for the M.A. in international relations: three core courses in International Politics, POL-GA 1700, Comparative Politics, POL-GA 1500, and Introduction to Quantitative Political Analysis I, POL-GA 1120; three international relations electives; three general politics electives; Internship Seminar, POL-GA 3995; and Master’s Thesis Seminar, POL-GA 4000. 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 or Statistics 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 Introduction to Quantitative Political 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.
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). 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 field, 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 prerequisites 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

Michael Laver, Professor; Ph.D. 1981, Liverpool; M.A. 1972 (political behavior); B.A. 1970 (government), Essex. Parliamentary democracy; government formation; rational choice; party competition; estimating policy position of political actors.

Bernard Manin, Professor. Thèse de doctorat sur travaux, Habilitation à diriger des recherches 1995 (political science), Institut d’Études Politiques (Paris); M.A. 1974 (political science), Paris I (Panthéon-Sorbonne); Agrégation 1973 (philosophy), Ecole Normale Supérieure (Paris). Democratic theory; the French revolution; contemporary constitutionalism.

Lawrence M. Mead, Professor. Ph.D. 1973 (political science), M.A. 1968 (political science), Harvard; B.A. 1966 (political science), Amherst College. American politics; public policy; antipoverty policy; welfare reform; policy analysis.


Asli Peker, Clinical Associate Professor. Ph.D. 2007, New York; M.A. 1998 (political science), Bilkent; B.A. 1997 (political science), Middle East Technical (Turkey). Comparative politics; international relations.
Students must complete requirements for both programs but may count some from the Graduate School of Arts and Science and a J.D. from the School of Law. This dual degree program allows accepted applicants to obtain a Ph.D. in politics and a J.D. in law. 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.

Original Syllabus: 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. 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 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. The dissertation committee must approve the proposal. When all members are satisfied with the proposal, the committee meets with the student in an advisory hearing. Acceptance of the proposal signals that the student has satisfied all the requirements for the Ph.D. degree other than the dissertation.

The dissertation must constitute a substantial body of original research of publishable quality. Except by the expressed permission of the chair of the department, the dissertation should not exceed 100,000 words. Once members of the committee approve the dissertation, an oral defense is scheduled. After the student’s thesis director approves the dissertation and the dissertation committee agrees that it is ready for defense, a final oral defense is scheduled before a panel of five faculty members appointed by the chair of the department or the director of graduate studies. The GSAS regulates the procedures for this defense. The department expects students to complete the dissertation and its defense within four years after finishing course requirements.

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 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 130 points (70 at the School of Law and 60 at the Graduate School of Arts and Science). Because some of the credits earned in each program will count toward the other degree, it is possible to complete the course requirements for both degrees in 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. 2013-14, 2014-15.*

Major political thinkers of past and present. Special reference to enduring problems in political theory.

**Methods of Political and Social Analysis**


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**


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. 2013-14, 2014-15.*

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
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. 2013-14, 2014-15.
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 II
POL-GA 1250 For Ph.D. students only. 4 points. 2013-14, 2014-15.
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. 2013-14, 2014-15.
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. 2013-14, 2014-15.
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. 2013-14, 2014-15.
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. 2013-14, 2014-15.
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.

FACULTY EMERITI
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. 2013-14, 2014-15.
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. 2013-14, 2014-15.
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
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
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. 2013-14, 2014-15.
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) Marxist 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. 2013-14, 2014-15.
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
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. 2013-14, 2014-15.
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. 2013-14, 2014-15.
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. 2013-14, 2014-15.
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. 2013-14, 2014-15.
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. 2013-14, 2014-15.
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. 2013-14, 2014-15.
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. 2013-14, 2014-15.
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. 2013-14, 2014-15.
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. 4 points. 2013-14, 2014-15.
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. 2013-14, 2014-15.
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 in course; approved master's thesis proposal. 2 points. 2013-14, 2014-15.
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
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. 2013-14, 2014-15.
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. 2013-14, 2014-15.
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. An undergraduate psychology major is not required. However, 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) or the Graduate Management Admission Test (GMAT). Competitive scores for the GRE are considered at least 155 in the verbal and at least 152 in the quantitative sections as well as a score of 4.5 or above in the analytical writing section. Competitive scores for the GMAT are considered at least 32 in the verbal and at least 40 in the quantitative sections as well as a score of 4.5 or above in the analytical writing section. A competitive overall GMAT score is considered a 590 or above. 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). Applicants should have no TOEFL sub-score below 22. 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 at New York University) 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, and PSYCH-GA 2025) 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.

Master of Arts in Industrial/Organizational Psychology

Applicants seeking admission should have graduated from college with an average of B or better. An undergraduate psychology major is not required. However, 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) or the Graduate Management Admission Test (GMAT). Competitive scores for the GRE are considered at least 158 in the verbal and at least 154 in the quantitative sections as well as a score of 4.5 or above in the analytical writing section. Competitive scores for the GMAT are considered at least 36 in the verbal and at least 43 in the quantitative sections as well as a score of 4.5 or above in the analytical writing section. A competitive overall GMAT score is considered a 600 or above. 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). Applicants should have no TOEFL sub-score below 22. 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 at New York University) 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) are 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

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. 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 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.

**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 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.

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Gary F. Marcus. Associate Professor. Ph.D. 1993 (cognitive science), Massachusetts Institute of Technology; B.A. 1989 (cognitive science), Hampshire College. Language acquisition; computational models of language and cognition; connectionism; cognitive development.


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 (CBI) is a shared research center, dedicated for research and instruction in human neuroscience at NYU. The Center houses a Siemens Allegra 3T head-only MRI scanner specifically designed for brain research with an extremely flexible development environment. The magnet itself is very compact and actively shielded, resulting in a fringe field comparable to that of a 1.5T whole-body system. Also within the Center are many ancillary equipment options, including visual display, auditory stimulation, button box/MR compatible keyboards, eye movement monitoring, motion capture systems, psychophysiology, and a mock/training scanner laboratory. Additionally, CBI also maintains a 128-channel electroencephalogram (EEG) facility using Geodesic Sensor Net technology developed by Electrical Geodesics Inc. as well as a transcranial magnetic stimulation (TMS) facility, which houses a MagStim Rapid2 stimulator.

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 doctoral students include access to individual and group research space wired for computer-aided data collection as well as access to CBI and MEG facilities. Doctoral students are thoroughly trained in human subjects issues that promote the safety and well-being of research participants, and have access to undergraduates volunteering for studies to gain experience in psychological research methods.

COURSES

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.

Cognitive Neuroscience
This course will explore the brain basis of cognition. We will focus on the higher cognitive functions, such as: language, imagination, creativity, aesthetic perception, sense of self, contemplative and religious experiences, and the nature of consciousness. The students will have an opportunity to visit one of the most active and exciting fields of research today—the neural basis of human mind.

Patrick E. Shrout, Professor. Ph.D. 1976 (psychology), Chicago; B.A. 1972 (philosophy), St. Louis. Coping and and support in relationships; multivariate statistical models for social psychology; Diary and survey methodology.


James S. Uleman, Professor. Ph.D. 1966 (social psychology), Harvard; B.A. 1961 (psychology), Michigan. Person perception; personality trait inferences and stereotyping; the role of intentions in cognitive processing.


Athena Vouloumanos, Assistant Professor. Ph.D. 2004 (neuroscience), British Columbia; B.Sc. 1997 (biology), McGill. Language acquisition; speech perception; cognitive development; cognitive neuroscience.

Tessa West, Assistant Professor. Ph.D. 2008 (social psychology), Connecticut. Nature and dynamics of social perception; person perception at the level of the dyad and group.

Michael A. Westerman, Associate Professor. Ph.D. 1980 (clinical psychology), M.A. 1977 (clinical psychology), Southern California; B.A. 1971 (philosophy), Harvard. Interpersonal defense; psychotherapy process; philosophical psychology.

David L. Wolitzky, Associate Professor. Ph.D. 1961, Rochester; B.A. 1957, City College (CUNY). Clinical judgment; cognitive styles; psychotherapy; psychoanalytic theories.

ASSOCIATED AND AFFILIATED FACULTY IN OTHER DEPARTMENTS
Howard Abikoff, NYU School of Medicine; Ann Marie Albano, NYU School of Medicine; La Rue Allen, Applied Psychology (Steinhardt School of Culture.
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. 2013-14, 2014-15.
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**

**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 2013-14, 2014-15.
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
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
Exposes students to the full range of cognitive-behavioral therapy and the underlying assumptions and theoretical models (including its empirical foundations in classical and operant conditioning as well as social learning theory). Also provides students with the practical application of these theories to a wide spectrum of specific psychological problems and psychiatric disorders.
Clinical Research Design
Basic principles of research design, with emphasis on methods and strategies used in the area of clinical psychology.

Applied Research Methods
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
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. 2013-14, 2014-15.
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. 2013-14, 2014-15.
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.

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. 2013-14, 2014-15.
Supervised reading and/or research with a faculty member on a topic selected by the student.
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. 2013-14, 2014-15.
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.

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. 2013-14, 2014-15.

Doctoral Courses
Categories and Concepts
PSYCH-GA 2207  Murphy. 3 points. 2014-15.
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. 2014-15.
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. 2014-15.
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
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.

Perception
PSYCH-GA 2223  Part of core curriculum for doctoral students in cognition and perception. Landy, Heeger, staff. 3 points. 2014-15.
In-depth survey of psychophysical and modeling methodology, and vision and auditory research. Topic areas include linear systems theory, signal detection theory, optics, spatial vision, motion analysis, depth perception, color vision, auditory coding of intensity and frequency, sound localization, and speech perception.
Psycholinguistics
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
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. 2014-15.
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
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.
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. 2013-14, 2014-15.
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
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.

Seminar on Person Perception: A Cognitive Approach
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. 2014-15.
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.
Seminar in Cognitive, Perceptual, and Language Development
PSYCH-GA 3220  May be repeated for credit. Adolph, Marcus, Rhodes, Vouloumanos. 3 points. 2013-14.
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. 2014-15.
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. 2013-14, 2014-15.
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.

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. 1-6 points per term. 2013-14, 2014-15.
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. 1-6 points per term. 2013-14, 2014-15.
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. 2013-14, 2014-15.
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. 2013-14, 2014-15.
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. 2014-15.
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 and Stereotyping
PSYCH-GA 3380  Amodio. 3 points. 2013-14.
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, 3404, 3405  May be repeated for credit. 3 points per term. 2013-14, 2014-15.
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 made available to students by many members of the faculty. For further information regarding moderate-cost analysis, candidates may speak with the program director, Dr. Lewis Aron.

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.

Contemporary 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 Contemporary Freudian training in any desired proportion in relation to the overall postdoctoral program. Candidates are welcome to contact the chair of the faculty in the Contemporary Freudian area of study, Dr. Stephen Solow (spsolow@aol.com), or the chair of the track’s Faculty and Curriculum Committee, Dr. Gil Katz (gilkatz46@gmail.com) to discuss individual questions and planning.

Interpersonal-Humanistic 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 offer a rich contribution to the current psychoanalytic movement. Central to interpersonal analysis is the direct engagement of analyst and patient in their actual and immediate experience of each other. In this way, the uniqueness of each patient, each therapist, and each analytic dyad is emphasized. Interpersonal theory posits a variety of influences that produce diverse and individualizing effects upon the person. Great importance is placed on understanding an individual’s developmental trajectory and character formation through detailed exploration of interpersonal interactions embedded within an individual’s social and cultural context. Candidates are welcome to contact the co-chairs of the interpersonal area of study, Dr. Bruce Grellong (bagrellong@gmail.com) and Dr. Al Atkins (alatkinsny@gmail.com), to discuss individual questions and planning.

Relational Area of Study: Relational psychoanalysis focuses attention on processes of mutual influence in development and treatment. We assume that relationships, including the analytic one, are shaped by both individuals in a process that is neither one sided nor linear. In this and other ways Relational theorizing profoundly alters the analyst’s thinking about clinical work. We offer courses that study the roots of Relational thinking within the British school of object relations, American interpersonal psychoanalysis, self psychology, and currents within Freudian ego psychology. While some of our courses are primarily theoretical in emphasis and others mainly clinical, all of them address developments and controversies in clinical technique. Candidates are welcome to contact the chairs of the track, Dr. Velleda Ceccoli (velledaceccoli@mac.com) and Dr. Larry Zelnick (lzelnick@mac.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. The track comprises 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 chairs of the faculty in the independent area of study, Dr. Jill Gentile (jillgentile3@gmail.com) or Dr. Steven Botticelli (srb224@nyu.edu), 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.

**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 e-mail to gsas.postdoc@nyu.edu.

For up-to-date information and a complete description of courses as well as program faculty and supervisors, visit the Web site 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**

**Clinical Case Seminars—The Psychoanalytic Relationship: Countertransference**

**Clinical Treatment of Specific Disorders**
PD-GA 4582 Bach. 2 points. 2013-14.

**The Study and Clinical Use of Dreams**
Comparative Psychoanalysis
PD-GA 4584  Pine. 1 point. 2013-14

Psychoanalytic Theory & Technique
PD-GA 4585  Druck. 2 points. 2013-14
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 coursework (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 combining 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.

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. 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 Arthur L. Carter Journalism Institute 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 a special expertise on religion life. The area of study draws on courses offered by
both the Program in Religious Studies and the Journalism Institute. These courses are intended to provide students with the theoretical tools necessary to examine modern religious life and the issues that surround it in conjunction with training in journalistic writing, research, and ethics. Admission to the concentration will be made at the discretion of both the Program in Religious Studies and the Journalism Institute. 36 total points are required for the M.A. in Religious Studies with a concentration in Journalism. Required courses in religious studies (16 points total) are: (1) Theories and Methods in the Study of Religion, RELST-GA 1001, (2) Religion as Media, RELST-GA 3397, and two elective courses focusing on the study of religion. Required courses in journalism (20 points total) are: (1) Writing, Research, and Reporting Workshop I and II, JOUR-GA 1021, 1022. (2) Press Ethics, JOUR-GA 11, or Law and Mass Communication, JOUR-GA 12 and, (3) two elective courses, one of which should specialize in writing about religion. The requirements for this concentration also 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.

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.

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.

Geoffrey Pollick, Assistant Professor/Faculty Fellow. Ph.D. 2012 (religion), Drew; MPhil 2009 (religion), Drew; M.A. 2006 (religion), Claremont School of Theology; B.A. 2002 (religion), Puget Sound.

History of religion in the United States; religious liberalism; religion and political radicalism; critical theories of religion; cultural history of the category "religion".

Angela Zito, Associate Professor (anthropology, 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.

AFFILIATED FACULTY IN OTHER DEPARTMENTS

Brigitte Mirian Bedos-Rezak, History;
Barbara Browning, Performance Studies;
Peter J. Chelkowski, Middle Eastern and Islamic Studies;
Hasia Diner, Hebrew and Judaic Studies;
Daniel E. Fleming, Hebrew and Judaic Studies;
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 and Judaic Studies; Kenneth Krabbenhoft, Spanish and Portuguese Languages and Literatures; Karen Or Dahl 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;
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 special 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.

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
DEPARTMENT OF
Russian and Slavic Studies

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

Reading Contemporary Russian for Academic Purposes
RUSSN-GA 1003 Greenlee. 4 points. 2013-14.
The course will focus on reading texts from different media and from different fields of knowledge. We will concentrate on literary analysis and discussion of various topics of life in the Soviet Union and Russia; grammar and syntax of the written language; vocabulary studies style (literary, conversational, official etc), rhetoric and the author’s voice.

Seminar in 19th-Century Russian Literature

Seminar in 20th-Century Russian Literature
Russia and its Disciplines
This course brings together faculty from across the disciplines who have a primary research interest in Russia. Organized into methodological and thematic units, the course examines the critical theories and methods that have underpinned various disciplinary and interdisciplinary studies of Russia. Our intent throughout is to consider Russia as a specific case on one or another continuum, i.e., to appreciate the specificities of the national study and also its relationship to other geographic fields.

Special Studies in Literary Genres
RUSSN-GA 2006 Staff. 4 points. 2013-14.

Theory of the Avant-Garde, East and West, 1890-1930
RUSSN-GA 2103 Groys. 4 points. 2013-14.
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. 2013-14.

Russian Utopian Fiction
RUSSN-GA 2112 Borenstein. 4 points. 2013-14.
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
RUSSN-GA 2114 Borenstein. 4 points. 2013-14.
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. 2013-14.
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
RUSSN-GA 2116 Borenstein. 4 points. 2013-14.
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.

Boris Groys, Global Distinguished Professor. Ph.D. 1992 (philosophy), Münster; M.A. 1971 (philosophy and mathematics), Leningrad State. Modernist and postmodernist art and cultural theory; theories of media; philosophy; Moscow conceptualism; the Russian avant-garde.

Eleonora Gilburd, Assistant Professor of History and Russian Studies. Ph.D., 2010 (history); M.A. California (Berkeley), 2000 (history); B.A. Chicago, 1998 (history). Russian, Soviet, and modern European history, cultural history, especially cross-cultural interactions and translation.

Mikhail Iampolski, Professor. Comparative Literature, Russian and Slavic Studies. Habilitation. 1991 (French philosophy and film studies), Moscow Institute of Film Studies; Ph.D. 1977, Russian Academy of Pedagogic Sciences; B.A. 1971, Moscow Pedagogical Institute. Theory of visual representation; the body in culture.


Yanni Kotsonis, Associate Professor. History; Chair, Russian and Slavic Studies. Ph.D. 1994 (history), Columbia; M.A. 1986 (Russian studies), London; B.A. 1985 (history), Concordia (Montreal). Late imperial and early Soviet Russia; modern Europe; governmentality; theory and practice of the modern state; Russian and European political economy and political philosophy; economic and political history of Russia and modern Europe; Russia in comparative European perspective; agrarian studies.

Authorship and Authority in the Russian Tradition
RUSSN-GA 2120  Lounsbery. 4 points. 2013-14.
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. 2013-14.
Interdisciplinary, team-taught course designed to introduce the main methods and chief scholarly debates in contemporary Russian studies.

Conspiracy Theories: Paranoid Fictions After Freud
RUSSN-GA 2122  Borenstein. 4 points. 2013-14.
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
RUSSN-GA 2124  Lounsbery. 4 points. 2013-14.
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
Focuses on the idea and image of a Eurasia in Russian and Russophone literature, as well as in Soviet and post-Soviet film.

Marxist Aesthetics in Russia
RUSSN-GA 2139  Grays. 4 points. 2013-14.
The course has a goal to describe and discuss the development of the Marxist thought on art in Russia before and after the October revolution. It begins with the writings by Plekhanov on the Marxist aesthetics and follows its evolution through Russian avant-garde and Proletkult up to the theories of the theories of the Socialist Realism of the 1930s. In the framework of the seminar we will be reading also the authors relevant for the Russian Marxist art critique like Lukacs, Brecht and Adorno.

Tolstoy vs. Dostoevsky
RUSSN-GA 2208  Lounsbery. 4 points. 2013-14.
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  
RUSSN-GA 2210  Lounsbery. 4 points. 2013-14.  
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  
RUSSN-GA 2125  Kliger. 4 points. 2013-14.  
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. 2013-14.  
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  
Examination of the work and thought of the 20th-century artist Kazimir Malevich.

Special Studies in Literary Criticism  
RUSSN-GA 2304  Staff. 4 points. 2013-14.

Culture of Modernity: Case Eisenstein  
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

A total of 32 points of course credit—at least 28 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, Strategies for Social and Cultural Analysis, AMST-GA 3303, and seven other courses, no more than two of which may originate beyond the program. Throughout the period of matriculation, students should select courses that will help them to pursue their interests in a coherent fashion. Working under the supervision of a faculty advisor 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. A second reader from the program faculty is required for final approval of the thesis. The M.A. thesis should be based upon original research and should be approximately 60 to 85 pages in length. 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.

The Department requires that M.A. students successfully demonstrate proficiency in a second language at a minimum intermediate-level for the degree—typically by either (a) passing a language proficiency exam (usually administered by GSAS) or (b) having successfully completed at least four semesters of undergraduate language preparation (grade of B or better) no more than two years prior to the first term of registration in GSAS. Students should consult with the Director of Graduate Studies during the first semester about their plans for language study or for fulfilling the foreign language requirement.

Master of Arts in Africana Studies

The Africana Studies master's degree requires that students satisfactorily complete 32 points and are required to complete the Proseminar in Africana Studies, AFRS-GA 2000. To qualify for the M.A. degree, students must either write a thesis (preferred) 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. Africana Studies master's degree can also be pursued part-time.

A concentration in Museum Studies is also available to students in the M.A. program. 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. 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 the Proseminar in Africana Studies, AFRS-GA 2000 and History and Theory of Museums, MSMS-GA 1500, are required for this concentration.

**Joint Degree 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. The Master’s Program requires students to complete the Proseminar in Africana Studies, AFRS-GA 2000, Math for Economists, ECON-GA 1001, Microeconomic Theory, ECON-GA 1003, Macroeconomic Theory, ECON-GA 1005, Applied Statistics and Econometrics I and II, ECON-GA 1101,1102, and two of Africans in the World Economy, ECON-GA 3002, International Economic Development, PADM-GP 2203, and Political Economy, POL-GA 1400.

**Joint Degree 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 is composed of 42 credits of required classes from both the Departments of Journalism and Africana Studies, as well as elective courses from other disciplines such as the Department of Politics and the Wagner Graduate School. For more information please see the Journalism section of this bulletin.

**Doctor of Philosophy in American Studies**

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.
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. All students must take the introductory Seminar in American Studies, AMST-GA 3301, Strategies for Social and Cultural Analysis AMST-GA3303, and Dissertation Proposal Workshop, AMST-GA 2306. In addition, an optional maximum of 16 points can be taken for the preparation and writing of the field exams. 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 28 points (generally seven courses) in addition to those entailed by the required seminars must be earned in courses offered by the program's core faculty. The roster of courses is offered on semi-regular rotation and is occasionally modified to reflect changing faculty interests and Program demands. 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.

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.

Matriculated students who have completed or are completing the appropriate courses and have already demonstrated knowledge of a foreign language 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.

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.

COURSES

Africana Studies

Proseminar in Africana Studies
Offering a topical exploration of key research themes and topics, the course is an introduction to contemporary historical, ethnographic, cultural and political discourses in Africana studies. The course frames Africana studies within an Atlantic prism as well as exploring other ‘hemispheric’ approaches to examining Africa and its diasporas by examining the various intersecting modernities within which Africana is constructed and contested. Each class will be in three sections. The first part will be lecture based by leading or guest professor, the second will be an open student discussion, while the third returns to the lecturer contextualizing debates within the larger academic remit of the course.

Seminar: The Black Body and the Lens
This interdisciplinary seminar explores the range of ideas and methods used by critical thinkers in addressing the body in photography, print, video, film and exhibition spaces. Central to our discussions will be a focus on how the display of the black body affects how we see and interpret the world. Using a series of case studies, we will consider the construction of beauty and style, gendered images, race, and pop culture. The historical gaze has profoundly determined the visual construction of the black body in contemporary society. The interplay between the historical and the contemporary, between self-presentation and imposed representation—all are fundamental to our discussions. This seminar will also explore the ways in which our contemporary understanding of art, history, and culture is constructed and informed by public display in museums, text, and the global landscape. Our specific focus will be on African, African American and African diaspora visual culture. We will consider issues of representation, display and reception as well as the wider social context in which art and culture are experienced in private and public spaces. In addition to classes held on campus, field trips will be taken to museums and galleries. In this course, we shall analyze the diverse ways in which scholars and artists have written about sexuality, black womanhood, and manhood. We will read a variety of significant texts including key examples of cutting-edge scholarship and other writings.
Engagement, Exile, Errancy: Narrating Haiti after the US Occupation
AFRS-GA 2556 Dash. 4 points. 2013-2014.
Neither simply “Africa’s Oldest Daughter”, nor the place where “negritude stood up for the first time” nor “Black Baghdad”, the nation of Haiti was created from the most radical revolution of its time. The radical application of universal human rights in the revolution in colonial St. Domingue meant both that the ideals of the Enlightenment would be put to their hardest test in a most unexpected place and signaled the unpredictable possibilities of global interaction in a modern world where the periphery could become the site for concrete application of ideas emanating from the center. Nevertheless, the global, historical and ideological implications of this revolution have been largely ignored or suppressed even in such revolutionary texts as Frantz Fanon’s The Wretched of the Earth and more recently Paul Gilroy’s study of black internationalism The Black Atlantic. Using the ideas of revolutionary universalism writing after the U.S. intervention will be read not just in terms of nationalist resistance but rather as a continuation of the revolutionary ideals of 1804, which situated Haiti within a global revolutionary modernity. Literary indigenism reactivated Haiti’s transnational connections and pointed as much to an isolationist noirisme as a cosmopolitan identity in the Americas. This perspective is followed in the figure of the migrant, recurrent in the fictions of displacement by Roumain and Alexis that follow the disruptive effect of U.S. imperialism. Duvalierist and its repercussions will be treated in the commentary of Michel-Rolph Trouillot and in the trilogy Love, Anger Madness by Marie Vieux-Chauvet. The psychic space of the new displaced Haitian subject and the rise of a diasporic consciousness traced in the works of Edwidge Danticat. Dany Laferriere. The course concludes with Haiti’s violent transition to democracy in the work of Lyonel Trouillot and Jonathan Demme’s Agronome and the reconstruction of Haiti after the January 12 earthquake.

Race and Reproduction
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.
The Burden of Representation  
This course takes its inspiration from the famous James Baldwin insight that when it comes to one’s depiction in mass media and the popular imaginary, black and other non-normative people must all, and always, bear what has generally known as “the burden of representation.” This is to say, in varied ways across a number of issues and circumstances, the different individual must stand in and represent his or her identity, group or social formation. Being “marked” in this manner leads to a number of symptomatic behaviors including: double vision and double consciousness, masking, social ambivalence, being caught in the double bind, passing and self-rejection. Accordingly, this seminar will interrogate the “burden of representation” how and why it works so successfully in the media. Drawing our texts from film and literature, we will read and watch various related materials, and engage the work of such thinkers and artists on the subject as Derrick Bell, Toni Morrison, James Baldwin, Richard Dyer, Robert Stam and Ella Shohat, among others. We will also screen and discuss films that explore the politics and aesthetics of burdened “minority” representation, such as Bamboozled, Tongues Untied, White Man’s Burden, Banana Split, Hollywood Shuffle, Imitation of Life, Black Like Me.

Haiti in the Caribbean Context  
This course will concentrate on the representation of Haiti, arguably the most distinctive Caribbean country in the region and the second independent republic in the hemisphere, in the in the imagination of writers from the Americas. It will be 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 will be examined through a number of fictional, anthropological and historical texts that react to Haiti and its revolution. This course 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.

Afro-Latino Culture and History  
In this course we will examine 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, we will then trace the longstanding social experience of black Latinos in the United States. Along with a discussion of migration patterns and community formations, there will be a focus on narrative accounts of Afro-Latino life and on the traditions of cultural expression; special attention will go 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, we will turn to the possible theoretical and political consequences of this increasingly self-conscious transnational identity formation.

**Stuart Hall: Race and New Identities**
In this seminar, we pay particular attention to the writings of Stuart Hall and those who have been influenced by him in Britain and the U.S. As we the intellectual diaspora that has been built under the rubric of Black Cultural Studies, we investigate the ways that race articulates with other categories of analysis and changes its meaning over time.

**Black Cultural Studies**
With deep intellectual and cultural roots in the Black diaspora, British Black Cultural Studies has emerged as a distinctive and internationally significant voice. This seminar will historicize the emergence of this voice in the long history of blacks in Britain, the rise and fall of the British empire, and recent immigration from the Caribbean and Africa. We acknowledge and explore the writings of Caribbean and U.S. Black intellectuals who had significant influence on the development of Black consciousness in Britain, such as Franz Fanon, W.E.B. Du Bois, C.L.R. James, and Ida B. Wells. Emphasis will be placed on the rise of Black Cultural Studies under Stuart Hall’s stewardship while he was directorship of The Birmingham Centre for Contemporary Cultural Studies in the 1970s. In addition, we will read the works of central thinkers, such as Hazel Carby, Paul Gilroy, and Kobena Mercer. Many of these leading scholars have transplanted to the U.S.; so we will explore the spread of their ideas on this side of the Atlantic Ocean. Exploration of Black filmmakers who have been closely associated with this intellectual tendency and who also have deep ties in the U.S. will be woven throughout the semester. Therefore we will watch the films of Isaac Julien, John Akomfrah, and others. Throughout the course, close attention will be paid to issues of class, gender and sexuality. We will take a critical approach to this body of work in that we will avoid becoming sycophantic followers and instead use our study to deepen the ways we think about race and identity.

**American Studies**

**Culture and Economy**
AMST-GA 1008  4 points. 2014-2015

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

**Gender, Race, and Imperialism**

**Seminar**
Feminist/Queer Theories

Dissertation Proposal Workshop

American Studies Exam Preparation

Marxist Thought and Critical Practice

Urban and Suburban Studies

Comparative Ethnic Studies
AMST-GA 2328 4 points. 2014-2015

Studies in Work and Labor

Human Rights and Cultural Politics

The Commodity
AMST-GA 2331 Ralph. 4 points. 2013-2014.
You can buy one, sell one, borrow one, trade one, or become one. This course uses ethnography, social theory, and literature to analyze the commodity as we explore the proposition that the twenty-first century is a time of heightened commodity production. As we examine the ways people become like objects—and vice versa—we will pay special attention to the way commodification proceeds in urban contexts.

Race and Reproduction

Afro-Latino Culture and History

Topics

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

Strategies in Social and Cultural Analysis

Reading in American Studies
Independent study.
Research in American Studies
AMST-GA 3310 Restricted ordinarily to matriculated doctoral candidates. 1-4 points.
Independent study.
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, and one additional methods course (in consult with the Director of Graduate Studies). There is no language requirement for the M.A. degree in sociology.

Master of Arts in Applied Quantitative Research

Admission to the M.A. program in Applied Quantitative Research 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 study and application of quantitative research techniques. 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 research methods and clear aptitude for graduate work. The general test of the Graduate Record Examination (GRE) is required of all students. 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). The M.A. program is designed to accommodate both full-time and part-time students.

Formal requirements for the Master of Arts degree in Applied Quantitative Research are the satisfactory completion of graduate studies totaling at least 32 points. Students must have a cumulative GPA of at least 3.0. The M.A. degree requires seven core courses and two elective courses. The seven core courses are Design of Social Research, SOC-GA 1301, AQR Data Workshop, SOC-GA 1903, Techniques of Quantitative Analysis I, SOC-GA 1401, Techniques of Quantitative Analysis II, SOC-GA 1402, AQR Workshop I, SOC-GA 1501, AQR Workshop II, SOC-GA 1502, and Master’s Thesis SOC-GA 1998. Elective courses are selected from the department’s regular course offerings.
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 one chosen area of specialization. In addition to the requirements described under Grade and Point Requirements, Ph.D. requirements include 72 points of graduate work (at least 36 in residence at New York University). At least 48 of the points required for the Ph.D. degree must be in regular sociology courses. Up to 12 of the remaining 24 points may be reading or dissertation courses that involve individual work with a member of the faculty. 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. The acceptability of courses outside sociology depends on the relevance of the work to sociology as judged by the department. Credit for course work done elsewhere requires the approval of the Director of Graduate Studies. Students who have done graduate work before entering the doctoral program should see the director of graduate studies when first registering in order to determine what courses may be required of them.

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 advanced methods course requirement. The following courses may be used to satisfy the advanced requirement: Qualitative Methods, SOC-GA 2303, Historical and Comparative Sociological Methods, SOC-GA 2308, Advanced Multivariate Statistics, SOC-GA 2312, Longitudinal Statistics, SOC-GA 2314.

Theory Requirement: The department requires that all students become familiar with major sociological theories and theoretical reasoning. This requirement is fulfilled with one basic theory course, with a grade of at least a B.

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 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. All students take a two-semester Research and Writing Seminar, in which they conduct an original research project and write a paper for eventual submission to a journal. This course begins in the second semester of year two, continues with independent research during the summer, and concludes in the first semester of year three. The paper is written under the guidance of two faculty supervisors.

Ph.D. Comprehensive Examination: The required written examination is organized around an area that the student has studied in consultation with members of the faculty. This examination will be taken by the end of the second year of
full-time study. The examination process tests the student’s knowledge of this area of study and his or her ability to draw on the discipline as a whole in applying both theory and research methodology to understanding this area.

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 to pass.

COURSES

Applied Quantitative Research Courses

Designs of Social Research
This course, taken in the fall semester, is a comprehensive introduction to quantitative research in the social sciences. The course focuses on foundational ideas of sociological research, including strengths and weaknesses of different research designs, interpretation of data drawn from contemporary and historical contexts, and strategies for evaluating evidence. The majority of the course is comprised of two-week units examining particular research designs, with a set of scholarly articles that utilize that design (e.g., experimental designs, with a set of readings that use this method to examine discrimination in labor and housing markets). The course is designed so that students will produce a proposal of their thesis as their final paper.

Techniques of Quantitative Analysis
The two-semester course in data analysis covers numerous specific statistical tools used in social science research. The course emphasizes the use of statistical software packages in analysis. Students will gain experience with linear regression, probability models, statistical graphics, polynomial models, analysis of multivariate outcomes and repeated measures, and logistic regression. Prerequisite: introductory statistics course that includes linear regression.

Proseminar Workshop
The seminar is designed to serve multiple sets of student needs. With a focus on presentations from outside speakers and practical training, the seminar will expose students to different methods and practices of sociology. Seminar presentations are given on a wide range of topics by faculty from NYU and other New York City universities, as well as researchers from private, government, and non-profit settings. Some weeks will focus on current research in a particular area or on a particular topic, while other weeks will focus on specific skills (such as a software package) or topic of interest (such as applying to PhD programs).

Stratification; education; demography.

Robert Max Jackson, Professor. Ph.D. 1981, M.A. 1974, 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, CUNY, M.A. 2005, Queens College (CUNY); B.S. 2000 (psychology), Drexel.
Community and urban sociology; environmental sociology; human-animal relations.

Dohoon Lee, Assistant Professor. Ph.D. 2008, M.A. 2005, Queens College (CUNY); B.S. 2000 (psychology), Drexel.
Urban sociology; media and culture; disasters and security.

Urban sociology; media and culture; disasters and security.

Richard Maisel, Associate Professor. Ph.D. 1959, Columbia; B.A. 1949 (sociology and mathematics), SUNY (Buffalo).
Public opinion and mass communications; sampling and survey design; spatial analysis of social phenomenon.
Data Analysis Workshop
This course is designed to help AQR students gain experience with "real-world" data. Over the course of the semester, students will work collaboratively on a data project, working with either faculty or external organizations on a project of mutual interest, providing students with an authentic experience in data analysis and presentation.

AQR Masters Thesis
To complete the requirements for the M.A. in Applied Quantitative Research, students will complete an independent research project, under the direction of a faculty member in the Department of Sociology (either chosen by the student, or assigned by the AQR program director). The project will involve an original (secondary) analysis of quantitative data to answer a research question constructed by the student (and approved by her/his faculty advisor). A preliminary proposal must be discussed and approved by the faculty advisor. The final project will take the form of a paper that would potentially be appropriate for submission to a scholarly journal in the social sciences.

Sociological Theory

Classical Sociological Theory (1848-1950)
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. Sennett. 4 points. 2014-15.
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. Greenberg, 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.

**Introduction to Methods of Sociological Research**
SOC-GA 2330  *Prerequisite: SOC-GA 2332 or permission of the instructor. Conley, Jackson, Klinenberg, Torche, Wu. 4 points.* 2013-14, 2014-15.
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. 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**
A sequel to introductory graduate-level statistics courses emphasizing the application of advanced techniques used to analyze social science data. Topics may include the general linear model, diagnostic techniques, construction of scales and indexes, exploratory and confirmatory factor analysis, log-linear models, multilevel models, finite mixture models, complex sample design, the handling of missing data, and causal modeling methods (including instrumental variables, difference-in-difference, structural equation modeling, fixed and random effects models, regression discontinuity, correction for sample selection bias, and propensity score matching).

**Affiliated Faculty in Other Departments**

Rodney Benson, Steinhardt School of Culture, Education, and Human Development; Kimberly DaCosta, Gallatin School of Individualized Study; Ryan Goodman, School of Law; James Jacobs, School of Law; Cynthia Miller-Idriss, Steinhardt School of Culture, Education, and Human Development; Ali Mirsepassi, Gallatin School of Individualized Study; Marion Nestle, Steinhardt School of Culture, Education and Human Development; Pedro Noguera, Steinhardt School of Culture, Education and Human Development; Arvind Rajagopal, Steinhardt School of Culture, Education and Human Development.

**Faculty Emeriti**

**Longitudinal Statistics**  
SOC-GA 2314  *Greenberg. 4 points. 2014-15.*  
Statistical models and methods that make use of the temporal dimension in a data set, that is, its “over time” character. Age-period-cohort analysis, event history analysis, time series, repeated cross-sections, static and dynamic panel data methods.

**Power and Inequality in Modern Societies**

**Social Stratification and Inequality**  
SOC-GA 2137  *Jackson, Jasso, Jennings, Torche. 4 points.*  
Assesses 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**  
SOC-GA 2153  *Goodwin, Manza. 4 points. 2013-14.*  
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. 2013-14.*  
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. 4 points. 2014-15.*  
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
Survey of major approaches to the sociology of culture and the use of cultural
theory in sociological analysis generally. Specific topics include cultural institu-
tions, 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
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
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.
Cumulative development and changing emphasis in deviance theory. Major
methods of research and analytic models. Ecological, anomie and subculture, func-
tionalist, 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
Explores the social dynamics of punishment and crime control policies; the links between punishment and welfare; the control of individual offenders and the control of social groups; the effect of criminal justice in reproducing class and race stratification; the role of punishment in the production of social order; and the extent to which shifts in crime control are indicative of changing modes of exercising state and private power.

Occupations, Labor, and Organizations

Seminar in Organizations
SOC-GA 3463  Arum. 4 points. 2011-2012.

Sex, Gender, and Family

Sociology of Sex and Gender
Critically assesses social science research and competing theories on gender. Topics include equality and inequality between the sexes in economic, political, and personal domains; cultural beliefs about gender; reproduction and child rearing; and sexuality.

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.

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. 2013-14, 2014-15.

Doctoral Seminar

Proseminar
PROGRAMS AND REQUIREMENTS

Master of Arts in Spanish and Latin American Languages and Literatures

This one-year program is offered at NYU Madrid. Graduate students wishing to pursue this M.A. degree in Madrid must 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. 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 MA project, a substantial piece of original scholarly work on a topic of their choice completed under the guidance of an advisor from the faculty at NYU Madrid.

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CHAIR OF THE DEPARTMENT:
Associate Professor Georgina Dopico Black

ACTING DIRECTOR OF
GRADUATE STUDIES:
Associate Professor James Fernández

DIRECTOR OF CREATIVE WRITING
IN SPANISH PROGRAM:
Clinical Associate Professor Lila Zemborain

DIRECTOR OF STUDY ABROAD IN NYU
IN MADRID AND BUENOS AIRES
Professor Rubén Ríos-Ávila

FACULTY
Miriam de Mello Ayres, Senior Language Lecturer. Ph.D. 1995, Yale; M.A. 1989 (Brazilian literature), Pontifical Catholic (Rio de Janeiro); B.A. 1985 (Latin and classics), Federal (Rio de Janeiro). Methodologies of foreign-language instruction; comparative literary and cultural studies: Brazil-Spanish America; 20th-century Brazilian literature; postcolonial Lusophone African literature; critical theory.

Gabriela Basterra, Associate Professor. Ph.D. 1997, M.A. 1990, Harvard; B.A. 1987, Zaragoza. Modern and contemporary Spanish and Spanish American literature; poetry and poetic theory; creativity, artificiality, and agency; intelligibility in tragedy and modern subjectivity; the tension between ethics and politics; García Lorca; Emmanuel Levinas.
Master of Arts in Teaching Spanish as a Foreign Language and Tesol

This unique, transatlantic 50-credit Master of Arts program combines one year in Madrid and one year in New York City. The program leads to dual certification as a teacher of Spanish for grades 7-12 and as a teacher of English as a Second Language (TESOL) for grades K-12. The program is offered jointly by Steinhardt's Foreign Language Education Program and NYU Madrid, whose graduate programs are overseen by the Graduate School of Arts and Science through the Department of Spanish and Portuguese.

Over the first year in Madrid, all students take two pedagogical core courses, Teaching Spanish as a Foreign Language, SPAN-GA 9201, and Applied Methodology for Teaching Spanish as a Foreign Language, SPAN-GA 9202, and four content core courses Stylistics and Semantics of Written Spanish, SPAN-GA 9108, Advanced Workshop in Contemporary Hispanic Issues, SPAN-GA 9203, Hispanic Dialectology and Sociolinguistics, SPAN-GA 9208, Applied Phonetics and Spoken Contemporary Spanish, SPAN-GA 9557, plus SPAN-GA 9890, Independent Guided Project I, and SPAN-GA 9893, Independent Guided Project II, totaling 26 points. The remaining 24 points required for the degree are completed in the second year in New York. During their two semesters in Madrid, students spend 8 hours each week in a paid teaching assistantship as English teachers for UCETAM, a cooperative of Madrid charter schools, under the supervision of a full-time mentor.

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

Bryan Cameron, Assistant Professor/ Faculty Fellow. Ph.D. 2011, M.A. 2006 (Hispanic studies), Pennsylvania; B.A. 2000 (English and Spanish), Indiana. Contemporary Spanish cultures; literary and film theory; urban imaginaries; the production of monumental space; the intersection of politics and (non-)narrative; crises surrounding modernity; reproduction and (anti-)genealogical nationalisms, comparative approaches to the nineteenth-century novel; anti-Francoist cultural production.

Ana Maria 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.

Jabier Elorrieta, Clinical Associate Professor; Director of Spanish Language Program. Ph.D. 1996 (linguistics), Texas at Austin; B.A. 1982 (English and Basque), Duesto. Foreign language teaching methodology, second-language acquisition, study abroad, phonology, syntax and morphology, dialectology, curricular planning, teacher training.

James D. Fernández, Associate Professor. Ph.D. 1995 (Spanish literature), Yale; B.A. 1983, Dartmouth College. Nineteenth- and 20th-century Spanish literature; autobiography in Spain; Peninsular and Latin American literary relations.

Sibylle Maria Fischer, Associate Professor. Ph.D. 1995 (comparative literature/ Spanish and Portuguese), Columbia; M.A. 1987 (Latin American studies, philosophy, German literature), Free (Berlin). Caribbean and Latin American literatures
Writing knowledge of an additional research language is required for all doctoral students. The choice of that language (exclusive of Spanish, Portuguese, or English) 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.

**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 2891, and the Dissertation Proposal Workshop, SPAN-GA 3545, taken in both the fall and spring of the third year. 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 Methodology Workshop, SPAN-GA 1120.

Reading knowledge of an additional research language is required for all doctoral students. The choice of that language (exclusive of Spanish, Portuguese, or English) 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.

**Gabriel Giorgi**, Associate Professor, Ph.D. 2002 (Spanish and Portuguese), New York; M.A. 1996 (sociosemiotics), Nacional de Córdoba.

Literature from the Southern Cone; biopolitics; queer theory and gender studies; literature and philosophy; critical theory.

**Jo Labanyi**, Professor; Director, King Juan Carlos I of Spain Center; B.A. 1967 (Spanish) Oxford.

Spanish cultural studies 19th century to present; literature, film, visual culture, popular culture, gender studies, memory studies.

**Jill Lane**, Associate Professor; Director, Center for Latin American and Caribbean Studies; 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.

**Jordana Mendelson**, Associate Professor; Ph.D. 1999 (art history), M.A. 1993 (art history), Yale; B.A. 1988 (art history), Boston.

Early 20th-century visual culture in Spain.

**Judith K. Némethy**, Clinical Associate Professor; Ph.D. 1999 (Hispanic studies), Szeged; M.L.S. 1982 (library science), Syracuse; B.A. 1976 (French language and literature), Rutgers.

Foreign language methodology; second-language acquisition; curricular planning; teacher training; ethnic and minority studies; emigré literature.
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 2891, with the Dissertation Advisor, a workshop designed to guide the student in the preparation of the dissertation project paper.

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.

**COURSES**

**Foreign Language Teaching Workshop**
SPAN-GA 1120  *Required of all doctoral students who plan to teach. 0 points.*

Weekly seminar workshop in which students will learn the basic theories of second language acquisition that underlie modern methods of second language teaching at the college level. Content-based and student-centered instruction will be emphasized, with particular attention paid to the development of all four language skills (listening, speaking, reading and writing) as well as the integration of cultural content throughout the curriculum.

**Guided Individual Readings**
SPAN-GA 2891  *Required of all doctoral students. 4 points.*

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.

**Seminar in Theory**
SPAN-GA 2965  *Required of all doctoral students. 4 points.*

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.

**Dissertation Proposal Workshop**
SPAN-GA 3545  *Required of all doctoral students. 4 points.*

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. Students are required to take this course in both the fall and spring of Year 3.
Iberian Studies

Introduction to Medieval Literature
SPAN-GA 1211 Peace. 4 points. 2013-14.
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.

Guided Individual Readings in Spanish and Spanish American Literature

Special Topics in Spanish Literature
Recently offered courses include: Gender Issues in Modern Spanish Writing and Film (1850s to the Present); The Inquisition; Iberian Vanguards in an International Context; Lyric and Abjection; and Entre imperios: La literatura española y la(s) conciencia(s) imperial(es), among others.

Research

Latin American and Caribbean Studies

Latin American Theatre
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
Recently offered courses include: What’s Left of Cuba? Culture, Politics, and Civil Society; Mexican Muralism and the North American End of Art; Queer Colonial Latin America; Sexualidades impropias: políticas queer y prácticas estéticas; Pensamiento Latinoamericano; and Latin American Independence in the Age of Revolution, among others.

Brazilian Studies

Guided Individual Readings in Portuguese and Brazilian Literature

Diana Taylor, Professor, (performance studies, Spanish and Portuguese languages and literatures); Director, Hemispheric Institute on Performance and Politics. Ph.D. 1981 (comparative literature), Washington; M.A. 1974 (comparative literature), National (Mexico); Certificat d’Études Supérieures 1972, Aix-Marseille; B.A. 1971 (creative writing), University of the Americas (Mexico). Latin American and U.S. theatre and performance; performance and politics; feminist theatre and performance in the Americas.

María José Zubíeta, Clinical Assistant Professor. Ph.D. 2002 (Hispanic languages and literatures), M.A. 1996 (Latin American literature), California (Los Angeles); B.A. 1993 (Spanish Literature), California State (Northridge). Foreign Language methodology; second language acquisition.

CREATIVE WRITING IN SPANISH FACULTY

Sergio Chejfec, Writer in Residence.

Mariela Dreyfus, Clinical Associate Professor. Ph.D. 1996 (twentieth century Latin American poetry), M. Phil. (Latin American literature 1848-Present) Columbia; M. A. 1989 (Hispanic literatures), B. A. 1986 (Hispanic literatures) Universidad Nacional Mayor de San Marcos (Peru).

Diamela Eltit, Global Distinguished Professor.

Antonio Muñoz Molina, Global Distinguished Visiting Professor.

Rubén Ríos Ávila, Professor. Ph.D. 1983, M.A. 1977 (comparative literature), Cornell; B.A. 1974 (comparative literature), Puerto Rico (Río Piedras). Non-fiction writing; Spanish Caribbean literature and cultural studies; neo-Baroque and queer studies; literature and psychoanalysis.

Special Topics in Brazilian and Portuguese Literature
Recently offered courses include: Reading Clarice Lispector; Em via de transe; Spirit Possession and Political Subjectivity in Brazil; and Brazilian Twentieth Century Humanism, among others.

Doctoral Research
PORT-GA 3991  1-4 points. 2011-12.

Language and Linguistics

Portuguese for Spanish Speakers
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.

Creative Writing in Spanish

Approaches to Narrative and Poetry
SPAN-GA 4001 Required of all students. 4 points. 2013-14, 2014-15.
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.

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 of all students not taking SPAN-GA 4003.

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.

Workshop in Fiction

Workshop in Poetry

Workshop in Creative Nonfiction
Workshop in Literary Translation
SPAN-GA 4104  4 points. 2013-14.

Variable Topics Workshop

NYU in Madrid

Theory and Practice of Translation
This course has three related primary objectives. First, it will introduce students to key issues in translation theory, analyzing proposals by key authors who reflect on the study of translation and its practical implications. Second, it will explore the practical consequences which these theoretical reflections have for the practice of translation. To this end, students will translate selected texts to test the impact—or not—of the theoretical proposals of the translation theorists studied. Finally, students will put theory and practice together through analysis and discussion of the practical application of translation theory to literary and non-literary translation.

Pragmatics and Second Language Acquisition and Instruction
This course provides an introduction to the theoretical foundations of pragmatics as well as its application to second language acquisition and instruction, mainly in Spanish. Speech act theory, cooperation and relevance principles, and politeness theory will be analyzed cross-culturally. After examining the different features of verbal and non-verbal communication, as well as the characteristics of intercultural environments, students will then work on analyzing Interlanguage pragmatics: the non-native speaker’s use and acquisition of pragmatic knowledge in a second language. Methodology includes individual presentations, practical activities, readings with assigned tasks, and a final paper.

History, Geography, and Politics of the Spanish Language
This course provides an overview of the history, geography, and politics of the Spanish language from its origins to today: its Latin roots and characteristics in comparison to other Romance languages, its territorial expansion throughout the Iberian Peninsula and the world, its geographic and social variations and their distribution, and questions of identity and politics when Spanish comes into contact and competition with other languages. The course aims to equip students with the analytical tools needed for study in the fields of historical linguistics, dialectology, sociolinguistics, and linguistic policy.
This introductory course will provide a survey of the development of applied linguistics from the late 1960s to the present, as well as an overview of new trends in academic research. The course is divided into three modules, each taught by a specialist, that represent three key areas within the field of applied linguistics: 1) An introduction to social and psychological aspects of the study of language; 2) Language learning: how language systems are cognitively internalized and taught; and 3) An overview of applied linguistics in translation studies and theory. The course aims to provide students with the relevant theoretical frameworks needed to pursue these three key areas of linguistic study at graduate level.

Stylistics and Semantics of Written Spanish
SPAN-GA 9108 4 points. 2013-14.
The main objective of this course is to reinforce the linguistic foundations for advanced students of Spanish, aiming to improve communicative competence through a systematic study of grammatical, discursive, and pragmatic systems together with a practical study of form, function and usage in Spanish. Students will gain practice on several levels as well as guidance for their own language teaching through: 1) advanced grammar review, with special emphasis on difficult points for native English speakers, 2) identification of different grammatical structures in literary texts and journalism, allowing students to provide their own examples from other course materials, 3) a broadening of students’ mastery of Spanish with specific exercises and writing activities based on textual models.

Teaching Spanish as a Foreign Language
This course comprises a weekly three-hour seminar combined with observations of “Spanish as a second language (ELE)” classes from NYU Madrid’s undergraduate program. The practical component is supplemented through English Teaching Assistantships in local schools. All seminars are developed through lectures, peer commentary, and practical examples providing an overview of theories in pedagogy to be elaborated upon in future coursework. Students will prepare didactic activities, a teaching portfolio with a Statement of Teaching Philosophy, and a final written work for the course, as well as share their work with their peers in oral presentations in Spanish. Seminars will cover the following aspects of language teaching: communicative competence; new approaches to teaching grammar; acquisition of pragmatic competence; teaching culture and intercultural issues; the development of different linguistic skills (auditory, oral, written, reading comprehension); correction of errors; and language level assessment. The hours allocated to fieldwork include student collection and analysis of field data.
**Applied Methodology for Teaching Spanish as a Foreign Language**  
SPAN-GA 9202  4 points. 2013-14.
This course follows the Teaching Spanish as a Foreign Language course offered in the Fall semester as a continued study of materials, approaches, and techniques used to teach language skills to second and foreign language learners while applying language acquisition theories to practice. In addition, this course emphasizes practical issues of day-to-day lesson planning to develop teaching skills, plus different methods for promoting student motivation and positive reinforcement through classroom communication. All students will observe one another's student teaching and subsequently discuss the experience together in class. A range of 3 undergraduate courses at NYU Madrid—at beginner, intermediate, and advanced levels—will be used to offer the MA students teaching experience.

**Advanced Workshop in Contemporary Hispanic Issues**  
This course aims to improve Spanish language fluency and accuracy through the study of political and social issues in the Spanish-speaking world today. Through the study of contemporary issues in Latin America and Spain the course is designed to familiarize future teachers with ways of addressing cultural issues in a language context in the classroom.

**Hispanic Dialectology and Sociolinguistics**  
This course provides a comprehensive overview of different factors that influence geographic and sociolinguistic variation in Spanish. In addition to geographic variation, students will explore gender- and age-based linguistic differences, as well as sociolinguistic variants due to social and cultural factors in Spain, Latin America, and the United States. Students will be introduced to theoretical and methodological concepts of dialectal, social, and linguistic variants in research on language contact. Through this analysis, the course will explore language as a source of cultural identity. Students will conduct their own research on specific varieties of Spanish and their social context for a final paper and will be expected to present a portion of this material and participate actively in class discussions.

**Translation of Literary, Legal, Medical, and Business Texts**  
This course aims to introduce students to translation theory by working through relevant readings and, above all, practical exercises in translating literary, legal, medical and business texts. In this way, students will become familiar with the use of translation instruments (dictionaries, maps, etc.) and translation techniques (borrowing, the decision to translate proper nouns, transposition, etc.), confronting problems associated with both direct and inverse translation. These include: translating groups and clichés; differences in customs, civilization, and culture; literal translation; adaptations; and casual and intentional historical allusions. Throughout the course students will have the opportunity to work on different kinds of texts related to Spain and Latin America.
Cervantes: Don Quijote
The Quijote is one of the most renowned and read works in the world, and its ability to generate critical literature seems to have no limits. In Cervantes’ work, the reader assumes the role of interpreter, with both writing and reading subjected to revisions which transform the idea of literature and the fiction it represents. Students will address questions posed by the critical canon and recent studies: the Quijote as the first modern novel; its transgression of works that came before it; its inscription in a category of burlesque, humorous literature; its ability to appropriate nearly all literary models from its time. The course will situate Cervantes within the history of ideas in order to approach vital questions such as the ethical value of good intentions resolved with negative effects; the construction of identity; the dispersion and agony of the subject; reality conceived as a limitless text; the function of objects and their nominalization.

Introduction to Textual Criticism
This course aims to provide students with a graduate-level introduction to criticism by studying Spanish and Latin American texts and writing analytical academic essays. The course analyzes texts from different eras in diverse literary genres (narrative, poetry, theater & essay), as well as film and other contemporary cultural practices, applying different analytical tools and literary, film, and cultural theory.

Applied Phonetics and Spoken Contemporary Spanish
The objective of this course is to introduce students to the study of Spanish phonology and phonetics in order to analyze various features of spoken Spanish. The course will also explore the current state of teaching phonetics in second language acquisition and the linguistic disciplines in which phonetics proves to be a useful tool to study language. The course has both theoretical and practical components that include analyzing the distinct features of the sound systems of peninsular and American variants of spoken Spanish, allowing students to distinguish regional and social varieties of the language.

History, Memory, and Nostalgia in Contemporary Spain
The course will examine the profound imprint left by the history of Spain in the first half of the 20th century on the consolidation—or not—of a Spanish identity after the 1960s. It begins with representations in film and novels of the unresolved or unprocessed past of the Spanish Civil War. After examining the dialog between fiction and history in the “historiographic metafiction” of the Transition, it turns to the role of memory in cultural production, paying attention to the political debate on the recuperation of historical memory. It concludes by analyzing the nostalgic transformation of the past in the television series Cuéntame cómo pasó. The course aims to develop an understanding of the production and consumption of culture as a site of social action and intervention, through which power relations are established and potentially unsettled. Materials studied will include theoretical readings, cinema, television, fiction and journalism.
Photography: A Critical History
The course offers an introduction to the history of photography, from the invention of the medium to the present. The course is subdivided into a chronological study of artists, schools and genres. Interdisciplinary approaches to the studied material are encouraged through reading assignments in contemporary and critical thought (Barthes, Benjamin, Burgin, Krauss, Sontag, among others), as well as formal approaches. Literary and aesthetic texts related to the images will be read in order to examine the historical & social conditions of photography from a contemporary perspective. Other topics addressed are genre studies, the relationship between text & image, etc. After a general introduction on the study of form, class discussion will focus on case studies of photographic production in its historical context. The theoretical classes will be followed by mandatory practical sessions at the Reina Sofia and other museums or institutions.

Cultural History of Spain
SPAN-GA 9945  Required of all students for the concentration in Literary and Cultural Studies. 4 points. 2013-14, 2014-15.
This course, divided into three modules, each taught by a different specialist, aims to provide an overview of critical concepts and debates in Hispanic studies through an interdisciplinary approach to the study of Spanish culture from the Middle Ages to the present. Visits to research centers, museums, and urban spaces in Madrid form an integral part of the program of studies. The modules are: I. The Multicultural Middle Ages; II. Early Modern Bodies; III. Modernization and the City.

Cultural History of Latin America
SPAN-GA 9946  Required of all students for the concentration in Literary and Cultural Studies. 4 points. 2013-14, 2014-15.
This course, divided into three modules, each taught by a different specialist, aims to provide an overview of critical concepts and debates in Hispanic studies through an interdisciplinary approach to the study of Latin American culture from the Conquest and colonial period to the present. Film screenings and visits to museums and research centers in Madrid form an integral part of the program of studies. The modules are: I. Transculturation and Colonialism; II. The Nation and its Discontents; III. Postmodernity, Mass Culture, and the Media.

Research Skills Workshop

Literary Encounters: Jews, Christians, and Muslims in Medieval Spain
This course aims to study the Jewish, Muslim, and Christian cultural heritage of Medieval Spain. Particular emphasis will be placed on the contributions of Muslims, Christians, and Jews on Spanish Literature, the history of Spain, religion, philosophy, and the arts and sciences. A large part of the course will be dedicated to a comparative study among these contributions. We will also analyze the social circumstance of Christians, Jews, and Muslims in both Christian and Muslim contexts as well as the roles women played in both. The course will also analyze
the problems of integration in al-Andalus and Christian Spain, as well as break from the convivencia, the Inquisition, the expulsion of the Jews, and the end of Muslim rule in 1492. Particular attention will be paid to questions of identity in minority groups in a multicultural environment. In class we will analyze, comment and discuss primary sources translated into Spanish, from each one of the three cultures, as well as documents from the era.

**Literature & Modernity in 19th Century Latin America**  
This course explores the relationships between literature and discourses of political and cultural modernity in nineteenth-century Latin America. Reading critical essays, short stories and novels, we will examine how writers responded, ideologically and formally, to three key challenges in the historical transformation of political independence from Spain: the construction of modern nation-states in ethnically heterogeneous societies, political and cultural decolonization, and the commodification of social relations. We will focus on the ways in which these authors received, adapted, and contested forms of European modernity; we will analyze their rhetorical strategies and will explore how they tried to resolve profound social, cultural, and economic divisions between the criollo elites and the non-white majority, as well as between men and women.

**Topics in Art History: The Power of Images in Spain and Its American Viceroyalties, 16th-18th Centuries**  
The colonization of Spanish America in the 16th century coincided with the rise of the power of images throughout Counter-Reformation Europe. This course looks 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 16th to the 18th centuries. Special emphasis will be placed on how paintings helped forge identities, both individual and collective, and how the same types of images could transmit different ideas depending on audience and setting. The two central aims of the course are for students to gain a greater awareness of how images are not mere illustrations of history but, on the contrary, themselves construct historical discourse; and secondly, of how cultural transfer—the imposition of Spanish culture on Spanish America—was accompanied by complex processes of adaptation and transformation. The course will include class visits to local museums and collections, including the Prado Museum, the convent of the Descalzas Reales, and the Museo de América, preceded by a session on how museums construct history.

**MA Thesis Seminar**  
INSTITUTE FOR THE
Study of the Ancient World

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: 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. (A maximum of 30 points may be transferred from another institution.)

Students must enroll in 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. Students typically enroll in 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.

Students are expected to have 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.

Students are expected to gain teaching experience of 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.

Students must pass 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.

Students must write a dissertation and do fieldwork as required by the dissertation. It is expected that most dissertations will require either archaeological fieldwork or research in archives and museums abroad.

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: Library collection development efforts have focused on acquiring core collections representing the various disciplines within ISAW’s academic scope and in areas that are not yet well represented in other libraries in the NYU library system.

The ISAW Library has acquired private libraries with strengths in Greek and Roman art, archaeology and history; Egyptology; Assyriology; Asian art; Late Antique and Byzantine history; Indian and Iranian studies; and Mesopotamian studies; as well as a large collection of Arabic texts.

COURSES

Special Topics in the Exact Sciences in Antiquity

Directed Study of the Ancient World

Special Topics in Central Asian Art, Archaeology, and Material Culture

Special Topics in East Asian Art, Archaeology, and Material Culture

Special Topics

Special Topics in Archaeology and Documents

Beate Pongratz-Leisten, Professor of Ancient Near Eastern Studies. Habilitation 1997 (ancient Near Eastern studies), Ph.D. 1993 (ancient Near Eastern studies), M.A. 1988 (ancient Near Eastern studies), Tübingen. Assyriology and ancient Near Eastern religions; conceptions of the divine; the formation of monotheism; translatable cultures; the interaction between people of the ancient Near East; literature; scribal and intellectual culture.

Daniel T. Potts, Professor of Ancient Near Eastern Archaeology and History. Ph.D. 1980; M.A. 1975 (anthropology), Harvard. Cultural developments in Iran, Mesopotamia, and the Arabian Peninsula, as well as relations between these regions and their neighbors, mainly during the transition from pre-history to the Bronze Age in Mesopotamia and Iran.

Sören Stark, Assistant Professor of Central Asian Art and Archaeology. Ph.D. 2005 (Central Asian art and archaeology), M.A. 1999 (Near Eastern art and archaeology), Halle-Wittenberg. Political and cultural interrelations between pastoral nomads in Central and Inner Asia and their sedentary neighbors.

Lillian Lan-ying Tseng, Associate Professor of 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. 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; Pam Crabtree, Anthropology; Raffaella Cribiore, Classics; Daniel E. Fleming, Hebrew and Judaic Studies; Carmela Vircillo Franklin, Classics, Columbia University; Hallie Franks, Gallatin; Ogden Goelet Jr., Middle Eastern and Islamic Studies; Ethan Harkness, East Asian Studies; Günter Kopcke, Institute of Fine Arts; Barbara Kowalzig, Classics; David Levene, Classics; Clemente Marconi, Institute of Fine Arts; Andrew Monson, Classics; David O’Connor, Institute of Fine Arts; Michael Peachin, Classics; Helmut
Special Topics in Advanced Reading in Akkadian  

Doctoral Colloquium I  

Doctoral Colloquium II  

Special Topics: Ancient Near East  

Special Topics: Problems in the Archaeology of Mesopotamia and Iran  

Special Topics: Ancient History  

Public Health in the Ancient World  
ISAW-GA 3022  Bagnall, Campbell. 4 points. 2013-14.

Reimitz, History, Princeton University;  
Ann Macy Roth, Hebrew and Judaic Studies;  
Lawrence Schiffman, Judaic Studies, Yeshiva University;  
Hsueh-Man Shen, Institute of Fine Arts;  
Mark S. Smith, Hebrew and Judaic Studies;  
Kostis Smyrlis, History;  
Stephen F. Teiser, Religion, Princeton University;  
Thelma K. Thomas, Institute of Fine Arts;  
Stephen J. Tinney, Near Eastern Languages and Civilizations, University of Pennsylvania;  
Katherine Welch, Institute of Fine Arts;  
Rita Wright, Anthropology.
Admission, Registration, and Degree Requirements

ADMISSION

Admission to Degree Programs

The Graduate School of Arts and Science (GSAS) offers admission to applicants who hold the bachelor’s degree (or equivalent foreign credentials) and who show promise of superior scholarly achievement.

Each department establishes its standards for admission. Successful applicants have distinguished academic records, strong recommendations from instructors or others qualified to evaluate academic ability, and well-articulated research goals. Graduate School and departmental application requirements, including testing requirements (the Graduate Record Examination and Test of English as a Foreign Language), are provided in the 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 degree candidacy requirements.

For detailed information regarding the admissions process and requirements, applicants should consult the GSAS Application Resource Center on the web at www.gsas.nyu.edu.

Entering Student Application Deadlines

Consult the Application Requirements and Deadlines section of the GSAS Application Resource Center at www.gsas.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. The Graduate School does not prohibit applicants with lower scores from applying for admission since many factors influence the admission decision. Some departments or programs in the Graduate School may set a higher TOEFL standard for admission.

Information about the TOEFL may be obtained by writing directly to TOEFL Services, Educational Testing Service, P.O. Box 6151, Princeton, NJ 08541-6151, U.S.A., or by visiting the Web site at www.toefl.org. Official TOEFL test score reports are required. When requesting that official score reports be sent to the Graduate School by the TOEFL Program, the applicant should list the Graduate School of Arts and Science, school code 2596 (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, 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, when applying for the Form I-20 or DS-2019, following instructions provided by the Office of Global Services (OGS). Students holding F-1 visas may not work without permission from OGS 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 Global Services Web site at www.nyu.edu/ogs.

The American Language Institute

The American Language Institute of the School of Continuing and Professional Studies at New York University offers intensive courses in English for students with little proficiency in the language. Individuals who wish to obtain additional information about the American Language Institute may visit the office weekdays throughout the year between the hours of 9 a.m. and 6 p.m. (Fridays until 5 p.m.). They may also visit the Web site at www.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; e-mail: 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. As additional credentials may be required by the Graduate School in such cases, students should consult with Graduate Enrollment Services.

Students who are not enrolled for two consecutive semesters must apply for readmission. The Office of Academic and Student Affairs must approve all applications for readmission for a student to return to the Graduate School.

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/page/grad.admissionsapplication.

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 Office of Academic and Student Affairs 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 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.gas.nyu.edu/page/grad.scholarlyprograms or contact the Office of Academic and Student Affairs, 212-998-8060 or gas.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. The Faculty of Arts and Science also offers opportunities for summer graduate study abroad, allowing graduate students to explore international opportunities while studying languages, politics, and cultures. For further information regarding summer sessions and study abroad, visit the Web site at www.nyu.edu/admissions/summer-sessions/summer-abroad.html.

Students admitted to the Graduate School of Arts and Science may, in some cases, elect to enroll in the summer. These students should consult a departmental adviser about registration procedures. Students needing additional information should consult Graduate Enrollment Services at the Graduate School, 212-998-8050.

Visiting students interested in taking courses in the summer sessions should be aware that not all graduate courses are open to visiting students. They should therefore contact the relevant department and ask about specific courses that interest them. (Department contact information is listed for each course on the Web site at www.nyu.edu/summer.) Once they have determined that they can enroll in a course, visiting students must complete and submit 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.gsas.nyu.edu/page/grad.admission-application, or call the department.

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 there of) 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 (MAINT-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 MAINT-GA 4747 and pay the matriculation fee (in 2013-2014, $425 per semester) and the registration and services fee (in 2013-2014, approximately $836 for U.S. students and $1,016 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. For complete rules governing waivers of matriculation, refer to the GSAS Policies and Procedures Manual.

Health Insurance

For students who do not have their own health insurance, participation in a University health insurance plan is mandatory. Students must provide proof of coverage to be exempt from participation in a University health insurance plan. For complete information regarding the deadlines for participation and exemption as well as detailed information about the health plans available, call 212-443-1020 or visit the Web site at www.nyu.edu/life/safety-health-wellness/student-health-center.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 e-mail.

A transcript may be requested by (1) completing the online request form at www.nyu.edu/registrar/transcript-form-login.html and mailing/faxing the signature page (recommended method) or (2) writing a request letter (see below) and mailing/faxing the completed and signed letter. Our fax number is 212-995-4154; our mailing address is New York University, Office of the University Registrar, Transcripts Department, P.O. Box 910, New York, NY 10276-0910.

There is no charge for academic transcripts.

Writing a Request Letter. A request letter must include all of the following information:

• University ID number  
• Current name and any other name under which you attend/attended NYU  
• Current address  
• Date of birth  
• School of the University you attend/attended and for which you are requesting the transcript  
• Dates of attendance  
• Date of graduation
• Full name and address of the person or institution to which the transcript is to be sent

There is no limit for the number of official transcripts that can be issued to a student. You can indicate in your request if you would like us to forward the transcripts to your home address, but we still require the name and address of each institution.

Unofficial transcripts are available on Albert.

If you initiate your transcript request through the online request form, you will receive e-mail confirmation when the Office of the University Registrar has received your signed request form. If you have any questions or concerns, please contact the office at 212-998-4280, and a representative will assist you.

Once a final examination period has begun, no transcript will be forwarded for any student who is currently enrolled in courses until all 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 NYUHome 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 e-mail.

**Arrears Policy**

The University reserves the right to deny registration and withhold all information regarding the record of any student who is in arrears in the payment of tuition, fees, loans, or other charges (including charges for housing, dining, or other activities or services) for as long as any arrears remain.

**DEGREE REQUIREMENTS**

**Master of Arts and Master of Science**

Graduate School Requirements:

1. Completion of at least 32 points of graduate credit (at least 24 in residence at the Graduate School) and a cumulative GPA of B (3.0) or better.

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 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, a special project, 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. 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>0.0</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.

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 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 and the minimum number of points required for residence within GSAS. For the Master of Arts, Master of Science, and Master of Fine Arts
degrees, a minimum of 24 points must be earned in residence at GSAS. For the Master of Philosophy and the Doctor of Philosophy degrees, a minimum of 32 points must be earned in residence at 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.gsas.nyu.edu/page/grad.life.calendar](http://www.gsas.nyu.edu/page/grad.life.calendar) for the appropriate deadlines.

Diplomas are sent by certified mail to the recipient’s address on file in the Office of the University Registrar. On request, the registrar will issue a statement certifying that a student who has satisfactorily completed all the requirements for an advanced degree has been recommended by the faculty for award of the degree at the next 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. Special Graduate School awards and prizes are also presented during the ceremony. Graduating students must register to attend the ceremony.

**Commencement**

Each May, 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](http://www.nyu.edu/students.guide). For information about the policies and procedures of the Graduate School of Arts and Science, refer to the GSAS Policies and Procedures Manual, available online at [www.gsas.nyu.edu/page/policiesprocedures](http://www.gsas.nyu.edu/page/policiesprocedures).

**Immunization Requirements**

New York State Public Health Law (NYS PHL) 2165 requires all students registering for 6 or more credits in a degree-granting program to provide immunization documentation for measles (rubeola), mumps, and rubella (German measles) prior to registration. Students born before January 1, 1957, are exempt. New students should complete the MMR section of the Student Health History form. Continuing students should complete and submit a Student Immunization Record Form (PDF), available at [www.nyu.edu/shc/about.immunization.html](http://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](http://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 Web site 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 many Universities around the world. Some examples are NYU’s Italian research center, La Pietra. 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.
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.gas.nyu.edu/page/grad.admissionsapplication

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, for fall 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.gas.nyu.edu/page/grad.financialaid.

- Henry M. MacCracken Program
- Research Assistantships
- Graduate School’s Tuition Incentive Program (TIP)
- GSAS/CAS Tuition Program
- Foreign Language and Area Studies (FLAS) Fellowships
- Penfield Fellowships for Studies in Diplomacy, International Affairs, and Belles Lettres
- Dean’s Dissertation Fellowships
- Horizon Fellowship
- Louis Lerner Memorial Scholarship
- Torch Prize Fellowship Program
- A. Ogden Butler Fellowship
- Margaret and Herman Sokol Postdoctoral Fellowship in the Sciences
- Douglas and Katharine Fryer Thesis Fellowship Awards
- Lane Cooper Fellowship
- Patricia Dunn Lehrman Fellowship
- James Arthur Dissertation Fellowship
- 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/GSAS Opportunity Fellowship Program
 • Sauter and Dean’s Predoctoral Summer Fellowships
 • Dean’s Student Travel Awards
 • Dean’s Outstanding Dissertation Awards
 • Dean’s Outstanding Student Teaching Awards

In addition to the substantial fellowship support available through the University, the Graduate School of Arts and Science, and the range of external organizations committed to academic teaching and research, many departments offer assistance to their students from departmental funds.

ALTERNATIVE FUNDING SOURCES

Funding for Master’s Programs

Financial aid is available in certain departments and programs. Interested applicants should submit the application form by the department’s application or financial aid deadline date. In addition, master’s students are eligible for awards through the Graduate School’s Tuition Incentive Program (TIP). Recent graduates of the College of Arts and Science at NYU may be eligible for a tuition award through the GSAS/CAS Tuition Program. For more specific information regarding eligibility and the availability of fellowships, applicants should call the director of graduate studies in the department or program, or contact Graduate Enrollment Services.

Funding for International Students

To secure a visa, international students must demonstrate that they have sufficient funding to complete the degree. International students who apply by the specified deadline date and are admitted to the Graduate School are automatically considered for Graduate School fellowships and scholarships as well as for research assistantships. Most loan programs are restricted to U.S. citizens and permanent residents. 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 CEsAs 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.

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 of Global Services, New York University, 561 La Guardia Place, New York, NY 10012-1402; 212-998-4720; e-mail: intl.students.scholars@nyu.edu.

FEDERAL WORK-STUDY PROGRAM

The Federal Work-Study Program supports a range of research and administrative employment opportunities within the University. Eligible students are U.S. citizens or permanent residents who show need for funding. To be eligible, a student must complete a FAFSA and must demonstrate financial need.

Federal Work-Study jobs are secured through the University’s Wasserman Center for Career Development, 133 East 13th Street, 2nd Floor; 212-998-4730.

TUITION AND FEES

The Graduate School of Arts and Science charges tuition on a per-point basis. For 2013-2014 the rate is $1,494 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.

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 2013-2014 academic year are as follows:

**Tuition** for 24 points $35,856

**Nonreturnable registration and services fee**, 24 points $2,372

**Tuition** per point per term $1,494

**Fall Term 2013 Fees**

**Nonreturnable registration and services fee**, first point $473.00

**Nonreturnable registration and services fee**, per point after first point $64.00

**Spring Term 2014 Fees**

**Nonreturnable registration and services fee**, first point $491.00

**Nonreturnable registration and services fee**, per point after first point $64.00

For more details about the Mandatory Student Health Insurance Plan and the online enrollment/waiver process please visit the 2013-2014 Student Health Center and Student Health Insurance Guide at www.nyu.edu/health/insurance.

For more details about Stu-Dent Plan (dental service through NYU’s College of Dentistry) please visit www.nyu.edu/dental/patientinfo/nyu_stu-dent.html.

**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.

**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.


**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.
Services and Programs

GRADUATE SCHOOL SERVICES AND PROGRAMS

Graduate Enrollment Services
One-half Fifth Avenue
Hours: Monday-Friday, 9 a.m.-5 p.m.
Telephone: 212-998-8050
Fax: 212-995-4557
Email: gsa.admissions@nyu.edu
Website: www.gsa.nyu.edu/page/grad.enrollment

Applicants for admission who seek advice about programs of study at the Graduate School of Arts and Science or who need assistance with admission requirements for specific departments may obtain information and guidance from Graduate Enrollment Services, One-half Fifth Avenue. The enrollment services office will refer students to individual departmental and program offices for further information if appropriate.

GSAS Master’s College
One-half Fifth Avenue
Hours: Monday-Friday, 9 a.m.-5 p.m.
Telephone: 212-997-7960
Email: gmas.masterscollege@nyu.edu
Website: www.gsa.nyu.edu/page/gradmasterscollege

The GSAS Master’s College provides access to information, advisement, and resources for prospective and current master’s students as they focus on their scholarly, professional, and personal development. It hosts a variety of academic events, including thesis focus competitions, career-planning seminars, and grant-writing workshops. The Master’s College also plans social events to give students a chance to meet colleagues from other departments in a convivial atmosphere.

The Master’s College recruits students to participate on the GSAS Master’s College Program Board, a group of current master’s students from diverse backgrounds who create, plan, and host events for their fellow students. Its mission is to enhance the educational experience of GSAS master’s students by providing activities that build a sense of unity across the NYU global community.

Office of Academic and Student Affairs
6 Washington Square North
Hours: Monday-Friday, 9 a.m.-5 p.m.
Telephone: 212-998-8060
Fax: 212-995-4557
E-mail: gsa.academicaffairs@nyu.edu
and gsa.studentaffairs@nyu.edu
Website: www.gsa.nyu.edu/page/gradlife

The Office of Academic and Student Affairs, under the direction of the associate dean, advises students and provides information about University facilities, services, and resources, including counseling, student diversity issues, international student services, academic computing and technology issues, health care and insurance, on- and off-campus housing, educational development for graduate students who teach, and career services. The office coordinates GSAS handling of student grievances and allegations of sexual harassment. It also oversees academic requirements and degree progress, the nomination and review processes for Graduate School awards, grants, and fellowships and makes available information on external funding opportunities, such as those from government agencies, corporations, and private foundations for pre-doctoral and doctoral grants and fellowships. The office is also responsible for the final deposit of doctoral dissertations in electronic format, and the administration of foreign language proficiency examinations. The Graduate School’s orientation program for new students, organized by the Office of Academic and Student Affairs early in the fall semester, introduces new students to the Graduate School and other University facilities.

Grant-Making Workshops and Fellowships

The Graduate School considers the acquisition of grant-making skills an essential part of a doctoral candidate’s academic training. The Graduate School organizes workshops during the academic year to provide students with background for the preparation and composition of fellowship proposals and grants. Workshops on the subject of grant writing for predoctoral research grants and fellowships are held each fall semester. The office also provides information about fellowship and grant opportunities for graduate student research in the humanities, social sciences, and sciences. For further information, visit www.gsa.nyu.edu/page/gradlifefellowships or call the Office of Academic and Student Affairs at 212-998-8060.

Guidance about grants and fellowships is also available within each department. For further information, graduate students may consult the department’s
The Teaching and Learning Program is a teaching preparation and development program for graduate students in the Graduate School of Arts and Science. It offers programs and resources for new and experienced graduate students who teach, as well as related sessions for faculty mentors and departmental administrators. The goals are the expansion of thinking about excellent teaching and learning, improvement of performance and enhancement of skills in the classroom and laboratory, and preparation for future careers in the academy and other demanding professions.

Educational development programming takes place throughout the academic year and in conjunction with services and activities of the NYU Center for Teaching Excellence (CTE). In collaboration with CTE, The Teaching and Learning Program also serves as a clearinghouse for information and resources related to teaching. Consult the CTE Web site at www.nyu.edu/cte for detailed information on a wide range of concerns related to teaching and learning.

For students wanting more sustained opportunities to deepen their understanding of teaching and learning, the Teaching and Learning Program has established a GSAS Teaching and Learning Certificate Program that requires completion of a series of workshops on topics such as reflective teaching practice, classroom management, instructional technology, assessment, and constructing a syllabus, as well as the development of a teaching portfolio.

The Teaching and Learning Program begins each academic year with the GSAS Teaching Conference for first-time graduate student teachers. Planned and run by experienced Graduate Teaching Fellows, the sessions include panels and working groups that focus on effective classroom presentation, University regulations on grading and harassment, links between teaching and research, and practical issues related to workload and personal relationships in teaching. In addition, on subsequent days sessions are organized by individual departments or programs for their graduate students and address issues and concerns relevant to teaching in specific disciplines. For more information, please consult the GSAS Teaching and Learning website (www.gas.nyu.edu/page/grad.life.teaching). A resource for graduate students who teach, it is filled with practical advice about teaching at NYU and improving teaching skills.

The Graduate Student Government of the Graduate School of Arts and Science is composed of an executive committee (president, vice president, treasurer, secretary, GSAS student representative to the University Senate) and the council proper, which consists of representatives from each of the departments and programs of the Graduate School. The Graduate Student Government of the Graduate School of Arts and Science is composed of an executive committee (president, vice president, treasurer, secretary, GSAS student representative to the University Senate) and the council proper, which consists of representatives from each of the departments and programs of the Graduate School. The Graduate Student Government serves as a forum for graduate student interests and sends members to administrative and policy-making meetings of the University to provide student contribution and representation. The council offers grants to departmental graduate student organizations in support of graduate student journals, lectures, and conferences, and it initiates and supports projects that benefit the graduate student community.

The Graduate Student Commons is for the exclusive use of GSAS students. It is a place for study and quiet conversation. The Commons provides a setting for interdisciplinary discussion and exchange, and the space can be reserved for events through the Office of Academic and Student Affairs at 212-998-3970 or gas.studentaffairs@nyu.edu.

The Graduate Student Commons is for the exclusive use of GSAS students. It is a place for study and quiet conversation. The Commons provides a setting for interdisciplinary discussion and exchange, and the space can be reserved for events through the Office of Academic and Student Affairs at 212-998-3970 or gas.studentaffairs@nyu.edu.

The Graduate School of Arts and Science Alumni Association
Office of Alumni Relations
25 West Fourth Street, 5th Floor
Telephone: 212-998-3805
The Graduate School of Arts and Science Alumni Association of New York University sponsors events during the year to enable graduates to maintain contact with their school and classmates. Students are urged to seek membership in the association upon graduation.
UNIVERSITY SERVICES AND PROGRAMS

Student Activities
Student Resource Center (SRC)
Kimmel Center for University Life
60 Washington Square South, Suite 210
Telephone: 212-998-4411
E-mail: student.resource.center@nyu.edu
Web site: www.nyu.edu/src

Office of Student Activities (OSA)
Kimmel Center for University Life
60 Washington Square South, Suite 704
Telephone: 212-998-4700
E-mail: osa@nyu.edu
Web site: www.osa.nyu.edu

Program Board
Kimmel Center for University Life
60 Washington Square South, Suite 707
Telephone: 212-998-4984
E-mail: program.board@nyu.edu

Ticket Central Box Office
Kimmel Center for University Life
60 Washington Square South, Suite 206
Telephone: 212-998-4949
Web site: www.nyu.edu/ticketcentral

Alumni Activities
Office for University Development and Alumni Relations
25 West Fourth Street, 4th Floor
Telephone: 212-998-6912
E-mail: alumni.info@nyu.edu
Web site: alumni.nyu.edu

Athletics
Department of Athletics, Intramurals, and Recreation
Jerome S. Coles Sports and Recreation Center
181 Mercer Street
Telephone: 212-998-2020
E-mail: coles.sportscenter@nyu.edu
Web site: www.nyu.edu/athletics

Palladium Athletic Facility
140 East 14th Street
Telephone: 212-992-8500
Web site: www.nyu.edu/palladiumathleticfacility

Bookstores
Main Bookstore
726 Broadway
Telephone: 212-998-4678
Web site: www.bookstores.nyu.edu

Computer Store
242 Greene Street
Telephone: 212-998-4672
E-mail: computer.store@nyu.edu
Web site: www.bookstores.nyu.edu

Career Services
Wasserman Center for Career Development
133 East 13th Street, 2nd Floor
Telephone: 212-998-4730
Fax: 212-995-3827
Web site: www.nyu.edu/careerdevelopment

Computer Services and Internet Resources
Information Technology Services (ITS)
10 Astor Place, 4th Floor
(Client Services Center)
Telephone Help Line: 212-998-3333
Web site: www.nyu.edu/its

Counseling Services
Counseling and Behavioral Health Services (CBH)
726 Broadway, Suite 471
Telephone: 212-998-4780
E-mail: university.counseling@nyu.edu
Web site: www.nyu.edu/counseling

Dining
NYU Campus Dining Services
Telephone: 212-995-3030
Web site: www.nyu.dining.com

Disabilities, Services for Students With

Henry and Lucy Moses Center for Students with Disabilities
719 Broadway, 2nd Floor
Telephone: 212-998-4980
(voice and TTY)
Web site: www.nyu.edu/csd

Health
Wellness Exchange
726 Broadway, Suite 402
Telephone: 212-443-9999
Web: www.nyu.edu/999

Student Health Center (SHC)
726 Broadway, 3rd and 4th Floors
Telephone: 212-443-1000
Web site: www.nyu.edu/health

Counseling (see Counseling and Behavioral Health Services, above)

Emergencies and After-Hours Crisis Response
For a life- or limb-threatening emergency, call 911.

For a non-life-threatening emergency, call Urgent Care Services at SHC, 212-443-1111. When the SHC is closed, call the NYU Department of Public Safety, 212-998-2222.
For mental health emergencies, call the Wellness Exchange hotline at 212-443-9999 or the NYU Department of Public Safety at 212-998-2222 to be connected to a crisis response coordinator.

**Immunizations**
Telephone: 212-443-1199
E-mail: health.insurance@nyu.edu
Web site: www.nyu.edu/shc/about/insurance.html

**Insurance**
Telephone: 212-443-1020
E-mail: health.insurance@nyu.edu
Web site: www.nyu.edu/shc/about/insurance.html

**Pharmacy Services**
Telephone: 212-443-1050
Web site: www.nyu.edu/shc/medservices/pharmacy.html

**Housing**
Department of Housing
383 Lafayette Street, 1st Floor
Telephone: 212-998-4600
Fax: 212-995-4099
E-mail: housing@nyu.edu
Web site: www.nyu.edu/housing

Office of Off-Campus Housing
4 Washington Square Village
(corner of Mercer and Bleecker)
Telephone: 212-998-4620
Web site: www.nyu.edu/housing/offcampus

Department of Residential Education
75 Third Avenue, Level C2.
Telephone: 212-998-4311
Web site: www.nyu.edu/residential.education

Office of Summer Housing
14A Washington Place
Telephone: 212-998-4621
Web site: www.nyu.edu/summer

**International Students and Scholars**
Office of Global Services (OGS)
561 La Guardia Place
Telephone: 212-998-4720
E-mail: ogs@nyu.edu
Web site: www.nyu.edu/ogs

**Lesbian, Gay, Bisexual, and Transgender Students**
Office of Lesbian, Gay, Bisexual, and Transgender Student Services
Kimmel Center for University Life
60 Washington Square South, Suite 602
Telephone: 212-998-4424
E-mail: lgbt.office@nyu.edu
Web site: www.nyu.edu/lgbt

**Multicultural Education and Programs**
Center for Multicultural Education and Programs (CMEP)
Kimmel Center for University Life
60 Washington Square South, Suite 806
Telephone: 212-998-4343
Web site: www.cmeap.nyu.edu

**Religious and Spiritual Resources**
Catholic Center
371 Sixth Avenue/Avenue of the Americas
Telephone: 212-998-1065
Web site: www.washingtonsquarecatholic.org

Edgar M. Bronfman Center for Jewish Student Life–Hillel at NYU
7 East 10th Street
Telephone: 212-998-4114
Web site: www.nyu.edu/bronfman

**Protestant Campus Ministries**
Kimmel Center for University Life
60 Washington Square South, Room 207
Telephone: 212-998-4711
Web site: www.protestantministrynyu.com

**Hindu Students Council**
Web site: www.nyu.edu/clubs/hsc

**The Islamic Center**
Kimmel Center for University Life
60 Washington Square South, Room 207
Telephone: 212-998-4712
Web site: www.icnyu.org

**Spiritual Diversity Network**
Telephone: 212-998-4956
E-mail: spiritual.life@nyu.edu

For a complete list of student religious and spiritual clubs and organizations at NYU, visit www.osa.nyu.edu/clubdocs/website.php.

**Safety on Campus**
Department of Public Safety
14 Washington Place
Telephone: 212-998-2222; 212-998-2220 (TTY)
E-mail: public.safety@nyu.edu
Web site: www.nyu.edu/public.safety
Community Service

Every year, hundreds of NYU students devote their time and energy to community service. In addition to the satisfaction they receive in helping their neighbors, they also gain valuable work experience. Through NYU’s Community Service Center, students volunteer with dozens of not-for-profit organizations throughout New York City. Some begin their volunteer activities even before classes begin in the fall. They are part of NYU’s OutReach program. Divided into teams, students work with nine different organizations. They help out in soup kitchens, visit elderly people with Alzheimer’s disease, and deliver meals to homebound AIDS patients.

**ACTIVITIES**

Over 250 students are members of the President’s C-Team, donating their time to six preschool and after-school programs in the neighborhood. They help older children with their homework, play with the little ones, and give all the children the extra attention they need.

CHANCE (Concern and Help for the Advancement of Needy Children through Education) is a national nonprofit organization designed to help inner-city high school students by giving them special tutoring and the opportunity to socialize with college students. Two nights a week, high school students come to NYU for an English lesson, an optional SAT preparation class, and dinner donated by a local restaurant. Each teenager is assigned an NYU big brother or sister who also spends time with him or her apart from the weekly tutoring session.

Project SafetyNet is NYU’s AmeriCorps program. Volunteers work with New York City high schools to create “safe harbor” rooms where students trained in conflict resolution help defuse volatile situations and teach ways to solve problems peacefully. As AmeriCorps volunteers, students receive educational grants in exchange for their service.

NYU students are involved in many other activities on and off campus. They collect canned goods, conduct toy drives, and distribute bag lunches to the homeless. They work in dropout prevention programs that encourage high school students to stay in school. They renovate houses and make them livable again. Whether their involvement is with the sick, the poor, or those who simply need a helping hand, student volunteers give of themselves freely. They all agree that they get back much more than they give.
UNIVERSITY DIRECTORY • GRADUATE SCHOOL OF ARTS & SCIENCE • NEW YORK UNIVERSITY

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., Senior Presidential Fellow
Richard S. Baum, B.A., Chief of Staff to the President
Robert Berne, B.S., M.B.A., Ph.D., Executive Vice President for Health
Martin S. Dorph, B.S., M.B.A., J.D., Executive Vice President, Finance and Information Technology
Katherine Fleming, B.A., M.A., Ph.D., Deputy Provost and Vice Chancellor, Europe
Richard Foley, B.A., M.A., Ph.D., Vice Chancellor for Strategic Planning
Alison Leary, B.S., Executive Vice President for Operations
R. May Lee, B.A., J.D., Vice Chancellor, Asia Strategic Initiatives
Linda G. Mills, B.A., J.D., M.S.W., Ph.D., Vice Chancellor for Global Programs and University Life, NYU; Associate Vice Chancellor for Admissions and Financial Support, NYU Abu Dhabi
Diane C. Yu, B.A., J.D., Deputy President
Bonnie S. Brier, B.A., J.D., Senior Vice President, General Counsel, and Secretary of the University
Lyne P. Brown, B.A., M.A., Ph.D., Senior Vice President for University Relations and Public Affairs
Jules Coleman, B.A., Ph.D., M.S.L., Senior Vice Provost for Academic Planning
Norman Dorsen, B.A., LL.B., Counselor to the President
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
Ron Robin, B.A., M.A., Ph.D., Senior Vice Provost for Planning; Senior Vice Provost, NYU Abu Dhabi
Matthew S. Santirocco, B.A., [Cantab.]; M.Phil., M.A. [Cantab.], Ph.D.; hon.: M.A., Senior Vice Provost for Undergraduate Academic Affairs

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; Vice Provost for Science and Engineering Development
Lauren Benton, B.A., Ph.D., Dean, Graduate School 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
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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
Joy Connolly, B.A., Ph.D., Dean for Humanities, Faculty of Arts and Science
Dennis DiLorenzo, B.A., Interim Dean and Vice Dean, School of Continuing and Professional Studies
Sherry L. Glied, B.A., M.A., Ph.D., Dean, Robert F. Wagner Graduate School of Public Service (beginning August 1, 2013)

Robert I. Grossman, B.S., M.D., Saul J. Farber Dean, NYU School of Medicine; Chief Executive Officer, NYU Hospitals Center
Cheryl G. Healton, B.A., M.P.A., Dr.P.H., Director, Global Institute of Public Health; Dean of Global Public Health
Peter Blair Henry, B.A., B.A., Ph.D., Dean, Leonard N. Stern School of Business
Michael Laver, B.A. (hons.), M.A., Ph.D., Dean for Social Sciences, Faculty of Arts and Science
Jeffrey S. Lehman, B.A., J.D., M.P.P., Vice Chancellor, NYU Shanghai
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
Trevor W. Morrison, B.A. (hons.) [British Columbia]; J.D., Dean, School of Law (as of June 1, 2013)
Michael D. Purugganan, B.S., M.A., Ph.D., Dean for Science, Faculty of Arts and Science
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Faculty Committee on Grievance
Faculty Committee on Nominations and Elections
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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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<th>Degrees Offered</th>
<th>HEGISI Number</th>
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<td>World History</td>
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<tr>
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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.
Travel Directions to the Washington Square Campus*

**Lexington Avenue Subway (6)**
Local to Astor Place Station. Walk west on Astor Place to Broadway, then south on Broadway to Waverly Place, and west on Waverly Place to Washington Square.

**Broadway Subway (N, R)**
Local to Eighth Street Station. Walk south on Broadway to Waverly Place, then west on Waverly Place to Washington Square.

**Sixth or Eighth Avenue Subway**
(A, B, C, D, E, F, V)
To West Fourth Street-Washington Square Station. Walk east on West Fourth Street or Waverly Place to Washington Square.

**Seventh Avenue Subway (1)**
Local to Christopher Street-Sheridan Square Station. Walk east on West Fourth Street to Washington Square.

**Port Authority Trans-Hudson (PATH)**
To Ninth Street Station. Walk south on Avenue of the Americas (Sixth Avenue) to Waverly Place, then east to Washington Square.

**Fifth Avenue Bus**
Number 1 bus to Broadway and Ninth Street. Walk south on Broadway to Waverly Place and west to Washington Square. Number 2, 3, or 5 bus to Eighth Street and University Place. Walk south to Washington Square.

**Eighth Street Crosstown Bus**
Number 8 bus to University Place. Walk south to Washington Square.

**Broadway Bus**
Number 6 bus to Waverly Place. Walk west to Washington Square.

---

* See Washington Square campus map and key for specific addresses.

**Note:** For up-to-date information on Metropolitan Transportation Authority subway and bus services, visit the website at www.mta.info.
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