Announcement for the 134th and 135th sessions

New York University
Washington Square
New York, New York 10003
Website: gsas.nyu.edu
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Administration, Departments, Programs

ADMINISTRATION
Phillip Brian Harper, B.A., M.A., M.F.A., Ph.D.
Dean
Lynne Kiorpes, B.S., Ph.D.
Vice Dean
Robert S. Popik, B.A., M.S., Ph.D.
Associate Dean for Graduate Enrollment Services and Chief of Staff to the GSAS Dean
Allan Corns, B.A., B.S., M.A.
Assistant Dean, Academic Affairs
David P. Giovanella, B.A., M.A.
Assistant Dean of Enrollment Services and Director, GSAS Master’s College
Aida Gureghian, B.A., M.Phil., Ph.D.
Assistant Dean, Students
Dean Emerita

GRADUATE DEPARTMENTS
Anthropology
Professor Bruce Grant, Chair
Art History
Professor Dennis Geronimus, Chair
Biology
Professor Justin Blau, Chair
Chemistry
Professor James Canary, Chair
Cinema Studies
Professor Anna McCarthy, Chair
Classics
Associate Professor Andrew Monson, Chair
Comparative Literature
Professor Emily Apter, Chair
Computer Science
Professor Denis Zorin, Chair
East Asian Studies
Associate Professor Thomas Looser, Chair
Economics
Professor Sydney Ludvigson, Chair
English
Professor Lisa Gitelman, Acting Chair
Environmental Studies
Associate Professor Colin Jerolmack, Chair
Institute of Fine Arts
Professor Christine Poggi, Director
French Literature
Thought and Culture, Professor Phillip John Usher, Chair
German
Professor Elisabeth Strowick, Chair
Hebrew and Judaic Studies
Professor Alex Jassen, Chair
History
Professor Edward Berenson, Interim Chair
Italian Studies
Professor Ara Merjian, Chair
Journalism
Professor Ted Conover, Director
Linguistics
Professor Lisa Davidson, Chair
Mathematics
Professor Bruce Kleiner, Chair
Middle Eastern and Islamic Studies
Professor Zachary Lockman, Interim Chair
Music
Professor David Samuels, Chair
Neural Science
Professor Eric Klann, Director
Performance Studies
Professor André Lepecki, Chair
Philosophy
Professor Paul Boghossian, Chair
Physics
Professor Matthew Kleban, Chair
Politics
Professor Sanford Gordon, Chair
Psychology
Professor Bob Rehder, Chair
Russian and Slavic Studies
Associate Professor Anne Lounsbery, Chair
Social and Cultural Analysis
Professor Jennifer Morgan, Chair
Sociology
Professor Paula England, Interim Chair
Spanish and Portuguese Languages and Literatures
Professor Gabriel Giorgi, Chair

INTERDISCIPLINARY PROGRAMS
Ancient World
Professor Alexander Jones, Director
<table>
<thead>
<tr>
<th>Program</th>
<th>Director/Chair</th>
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<tbody>
<tr>
<td>Atmosphere Ocean Science</td>
<td>Professor Edwin Gerber, Director</td>
</tr>
<tr>
<td>Basic Medical Sciences</td>
<td>Associate Dean for Biomedical Sciences, Naoko Tanese, Director</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>Professor Deborah Landau, Director</td>
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<tr>
<td>Culture and Media</td>
<td>Professor Faye Ginsburg, Director</td>
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<td>Data Science</td>
<td>Professor Julia Kempe, Director</td>
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<td>Environmental Health Sciences</td>
<td>Professor Max Costa, Chair, Department of Environmental Medicine</td>
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<tr>
<td>European and Mediterranean Studies</td>
<td>Assistant Professor Stephen Gross, Director</td>
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<tr>
<td>French Studies</td>
<td>Professor Stephane Gerson, Director</td>
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<tr>
<td>International Relations</td>
<td>Clinical Professor Michael John Williams, Director</td>
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<tr>
<td>Irish and Irish-American Studies</td>
<td>Professor Kevin Kenny, Director</td>
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<tr>
<td>Latin American and Caribbean Studies</td>
<td>Associate Professor Jill Lane, Director</td>
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<tr>
<td>Library Science</td>
<td>TBA</td>
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<tr>
<td>Museum Studies</td>
<td>Clinical Professor Bruce J. Altshuler, Director</td>
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<tr>
<td>Near Eastern Studies</td>
<td>Professor Ali Mirsepassi, Director</td>
</tr>
<tr>
<td>Poetics and Theory</td>
<td>Assistant Professor Zakir Paul, Acting Director</td>
</tr>
<tr>
<td>Psychotherapy and Psychoanalysis</td>
<td>Professor Spyros Orfanos, Interim Director</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>Associate Professor Angela Zito, Director</td>
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<tr>
<td>XE: Experimental Humanities &amp; Social Engagement</td>
<td>Professor Una Chaudhuri, Director</td>
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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 over 5,000 master’s and Ph.D. graduate students enrolled in our departments and programs, as well as in a growing number of institutes and interdisciplinary research areas.

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

Washington Square by Fernand Harvey Lungren (c.1890). Private Collection. Photograph courtesy of Hirschl & Adler Galleries, Inc.
The founding of New York University in 1831 by a group of eminent private citizens marked a historic event in American education. In the early 19th century, the major emphasis in higher education was on the mastery of Greek and Latin, with little attention given to modern subjects. The founders of New York University intended to enlarge the scope of higher education to meet the needs of those 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 new university that fed off the energy and vibrancy of the city.

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 envisioned 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. NYU is one of only 26 private universities in the nation to have membership in the distinguished Association of American Universities. Students come to NYU from 48 states and more than 150 foreign countries.

New York University includes three degree-granting campuses: New York City, United States; Abu Dhabi, United Arab Emirates; and Shanghai, China. In addition, the University has 11 global academic centers: Accra, Ghana; Berlin, Germany; Buenos Aires, Argentina; Florence, Italy; London, England; Madrid, Spain; Paris, France; Prague, Czech Republic; Sydney, Australia; Tel Aviv, Israel; and Washington, DC, United States. Although overall the University is large, the divisions are small—to moderate-size units—each with its own traditions, programs, and faculty.

Enrollment in the undergraduate divisions at NYU ranges between 129 and 7,330, and the University offers nearly 11,000 courses and grants more than 25 different degrees. Classes vary in size, but the University strives to create a sense of community among students within and among the different disciplines.

THE SCHOOLS, COLLEGES, INSTITUTES & PROGRAMS OF THE UNIVERSITY
(in order of their founding)

1832 College of Arts & Science 1835 School of Law 1841 School of Medicine 1854 Tandon School of Engineering (January 2014) 1865 College of Dentistry (including the Rory Meyers College of Nursing [1932], nursing.nyu.edu) 1886 Graduate School of Arts & Science 1890 Steinhardt School of Culture, Education, & Human Development 1900 Leonard N. Stern School of Business 1922 The Institute of Fine Arts 1934 School of Professional Studies 1934 Courant Institute of Mathematical Sciences
<table>
<thead>
<tr>
<th>Year</th>
<th>Program Name</th>
<th>Website</th>
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<tbody>
<tr>
<td>1938</td>
<td>Robert F. Wagner Graduate School of Public Service</td>
<td>wagner.nyu.edu</td>
</tr>
<tr>
<td>1960</td>
<td>Silver School of Social Work</td>
<td>socialwork.nyu.edu</td>
</tr>
<tr>
<td>1965</td>
<td>Tisch School of the Arts</td>
<td>tisch.nyu.edu</td>
</tr>
<tr>
<td>1972</td>
<td>Gallatin School of Individualized Study</td>
<td>gallatin.nyu.edu</td>
</tr>
<tr>
<td>1972</td>
<td>Liberal Studies</td>
<td>liberalstudies.nyu.edu</td>
</tr>
<tr>
<td>2006</td>
<td>Institute for the Study of the Ancient World</td>
<td>isaw.nyu.edu</td>
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<tr>
<td>2010</td>
<td>NYU Abu Dhabi</td>
<td>nyuad.nyu.edu</td>
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<tr>
<td>2012</td>
<td>NYU Shanghai</td>
<td>shanghai.nyu.edu</td>
</tr>
<tr>
<td>2015</td>
<td>College of Global Public Health</td>
<td>publichealth.nyu.edu</td>
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</table>
New York University Libraries

The Elmer Holmes Bobst Library, designed by Philip Johnson and Richard Foster, is the flagship of an eight-library system that provides access to the world's scholarship. The Division of Libraries holds 4 million book volumes. Its online catalog, BobCat, contains 4.5 million records, including 1.2 million e-books, 166,202 e-journals, 280,616 serial titles, and 163,000 audio and video recordings. The special collections are uniquely strong in the performing arts, radical and labor history, and the history of New York and its avant-garde culture.

Bobst Library serves as a center for the NYU community's intellectual life. It offers approximately 3,000 seats for student study. The Avery Fisher Center for Music & Media is one of the world's largest academic media centers and, as of summer 2016, is housed in new quarters in the library with advanced technology to support the newest modes of music listening. 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 & 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 the history of progressive social policies and promote public discussion of their 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. Fales, Tamiment, and the University Archives hold over 41,000 linear feet of archival materials.

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 & Conservation Libraries 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 SPS Midtown, the most comprehensive facility of its kind, serves the information needs of every sector of the real estate community. The Institute for the Study of the Ancient World (ISAW) Library is a resource for advanced research and graduate education in ancient civilizations from the western Mediterranean to China. The Bern Dibner Library serves the NYU Tandon School of Engineering. The libraries of NYU Abu Dhabi and NYU Shanghai provide access to all the resources in BobCat and are building their own collection of books and other print materials in support of the schools’ developing curricula. Complementing the collections of the Division of Libraries are those of the Health Sciences Library and School of Law.

The NYU Division of Libraries continually enhances its student and faculty services and expands its research collections, responding to the extraordinary growth of the University’s academic programs in recent years and to the rapid expansion of electronic information resources. Bobst Library’s professional staff includes more than 60 subject and technical 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, geospatial information, digital information, scholarly communication, intellectual property, and more.

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; advisers to city government, banks, school systems, and social agencies; and 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 coursework or 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 to help resolve such problems of immediate importance for urban society as the pollution of waterways and the congestion of city streets. Business majors attend seminars in corporation boardrooms and intern as executive assistants in business and financial houses. The schools, courts, hospitals, settlement houses, theaters, playgrounds, and prisons of the greatest city in the world form a regular part of the educational scene for students of medicine, dentistry, education, social work, law, business and public administration, and the creative and performing arts.

The chief center for undergraduate and graduate study is at Washington Square in Greenwich Village, long famous for its contributions to the fine arts, literature, and drama and its personalized, smaller scale, European style of living. NYU 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. NYU’s Tandon School of Engineering, located in Downtown Brooklyn, connects academics with creative research and technology in the burgeoning Tech Triangle and is just a short subway ride away from Washington Square.

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; 212-998-6807. 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; 267-284-5000). Individual undergraduate, graduate, and professional programs and schools are accredited by the appropriate specialized accrediting agencies.
GRADUATE SCHOOL OF ARTS AND SCIENCE 2019-2021

Academic Calendar

ACADEMIC YEAR
2019-2020
FALL TERM

September 2019
2 / Monday
University holiday: Labor Day
3 / Tuesday
First day of classes
13 / Friday
Final dissertation uploads and paperwork are due in the Office of Academic and Student Affairs for September 2019 degrees

October 2019
1 / Tuesday
Applications for Graduate School of Arts and Science Foreign Language Proficiency Examination due in the Office of Academic and Student Affairs
6 / Sunday
Graduation application deadline for January 2020 degrees
14 / Monday
Fall Recess—No Classes Scheduled
15 / Tuesday
Legislative Day—Classes will meet according to a Monday schedule

November 2019
1 / Friday
Graduate School of Arts and Science Foreign Language Proficiency Examination
27 / Wednesday–29 Friday
Student Thanksgiving Recess—No classes scheduled

December 2019
6 / Friday
Preliminary dissertation uploads and paperwork due in the Office of Academic and Student Affairs for January 2020 degrees
13 / Friday
Last day of Fall 2019 classes
16 / Monday
Fall semester examination period begins
20 / Friday
Fall semester examination period ends
21 / Saturday
Winter recess begins

Spring Term

January 2020
17 / Friday
Final dissertations due in the Office of Academic and Student Affairs for January 2020 degrees
20 / Monday
University holiday: Martin Luther King Day
27 / Monday
First day of classes

February 2020
7 / Friday
Applications for Graduate School of Arts and Science Foreign Language Proficiency Examination due in the Office of Academic and Student Affairs
9 / Sunday
Graduation application deadline for May 2020 degrees

March 2020
6 / Friday
Graduate School of Arts and Science Foreign Language Proficiency Examination
16 / Monday
Spring recess begins
20 / Friday
Preliminary dissertations due in the Office of Academic and Student Affairs for May 2020 degrees
22 / Sunday
Spring recess ends

May 2020
8 / Friday
Final dissertations due in the Office of Academic and Student Affairs for May 2020 degrees
11 / Monday
Last day of classes
12 / Tuesday
Reading day
13 / Wednesday
Spring semester examination period begins
18 / Monday
Graduate School of Arts and Science Convocation (tentative)
19 / Tuesday
Spring semester examination period ends
20 / Wednesday
New York University Commencement (tentative)
### SUMMER SESSION

**May 2020**
- **25 / Monday**
  - University holiday: Memorial Day
- **26 / Tuesday**
  - Summer session I begins

**JUNE 2020**
- **14 / Sunday**
  - Graduation application deadline for September 2020 degrees

**JULY 2020**
- **3 / Friday**
  - University holiday: Independence Day (observed)
- **4 / Saturday**
  - University holiday: Independence Day
- **5 / Sunday**
  - Summer session I ends
- **6 / Monday**
  - Applications for Graduate School of Arts and Science Foreign Language Proficiency Examination due in the Office of Academic and Student Affairs
  - Summer session II begins

**AUGUST 2020**
- **7 / Friday**
  - Preliminary dissertations due in the Office of Academic and Student Affairs for September 2020 degrees
- **14 / Friday**
  - Graduate School of Arts and Science Foreign Language Proficiency Examination
- **16 / Sunday**
  - Summer session II ends

### ACADEMIC YEAR 2020–2021

#### FALL TERM

**September 2020**
- **2 / Wednesday**
  - First day of classes
- **7 / Monday**
  - University holiday: Labor Day
- **9 / Wednesday**
  - Legislative Day - Classes will meet according to a Monday schedule
- **11 / Friday**
  - Final dissertations due in the Office of Academic and Student Affairs for September 2020 degrees

**October 2020**
- **5 / Monday**
  - Applications for Graduate School of Arts and Science Foreign Language Proficiency Examination due in the Office of Academic and Student Affairs
- **11 / Sunday**
  - Graduation application deadline for January 2021 degrees

**November 2020**
- **6 / Friday**
  - Graduate School of Arts and Science Foreign Language Proficiency Examination
- **26 / Thursday - 27 / Friday**
  - Student Thanksgiving recess—No classes scheduled

**December 2020**
- **7 / Friday**
  - Preliminary dissertations due in the Office of Academic and Student Affairs for January 2021 degrees
- **13 / Sunday**
  - Last day of classes
- **14 / Monday**
  - Reading Day

**January 2021**
- **15 / Tuesday**
  - Fall semester examination period begins
- **21 / Monday**
  - Fall semester examination period ends
- **22 / Tuesday**
  - Winter recess begins

**FALL TERM**

**SPRING TERM**

**February 2021**
- **DATE TO BE ANNOUNCED**
  - Final dissertations due in the Office of Academic and Student Affairs for January 2021 degrees
- **18 / Monday**
  - University holiday: Martin Luther King Day
- **25 / Monday**
  - First day of classes

**March 2021**
- **DATE TO BE ANNOUNCED**
  - Graduate School of Arts and Science Foreign Language Proficiency Examination
- **15 / Monday**
  - Spring recess begins
- **DATE TO BE ANNOUNCED**
  - Preliminary dissertations due in the Office of Academic and Student Affairs for May 2021 degrees
- **21 / Sunday**
  - Spring recess ends
### May 2021

**DATE TO BE ANNOUNCED**  
Graduate School of Arts and Science Convocation

**DATE TO BE ANNOUNCED**  
Final dissertations due in the Office of Academic and Student Affairs for May 2021 degrees

**10 / Monday**  
Last day of Classes

**11 / Tuesday**  
Reading day

**12 / Wednesday**  
Spring semester examination period begins

**18 / Tuesday**  
Spring semester examination period ends

**19 / Wednesday**  
New York University Commencement (tentative)

### SUMMER SESSION

**May 2021**

**24 / Monday**  
Summer session I begins

**31 / Monday**  
University holiday: Memorial Day

**June 2021**

**DATE TO BE ANNOUNCED**  
Graduation application deadline for September 2021 degrees

**July 2021**

**3 / Saturday**  
Summer session I ends

**DATE TO BE ANNOUNCED**  
Applications for Graduate School of Arts and Science Foreign Language Proficiency Examination due in the Office of Academic and Student Affairs

**August 2021**

**DATE TO BE ANNOUNCED**  
Preliminary dissertations due in the Office of Academic and Student Affairs for September 2021 degrees

**DATE TO BE ANNOUNCED**  
Graduate School of Arts and Science Foreign Language Proficiency Examination

**15 / Sunday**  
Summer session II ends

**4 / Sunday**  
University holiday: Independence Day

**5 / Monday**  
University holiday: Independence Day (observed)

**6 / Tuesday**  
Summer session II begins

**3 / Saturday**  
Summer session I ends
Master of Arts

The department offers a stand-alone M.A. only to students interested in Human Skeletal Biology. Students take a total of 36 points of course work for the M.A. degree. Departmental Seminar, ANTH-GA 1000, is the only required course for the M.A. The Human Skeletal Biology (HSB) 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 equivalents: (1) Human Osteology, ANTH-GA 1516, (2) Interpreting Human Skeletal Morphology, ANTH-GA 1520, (3) 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.

Doctor of Philosophy

The doctoral degree requires a total of 72 points as well as the successful completion of comprehensive examinations that cover work in three areas of specialization and that are evaluated by the student’s Ph.D. committee. After completing all Ph.D. course work, passing the comprehensive exams, and an oral defense of the dissertation proposal, the student is eligible for the M.Phil. degree. Completion of these requirements 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 three core members of the Ph.D. committee and two additional scholars. The core members of the examining committee must be from among department faculty.

Biological Anthropology: Students in the biological track of the Ph.D. program generally take (1) all three of the New York Consortium for Evolutionary Primatology (NYCEP) core courses, (2) Professional Development in Biological Anthropology, ANTH-GA 1506 and (3) ANTH-GA 1504, History and Philosophy of Biological Anthropology.

Archaeological Anthropology: Students in this track generally take (1) either History of Archaeological Theory, ANTH-GA 2213, or History of Anthropology, ANTH-GA 1636, (2) Archaeological Methods and Techniques, ANTH-GA 2214, or an approved substitute, (3) one archaeology course
focusing on a specific geographic region, and (4) a supervised field trip experience approved by their advisory committee.

Cultural and Linguistic Anthropology: Students in this track generally take (1) Social Anthropology Theory and Practice I, ANTH-GA 1010; (2) Social Theory and Practice II, ANTH-GA 1011; (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.

Advanced Certificate in Culture and Media

The Departments of Anthropology, Cinema Studies and Comparative Literature offer a joint course of study, integrated with graduate work in either of those departments as well as the Department of Film and TV, Tisch School of the Arts, leading to the Advanced Graduate Certificate in Culture and Media. Core faculty are Professor Faye Ginsburg, director of the Graduate Program in Culture and Media; Associate Professor Tejaswini Ganti; and Assistant Professor Toby Lee of the Department of Cinema Studies. For more information on the Advanced Certificate in Culture and Media program, please consult that section of this bulletin.

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 molecular primatology, primate hormones and behavior, comparative anatomy, paleoanthropology, and human osteology, as well as computer facilities, are available in the department.

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 biological 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 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 a ceramics laboratory 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; students take an intensive summer course entitled Sight and Sound Documentary taught by faculty in the Kanbar Institute of Film and TV, Tisch School of the Arts. Students produce their own documentaries in a small, intensive, year-long digital video documentary production seminar for advanced Culture and Media students using HD digital video cameras as well as state of the art 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 500 ethnographic documentaries, including classics and important recent works, and a unique study collection of works by Indigenous media makers across the globe. 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 over 2,000 titles, along with video streaming services such as Kanopy and Alexander Street. The Program works closely with: the annual Margaret Mead Film Festival at the American Museum of Natural History; the Film and Video Center, the National Museum of the American Indian; Documentary Fortnight at the Museum of Modern Art; the NYC ReelAbilities Film Festival, and other related venues and events.

Center for Media, Culture, and History
The program works closely with the Graduate Program in Culture and Media. The Center sponsors annual programs with fellows, screenings, lectures, and conferences and integrates interests of faculty and students from the Departments of Anthropology, Cinema Studies, History, Performance Studies and Media, Culture and Communication as well as Native American and Indigenous Studies, The Center for Disability Studies and other Departments and 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 wp.nyu.edu/cmch/

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 and the Henry R. Luce Initiative on Religion and International Affairs is a collaborative project of NYU’s Department of 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 Review of Religion and Media (therevealer.org). For more information about the Center, visit its website at nyu.edu/fas/center/religionandmedia.

Center for Disability Studies
Co-directed by Faye Ginsburg (Anthropology) and Mara Mills (Media, Culture, and Communication, Steinhardt), the Center promotes disability scholarship, artistry, and activism through public events, a monthly newsletter, an undergraduate Disability Studies minor and Disability Study Union, and outreach to community partners. It works in tandem with the Provostial Working Group on Disability, Infrastructure, and Accessibility. Visit disabilitystudies.nyu.edu/mission/
Jane E. Anderson
Associate Professor (Anthropology, Museum Studies). Ph.D. (law) 2004, New South Wales; B.A. 1987 (cultural studies and philosophy), Sydney. Intellectual property and the cultural life of law; coloniality and colonial governance; critical indigenous studies; repatriation and digital return; cultural property; heritage studies; cultural protocols; applied anthropology. Americas, South East Asia, Pacific.

Susan C. Antón

Shara E. Bailey
Associate Professor. Ph.D. 2002, M.A. 1995, B.A. 1992, Arizona State (Tempe). Physical anthropology; paleoanthropology; dental morphology and morphometrics; Middle-Late Pleistocene hominins; Neandertals; modern human origins; Plio-Pleistocene hominin evolution; Europe; Africa.

Pamela J. Crabtree

Sonia N. Das

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

Todd R. Disotell

Tejaswini Ganti
Associate Professor. Ph.D. 2000, New York; M.A. 1994, Pennsylvania; B.A. 1991 (political science), Northwestern. Anthropology of media; media industries; production cultures; political economy; visual anthropology/visual culture; cultural policy; nationalism; capitalism; neoliberalism; globalization; postcolonial theory; Indian cinema; South Asia.

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

Faye Ginsburg
David B. Kriser Professor of Anthropology, Disability. Ph.D. 1986, CUNY; B.A. 1976 (archaeology and art history), Barnard. Social anthropology; ethnographic film; ethnography of media; indigenous media; social movements in the United States; Disability.

Bruce Grant

Helena Hansen
Associate Professor. M.D., Ph.D. 2005, Yale; B.A. 1992, Harvard. Medical anthropology; science studies; urban anthropology; critical psychiatry; addictions; pharmaceuticals; Latin American and African American spirituality; faith healing.

Terry Harrison
Silver Professor. Ph.D. 1982, B.Sc. 1978, University College London. Human evolution; fossil apes and monkeys; functional morphology; paleobiology; primate comparative anatomy; allometry; taphonomy; paleoecology.

James Higham

Radu Iovita
Assistant Professor. Ph.D. 2008, Pennsylvania; M.Phil. 2002, Cambridge; A.B. 2001 (anthropology) Harvard. Paleolithic archaeology; human responses to environmental change; Eurasian loess steppe; archaeological survey techniques; lithics; use-wear; controlled experiments; geometric morphometrics.

Aisha Khan

Sally Engle Merry
Silver Professor. Ph.D. 1978, Brandeis; M.A. 1967, Yale; B.A. 1966, Wellesley. Anthropology of law; human rights; colonialism; transnationalism; gender and race; violence; forms of governance and audit culture; governmentality; U.S., Pacific and Asia/Pacific.

Fred R. Myers
Indigenous people and politics, Aboriginal Australia; exchange theory and material culture; anthropology of art and contemporary artworlds; the production and circulation of culture; in identity and personhood; theories of value and practices of signification.

**Elayne Oliphant**
Assistant Professor (Anthropology, Religious Studies). Ph.D. 2012, Chicago; M.A. 2005 (political economy), Carleton (Ottawa); B.A. 2003 (international development studies and political studies), Trent (Ontario). Christianity; ideas of the secular; contemporary religiosity; visual culture; public space; contemporary art; museum studies; capitalism; xenophobia; France, Europe.

**Justin Pargeter**

**Anne M. 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. Environmental anthropology; modern ecology and statemaking; sustainable design in urban settings; urban ecology; South Asia.

**Rayna Rapp**

**Bambi B. Schieffelin**
Collegiate Professor. Ph.D. 1979, M.A. 1977 (developmental psychology), B.S. 1967 (anthropology and comparative literature), Columbia. Linguistic anthropology; language ideology; literacy; language socialization; childhood; missionization; Papua New Guinea and the Caribbean.

**Scott A. Williams**

**Amy Zhang**
Assistant Professor. Ph.D. 2016, M.Phil. 2012, Yale; M.A. 2006 (history), McMaster; B.A. 2005 (English literature), Simon Fraser. Environmental anthropology; urban ethnography; critical development studies; science and technology studies; China.

**Angela R. Zito**
Associate Professor, (Anthropology, Religious Studies). Ph.D. 1989 (Far Eastern Languages and Civilizations), Chicago; B.A. 1974 (East Asian Studies and Journalism), Pennsylvania State. Cultural history/historical anthropology; critical theories of religion; religions of China; religion and media; history and anthropology of embodiment; gender; performance and subjectivity; documentary film.

**FACULTY EMERITI**
Thomas O. Beidelman, Clifford J. Jolly, Emily Martin, Renato I. Rosaldo, Rita Wright.

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**COURSES**

**CORE COURSE**

**Departmental Seminar**
ANTH-GA 1000 / Staff / 4 points / 2019-20, 2020-21
This course examines a range of topics as simultaneously natural/cultural objects whose contemporaneity can only be understood through both biological and sociocultural analysis.

**ANTHROPOLOGICAL ARCHAEOLOGY**

**Prehistoric Europe**
ANTH-GA1211 / Iovita / 4 points / 2020-21
Development of human existence during the European Ice Age. Complexities of European geography, geology, vegetation, climate, and their relationship to humans. Inferences from European glacial history as a basis for comprehending the dynamic environmental context in which prehistoric peoples lived and changed. The complex database of the European prehistoric sequence and its relationship to human biological evolution. Human lifeways during the Stone Age including settlement, technology, society and art.

**Faunal Analysis**
ANTH-GA 1212 / Crabtree / 4 points / 2020-21
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 under-
graduates with the permission of the instructor.

**Lithic Analysis**  
ANTH-GA 1239 / Iovita / 4 points / 2020-21  
Stone tools, or lithics, are often the only material remain of past culture, especially when we go back far enough in time, to the first human ancestors. Therefore, they have received an enormous amount of scrutiny from archaeologists. This course will review the history of research in lithic analysis with the aim to identify which areas of the field are in need of improvement and develop ideas for the future. The course has an intensive practical component, involving the analysis of experimentally knapped stone tools.

**BIOLOGICAL ANTHROPOLOGY**

**Dental Anthropology**  
ANTH-GA 1240 / Bailey / 4 points / 2020-21  
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.

**History and Philosophy of Biological Anthropology**  
ANTH-GA 1505 / Harrison, Higham, Williams / 4 points / 2019-20, 2020-21  
Provides a history of biological anthropology from its origins to today. Begins with the origins of anthropology as a field before focusing in on the emergence of physical anthropology in the 18th century and subsequent incorporation of evolutionary theory in the 19th and 20th centuries. Discusses shifting intellectual paradigms of the discipline will be discussed, including how biological anthropology integrates ideas and techniques from geology, paleontology, evolutionary biology, psychology, and zoology, to become a multidisciplinary field of diverse intellectual and methodological approaches.

**Integrative Paleoanthropology I**  
ANTH-GA 1510 / Williams, Harrison / 4 points / 2020-21  
Provides a detailed overview of the early stages of human evolution from the Miocene to the early Pleistocene, focusing on the fossil and archaeological record of the earliest hominins up to and including early Homo in East and South Africa. It emphasizes the anatomical, phylogenetic, and behavioural traits of Plio-Pleistocene hominins in Africa. Students will supplement their reading of the primary literature with the study of comparative skeletal materials and casts of early hominins in the laboratory.

**Integrative Paleoanthropology II**  
ANTH-GA 1511 / Bailey, Antón / 4 points / 2020-21  
Provides a detailed overview of the evolution of the genus Homo. The course focuses 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 of stone and osseous tools, art objects and personal ornaments.

**Comparative Morphology of the Primates**  
ANTH-GA 1515 / Harrison, Higham / 4 points / 2020-21  
Detailed review of the comparative anatomy and behavior of the living primates. Surveys the morphology of the musculoskeletal system, the dentition, the viscera, the nervous system (including the brain and sensory organs), and the reproductive system. These structural/functional systems are examined from an ecological and behavioral perspective, and their significance for assessing taxonomic and phylogenetic relationships is reviewed.

**Human Osteology**  
ANTH-GA 1516 / Antón / 4 points / 2019-20, 2020-21  
Knowledge of human osteology forms the underpinning for advanced study in morphology, forensic anthropology, paleoanthropology, bioarchaeology, and human skeletal biology. This course offers an intensive introduction to the human skeleton emphasizing the identification of fragmentary human remains.
Interpreting Human Skeletal Morphology
ANTH-GA 1520 / Antón, Bailey, Williams / 4 points / 2020-21
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 Osteology Lab
ANTH-GA 1521 / Antón / 2 points / 2019-20, 2020-21

Research Design
ANTH-GA 1540 / Antón, Williams / 2 points / 2019-20, 2020-21
Intense writing seminar that teaches the fundamentals required to develop and begin a scientific research project in biological anthropology. Provides overviews of the structure of a research project, how to identify research problems, how to construct methods of addressing these problems, how to interpret the resulting data and how to present these data.

Human Evolution: Problems and Perspectives
ANTH-GA 2519 / Bailey, Harrison, Antón, Williams / 4 points / 2020-21
A seminar focusing on the ‘hallmarks of humanity’: bipedality, brain expansion, culture and language. Examines how different biases and perspectives shape our understanding and interpretations of new fossil discoveries. Provides students with the critical thinking skills with which they can assess human evolutionary hypotheses and the hominin fossil record.

CULTURAL AND LINGUISTIC ANTHROPOLOGY

Social Anthropology Theory and Practice I
ANTH-GA 1010 / Merry, Rapp / 4 points / 2019-20, 2020-21
Introduces the principal theoretical issues in contemporary social anthropology, relating recent theoretical developments and ethno graphic 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.

Social Anthropology Theory and Practice II
ANTH-GA 1011 / Merry, Rapp / 4 points / 2019-20, 2020-21
Focuses on a group of central anthropological concepts, examining their genealogies and limits. Looks at the relation of theoretical and ethnographic practices as they developed in post-World War II and post-colonial contexts, primarily in the Anglophone traditions, as anthropologists grappled with rapid social change. Attention is paid to multilayered power relations, social movements, practical consciousness, practice theory, invented traditions, and the production of culture.

Linguistic Anthropology
ANTH-GA 1040 / Das, Schieffelin / 4 points / 2019-20, 2020-21
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 / Oliphant, Zito / 4 points / 2019-20, 2020-21
This course explores some of the more important theories of the origin, character, and function of religion as a human phenomenon. It covers psychological, sociological, anthropological, post-colonial and feminist approaches. The course 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 / Ganti, Ginsburg / 4 points / 2019-20, 2020-21
Open only to graduate students in the Departments of Anthropology, Cinema Studies, Comparative Literature, and Performance Studies. 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 / Ganti, Ginsburg / 4 points / 2019-20, 2020-21
Prerequisite: ANTH-GA 1215
Open only to graduate students in the Departments of Anthropology, Cinema Studies, Comparative Literature, and Performance Studies. 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 / Vail / 4 points per term / 2019-20, 2020-21  
*Prerequisites: ANTH-GA 1215, CINE-GT 1998*  
Open only to students in the Program in Culture and Media. Limited to 10 students. 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.

**Political Anthropology**  
ANTH-GA 1227 / Grant / 4 points / 2020-21  
This seminar is designed to visit a wide range of explorations on the concept of “the political.” We begin with some classic statements from the mid-century British school and consider its reverberations in building political anthropology through the 1970s.

**Materiality**  
ANTH-GA 1242 / Myers / 4 points / 2020-21  
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, commodification, 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.

**Anthropology of Law**  
ANTH-GA 1243 / Merry / 4 points / 2020-21  
This course examines theoretical and methodological issues in legal anthropology, looking at some of the classics in the field as well as contemporary work concerning the cultural dimensions of law and their relationship to forms of discipline, power and governmentality. The course examines the relationships between theory and method, focusing in particular on ethnographic methods for studying law and legal institutions.

**Anthropology of Food**  
ANTH-GA 1244 / Staff / 4 points / 2020-21  
This course is intended as a survey of potential ethnographic approaches to the significance of food, eating, and feeding in human life, ranging from inquiries into the senses and the body, to human/animal distinctions, our use of plants and animals and moral quandaries that result.

**Islam and the Americas**  
ANTH-GA 1246 / Khan / 4 points / 2020-21  
Dispenses with the convention of approaching Islam in terms of “a fixed cast of Islamic dramatis personae, enacting a predetermined story,” and tries to understand that the coherence of “the world of Islam is essentially ideological, a discursive representation” (Asad).

**Secularism**  
ANTH-GA 1250 / Oliphant / 4 points / 2019-20  
Explores how the secular is imagined, represented, and produced in order to take up the task of articulating what it means to live in a “secular age”—a framework which, although often invisible or implicit, establishes and limits much of what we experience, expect, and encounter in our daily lives.

**Psychoactivity: Cultural Politics of Mind and Brain**  
ANTH-GA 1252 / Hansen / 4 points / 2019-20  
Examines the mind and brain as sites of conflict over difference, value, control and self-determination. Drawing on literature from anthropology and science and technology studies, the course will alternate between two lenses: 1) reconceptualizations of mental phenomena as political, and 2) specific contests over racialized and gendered neurosciences of intelligence and criminality, antipsychiatry/survivor movements, post-colonial psychiatry, neurocapital and neurochemical prosthesis, autism, addiction, trauma and recovery.

**Critical Race Theory: Intellectual History and Social Practice**  
ANTH-GA 1253 / Khan / 4 points / 2019-20  
Explores the classic and recent work that defines the expanding field of critical race studies. Readings are interdisciplinary and include thinkers from the 19th, 20th, and 21st centuries who have grappled with definitions of “race,” with the ways that race intersects with other categories of identity, and with the potential for the concept of “race” to inform anti-racist forms of agency and practice.
Ethics and Activism: The Ties that Bind  
ANTH-GA 1254 / Khan / 4 points / 2020-21  
Long associated with ethnographic research is the assumption that field-workers will (must) generate rapport, empathy, and intimacy among the communities with whom they work. But do empathy, intimacy, and approval fall within the same categorical imperative? This seminar explores these tensions, particularly as they are relevant to the production of knowledge as text and as activism.

Ethnographic Traditions: Latin American Cities  
ANTH-GA 1314 / Staff / 4 points / 2020-21  
Attempts to think through the mutual imbrication of the rural village and the city in Latin America. Adopting a combined historical and ethnographic approach and working toward integrating an analytics of political economy with a performance-centered variety of socio-spatial analysis, the course seeks to identify the long term continuities as well as transformative breaks in the cultural, ecological, political, economic ties between rural and urban social orders.

Constructing America  
ANTH-GA 1330 / Ginsburg / 4 points / 2020-21  
Addresses the creation of North American culture as an ethnographic object in the context of the development of anthropology and related fields, as these projects have been negotiated in relation to more broadly articulated concerns that shape and reorder the cultural landscape. Organized chronologically and topically, it will explore both how anthropologists and fellow travelers study life in North America and, in that process, how we as well as our subjects are simultaneously engaged in constructing it.

Art and Society  
ANTH-GA 1630 / Myers / 4 points / 2020-21  
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 / Grant, Myers / 4 points / 2019-20, 2020-21  
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.

Elites: Power, Privilege, Dominance  
ANTH-GA 1640 / Ganti / 4 points / 2019-20  
Through a focus on elites, this course examines how different forms of privilege, dominance, and power are constituted, maintained, and reproduced across a variety of geographic and sociocultural contexts—from financial institutions, transnational organizations, and state bureaucracies to media industries, scientific laboratories, corporations, and educational institutions.

Semiotics  
ANTH-GA 2349 / Das / 4 points / 2019-20  
This course explores how theories of sign relations, also known as “semiotics,” elucidate practices and processes of representation, interpretation, and classification pertaining to the construction of everyday social life and cultural forms.

Anthropological Perspectives on Science  
ANTH-GA 2670 / Zhang / 4 points / 2020-21  
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.

Anthropology and Human Rights  
ANTH-GA 2600 / Merry / 4 points / 2020-21  
Examines the contemporary elaboration and dissemination of human rights in the post-World War II period as law, discourse, and practice. Includes an analysis of its institutional grounding in United Nations institutions and non-governmental organizations and its changes over time. Specific areas of focus include indigenous rights, women’s rights, transitional justice, and human rights monitoring by NGOs and treaty committees, including technologies of knowledge production and the use of indicators and benchmarks.

Cultures of Biomedicine  
ANTH-GA 2610 / Hansen, Rapp / 4 points / 2019-20, 2020-21  
This seminar will look at the many historical processes through which biomedical power is constituted by addressing topics such as: the discovery/invention of bodies, systems, populations; public health and governance; the material culture of scientific medicine; the emergence of diagnostic categories and pharmacologies; the role of biostatistics. The history, sociology, and ethnography of medicine provide our content.
Ethnographic Methods
ANTH-GA 2700 / Schieffelin / 4 points / 2020-21
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.

Acquisition of Cultural Practices
ANTH-GA 2702 / Schieffelin / 4 points / 2020-21
The course critically explores the notion of “practice” from a number of perspectives, including symbolic interactionism, phenomenology, ethnomethodology, language socialization and contemporary social theory. We will read ethnographic studies on the acquisition of a variety of cultural practices, including speech and gender practices, across a range of societies and contexts.

Professionalization Seminar
ANTH-GA 3211 / Rapp / 4 points / 2019-20, 2020-21
This course addresses the central skills and resources needed for a professional career in anthropology. Topics will include: how to apply to the human subjects review board; how to write grant applications; how to join professional associations; and how to be a successful teaching assistant. The course also provides an opportunity for students to present recent fieldwork experiences and to rehearse papers they plan to give at the annual meetings of the American Anthropological Association. Three dedicated sessions provide training toward certification in the “Responsible Conduct of Research” (RCR), which is now required by some federal granting agencies.

GENERAL SEMINARS

Topical Seminars
ANTH-GA 3390, 3391, 3392, 3393, 3394, 3395, 3396, 3397, 3398, 3399 / Staff / 4 points / 2019-20, 2020-21
DEPARTMENT OF
Art History

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Chair of the Department
Professor Dennis Geronimus
Director of Graduate Studies
Clinical Professor Mosette Broderick

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. GRE scores are not required. TOEFL scores are not required, but IELTS scores are required for applicants required to demonstrate English language proficiency to obtain the UK study visa. Contact department for details about.

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


FACULTY

Neil Bingham

Phil Crew
Adjunct Professor. Postgraduate Diploma (building conservation), Architectural Association 2003; MRICS, Royal Institution of Chartered Surveyors 2000; CEM diploma (surveying), College of Estate Management, Reading 1999; B.A. Lincoln University, New Zealand 1998.

Urban regeneration, building conservation, sustainable development

Gillian Darley
Adjunct Professor. M.Sc. 1986 (politics and administration), London; B.A. 1969 (history of art), Courtauld Institute. Landscape and topography; architectural history; architectural biography; architectural writing and criticism.

Edward Diestelkamp
Adjunct Professor. Ph.D. 1983, University College London; B.Sc. 1973, Southern California.

Historic preservation; adaptive reuse; history of technology and iron construction.

Frances Eberhart
Adjunct Professor. M.A. (historic preservation), Columbia. Historic Preservation; Preservation Law.

James Fox
Adjunct Professor. P.G. Dip. (design and technology), Sheffield Hallam; Dip. L.A. (landscape architecture), Sheffield; B.A. Sheffield. Landscape architecture.
Yetsuh Frank
Adjunct Professor, M.Arch 1995, Oregon.
Sustainability, Green Building, LEED standards.

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; 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.

Jessica James
Adjunct Professor. M.Sc. (Environmental Economics and Management); B.Sc. (Environment, Economics, and Ecology) York.
Sustainability, energy assessment, adaptation of old buildings to new technologies.

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.

Jules Lubbock
Adjunct Professor, Emeritus Professor of Art History, Essex; M.A. 1968, Courtauld Institute of Art; B.A. 1961, Cambridge.
History of Architecture and Urbanism; Italian Renaissance art; Town Planning; New Urbanism; history of architectural education.

Andrew Mellor
Adjunct Professor. B.A. Hons; Grad Dip., 1998, (architecture) De Montfort.
Economics, urban regeneration, economic development, sustainable development

Sarah Ann Milne
Adjunct Professor. Ph.D. 2016 (architectural history and criticism), Westminster; PG. Dip. 2010 (architecture), Westminster; B.Arch. 2007, Glasgow School of Art.
Early modern London; 20th century architecture and urbanism; global cities

Alan Powers
Adjunct Professor, Professor of Architecture and Cultural History, University of Greenwich. Ph.D. 1982 (art history), Cambridge.
Architectural preservation, Twentieth Century architecture

Sam Price
Adjunct Professor. MA FREng FICE FIStructE (mechanical sciences) Cambridge; Hon. F.RIBA
Engineering, historic structures.

Anthony Richardson
Dipl. (architecture) Architectural Association; AABC (Architects Accredited in Building Conservation), R.I.B.A.
Architectural practice; architectural education; historic preservation; adaptive reuse; regeneration.

Margaret Richardson
Adjunct Professor. OBE; F.S.A.; Hon. Fellow, R.I.B.A. Architectural drawings; John Soane; Edwin Lutyens; Arts and Crafts architecture.

Vicky Richardson
Real estate economics and finance.

Olmo Silvo
Real estate economics and finance.

COURSES

Adaptive Reuse of Buildings in a Green World: Successes and Failures Part I and Part II
ARTH-GA 9001, ARTH-GA 9002 / Hill / 4 points per term / 2019-20, 2020-21
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.”

Art History / NYU Graduate School of Arts and Science / 2019-21
Aspects of Architectural and Urban Development
ARTH-GA 9003 / Bingham, Longstaffe-Gowan, Fox, Price, Lubbock / 4 points / 2019-20, 2020-21
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
ARTH-GA 9004 / Mellor, Crew, Silvo / 4 points / 2019-20, 2020-21
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 the U.K., 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
ARTH-GA 9005 / Frank, James / 2 points / 2019-20, 2020-21
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
ARTH-GA 9006 / Diestelkamp / 2 points / 2019-20, 2020-21
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
ARTH-GA 9007 / Diestelkamp, Eberhardt / 4 points / 2019-20, 2020-21
This course focuses on both the policy and practice of adaptive reuse. Through the study of individual case studies, students study the solutions implemented by clients, developers, and designers. Coursework focuses on the roles of government agencies and advocacy groups, as well as technical issues, including communication through visual media, aspects related of conservation and reuse, and contractual arrangements and problem solving. Most meeting take place off site, in London and surrounding communities.

Practical Experience
ARTH-GA 9008, Powers / 4 points / 2019-20, 2020-21
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 / Darley, Hinchcliffe, Milne, A. Richardson, V. Richardson, M. Richardson / 4 points / 2019-20, 2020-21
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 consisting of Methods of Applied Mathematics, MATH-GA 2701, Fluid Dynamics, MATH-GA 2702, Geophysical Fluid Dynamics, MATH-GA 3001, Ocean Dynamics, MATH-GA 3003, Atmospheric Dynamics, MATH-GA 3004 and Advanced Topics in Atmosphere-Ocean Science (Climate Dynamics) MATH-GA 3011, 30 points of additional graduate mathematics course credits (10 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.

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; stochastic modeling of internal waves.

Edwin Gerber
Professor (Mathematics). Ph.D. 2006 (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); 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.

Richard Kleeman
Professor (Mathematics). Ph.D. 1986 (mathematical physics), Adelaide; B.S. 1980 (theoretical physics), Australian National. Stochastic modeling; predictability and climate dynamics. Olivier Pauluis
Professor (Mathematics). Ph.D. 2000 (atmospheric and oceanic sciences), Princeton; Licence d’Ingénieur Civil en Mathématiques Appliquées 1995, Université Catholique de Louvain. Climate science; atmospheric dynamics; tropical meteorology.

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

Laure Zanna
Associate Professor (Mathematics). Ph.D. 2009 (earth and planetary sciences), Harvard; M.S. 2003 (environmental sciences), Weizmann; B.S. 2001 (atmospheric physics), Tel Aviv. Ocean and climate dynamics; predictability and prediction of the climate system; uncer-
tainty quantification; parameterization of turbulence in ocean models.

AFFILIATED FACULTY
Andrew J. Majda, Professor, Mathematics;
Esteban G. Tabak, Professor, Mathematics;
Miranda Holmes-Cerfon, Assistant Professor, Mathematics.

COURSES

Methods of Applied Mathematics
MATH-GA 2701 / Bühler, Gerber, Kleeman, Pauluis, Smith / 3 points / 2019-20, 2020-21
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 / Staff / 3 points / 2019-20, 2020-21
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 flows and conformal mapping methods. The Navier-Stokes equations, boundary conditions, boundary layer theory.

Geophysical Fluid Dynamics
MATH-GA 3001 / Bühler, Gerber, Pauluis, Smith / 3 points / 2019-20, 2020-21
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
MATH-GA 3003 / Holland, Smith, Zanna / 3 points / 2020-21
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
MATH-GA 3004 / Gerber, Kleeman, Pauluis / 3 points / 2019-20
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 mid-latitude stormtracks, ener-
getics, zonally asymmetric circulations,
equatorial dynamics, and the interac-
tion between moist convection and
large-scale flow. Students are assigned
bi-weekly 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)
MATH-GA 3010 / Holland / 3 points /
2019-20, 2020-21
The purpose of this course is to
introduce students to the instrumen-
tation 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 alti-
tudes 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)
MATH-GA 3011 / Kleeman, Pauluis / 3 points / 2020-21
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,
mid-latitude 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 labora-
tory component involves a technical
introduction and a series of numerical
experiments with the models that also
forms part of the assignments. Assign-
ments also explore the theoretical basis
for the models studied.
Doctor of Philosophy in Biochemistry

This degree may incorporate the study of molecular pharmacology, molecular biophysics, biomedical imaging, and biomedical informatics. The molecular pharmacology training program trains doctoral candidates in pharmacology and molecular neurobiology. Students interested in the structural basis of biology at both the molecular and cellular levels use cutting-edge technologies of X-ray crystallography, cryoelectron microscopy, mass spectrometry, computational biology, and magnetic resonance imaging in the molecular biophysics and biomedical imaging training programs.

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 PhD thesis dissertation is completed and approved by the student’s research advisor and examination committee, a formal public seminar is held at which the candidate presents, and the candidate afterwards 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, molecular pharmacology, molecular biophysics, systems and computational biomedicine, or biomedical imaging & technology.

Doctor of Philosophy in Cell Biology

This program offers training 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 advisor. The design of the curriculum aims at providing the students with
an advanced, but balanced, biological education, which prepares them to understand and apply to their research sophisticated ideas and methodologies of biochemistry, genetics, immunology, molecular cell biology, and structural biology. The developmental genetics curriculum focuses on the use of genetic approaches to understanding developmental mechanisms. The training program in stem cell biology proposes to bridge traditional disciplines such as developmental biology and cancer biology and provide trainees with exposure to a broad area of stem cell biology while they delve into their specific research area. The training program in genome integrity prepares students to understand the mechanistic basis of genome organization and function and apply these findings to human disease.

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 PhD thesis dissertation is completed and approved by the student’s research advisor and examination committee, a formal public seminar is held at which the candidate presents, and afterwards defends the results of his or her research before a faculty committee.

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

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 PhD thesis dissertation is completed and approved by the student’s research advisor and examination committee, a formal public seminar is held at which the candidate presents, and afterwards defends the results of his or her research before a faculty committee.

To attain a Doctor of Philosophy in Microbiology, students have the option of joining one of several training programs of study: cellular and molecular biology, microbiology, or immunology and inflammation.

**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.

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 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 PhD thesis dissertation is completed and approved by the student’s research advisor and examination committee, a formal public seminar is held at which the candidate presents, and afterwards 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 two training programs of study: molecular oncology and tumor immunology, immunology and inflammation.

**Doctor of Philosophy in Physiology and Neuroscience**

This program offers broad-based training of doctoral candidates in the areas of cellular, molecular, developmental, and systems neuroscience. A diverse curriculum is offered to students through courses within the basic medical science departments at the NYU School of Medicine and those offered by the Center for Neural Science, located at the Washington Square campus, ensuring that trainees are part of a strong intellectual environment beyond that of the constituent laboratories. The training faculty has many overlapping research interests in neuroscience, encompassing basic, translational, and clinical research, from molecular and cellular neurobiology to cognitive
and behavioral neuroscience. The core faculty represents a large number of both basic and clinical areas at the NYU School of Medicine, including the Departments of Biochemistry and Molecular Pharmacology, Cell Biology, Medicine, Neurology, Neurosurgery, Ophthalmology, 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 PhD thesis dissertation is completed and approved by the student’s research advisor and examination committee, a formal public seminar is held at which the candidate presents, and afterwards defends the results of his or her research before a faculty committee.

To attain a Doctor of Philosophy in Physiology and Neuroscience, students select the neuroscience and physiology training program.

**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 M.D./Ph.D. 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 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 of eight years in duration. Building on this base are specialized activities dedicated to the combined degree student including basic science seminars oriented to exploring each topic’s relation to human biology and disease, experiences that provide examples of the most successful unions of basic science and medicine; as well as retreats and social functions. The program is currently supported by an NIH T32 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 he/she 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 a clinical clerkship program and completes the remaining requirements for the M.D. Degree. Completion of the requirements for the M.D.-Ph.D. usually takes eight years. Students receive a credit-savings of 20 blanket transfer points after successful completion of their pre-clinical years for use towards the 72-point Ph.D course credit requirements.
COURSES

Grant Writing for Scientists
BMSC-GA 1997 / Froemke, Long / 1 point / 2019-20, 2020-21 / Required of all first-year Ph.D. and M.D.-Ph.D students
Preparatory course for graduate students to determine funding sources for their research and to learn how to write a proposal.

Scientific Integrity and the Responsible Conduct of Research
This course familiarizes pre-doctoral trainees (including MD/PhD candidates) with basic ethical issues confronting scientists in biomedical science research. The course addresses ethical considerations for human and animal subjects, scientific integrity in data management, analysis, authorship, and publication both in formal lecture and discussion group formats.

Topics in Molecular Biology
BMSC-GA 2001 / Requarth / 3 points / 2019-20, 2020-21 / Prerequisites: BMSC-GA 4482 Lecture and conference.
The course surveys key topics in molecular and cellular biology that

FACULTY


Assistant Professors: Yindalon Aphinyanaphongs, Karim-Jean Armache, Gira Bhabha, Jayeeta Basu, Ryan Brown, Daniel Ceradini, Kevin C. Chan, Christine Constantineople, Martijn Cloos, Teresa Davoli, Meike Dittmann, Damien Ekiert, Gilad Evrony, Els Fieremans, Lidia Glodzik, Biyu He, Liam Holt, Chunyuan Jin, Florian Knoll, Mariana Lazarr, Philipp Leucht, Timothee Lionnet, Guillaume Madelin, Adam Mar, Matthew Maurano, Mia Minen, Katherine Nagel, Shrutii Naik, Marcus Noyes, Cheonguen Oh, Michael Pacold, Thales Papagiannakopoulos, Christopher Park, Dimitris Placantonakis, Richard Possemato, Jose Raya, Narges Razavian, Bham Ramakelawon, Kelly Ruggles, Neville Sanjana, Rahul Satija, Cristina Savin, Markus Schober, David Schneider, David Schoppik, Bo Shopsin, Kenneth Stapelford, Nicholas Stavropoulos, Nicolas Tiritich, Beatrix Ueberheide, Binhuan Wang, Stella Yi.
underpin more specialized areas of research such as cancer biology, molecular neuroscience, stem cells and developmental biology. The major themes include the control of gene expression, nuclear organization, and faithful replication of the genome.

**Molecular Mechanisms in Biology**  
BMSC-GA 2004 / S. Hubbard / 4 points / 2019-20, 2020-21  
This course provides 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.

**Introduction to Cellular Neuroscience**  
BMSC-GA 2005 / Chesler / 6 points / 2019-20, 2020-21  
Introduction to the anatomy, biology, molecular structure, and physiology of neurons and glial cells. Equips students with the skills to read neuroscience literature and teaches fundamental concepts of cellular neurobiology. Emphasis is on basic cellular and molecular mechanisms used by neurons to receive, integrate, and transmit information.

**Protein Modification in Cell Signalling**  
BMSC-GA 2016 / Huang / 4 points / 2019-20, 2020-21  
This course focuses on the role of post-translational modifications of proteins in governing human health and disease and explores cutting edge molecular tools, including mass spectrometry, used for identifying unique post-translational modifications of proteins. There are one formal lecture and one paper discussion section per week.

**Medical Microbiology**  
BMSC-GA 2202 / Torres / 3 points / 2019-20, 2020-21  
This course provides a basis for the understanding of microbial pathogenesis. 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. The course combines large-group lectures with small group discussions of scientific literature.

**Molecular Virology**  
BMSC-GA 2210 / Dittmann, Stapleford / 4 points / 2019-20, 2020-21 / Prerequisites: BMSC-GA 2001 or equivalent advanced molecular and cellular biology course, undergraduate genetics. Lecture and conference.  
This course introduces the molecular biology and pathogenesis of animal viruses. Twenty lectures cover fundamental aspects of the viral life cycle and host response and explore the biology of medically important RNA and DNA viruses, including emerging pathogens. This course is offered in the spring of odd-numbered years.

**Genetics**  
BMSC-GA 2213 / Klein / 6 points / 2019-20, 2020-21  
Principles and methods of genetic analysis in diploid organisms—including Drosophila, worms, zebrafish, mice and humans are emphasized. Topics include linkage, gene interactions, mapping, mutagenesis, clonal analysis, transgenic studies, mosaics, epigenetics and methods of study in human genetics. The course is targeted for second year and above graduate students.

**Introduction to Immunology**  
BMSC-GA 2306 / Frey / 4 points / 2019-20, 2020-21  
This course provides an examination of the immune response, with 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 that probes intellectual and practical questions in immunology research.

**Advanced Immunology**  
BMSC-GA 2308 / Lafaille / 4 points. 2019-20, 2020-21 / Prerequisite: BMSC-GA 2306 or the equivalent.  
Students are assigned two to three “papers of the week” and 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 / D. Levy / 4 points / 2019-20, 2020-21  
This course covers the molecular basis of cancer. Topics include somatic mutations and DNA repair mechanisms; viral systems relevant to cellular transformation; the pathogenesis of cancer as a consequence of alterations in oncogenes; growth factor genes and tumor suppressor genes; tumor progression; mechanisms of metastasis; and tumor immunology.

**Developmental and Stem Cell Systems I, II**  
BMSC-GA 2610, 2609 / Hubbard, Nance / 6 points each term / 2019-20, 2020-21  
This course is an introduction to Developmental Genetics and Stem...
Cell Biology. Fundamental questions, concepts and methodologies of modern inquiry into the genetic and cellular mechanisms of development and stem cell biology will be explored through coordinated lectures, labs, and discussion of primary literature.

Thinking Strategically about your Scientific Career
BMSC-GA 3025 / Ruggles / 1 point / 2019-20, 2020-21
The Individual Development Plan (IDP) course is required of 3rd year graduate students pursuing a PhD degree. Participants evaluate their own values and interests as they relate to their professional careers and are introduced to career tracks: For-profit industry, Non-profit and government, Communications and Academia.

Readings in Biomedical Sciences
BMSC-GA 3715-4415 / Staff / 1-4 points per term / 2019-20, 2020-21
Advanced instruction on a limited topic.

Techniques in Molecular Biophysics
Students learn theory and techniques to study the structure-function of proteins. Topics include: x-ray diffraction of protein crystals, phasing and refinement in x-ray structure determination, cryo-electron microscopy, electron tomography, image processing in EM, multi-dimensional NMR spectroscopy, MALDI-TOF and Q-TOF mass spectrometry, MRI and ultrasound imaging, and single molecular techniques.

Fundamental Concepts of Magnetic Resonance Imaging
BMSC-GA 4404 / Storey / 3 points / 2019-20, 2020-21
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.

Advanced Magnetic Resonance Imaging
BMSC-GA 4409 / Sigmund / 3 points / 2019-20, 2020-21 / Prerequisite: BMSC-GA 4404.
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 include diffusion, perfusion, functional brain imaging, cardiac MRI, spectroscopic imaging, clinical MRI, radio frequency engineering, contrast agents, and molecular imaging.

Mammalian Stem Cells in Disease and Regeneration
BMSC-GA 4413 / Leucht, Placantonakis, Schober / 2 points / 2019-20, 2020-21
This course is an introduction to mammalian stem cell biology with special focus on disease and regeneration. Fundamental questions, concepts and methodologies of modern inquiry into the cellular mechanisms of stem cell biology will be explored through coordinated lectures and discussion of primary literature.

Disorders of the Nervous System
BMSC-GA 4414 / Lin, Rice / 4 points / 2019-20, 2020-21
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
BMSC-GA 4415 / Scharfman / 1.5 points / 2019-20, 2020-21
This course is a weekly discussion series that addresses current translational neuroscience research. The presentation begins with an overview followed by a critical presentation of the article. Students are graded on their presentation and class participation.

Neuroanatomy
BMSC-GA 4420 / Lang / 3 points / 2019-20, 2020-21
The course covers 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.

Translating Cancer Discovery into Clinical Practice
BMSC-GA 4422 / Carroll / 4 points / 2019-20, 2020-21 / Prerequisite: BMSC-GA 2318.
This course is designed to educate students about the importance of translational research in oncology. Specifically, it focuses 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 standpoints).

Medical Imaging
BMSC-GA 4426 / Baete / 3 points / 2019-20, 2020-21
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 multivariable calculus.

Practical Magnetic Resonance Imaging
BMSC-GA 4427 / Lattanzi / 6 points / 2019-20, 2020-21
This course is a practical introduction to the basic components of signal excitation and detection in magnetic resonance imaging (MRI). Prerequisites are basic knowledge of C++, BMSC-GA 4404 or permission from the course instructor for students not enrolled in the Sackler training program in Biomedical Imaging & Technology.

Practical Magnetic Resonance Imaging II
BMSC-GA 4428 / Knoll / 6 points / 2019-20, 2020-21 / Prerequisite: BMSC-GA 4427.
This course is a practical introduction to image reconstruction, processing, and analysis in magnetic resonance imaging (MRI). The course is divided into three modules. During laboratory sessions and homework, students will use Matlab to implement and test image reconstruction methods, perform image segmentation and coregistration.

Assembly and Function of Circuits in the CNS
BMSC-GA 4433 / Dasen / 4 points / 2019-20, 2020-21
This course covers the fundamental principles underlying nervous system development, from neural induction through activity-dependent fine tuning of neuronal properties and synaptic connections at later phases of development. We will address modern techniques to study neurodevelopment extensively. Primary research articles constitute the bulk of the required reading materials.

Proteomics Informatics
BMSC-GA 4437 / Fenyo / 3 points / 2019-20, 2020-21
This course provides an introduction to 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: (1) Protein identification; (2) Protein characterization; (3) Protein quantitation.

Machine Learning
BMSC-GA 4439 / Fenyo / 3 points / 2019-20, 2020-21 / Prerequisites: Calculus, Linear Algebra, Algorithms and Data Structures, and Statistics.
This course will highlight what problems machine learning can solve relating to classification and regression. Extensive focus will be given to the main ways to classify: unsupervised and supervised. Also, the course will devote time to comparing machine learning vs. statistics.

Methods in Quantitative Biology
BMSC-GA 4449 / Fenyo, Ruggles / 3 points / 2019-20, 2020-21
This course provides an overview of foundational knowledge and essential methods relevant for all areas of biomedical informatics. Students will explore recurring themes and application domains most frequently used in the field. The majority of the coursework will be programming assignments and readings.

Biomedical Informatics Consulting
BMSC-GA 4450 / Fenyo / 2 points / 2019-20, 2020-21
This is an elective course for graduate students enrolled in the Systems and Computational Biomedicine program. Students will participate in BPIC consultations, prepare reports, present consultations to faculty mentors and their peers. The students will meet weekly to discuss former consultations as case studies, ongoing consultation and strategies for effective informatics consulting.

Biostatistics and Exploratory Data Analysis
BMSC-GA 4451 / Troxel, Yanai / 2 points / 2019-20, 2020-21
Required of all second-year Ph.D. and M.D.-Ph.D students in their first year in graduate school. Those with sufficient knowledge may place out. The student will learn entry-level R programming and methods in biostatistics and exploratory data analysis. Fundamental topics in biostatistics will include probability, hypothesis testing, estimation, correlation, regression, and experimental design. Topics in exploratory data analysis will cover the application of supervised and unsupervised approaches to mine a dataset, with an emphasis on visualization.

Next Generation Sequencing Informatics
BMSC-GA 4452 / Depledge / 3 points. 2019-20, 2020-21
This course provides practical training in informatics methods for analysis of next-generation DNA sequencing (NGS) data. Students will review the development of DNA sequencing laboratory technologies and informatics tools, current methods, and promising new developments.

Introduction to Health Informatics
BMSC-GA 4455 / Aphinyanaphongs / 3 points / 2019-20, 2020-21
An introduction to biomedical informatics, the interdisciplinary science of information management in medicine with a focus on its relevance to clinical research in medicine and public health. Innovative methods to capture, store, and retrieve clinical and population level
data and information systems which can support research interventions will be reviewed.

**Advanced Topics in Bioinformatics**  
BMSC-GA 4456 / Ruggles / 3 points / 2019-20, 2020-21  
The course provides students with an overview of bioinformatics techniques. Beginning with the history of biomedical informatics, the course is organized into seven modules. Each module includes: an introductory lecture on the project followed by the students’ formulation of an analysis plan and subsequently a final report.

**Genome Integrity**  
BMSC-GA 4457 / Sfeir / 3 points / 2019-20, 2020-21  
This course provides students with a broad base in fundamental principles of genome integrity while at the same time providing connections between genome integrity, organismal fitness, and human disease.

**Current Topics in Genome Integrity**  
BMSC-GA 4458 / Tahiliani / 1.5 points / 2019-20, 2020-21  
Training in current topics relevant to Genome Integrity will be provided by a weekly journal club in conjunction with the New York Academy of Sciences Genome Integrity Discussion Group (NYAS GIDG). The NYAS convenes various meetings, seminars, and interdisciplinary conferences annually in New York City.

**Drug Development and Pharmacology**  
BMSC-GA 4459 / Bach, David / 4 points / 2019-20, 2020-21  
This course is a combination of lectures and discussions of primary literature. While the earlier parts of the course will provide the student with a firm foundation in the basic concepts in pharmacology and drug development, the latter part of the course will focus on diabetes, metabolism and cancer.

**Systems and Motor Neuroscience**  
BMSC-GA 4462 / Lang, Hawken / 3 points / 2019-20, 2020-21  
A required course for the Neuroscience & Physiology Training Program.

**Fundamentals in Microbiology & Microbial Pathogenesis**  
For students interested in medical microbiology and related disciplines, this course will cover fundamental aspects of bacteriology and parasitology by means of interactive lectures, discussions, lab sessions and student presentations of research papers.

**Fundamental Research Skills and Tools**  
BMSC-GA 4473 / Surkis / 1 point / 2019-20, 2020-21  
Required of all first-year Ph.D. students. This course will provide students with a set of skills to support their graduate work and future research careers through its focus on literature searching, research data management, data visualization, team science, citation management, Git/GitHub, publication metrics, and publication models.

**Cell Biology**  
BMSC-GA 4476 / Cowin / 3 points / 2019-20, 2020-21  
The course emphasizes basic cell biology and translational applications. Topics include: cell and molecular interactions governing potency, differentiation and plasticity among cellular hierarchies, mechanisms of cell adhesion, migration, communication and dynamic cytoskeletal reorganization in the construction of tissues, regulation of cell proliferation and death, and subcellular protein trafficking and signaling.

**Ethics Refresher**  
This course refreshes student’s knowledge of the ethical considerations involved in biomedical research, an NIH requirement every 4 years.

**Introduction to Research**  
BMSC-GA 4482 / A. Wilson, staff / 3 points / 2019-20, 2020-21  
Required of all first-year Ph.D. students. This introductory course prepares first-year graduate students how to think broadly and critically using a variety of formats: lab research adventures, student research presentations, faculty lectures and guided discussions. Course includes an overview of important areas in molecular & cellular biology, emphasizing methodology, terminology, and critical reading.

**Introduction to SAS for Data Management and Analysis**  
BMSC-GA 4487 / Afanasyeva / 1 point / 2019-20, 2020-21  
This course is a hands-on introduction to data management, manipulation and basic data analyses using SAS, emphasizing practical applications. Topics include: importing data into SAS, creating new variables and manipulating existing ones, merging data sets, converting character and numeric information, generating descriptive statistics, data cleaning, data graphics, macros.

**Deep Learning**  
BMSC-GA 4493 / Deniz, Razavian / 3 points / 2019-20, 2020-21  
Deep networks are transforming the world of medicine by helping doctors to improve detection, diagnosis, treatment, and management of disease. Students will learn the most common deep
learning methods emerging in medicine, how to differentiate various methods and choose the most appropriate ones for specific research problems.

**Advanced Regression Modelling**  
BMSC-GA 4494 / M. Liu, B. Wang / 3 points / 2019-20, 2020-21  
This course reviews advanced regression models and techniques for categorical, discrete and survival outcomes, classification, and prediction. Students will learn about the inference and application of generalized linear models, Cox proportional hazards model, classification and regression trees (CART), random forest, support vector machines (SVM) and unsupervised learning methods.

**Methods and Applications for Systems and Synthetic Biology**  
BMSC-GA 4495 / Noyes / 2 points / 2019-20, 2020-21  
We will discuss current topics that have been significantly impacted by technology development as well as the development of those technologies themselves. Students will learn how these techniques work, how their development advanced research, and future directions.

**Advanced Epidemiological Methods**  
BMSC-GA 4496 / Feldman, Thorpe / 4 points / 2019-20, 2020-21  
This course exposes doctoral students to emerging causal inference concepts and advanced methods in epidemiologic research. Students will apply current concepts and theoretical knowledge to quantitative analyses using different types of epidemiologic data. Emphasis will be placed on developing practical skills relevant to contemporary epidemiologic research.

**Principles and Applications of Flow Cytometry**  
BMSC-GA 4497 / Lopez / 1 point / 2019-20, 2020-21  
This course introduces the principles behind flow cytometry and its myriad applications. Students will learn to apply this knowledge to the proper design and execution of their own cytometry experiments, and/or critically evaluate the use of flow cytometric techniques in data review or in publications.

**Advanced Integrative Omics**  
BMSC-GA 4498 / Ruggles / 3-6 points / 2019-20, 2020-21  
Students will be trained to work collaboratively towards a common interdisciplinary research goal through the analysis of a complex multimodal ‘omics data set to answer novel scientific questions.

**Evaluation Methods for Predictive Risk Models**  
BMSC-GA 4499 / Jones / 3 points / 2019-20, 2020-21  
The course gives data scientists the multidisciplinary skills to evaluate systems and apply findings that improve organizational and system outcomes. Combining tools from business, health economics and process improvement science, students learn how a program evaluation approach applies to assessing the impact of multidisciplinary models on the wider health economy.

**Approaches in Microbiome Research**  
BMSC-GA 4500 / Lieber / 3 points / 2019-20, 2020-21  
Students will learn contemporary microbiome research trends and analysis methods. They will experience the workflow of data analysis using the most popular platforms and understand their relative strengths and weaknesses. Students will learn to communicate microbiome research results correctly and effectively.

**Molecular Epidemiology at the Interface of Biology and Population Health**  
BMSC-GA 4501 / Hayes / 2 points / 2019-20, 2020-21  
This course highlights the interdisciplinary science of molecular epidemiology by which advanced laboratory methods are used with analytical epidemiology to better address population health challenges, from the molecular to the societal level.

**Critical Thinking in Epidemiology**  
BMSC-GA 4502 / Cerda / 2 points / 2019-20, 2020-21  
Students will learn to critically evaluate, integrate and synthesize bodies of literature pertaining to current questions in epidemiology. Through in-depth analyses of current topics, we will focus on methodological issues in published studies that may pose limitations to our ability to answer the question of interest.

**RESEARCH**

**Research in Cell Biology**  
BMSC-GA 3007, 3008 / Burden, Chao, Cowin, Fisher, Ito, Nance, Orlow, Philips, Reinberg, Rifkin, Ryoo, Salzer, Stokes, Wang, E. Wilson / 1-12 points per term / 2019-20, 2020-21

**Research in Biochemistry**  
BMSC-GA 3101, 3102 / Bar-Sagi, Boeke, Chao, Huang, Klein, Kong, Neubert, Reinberg, Rothenberg / 1-12 points per term / 2019-20, 2020-21

**Research in Microbiology**  
Research in Pathology
BMSC-GA 3301, 3302 / Aifantis, Bar-Sagi, Cronstein, Dynlacht, Feske, Hernando, Krogsgaard, J Lafaille, D. Levy, Littman, Loke, Park, Schwab, Skok, S. Smith, Turnbull / 1-12 points per term / 2019-20, 2020-21

Research in Pharmacology

Research in Developmental Genetics
BMSC-GA 3403 / Burden, Dasen, J. Hubbard, Lehmann, Nance, Ryoo, Schober, Torres-Vazquez, Treisman / 1-12 points per term / 2019-20, 2020-21

Research in Physiology and Neuroscience
BMSC-GA 3501, 3502 / Axel, Burden, Chao, Coetzee, Dasen, Fishman, Froemke, Gan, Ginsberg, Gonen, Morley, Rice, Rudy, Salzer, Sigurdsson, Suh, Tsien, Wisniewski / 1-12 points per term / 2019-20, 2020-21

Research in Molecular Biophysics
BMSC-GA 3715 / Belasco, S. Hubbard, Kong, Mohammadi, Neubert, Stokes, Turnbull, D. Wang / 1-12 points per term / 2019-20, 2020-21

Research in Biomedical Imaging
BMSC-GA 4417 / Collins, Gonen, Lattanzi, Sodickson, Suh, Turnbull / 1-12 points per term / 2019-20, 2020-21

Research in Biomedical Informatics
BMSC-GA 4436 / Aphinyanaphongs, Cronstein, Fenyo, Gunsalus, Ruggles / 1-12 points per term / 2019-20, 2020-21

Research in Genome Integrity
BMSC-GA 4472 / Aifantis, Bar-Sagi, Boeke, Huang, Klein, Reinberg, Sfeir, Skok, S. Smith / 1-12 points per term / 2019-20, 2020-21

Research in Epidemiology
BMSC-GA 4488 / Ahn, Balcer, Duncan, Hayes, Sherman, Thorpe, Trasande / 1-12 points per term / 2019-20, 2020-21

Research in Biostatistics
BMSC-GA 4489 / Goldberg, Liu, Oh, Petkova, Tarpey, Thorpe, Troxel, B. Wang / 1-12 points per term / 2019-20, 2020-21

Research in Biomaterials Science
BMSC-GA 4490 / Broman, Coelho, McDevitt, Ricci, Zhang / 1-12 points per term / 2019-20, 2020-21

Research in Biomedical Imaging
BMSC-GA 4416 / Lazar / 1.5 points / 2019-20, 2020-21

Research in Stem Cell Biology
BMSC-GA 4425 / E. Wilson / 1.5 points / 2019-20, 2020-21

Seminar in Systems and Computational Biomedicine
BMSC-GA 4435 / Ruggles / 1.5 points / 2019-20, 2020-21

Seminar in Immunology
BMSC-GA 4441 / Feske, Koralov / 1.5 points / 2019-20, 2020-21

Genome Integrity Works-in-Progress
BMSC-GA 4460 / S. Smith / 1.5 points / 2019-20, 2020-21

Readings in Neuroscience
BMSC-GA 4463 / Chao / 5-5 points / 2019-20, 2020-21

Epidemiology Seminar and Journal Club
BMSC-GA 4491 / Zeleniuch-Jacquotte / 1 point / 2019-20, 2020-21

Biostatistics Seminar and Journal Club
BMSC-GA 4492 / Adhikari / 1 point / 2019-20, 2020-21
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 or spring 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 optional for admission to the MS program.

Degree Requirements: Students are awarded a Master of Science degree on (1) completion of 36 points with an average of B or better and (2) satisfactory completion of a 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. The M.S. program offers four courses of study: general biology, bioinformatics and systems biology, recombinant DNA technology, and oral biology.

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

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

The M.S.-M.B.A. program will lead to an M.S. in Biology (GSAS) and an M.B.A. (Stern School of Business). Applicants must submit an application to both schools and students must be admitted to both programs to qualify for the joint degree. Each program’s application requirements must be satisfied.

Students in the joint program earn 30 credits in GSAS-Biology and complete a qualifying 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 Ph.D. program are an undergraduate major in a science with a B or better average; three letters of
recommendation from individuals who are capable of assessing the applicant’s academic and scientific potential; and the Graduate Record Examination (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, doctoral students are required to complete Bio Core 3, BIOL-GA 2003 and Bio Core 4, 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 register for Predoctoral Colloquium: Graduate Student Seminar, BIOL-GA 3015 for a total of six semesters. A total of 8 points of electives must be in courses and tutorials at the 1000 and 2000 levels. The remaining points may be selected from courses generally at the 3000 level. All doctoral students must achieve a grade of B or better in all required courses.

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.

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 May 31 of the second year. When Ph.D. students pass their thesis proposal examination, they become Ph.D. candidates. Additionally, Ph.D. students are required to convene annual meetings with their thesis committee by May 31 of each year.

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 thesis 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 open-plan “loft” style research space in the Brown Building (floors 7, 8, 9, and 10) as well as state-of-the-art facilities in the 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 Center for Genomics and Systems Biology highlights the Department’s 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 onto which this vision rests is to reconcile the level of molecular conservation at the genome & systems level with the dramatic diversity of life.

FACULTY

Efrain C. Azmitia
Neuroplasticity of the brain regulated by neuronal serotonin and glial S-100 protein

Kenneth D. Birnbaum
Developmental and evolutionary genomics of plants. The origin and genetic programming of cell types.

Justin Blau

Richard A. Bonneau
Professor (Biology, Computer Science). Ph.D. 2001 (biochemistry), Washington (Seattle); B.A. 1997 (biochemistry), Florida State.
Systems Biology and protein modeling.

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

Suse Broyde
Professor. Ph.D. 1963 (physical chemistry), Polytechnic (Brooklyn); B.S. 1958 (chemistry), City College.
DNA damage induced by environmental and endogenous carcinogens, mutagenesis and repair.

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

Carlos Carmona-Fontaine
Assistant Professor. Ph.D. 2010 (cell and developmental biology), University College, London; B.Sc. 2005 (biology), Pontificia Universidad Catolica de Chile.
Multicellular organization in health and disease; cell biology; cancer and developmental biology; social behaviors in cells.

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

Lionel Christiaen
Transcription, migration, heart, head muscles, actin dynamics, vesicle trafficking, cell polarity, cell-cell communication, asymmetric cell divisions.

Gloria M. Coruzzi
Carroll and Milton Petrie Professor of Biology. Ph.D., M.S. 1979 (molecular and cell biology), New York; B.S. 1976, Fordham.
Plant systems biology and evolutionary genomics.

Claude Desplan
Silver Professor; Professor (Biology, Neural Science). 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 embryo to the Drosophila visual system.

Patrick Eichenberger
Comparative and functional genomics of endospore-forming bacteria.

Sevinc Ercan
Associate Professor. Ph.D. 2005 (biochemistry and molecular biology), Pennsylvania State; B.S. 1999, Bilkent University.
Developmental genomics; epigenetics; chromatin.

David H. Fitch
Evolution of development; molecular systematics; and developmental genetics of the male tail in nematodes related to C. elegans.

Nataliya Galifianakis
Clinical Assistant Professor. Ph.D. 1997 (physiology/neuroscience), National Academy of Sciences (Ukraine); M.S. 1994 (physiology), Taras Shevchenko National.
Cellular metabolism, nutrition and autoimmunity.

Elodie Ghedin
Professor (Biology, Public Health). Ph.D. 1998 (molecular parasitology), McGill; M.Sc. 1993 (environmental sciences), Quebec; B.Sc. 1989 (biology), McGill.
Evolutionary genomics of infectious agents; neglected tropical diseases; microbiome and virus metagenomic studies.

David J.J. Gresham
Associate Professor. Ph.D. 2001 (human genetics), Edith Cowan; B.S. (biochemistry) 1997, McGill.

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

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

Shao-shan Carol Huang
Assistant Professor. Ph.D. 2011, Massachusetts Institute of Technology; BSc 2005, British Columbia.
Computational and high-throughput approaches to understanding gene regulation in plants and humans.

Manpreet S. Katarí
Clinical Associate Professor. Ph.D. 2004 (genetics), SUNY (Stony Brook); B.S. 1997 (biochemistry), SUNY (Buffalo).
Bioinformatics, systems biology, functional genomics, comparative genomics.

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

Nikolai Kirov
Clinical Professor. Ph.D. 1985 (molecular biology), Institute of Molecular Biology (Bulgaria); B.S. 1979 (biochemistry), Kharkov.
Gene function and mechanisms of gene regulation during Drosophila development.

Fei Li
Associate Professor. Ph.D. 2002, Texas (Austin); M.S. 1996, Louisiana (Monroe); B.S. 1991, Sichuan.
Epigenetics, epigenomics, chromatin.

Esteban O. Mazzoni
Stem cell biology, cell fate differentiation, developmental neuroscience.

Alexander Mogilner
Professor (Biology, Mathematics). Ph.D. 1995 (applied math), British Columbia; Ph.D. 1990 (physics), USSR Academy of Sciences; M.Eng. 1985 (engineering physics), Ural Polytech. Institute.
Cell motility, cell division, dynamics of cytoskeleton.

Joseph Osmundson
Biochemistry; bioinformatics; gene expression; DNA replication; science education and communication.

Brian Parker
Clinical Assistant Professor. Ph.D. 2006 (computer science/computational biology), Sydney; B.Sc. 1994 (mathematics/computer science), M.B.B.S. 1988 (medicine), Queensland.
Computational biology and biostatistics; comparative genomics; post-transcriptional regulatory mechanisms; epigenetics.

Fabio Piano
Genomics, genetics and evolution of early C. elegans development.

Michael Purugganan
Silver Professor; Professor; Dorothy Schiff Professor of Genomics. Ph.D. 1993 (botany), Georgia; M.A. 1986, Columbia; B.S. 1985, Philippines.
Plant evolutionary genomics.

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

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

Matthew Rockman
Evolutionary and molecular causes of heritable variation in animals.
Enrique Rojas
Assistant Professor. Ph.D. 2010 (physics), B.A. 2004 (physics), Pennsylvania. Experimental theoretical approaches to understanding cell-scale biophysics in bacteria, plants and fungi.

Christine A. Rushlow

Neville Sanjana
Assistant Professor. Ph.D. 2010 (brain & cognitive Sciences), Massachusetts Institute of Technology; B.A. 2001 (English), Stanford. Bioengineering, genomics, neuroscience, cancer biology, systems biology.

Rahul Satija

Katie Schneider Paolantonio

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

Mark L. Siegal

Stephen J. Small

Duncan Smith

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

Daniel Tranchina
Professor (Biology, Mathematics, Neural Science). Ph.D. 1981 (neurobiology), Rockefeller; B.A. 1975 (neurobiology), SUNY (Binghamton). Computational neuroscience, phototransduction, stochastic problems in cellular and molecular biology, statistical analysis and modeling of genome-scale data.

Christine Vogel

Tyler Volk
Professor. Ph.D. 1984 (atmospheric science), M.S. 1982 (applied science), New York; B.S. 1971 (architecture), Michigan. Environmental challenges to global prosperity, the role of life in Earth dynamics.

FACULTY IN NYU ABU DHABI
Shady Amin
Stephane Boissinot
Dipesh Chaudhury
Youssef Idaghdour
Piergiorgio Percipalle
Kirsten Sadler Edepli
Kourosh Salehi-Ashtiani

FACULTY IN NYU SHANGHAI
Gang Fang
Jungseog Kang

COURSES

Bio Core 1: Molecular Systems
BIOL-GA 1001 / Li, Hochwagen / 4 points / 2019-20, 2020-21
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 nucleic 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: Cellular Systems
BIOL-GA 1002 / Mogilner, Mazzoni / 4 points / 2019-20, 2020-21
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
BIOL-GA 1007 / Parker / 4 points / 2019-20, 2020-21
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**

BIOL-GA 1009 / Katari, Parker / 4 points / 2019-20, 2020-21

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**

BIOL-GA 1011 / Reiss / 4 points / 2019-20, 2020-21

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.

**Cornerstones of the Central Dogma**

BIOL-GA 1022 / Smith / 4 points / 2020-21 / Prerequisite: BIOL-GA 1001

A scientific paper can create or revolutionize an entire field. We will critically evaluate papers that made a lasting impact on molecular biology, with a focus on the methodological innovation and scientific rigor underlying these seminal works. The emphasis will be on fundamental biological questions, experimental design, and data interpretation.

**Hot Topics in Infectious Diseases**

BIOL-GA 1023 / Reiss / 4 points / 2019-20, 2020-21

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: Metabolic Disorders**

BIOL-GA 1031 / Galifianakis / 4 points / 2019-20, 2020-21

Examines metabolic disorders of mammalian cells. Topics include reproduction biology, regulation of ion and water excretion, maintenance and control of cardiovascular function, and respiratory physiology.

**Protein Biochemistry**

BIOL-GA 1045 / Hochwagen / 4 points / 2019-20, 2020-21 / Prerequisite: BIOL-GA 1001

Provides students with a firm and rigorous foundation in the principles of modern protein biochemistry. These concepts form the basis for many of the great mechanistic advances now being made in biology and the medical sciences. The course will discuss the fundamental processes that enable proteins to form complex biological structures, respond to the environment, catalyze chemical reactions and perform work. A strong emphasis will also be placed on the state-of-the-art experimental approaches driving the current revolution in biochemical research.

**Cell Biology-The Nucleus and Beyond**

BIOL-GA 1051 / Li / 4 points / 2019-20, 2020-21 / Prerequisite: BIOL-GA 1001

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.

**Frontiers in Microbiology**

BIOL-GA 1052 / Rojas / 4 points / 2019-20, 2020-21

Examines synthetic biology: the engineering of novel biological circuits within cells in order to perform specific functions, focusing on synthetic biology in microbes.

**Viral Diseases**

BIOL-GA 1080 / Reiss / 4 points / 2019-20, 2020-21

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 / Staff / 4 points / 2020-21  
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.

**Neuroplasticity and Disease**  
BIOL-GA 1101 / Azmitia / 4 points / 2019-20, 2020-21  
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 / Rushlow / 4 points each / 2019-20, 2020-21  
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 / Parker / 4 points / 2019-20, 2020-21  
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**  
BIOL-GA 1128 / Vogel / 4 points / 2020-21  
Introduction to methods for acquiring and interpreting genomic and systems-level biological data. The course will begin with topics in genome-scale approaches; genome architecture and annotation of genomic DNA sequences; global analysis of RNA; phenomics, metabolomics, proteomics, glycomics, chemical genomics, and reverse genetics; gene ontology; and methods for data integration. The second half of the course will focus on systems biology, including introductions to network models (e.g., continuous and Boolean), network inference methods, network motifs and synthetic biological networks, and population-based approaches to systems biology including population genomics, quantitative genetics, and systems genetics. The course structure combines lectures and discussion of foundational literature.

**Evolutionary Genetics and Genomics**  
BIOL-GA 1129 / Purugganan / 4 points / 2020-21  
The genetic and genomic mechanisms underlying evolutionary change, including the genetics of adaptation and character regression; evolution of complex characters and traits such as organ systems, the senses, and patterns of behavior; methods for the study of quantitative trait locus (QTL) variation and multifactorial systems.

**APPLIED GENOMICS**

**An Introduction to Bioinformatics and Network Modeling**  
BIOL-GA 1130 / Katari, Parker / 4 points / 2019-20, 2020-21  
This course introduces fundamental methods of analyzing large data sets from genomics experiments. Through a combination of lectures, hands-on computational training, and in-depth discussions of current scientific papers, students learn the conceptual foundations of basic analytical methods, the computational skills to implement these methods, and the reasoning skills to read critically the primary literature in genomics. Analysis focuses on data from genome-wide studies of gene expression and from genome-wide studies of molecular interactions. Methods covered include clustering, multiple-hypothesis testing, and network inference. A large part of the course is dedicated to students completing an individual project that is tailored to meet their background and training.

**Biophysical Modeling of Cells & Populations**  
BIOL-GA 1131 / Kussell / 4 points / 2020-21  
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

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*Biology / NYU Graduate School of Arts and Science / 2019-21*
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.

**Genomic Innovation**  
BIOL-GA 1140 / Sanjana / 4 points / 2020-21  
This course focuses on understanding the current landscape of genome science and building ideas and organizations to accelerate progress in technology innovation, scientific understanding and industrial applications of genomics. The course will introduce students to cutting-edge technologies and applications in genetics and genomics and their responsible use in science and society.

**Bio Core 3: Molecules and Cells**  
BIOL-GA 2003 / Staff / 4 points / 2019-20, 2020-21  
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 / Staff / 4 points / 2019-20, 2020-21  
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 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**  
BIOL-GA 2015 / Carlton / 4 points / 2019-20, 2020-21  
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.

**Statistics in Biology**  
BIOL-GA 2030 / Tranchina, Parker, Gunsalus, Katari / 4 points / 2019-20, 2020-21  
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.
region-specific gene expression, cell specification through cell-cell interaction, gastrulation, and organogenesis.

**The Art of Scientific Investigation**  
BIOL-GA 3001 / Kussell / 2 points / 2019-20, 2020-21  
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 / Staff / 2 points / 2019-20, 2020-21  
Students gain experience in the preparation and presentation of formal scientific seminars.

**Predoctoral Colloquium:**  
**Laboratory Rotation**  
BIOL-GA 3034, 3035 / Staff / 2 and 4 points, respectively / 2019-20, 2020-21  
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 / Staff / 1-6 points / 2019-20, 2020-21  
Individual research projects carried out under the supervision of the faculty.

**Reading**  
BIOL-GA 3305, 3306 / Staff / 1-6 points / 2019-20, 2020-21  
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.
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 lecture-based courses 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 can select a research advisor at the end of the Fall 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 members. 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.
FACULTY

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

Zlatko Bacić  
Accurate quantum treatment of the spectroscopy of floppy molecules and clusters; vibrational predissociation of weakly bound complexes; solvent effects on the photofragmentation of small molecules.

Daniela Buccella  
Associate Professor. Ph.D. 2008, Columbia; B.S., Caracas.  
Inorganic chemistry, bioinorganic chemistry, chemical biology, molecular imaging.

James W. Canary  
Chair, Professor. Ph.D. 1988 (organic chemistry), California (Los Angeles); B.S. 1982, California (Berkeley).  
Organic and bioorganic chemistry, molecular switches, DNA-directed polymer assembly, fluorescent probes, and targeted MRI contrast agents for bio-imaging.

Tianning Diao  
Assistant Professor, Ph.D. 2012 (organic chemistry), Wisconsin (Madison); B.S., Pudan.  
Organometallic chemistry, organic chemistry, inorganic chemistry.

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

Andrew Hamilton  

Glen M. Hocky  
Assistant Professor. Ph.D. 2014 (chemical physics), Columbia; B.S. 2009 (chemistry, mathematics), Chicago.  
Theoretical chemistry, statistical mechanics, computational methods, biophysics, materials.

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

Bart Kahr  
Chemical crystallography, growth mechanisms, and structures of imperfect crystals; chiroptics of organized media; differential polarization imaging; polycrystalline pattern formation.

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

Tania Lupoli  
Assistant Professor, Ph.D. 2011, Harvard; B.S. 2005, New York.  
Chemical biology, infectious disease.

Stefano Sacanna  
Nanoscience, colloidal chemistry, microscopy.

Tamar Schlick  
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  
Director of Graduate Studies, Associate Professor. Ph.D. 2007 (physical chemistry), B.S. 2003 (biochemistry/molecular biology), Minnesota.  
Chemical biology, structural biology, NMR spectroscopy, membrane protein transporters and receptors.

Dirk Trauner  
Janice Cutler Chair, Professor. Ph.D. 1997, Vienna.  
Chemical Synthesis, natural product chemistry, neuroscience, cell biology and photopharmacology.

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

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

Michael D. Ward  
Nanoscience and materials design; synthesis/assembly of organic molecular crystals; hydrogen-bond networks; crystal growth, atomic force microscopy.
Marcus Weck  
Organic and polymer chemistry, nanoscience, biomaterials, catalysis, supramolecular chemistry, materials science.

Keith A. Woerpel  
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.

John Z. H. Zhang  
Professor. Ph.D. 1987 (chemical physics), Houston; B.S. 1982 (physics), East China Normal.  
Theoretical studies of molecular collision dynamics; chemical reactions in the gas phase and on surfaces.

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

Chemistry of the Transition Metals  
CHEM-GA 1113 / 4 points / 2019-20, 2020-21  
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 / 4 points / 2019-20, 2020-21  
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.

Synthetic Organic Chemistry  
CHEM-GA 1313 / 4 points / 2019-20, 2020-21  
Structure and bonding in organic molecules, including MO calculations, perturbation methods, and aromaticity; stereochemistry and conformational analysis; pericyclic reactions; thermochromy and kinetics; transition state theory and activation parameters; acids and bases; and methods for the determination of mechanisms.

Supramolecular Chemistry  
CHEM-GA 1315 / 4 points / 2019-20, 2020-21  
Molecular recognition in the context of organic and biological molecules. Emphasis will be on the understanding of weak forces that dictate self-assembly, and intra- and intermolecular interactions. Physical organic and biophysical methods are introduced as necessary.

COURSES

Macromolecular Chemistry  
CHEM-GA 1815 / 4 points / 2019-20, 2020-21  
Structure of macromolecules, including vector analysis, symmetry, 

AFFILIATED FACULTY

Suse Broyde, Professor, Biology.
Yu-Shin Ding, Professor, Radiology.
John Evans, Professor, College of Dentistry.
John T. McDevitt, Professor, College of Dentistry.
Jin Kim Montclare, Associate Professor, Chemical and Biomolecular Engineering.

FACULTY EMERITI

Paul J Gans, Professor; Neville R. Kallenbach, Professor; Jules Moskowitz, Professor; Martin Pope, Professor; David I. Schuster, Professor.
crystallography, DNA, RNA, and virus structure.

**Advanced Biophysical Chemistry**
CHEM-GA 1818 / 4 points / 2019-20, 2020-21
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.

**Molecular Biochemistry**
CHEM-GA 1883 / 4 points / 2019-20, 2020-21
Introduction to the classes of biomolecules and the roles they play in life processes. Emphasis on sequence-structure-function relationships of biomolecules and the flow of information at the molecular level within the cell.

**Special Topics**
CHEM-GA 2262 / 4 points / 2019-20, 2020-21
Topics of current interest in organic chemistry are covered in depth. Topics such as nanoscience, mass spectrometry, nuclear magnetic resonance, and infrared spectroscopy are addressed through a problem-solving approach; topics from current literature and research areas complement the core courses.

**The Science of Materials**
CHEM-GA 2400 / 4 points / 2019-20, 2020-21
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**
CHEM-GA 2420 / 4 points / 2019-20, 2020-21
An introduction to the major concepts in polymer chemistry, such as polymerizations and reactions of polymers.

**Statistical Mechanics**
CHEM-GA 2600 / 4 points / 2019-20, 2020-21
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.

**Computational Chemistry and Molecular Modeling**
CHEM-GA 2627 / 4 points / 2019-20, 2020-21
An introduction to molecular modeling and simulation with the goal of assisting students to develop a practical understanding of computational methods.

**Quantum Chemistry and Advanced Statistical Mechanics**
CHEM-GA 2666 / 4 points / 2019-20, 2020-21
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**
CHEM-GA 2672 / 4 points / 2019-20, 2020-21
This course is an introduction to machine learning and its applications to problems in chemistry. The course teaches students how to develop a practical understanding of machine learning methods (concepts, intuitions, algorithms, strengths, limitations, applicability) and in applying these methods to chemistry data (tools and strategies).

**Professional Development in the Sciences**
CHEM-GA 2673 / 0 points / 2019-20, 2020-21
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.

**Bioorganic Chemistry**
CHEM-GA 2884 / 4 points / 2019-20, 2020-21
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 / 2019-20, 2020-21
Graduate Seminar
CHEM-GA 3010 / 2 points / 2019-20, 2020-21
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.
DEPARTMENT OF
Cinema Studies
Tisch School of the Arts

tisch.nyu.edu/cinema-studies
721 Broadway, 6th floor
New York, NY 10003-6807
Phone: 212-998-1600

Chair of the Department
Professor Anna McCarthy

Director of Graduate Studies
Assistant Professor Toby Lee

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, CINE-GT 1026. Students with substantial academic training in any of these areas of study may request a waiver on a course-by-course basis. Independent study CINE-GT 2900-2905 and Cinema Studies Internship CINE-GT 2950, 2952 credits may not exceed a combined 8 points.

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

**Doctor of Philosophy**

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, 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.

The Ph.D. program prepares students to develop teaching competence and to pursue research in cinema and media studies. The curriculum draws on the methods of a number of disciplines, including art history, cultural studies, American studies, psychoanalytic theory, and philosophy and involves intensive seminar-level study in film theory, history, and research methods. Graduates of the program have gone onto positions of academic leadership in the field. The Doctor of Philosophy degree is conferred for advanced studies in which the student demonstrates outstanding original scholarship. It signifies the student can conduct independent research and has both a broad basic knowledge of all areas of his or her field and a comprehensive knowledge of one field in particular. A doctoral candidate must complete all requirements no later than ten years from matriculation or seven years from the time of his or her matriculation if the candidate holds a master’s degree.

Students must complete a total of 72 points; three qualifying exams; a foreign language requirement; an oral defense of a dissertation proposal; a doctoral dissertation; and a dissertation defense open to faculty and students. Students are permitted to take up to two classes outside the department or as independent study. A student interested in independent study must obtain approval from a full-time faculty member after submitting a statement of purpose and a proposed bibliography. In the first year of the program students take three courses, including Ph.D. Research Methodologies CINE-GT 2601, in the fall and two courses and the first qualifying exam in the spring. The second qualifying exam will be taken in the summer of the first year. In the second year students take two courses in the fall, one of which will be a directed reading in the dissertation topic area and two
courses in the spring, including Dissertation Seminar CINE-GT 3902. After completing their
dissertation proposal, students sit for a proposal defense.

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;
texture 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. Two 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 spring or summer semester. The third area exam is an oral exam. Students will
be questioned in their third area during the dissertation proposal defense meeting. 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, low 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.

A student must demonstrate proficiency in one foreign language. Six languages are accepted
toward fulfilling the Ph.D. language requirement: Chinese, French, German, Italian, Russian, and
Spanish. Students already proficient in a language other than English may request an exemption
from this requirement from the director of graduate studies. Language proficiency may be
demonstrated by any of the following: (1) passing the foreign language proficiency examination
given by the Graduate School of Arts and Science; (2) passing a departmental examination; or
(3) completing, or having completed not more than two years before matriculation, a full or final
intermediate-level college course in the language with a transcript grade of B or better. School of
Professional Studies (SPS) 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 faculty member approved by the chair. Each student must select two faculty
members to serve as members of the core committee alongside his or her adviser. Students must
select two additional readers for the examining committee soon after their core committee is in
place. The examining committee consists of five members: the student’s core committee and two
additional readers. At least three members of the examining committee must be graduate faculty
of New York University. Advance approval by the dissertation adviser and the Graduate School of
Arts and Science is necessary for any non-NYU member. No student should begin the final draft
of the dissertation until he or she has consulted (in person, except in extraordinary circumstances)
with all three of the core members of his or her dissertation committee. Where possible, core
members should receive a copy of each chapter of the dissertation as it is drafted.
All Ph.D. students must take Dissertation Seminar, CINE-GT 3902, in their fourth semester of Ph.D. course work. This seminar is used to develop the dissertation proposal that is defended in the Ph.D. oral defense. The dissertation proposal consists of a document of no more than 40 pages that outlines in detail the candidate’s proposed area of study. It should include (1) an outline of the research to be undertaken; (2) a statement of the project’s contribution to the field in the context of a brief review of the literature; (3) an outline of the method to be used; (4) a statement of how the candidate intends to complete the research; and (5) a chapter-by-chapter breakdown of the project. A 250-word abstract and a bibliography and filmography must be attached to the proposal. In the latter part of their fourth semester of Ph.D. course work, students sit for an oral defense conducted by a faculty evaluation committee. In this defense, students are questioned on their dissertation proposal as well as questioned for the third area oral exam. If a student fails the oral defense, she or he will have the opportunity to sit again for it in the next semester. The oral defense must be successfully completed before a student may begin writing the dissertation and in order for a student to be eligible to receive third year funding. All students must have their dissertation proposal approved by their adviser and two oral defense committee members. 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 third year funding.

In the second semester of the student’s third year, and then again in the second semester of year four, one complete chapter of the dissertation is reviewed by a faculty evaluation committee. The student may be 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. These two chapter reviews must be passed in order to receive fourth and fifth year funding. 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. Ph.D. students must submit a draft of their dissertation to their core committee three months before the proposed dissertation defense date. When the final draft of the dissertation has been approved by the core committee, the student confirms 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 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. The dissertation defense cannot be scheduled if outstanding incompletes exist.

Advanced Certificate in Culture and Media

The Advanced Certificate in Culture and Media 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

The 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.

FACULTY

Howard Besser
New media; archiving and preservation.

Manthia Diawara
African cinema; film and literature of the Black diaspora.

Ed Guerrero
Professor. Ph.D. 1989, California (Berkeley); M.F.A. 1972, San Francisco Art Institute; B.A. 1972, San Francisco State.
Race and representation; black cinema.

Marina Hassapopoulou
Interactive media; media historiography; experimental films; hybrid pedagogy; archival of film and art installations.

Feng-Mei Heberer
Assistant Professor. Ph.D. 2015, Southern California; M.A. 2008, B.A. 2004 (Film Studies and Comparative Literature), Freie.
Transnational media.

Antonia Lant
Professor. Ph.D. 1986 (history of art), M.Phil. 1983, Yale; B.A. 1979 (history of art), Leeds.
Film history; feminist film criticism and filmmaking; 19th- and 20th-century art history; archiving and preservation.

Toby Lee
Assistant Professor; Director of Graduate Studies. Ph.D. 2013 (social anthropology and film and visual studies), Harvard; M.Phil. 2004 (European literature), Oxford; B.A. 2002 (anthropology and modern Greek studies), Columbia.
Visual and media anthropology; cultural citizenship; expanded documentary; interface of art, anthropology and documentary.

Josslyn Luckett
Media studies; jazz & improvisation studies; comparative & relational Ethnic Studies; representations of Afro diasporic spiritual practices in media.

Anna McCarthy
Media and television studies; historiography; citizenship and screen culture.

Dana Polan
International film and media theory; genre studies; study of film scholarship and philosophy; American film; history of film studies; food studies.

William G. Simon
Film and narratology; Orson Welles; history of Italian film.

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

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

Dan Streible
History of cinema; moving image archiving and preservation; nonfiction film and video; orphan films.

Allen S. Weiss
History and theory of avant-garde cinema, theatre, and sound.

Zhang Zhen
Chinese cinema; film history; silent film.

AFFILIATED FACULTY IN OTHER DEPARTMENTS

Sheril Antonio, Film & Television, Art & Public Policy
COURSES

M.A. CORE CURRICULUM

Film Form and Film Sense
CINE-GT 1010 / Simon / 4 points / 2019-20, 2020-21
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
CINE-GT 1015 / Staff / 4 points / 2019-20, 2020-21
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
CINE-GT 1026 / McCarthy / 4 points / 2019-20, 2020-21
Examines the background, context, and history of radio, television, video, and sound. Topics include politics and economic issues of media institutions; audiences and reception; cultural and broadcast policy; aesthetic modes and movements.

GRADUATE FILM THEORY ELECTIVES

Advanced Seminar: Theories of History
CINE-GT 3031 / McCarthy / 4 points / 2020-2021
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.

FILM HISTORY ELECTIVES

History of Chinese Cinemas in a Global Context
CINE-GT 1135 / Zhang / 4 points / 2020-21
This course traces the origins of Chinese cinema and its transformation and diversification into a multi-faceted, polycentric trans-regional phenomenon in China, Hong Kong, and Taiwan up to the 1960s. We study a number of film cultures in Shanghai/China, Hong Kong, and Taiwan, including the complex web of their historical kinship ties, and place them within the regional and global contexts of modernity, revolution, nation-building, and attendant socio-cultural transformations. To investigate these unique yet interrelated film cultures together raises the question of national cinema as a unitary object of study, while suggesting new avenues for analyzing the complex genealogy of a cluster of urban, regional, commercial...
or state-sponsored film industries within a larger comparative and transnational framework. Topics related to screenings and discussions include urban modernity, exhibition & spectatorship, transition to sound, stardom & propaganda, gender & ethnic identities, and genre formation and hybridization.

Silent French Cinema
CINE-GT 1151 / Lant / 4 points / 2020-21
An evaluation of silent film production in France, including narrative and avant-garde films as well as non-fiction works, from the emergence of cinema to the transition to sound. Among other topics, students will learn of France's international prominence of cinema over the medium's first ten years, of Max Linder's importance to Charlie Chaplin, and of Alice Guy Blaché's significance in the history of women's filmmaking. Genres studied and screened include the modern studio spectacular, the serial film, science fiction, urban and maritime realism, the oriental fantasy, and the bourgeois melodrama.

Blaxploitation
CINE-GT 1317 / Guerrero / 4 points / 2019-20
This course explores the rise and fall of Hollywood's “Blaxploitation” period and genre. We will look at the genre's continuing influence on American commercial cinema and popular culture. We will locate the fifty-odd films of the period in the cultural, political, 'black identity and liberation' contexts at the end of the Civil Rights Movement, and at the rise of the Black Power and Black Aesthetics movements of the mid-'70s. Also, we will explore what Blaxploitation was 'saying' to (and about) its audience; how Blaxploitation draws upon black literary convention; the black crime novel; and black music and film noir. We will also examine Blaxploitation's niche in, and contribution to, Hollywood's political economy, and how Blaxploitation's aesthetic and cultural conventions and formula have crossed over to address a broad popular audience in a number of popular contemporary films and popular cultural expressions.

French New Wave
CINE-GT 1513 / Stam / 4 points / 2020-21
This course offers an historical and critical overview of one of the most dynamic and influential film movements within the history of the cinema—the French New Wave—a movement that has influenced filmmakers all over the world. After examining the philosophical underpinnings of the movement in philosophical existentialism (Jean-Paul Sartre, Simone de Beauvoir) and the theoretical underpinnings in the film criticism of Cahiers du Cinema, we will examine key films and directors. We will explore the three core groups that together formed the New Wave, notably 1) the Cahiers directors (Truffaut, Godard, Chabrol, Rivette, Rohmer); 2) the Left Bank directors (Resnais, Duras, Varda, Marker); and 3) Cinema Verite (Jean Rouch, Edgar Morin). While we will focus largely on the films themselves, we will situate New Wave films within a broader spectrum of philosophy, literature, and the art. Some key themes in the course will be: first-person auteur cinema; artistic modernism and the New Wave; the relation between film and the other arts; the revolution in film language; the filmic adaptation of novels; and feminism and the New Wave; race, gender and sexuality; the evolution of style; and the political evolution leading up to the near-revolution of May 1968. The course will approach the New Wave through 1) critical writing, including by the directors themselves; 2) the screening of a chronologically arranged series of feature films; and 3) the analysis of short clips related to the larger themes. The goal of the course is for students to gain an overall sense of the historical importance of the New Wave, of the characteristic styles and themes of the key directors, and of some of the theories that circulated around such films.

Topics in Documentary Film
CINE-GT 2002 / Lee / 4 points / 2020-21
Recent topic: Expanded Documentary.

Brazilian Cinema I
CINE-GT 2117 / Stam / 4 points / 2019-20
Intensive 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.

Asian Media & Popular Culture
CINE-GT 2126 / 4 points / 2019-20 / 2020-21
This course surveys major concepts and issues concerning media in Asia along with the region’s geocultural and socio-political 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.

**Non-Fiction Film History**  
CINE-GT 2307 / Streible / 4 points / 2020-21  
This course introduces advanced undergraduates and graduate students to the study of nonfiction film. It explores the history and historiography of nonfiction cinema, including—but not limited to—documentary film. We will examine the established milestones of the international tradition of documentary—from the romances of Robert Flaherty to propaganda projects of the 1930s and 1940s, through cinema vérité of the 1960s and the activist, institutional, and personal styles of recent decades. However, the course also places documentary in a context that includes forms of nonfiction typically segregated from the traditional conception of documentary. Some are familiar forms, such as travelogues and newsreels. Others have been neglected by scholars until recently: sponsored, industrial, educational, and science films; home movies and other amateur films; outtakes and other archival footage. Viewed both as discrete works of cinema and as artifacts of social and cultural significance, such orphaned films pose problems of history, culture, and aesthetics that challenge traditional conceptions of making, viewing, and studying films. We will read primary sources, as well as scholarly approaches to the history of nonfiction film and to the possible uses and meanings of this vast archive. Students will participate actively in discussions, make in-class presentations, and complete historical research projects on topics developed in consultation with the instructor.

**Asian Film History/Historiography**  
CINE-GT 3244 / Zhang / 4 points / 2019-20  
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**  
CINE-GT 1141 / Porton / 4 points / 2019-20, 2020-21  
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 Martin Scorsese**  
CINE-GT 1201 / Simon / 4 points / 2020-21  
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/Novel**  
CINE-GT 2056 / Stam / 4 points / 2020-21  
On a historical/literary level, the course will examine a chronologically-arranged sequence of celebrated novels (and their cinematic adaptations) including classics from England, Russia, the U.S., France, and Brazil. On an analytic level, we will perform exercises in comparative stylistics by doing close readings of brief passages and examining the film sequences based on them. On a theoretical level, the course will broaden the discussion to treat adaptation as an essential part of the creative process in all the arts in the form of what used to be called “influence” but is now often referred to as “dialogism,” “intertextuality,” “transtextuality,” “intermediality,” “remediation,” and so forth.
Hollywood 1939
CINE-GT 2116 / Polan / 4 points / 2020-21
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.

Advanced Seminar: Renoir
CINE-GT 2205 / Simon / 4 points / 2019-20
This seminar will investigate the narrative conception and dynamics of Jean Renoir’s films with two major points of emphasis: 1. Their continuity with the visual culture of France in the 19th century (suggested by the fact that his father was a great painter in the Impressionist tradition); and 2. The development of Renoir’s narrational style (especially the use of long takes) in relation to social, cultural, and political discourses of the period in which he was working. This seminar will concentrate on the Popular Front films of the 1930s, but will also consider shifts in the styles and contexts of the films during his American & Post-World War 2 periods. Class presentations, papers, readings required.

Landscape and Cinema
CINE-GT 3104 / Weiss / 4 points / 2020-21
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.

CULTURAL STUDIES/ MEDIA STUDIES ELECTIVES

Topics in Cultural and Media Studies: Cinema, Migration, & Diaspora
CINE-GT 1025 / Heberer / 4 points / 2019-20
This course explores film and other visual media through the lens of migrancy and diaspora, asking what it would mean if we placed histories of movement and border-crossings at the center of our analysis? To do so, we will combine studies of representation, or how experiences of migration and (un)belonging are told on screen, with inquiries into media infrastructures and practices, i.e. how works are made, circulated, and received beyond national and regional boundaries. Readings from cultural studies, media industry studies, and ethnic studies will define our theoretical framework. Case studies include auteur and popular film, personal documentaries, and television shows as well as media piracy and fan-based online practices.

Cultural Theory and the Documentary
CINE-GT 2001 / Lee / 4 points / 2019-20, 2020-21
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.
**Interactive Cinema & New Media**  
CINE-GT 2600 / Hassapopoulou / 4 points / 2019-20  
Interactive cinema is a hybrid medium that incorporates the audience into the performance of the film by integrating elements such as audience voting, motion sensors, and live acting to create a participatory multimedia experience. This course will analyze the development and reception contexts of interactive films, ranging from influential site-specific experiments in the 1960s to recent digital projects in software-generated cinema. A diverse spectrum of interactive genres will be discussed, including choose-your-own-adventure films, hypertexts, art installations, games, and web-based narratives. Through interactive screenings, media analysis, and selected readings, the course will establish connections between interactive cinema and canonical approaches to film and media studies, while also indicating its relevance to current trends in digital culture.

**Black Documentary Tradition**  
CINE-GT 2707 / 4 points / 2019-20  
The course will examine the questions of archive, history and documentary cinema in Africa and its diaspora. The class will be divided into three parts. First we will study the questions of voice, citizenship and the struggle for representation in the African American documentary tradition from William Greaves to contemporary directors. Second, we will look at the strategies of representing the black uprisings in UK and the militarization of the police in the experimental documentary cinema of black British film collectives such Black Audio, Ceddo and Sankofa. Finally, we will consider the place of history and archives in the emergence of the documentary tradition in Africa, with directors such as Jean Mary Teno, Raoul Peck and Jihan El-Tahri. An important goal of the class will be to trace the cinematic relations, influences and differences between the three traditions of film-making. In addition to films, the preliminary texts include: Struggles in Representation (Phyllis Klotman), Policing The Crisis (Stuart Hall, et.al.) and Postcolonial African Cinema (Kenneth Harrow).

**Advanced Seminar: Language and Image in Film Narrative**  
CINE-GT 3016 / Simon / 4 points / 2020-21  
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*).

**GENERAL GRADUATE RESEARCH**

**Ph.D. Research Methodologies**  
CINE-GT 2601 / McCarthy / 4 points / 2019-20, 2020-21

**Independent Study**  
CINE-GT 2900, 2901, 2902, 2903, 2904, 2905 / Staff / 1-4 points per term / 2019-20, 2020-21

**Dissertation Seminar**  
CINE-GT 3902 / Staff / 4 points / 2019-20, 2020-21

**Directed Reading/Research in Cinema Studies**  
CINE-GT 3907 / Staff / 4 points / 2019-20, 2020-21

**INTERNSHIP**

**Cinema Studies Internship**  
CINE-GT 2950, 2952 / 1-4 points / 2019-20, 2020-21
DEPARTMENT OF
Classics

as.nyu.edu/classics
100 Washington Square East
Silver Center, Room 503
New York, NY 10003-6790
Phone: 212-998-8590

Chair of the Department
Associate Professor Andrew Monson

Director of Graduate Studies
Associate Professor Barbara Kowalzig

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 survey sequence, Latin Literature: Origins, Republic, CLASS-GA 1003, and Latin Literature: Imperial Period, CLASS-GA 1005, or the Greek survey sequence CLASS-GA Greek Prose Literature, CLASS-GA 1009 and Greek Poetry from Homer Through the Hellenistic Period, CLASS-GA 1013, year-long survey and one course from two of the following three areas: 1) prose composition, Greek Rhetoric and Stylistics: Composition, CLASS-GA 1011, or, Latin Rhetoric and Stylistics: Composition, CLASS-GA 1012; 2) Greek or Roman history, and 3) Archaeology or ancient art history. Of the remaining four courses, at least three must be in the original language. 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 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 Rhetoric and Stylistics: Composition, CLASS-GA 1011, Latin Rhetoric and Stylistics: Composition, CLASS-GA 1012, and both the Latin survey sequence, Latin Literature: Origins, Republic, CLASS-GA 1003, and Latin Literature: Imperial Period, CLASS-GA 1005, and the Greek survey sequence CLASS-GA Greek Prose Literature, CLASS-GA 1009 and Greek Poetry from Homer Through the Hellenistic Period, CLASS-GA 1013; in addition students must take 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; and at least two courses in fields outside Classics. Each student will complete at least 8 research papers (min. 5000 words) in connection with the
chosen graduate seminars. Students must also pass two modern language examinations chosen from German (mandatory) and French or Italian before taking their qualifying exams. 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 advisor 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 credit). Students may also take one or more modern language examinations in their first year. 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. If not taken in the first year, students must pass their two modern language examinations. 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 their qualifying exams. 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 two weeks in the September of the third year. Students failing any exam retake it at the beginning of the following spring semester. The fields are: 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 by the faculty administering the individual exams. 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) A special field exam (oral) geared towards the dissertation topic, based on a reading list that includes both primary and secondary reading developed by the student in consultation with the future dissertation advisor (who should also be the examiner). This exam should lead to the proposal defense and may be taken any time during the third year, or in conjunction with the dissertation proposal defense. (3) 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 departmental faculty as a whole. An oral presentation must be scheduled before the committee and any interested member of the graduate faculty and the proposal approved by the end of the spring semester of the third year. The dissertation proposal has the following components: an abstract (100-200 words); a prose proposal (25-35 pages excluding the bibliography) 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 (at least two pages).

In the fourth year, students conduct dissertation writing and research. Normally one chapter should be completed within six months of the proposal defense. Students are required to attend the dissertation workshop, meeting regularly throughout the fall and spring semesters. The workshop must be attended for as long as the student remains in residence.

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.

FACULTY

**Emilia A. Barbiero**  
Republican verse; Greco-Roman epistolography; literary materiality and materiality in literature.  

**Alessandro Barchiesi**  

**Adam H. Becker**  
Jewish-Christian relations in late antiquity; critical theories of religion; Syriac language and literature; reception of classical antiquity; religion in the modern Middle East; American religion.

**Joan Breton Connelly**  
Professor. Ph.D. 1984 (classical and near eastern archaeology), Bryn Mawr; A.B. 1976, Princeton.  
Greek sculpture and vase painting, Greek myth and religion, Cypriot archaeology, the Hellenistic East.

**Raffaella Cribiore**  
Professor. Ph.D. 1993 Columbia; M. Phil. 1990; Università Cattolica.  
Education in the Greek and Roman worlds, papyrology, and ancient rhetoric.

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

**Barbara Kowalzig**  
History; music; poetry and performance; economic and social history of Greece and the Mediterranean.

**David Levene**  
Latin prose literature; Roman religion; Roman Republican history.

**Peter W. Meineck**  
Professor of Classics in the Modern World. Ph.D. Nottingham; B.A. 1989 (ancient world studies), University College London.  
Performance, production and reception of ancient drama; Greek literature; cognitive theory and neuroscience approaches to antiquity. applied theatre and outreach; arts management; theatre directing and dramaturgy; European classical drama.

**Phillip T. Mitsis**  

Greek epic and tragedy; ancient philosophy and its later reception.

**Andrew Monson**  
Associate Professor, Chair. Ph.D. 2008, Stanford; M.Phil. 2002, University College London; B.A. 2000 (classical studies), Pennsylvania.

**David Sider**  
Professor. Ph.D. 1969, M.A. 1963 (Greek), Columbia; B.A. 1961 (mathematics), City College of New York.  
Greek poetry and philosophy.

**Laura Viidebaum**  
Greek literary and rhetorical theory, Greek prose literature, ancient philosophy, tragedy and reception.

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

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

**Peter W. Meineck**  
Professor of Classics in the Modern World. Ph.D. Nottingham; B.A. 1989 (ancient world studies), University College London.  
Performance, production and reception of ancient drama; Greek literature; cognitive theory and neuroscience approaches to antiquity. applied theatre and outreach; arts management; theatre directing and dramaturgy; European classical drama.

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**Andrew Monson**  
Associate Professor, Chair. Ph.D. 2008, Stanford; M.Phil. 2002, University College London; B.A. 2000 (classical studies), Pennsylvania.

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

**Matthew S. Santirocco**  
Latin literature (especially Augustan poetry, literary patronage); Greek poetry (especially Hellenistic and tragedy); classical tradition.
COURSES

Latin Literature: Origins, Republic
CLASS-GA 1003 / 4 points / 2020-21
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
CLASS-GA 1005 / 4 points / 2020-21
Extensive reading in Latin prose and poetry of the Augustan and imperial periods. Texts are studied in chronological sequence, and major themes of early imperial intellectual history are explored. Readings focus on literature of the golden and silver ages in a variety of genres, including epic, pastoral, tragic drama, satire, epigram, letters, and historical writings.

Greek Prose Literature
CLASS-GA 1009 / 4 points / 2019-20
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: Composition
CLASS-GA 1011 / 4 points / 2019-20
The development of Greek 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.

Latin Rhetoric and Stylistics: Composition
CLASS-GA 1012 / 4 points / 2019-20
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
CLASS-GA 1013 / 4 points / 2019-20
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
CLASS-GA 1040 / 4 points / 2020-21
Introduction to the methods and approaches used to uncover the ancient past and to the categories of evidence available in this quest. Develops a sense of how to apply various methods to the study of a given corpus of data. Deals with the means of transmission of ancient evidence to modern scholarship and culture and provides a sense of ancient studies as a whole.

Sallust
CLASS-GA 2812 / 4 points / 2019-20
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
CLASS-GA 2821 / 4 points / 2019-20
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
CLASS-GA 2838 / 4 points / 2020-21
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
CLASS-GA 2843 / 4 points / 2019-20
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
CLASS-GA 2853 / 4 points / 2020-21
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
CLASS-GA 2876 / 4 points / 2020-21
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**  
CLASS-GA 2887 / 4 points / 2020-21  
Overview of Ovid’s poetic output (including love, elegy, didactic, epistolary, and epic poetry); concentrates on a particular poem or related group of poems. Topics include Ovid’s reaction to Vergil, the influence of the declamatory schools, Ovid’s creation of a new narrative style for epic poetry, and the poet’s response to Augustus.

**Plato**  
CLASS-GA 2932 / 4 points / 2019-20  
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**  
CLASS-GA 2963 / 4 points / 2019-20  
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**  
CLASS-GA 2967 / 4 points / 2019-20  
Overview of Euripides’ career is followed by reading of selected tragedies. Particular attention is paid to the challenges he posed to the “proper” tragic form, the influence of Aeschylus and the relationship between Sophocles and Euripides, contemporary political and intellectual influences, and the role of ritual and the divine in Euripidean art.

**Homer**  
CLASS-GA 2981 / 4 points / 2019-20  
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**  
CLASS-GA 2987 / 4 points / 2019-20  
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**  
CLASS-GA 3000 / 4 points / 2019-20, 2020-21  
Variable content. Past topics have been Greek Religion in a Mediterranean Society (Kowalzig); The Persian Empire (Monson).

**Topics in Greek History**  
CLASS-GA 3002 / 4 points / 2019-20, 2020-21  
Variable content. Past topics have been History of the Ideas of Conscience and Forgiveness (Konstan); Third Sophistic (Cribiore).

**Directed Reading in Latin Literature I, II**  
CLASS-GA 3101, 3102, 1-4 points / 2019-2020, 2020-21 / Prerequisite: permission of the director of graduate studies.

**Directed Reading in Greek Literature I, II**  
CLASS-GA 3201, 3202, 1-4 points / 2019-20, 2020-21 / Prerequisite: permission of the director of graduate studies.

**Directed Reading in Roman History I, II**  
CLASS-GA 3301, 3302 / 1-4 points / 2019-20, 2020-21 / Prerequisite: permission of the director of graduate studies.

**Directed Reading in Greek History I, II**  
CLASS-GA 3401, 3402 / 1-4 points / 2019-20, 2020-21 / Prerequisite: permission of the director of graduate studies.
Dissertation Research
CLASS-GA 3998, 3999 / 4 points /
2019-20, 2020-21
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. The only terminal MA students we accept are those who have enrolled in our accelerated B.A./M.A. (which is only open to NYU undergraduate students) or Fulbright M.A. students; no financial aid is given to such candidates.

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 two non-English languages. 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 coursework 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 non-literature 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.
The Ph.D. requires students successfully complete 72 points of coursework of which 40 points are in Comparative Literature, and 32 points are outside of the department as electives relevant to the student’s research and teaching goals. 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); Writing Seminar, COLIT-GA 2000, in two consecutive terms; a course in literature and/or theory from a non-U.S./Western European context; a literary criticism/theory class before 1800; a contemporary (20th century) literary criticism/theory course; a pre-1800 literature course; and Thesis Research, COLIT-GA 3991. The non-U.S./Western European literature/theory course may also count towards one of the pre-1800 requirements with approval from the Director of Graduate Studies. 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.

Students must prove proficiency in three non-English languages or two non-English languages and, substituting for the third language, three doctoral level courses in a nonliterary discipline. There are several ways to prove language proficiency, including passing a translation exam, which NYU administers three times a year. Please see the departmental Graduate Handbook for more information on how to fulfill the language requirements.

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 the student has already submitted for a seminar and would like to return in order to polish the argument to a “publishable” standard.

Once all 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 two weeks before the start of the spring semester after the first half of the required Advanced Writing Seminar, COLIT-GA 2000, in which the topics for the exam are prepared. The written examination is followed within the next semester by a prospectus defense overseen by a faculty committee of three, on the preliminary dissertation prospectus prepared by the candidate. The committee for the prospectus defense is typically made up of the same members as the student’s written examination committee, but the student can solicit different committee members if they choose. The revised prospectus is then submitted, usually within six weeks, for final approval by its three readers. Following the exams and prospectus defense, 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.

Concentration in Medieval and Renaissance Studies: The concentration in Medieval and Renaissance Studies is interdisciplinary in nature and creates a framework and community for diverse approaches to the study of the Middle Ages and Renaissance. It complements doctoral students’ work in their home departments with interdisciplinary study of the broad range of culture in the medieval and early modern periods, as well as of the theories and methods that attend them. The concentration is designed to train specialists who are firmly based in a traditional discipline but who can work across disciplinary boundaries, making use of varied theoretical approaches
and methodological practices. The concentration consists of twenty credits distributed under the following courses: Proseminar in Medieval and Renaissance Studies, MEDI-GA 1100, Late Latin and Early Vernaculars, MEDI-GA 2100 or other approved course, and Medieval and Renaissance Studies Workshop, MEDI-GA 2000, 2 points per semester taken twice in an academic year. Students must also take one approved course in the area of Medieval and Renaissance Media: Visual and Material Cultures, and one approved course in a medieval or early modern topic. At least one course, not counting either the Proseminar or Workshop, must be taken outside a student’s home department. In addition, students pursuing the concentration will present a paper at least once either in the Workshop or in a conference offered by the Medieval and Renaissance Center.

Advanced Certificate Program in Culture and Media

The Departments of Anthropology and Cinema Studies offer a joint course of study leading to the Advanced Certificate in Culture and Media, which may be taken as a dual degree program with the Ph.D. in Comparative Literature. 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 Assistant Professor Toby Lee of the Department of Cinema Studies. For more information on the Culture and Media program, please consult that section of this bulletin.

FACULTY

Emily Apter

Nineteenth- and 20th-century literatures of France, North Africa, the Caribbean, Germany, Britain, and North America; translation studies; history and theory of comparative literature, critical theory, psychoanalysis and politics, postcolonial theory.

Ulrich Baer
Professor (Comparative Literature, German). Ph.D. 1995, Yale; B.A. 1991 (literature), Harvard.

Nineteenth- and 20th-century poetry; the poetics and politics of witnessing and memory; theoretical and formal approaches to photography; contemporary German literature and thought; texts and images of social justice; continental philosophy; visual culture; new media.

Gabriela Basterra
Associate Professor (Comparative Literature, Spanish and Portuguese Languages and Literatures). Ph.D. 1997 (romance languages and literatures), M.A. 1990 (romance languages and literatures), Harvard; B.A. 1987 (Hispanic philology), Zaragoza.

Philosophy and literature; ethical subjectivity; phenomenology; psychoanalysis; the tragic; poetry; modern and contemporary literature in Spanish; the ethical and the political; psychoanalysis; Kant’s theoretical and practical philosophy; Levinas.

Emanuela Bianchi
Assistant Professor. Ph.D. 2005 (philosophy), New School; M.A. 1990 (philosophy), B.Sc. 1989 (human sciences), Sussex.

Ancient philosophy and literature; 20th century and contemporary continental philosophy; feminist/queer theory.

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

African literature and film; Afro-English and Afro-American film; literary and cultural studies.

Ana María Doping

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

Andrea Gadberry
Assistant Professor. Ph.D. 2014, California (Berkeley).

Comparative early modern and Enlightenment studies; philosophy and political theory, 1600-1800; genre; poetics; psychoanalysis; critical theory.

Jay Garcia
Associate Professor. Ph.D. 2004 (American studies), Yale; B.A. 1994 (American culture), Michigan.

Black Atlantic literatures and theory; 20th century U.S. literature; history and practice of American Studies; literary theory; intersections of history and literature; cultural studies.
Hala Halim
Assistant Professor, (Middle Eastern and Islamic Studies, Comparative Literature). Ph.D. 2004, California (Los Angeles); M.A. 1992 (English and comparative literature), American (Cairo); B.A. 1985 (English literature), Alexandria.
Globalization, cosmopolitanism, alternative modernities; Eastern and Western travel literature; postcolonial Arabic literature, Arab Anglophone and Francophone literatures; Translation Studies; globalization; urban cultures.

Mikhail Iampolski
Professor (Comparative Literature, Russian and Slavic Studies). Habil. 1991, Moscow Institute of Film Studies; Ph.D. 1977 (French philosophy), Russian Academy of Pedagogical Sciences; B.A. 1971, Moscow Pedagogical Institute.
Slavic literatures and cinema; theory of representation; the body in culture.

Zakir Paul
Assistant Professor, Ph.D. 2015, Princeton; M.A. Université Sorbonne Nouvelle, Paris III; B.A. Northwestern University. 19-21st century French literature; comparative modernisms; narrative and the novel; critical theory; aesthetics; and translation studies.

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

Mark Sanders
African literature; literary theory; law and literature; narrative theory; autobiography and testimony; postcolonial literature and theory; global Anglophone literature; intellectual history; testimony; autobiography; ethics; psychoanalysis.

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

Xudong Zhang
Modern Chinese literature, film, culture; theory and politics of culture; intellectuals and society; political philosophy; aesthetics; twentieth century Chinese literature and culture; socio-ontology; historiography in one; identity and identity-formation in politico-philosophical and cultural-civilizational contexts; a theory of comparison and comparability; cultural politics in the age of globalization.

VISITING FACULTY
Rebecca Comay, University of Toronto and the European Graduate School
Martin Crowley, University of Cambridge
Jillian Porter, University of Colorado–Boulder

PROFESSOR EMERITI
Kamau Brathwaite
Daniel Javitch
Timothy J. Reiss
Richard Sieburth

ASSOCIATED FACULTY IN OTHER DEPARTMENTS
Sibylle Fischer, Spanish and Portuguese Languages and Literatures; Toral Gajarawala, English; Ben Kafka, Media, Culture, and Communication (Steinhardt); Sarah Kay, French; Ato Quayson, English; Jane Tylus, Italian Studies; Philip Usher, French Literature, Thought, and Culture; Hent de Vries, German, Religious Studies; Robert J.C. Young, English

AFFILIATED FACULTY IN OTHER DEPARTMENTS
Tom Bishop, French Literature, Thought, and Culture; J. Michael Dash, French Literature, Thought, and Culture; Shirin Edvin, NYU Shanghai; Yael Feldman, Hebrew and Judaic Studies; Sibylle Fischer, Spanish and Portuguese; David Forgacs, Italian Studies; Alexander Galloway, Media, Culture, and Communication (Steinhardt School of Culture, Education, and Human Development); Gayatri Gopinath, Center for the Study of Gender and Sexuality Studies; Phillip Brian Harper, GSAS Dean; Denis Hollier, French; Philip F. Kennedy, Middle Eastern and Islamic Studies; Anne Lounsbery, Russian and Slavic Studies; Todd Meyers, Anthropology (NYU Shanghai), Peter Nicholls, English; Orna Ophir, Gallatin; Ella Shohat, Art and Public Policy (Tisch School of the Arts), Middle Eastern and Islamic Studies, Hagop Kevoian Center; Laura Slatkin, Gallatin Division; Robert P. Stam, Cinema Studies (Tisch School of the Arts); Evelyn Birge Vitz, French; Jini Kim Watson, English; Leif Weatherby, German, Christopher Wood, German; Hentyle Yapp, Art and Public Policy (Tisch School of the Arts)

ASSISTANT PROFESSOR/ FACULTY FELLOW
Todd Foley
Alani Hicks-Bartlett
COURSES

Seminar in Literature: Research Methods and Techniques-Practice and Theory
COLIT-GA 1400 / Apter / 4 points / 2019-20, 2020-21
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.

Freud’s Case Histories
COLIT-GA 1560 / Sanders / 4 points / 2019-20
In this seminar, we shall immerse ourselves in what are the key classical demonstrations of the setting to work of psychoanalysis—namely, Freud’s major case histories: from the Studies on Hysteria, to the cases of Dora, Little Hans, the Rat Man, Senatspräsident Schreber, and the Wolf Man. Attention will also be devoted to Freud’s papers on technique.

Culture and Critique
COLIT-GA 1951 / Vatulescu / 4 points / 2019-20, 2020-21
Considers the beginnings of documentary in literature, film and the visual arts.

Advanced Writing Seminar
COLIT-GA 2000 / Vatulescu / 4 points / 2019-20, 2020-21
This year-long course will be taken for 8 credits, fall and spring. Enrollment is restricted to Comp Lit 3rd year students only.

Revisiting the Western Classics: Ancient Materialisms
COLIT-GA 2502 / Bianchi / 4 points / 2019-20
In the face of the rising popularity of “new materialisms,” this class examines the emergence of the notion of “matter” in classical antiquity.

20th Century Theory: The Culture Concept
COLIT-GA 2610 / Garcia / 4 points / 2019-20

Topics in Translation
COLIT-GA 2875 / Staff / 4 points / 2019-20, 2020-21

Major Texts in Critical Theory & Philosophy: Irigaray’s Speculum of the Other Woman
COLIT-GA 2953 / Bianchi / 4 points / 2019-20
A seminar devoted to a close and systematic reading of Luce Irigaray’s Speculum of the Other Woman. In addition to exploring the roots of Irigaray’s philosophical methodology in psychoanalysis, phenomenology, and feminism, we will read texts she places under scrutiny in their own right, including selections from Freud, Plato, Aristotle, Plotinus, Hadewijch, Descartes, Kant, and Hegel.

Individual Research in Comparative Literature
COLIT-GA 2991 / 1-8 points / 2019-20 / 2020-21

Problems in Aesthetics from Kant to Rancière
COLIT-GA 3013 / Paul / 4 points / 2019-20
This course provides an advanced survey of problems in modern aesthetics from Kant to present. While the main focus is on literary and aesthetic experience, we will also have the opportunity to deal with semiotics, image, authority, and critique.

Rebels without Causation
COLIT-GA 3323 / Gadberry / 4 points / 2019-20
This course traces the natural sympathies of Renaissance hermeticism into the affinities, harmonies, and analogies of Enlightenment philosophy and literature.

Hegel’s Aesthetics
COLIT-GA 3612 / Zhang / 4 points / 2019-20

Topics in Black Literature
COLIT-GA 3625 / Diawara / 4 points / 2019-20
The purpose of this course is to explore the historical, political and aesthetic contexts which led to the emergence of Fanon’s seminal texts of decolonization and Glissant’s theories of Creolization and Tout-monde.

Comparative Approaches to the Literatures of Africa, the Middle East, and the Global South
COLIT-GA 3925 / Sanders / 4 points / 2019-20, 2020-21
The aim of this seminar is to introduce students to recent exciting developments in Comparative Literature, in which the discipline is harnessing the energies of Area Studies (Middle Eastern Studies, African Studies, Slavic and East Asian Studies, and so forth) in order to extend its scope geographically, and deepen its learning, for example through the study of languages and literatures beyond those European tongues that, traditionally, have formed the core of Comparative Literature.

Thesis Research
COLIT-GA 3991 / Staff / 1-4 points / 2019-20, 2020-21
Directed Research I
COLIT-GA 3998 / Staff / 1-4 points /
2019-20, 2020-21

Directed Research II
COLIT-GA 3999 / Staff / 1-4 points /
2019-20, 2020-21
Master of Science in Computer Science

Admission to the Master of Science in Computer 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 or International English Language Testing System (IELTS) scores. Applicants to the MS in Computer Science program are expected to hold a Bachelor’s degree in Computer Science or a related field. 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.

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, mathematics or data science; 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− (2.667) or better average 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 2262, Data Communications & Networks, CSCI-GA 2250, 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 the following capstone course: CSCI-GA 3812, Information Technology Projects. (7) Complete six credits of electives either from the Computer Science Department or Stern. A maximum of 9 credits may be transferred from previous graduate study in computer science at another university. The approval of the Director of Graduate Studies is required for transfer credits, and internships. MSIS students may do no more than 6 credits of Independent Study and Internships combined. The M.S. in information systems must be completed within five years.

Master of Science in Computing, Entrepreneurship and Innovation

Admission to the Master of Science in Computing, Entrepreneurship and Innovation 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), personal statement and resume or CV. The general test of the GRE is recommended but not required. 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 or International English Language Testing System (IELTS) scores. Applicants to the MS in Computing, Entrepreneurship and Innovation program are expected to hold a Bachelor’s degree in Computer Science, Mathematics or Engineering with strong programming, analytical and technical skills.

To obtain the M.S. degree in Computing, Entrepreneurship and Innovation, a student must complete 33 points of approved course work as follows (all courses are 3 credits unless otherwise noted): (1) Complete CSCI-GA 2810 Design and Innovation. (2) Complete COR1-GB 1102 Leadership in Organizations (1.5 credits) at the Stern School of Business. (3) Complete MGMT-GB 3135 Entrepreneurship (1.5 credits) at the Stern School of Business. (4) Complete COR1-GB 2103 Strategy (1.5 credits) at the Stern School of Business. (5) Complete an approved elective at The Stern School of Business for 1.5 credits. (6) Complete CSCI-GA 2630 Foundations of Networks and Mobile Systems. (7) Complete CSCI-GA 2820 DevOps and Agile Engineering. (8) Complete CSCI-GA 2830 Lean LaunchPad. (9) Complete a 3 credit approved elective in Mathematical Techniques and Statistics. (10) Complete a 3 credit approved elective in Systems Engineering. (11) Complete two 3 credit approved electives in Applications. (12) Complete CSCI-GA 2840 Entrepreneurship Capstone in the student’s final semester.
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 3.5 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 High 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) To satisfy the teaching requirement, by the end of the third year of study, each student must have served as a section leader of at least one course in the department. Courses on related topics outside the department may also be used to satisfy this requirement subject to approval by the DGS. The student must also participate in the department’s teacher training session during or prior to the semester in which they teach. In certain circumstances, the DGS may allow the student to satisfy this requirement by serving as a course assistant or as a grader. These exceptions will be determined by the DGS based on the availability of suitable recitations. (4) 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. (5) Write and satisfactorily defend a dissertation containing the student’s original and substantial research. The dissertation must be defended in front of a committee consisting of at least five faculty members or approved outside readers.

Facilities

The primary facility for graduate educational and research computing is a network of servers and desktop workstations running Linux, with Windows virtual machines available as well. Graduate
students may also be given access to NYU’s central High Performance Computing facilities. In addition, individual research groups have various resources, including GPU compute servers. 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 Internet. Many other research machines provide for abundant access to a variety of computer architectures. For example, research groups in graphics, vision, and human computer interaction have access to a unique virtual reality/motion capture lab, and a hardware lab for research in digital fabrication.

FACULTY

Marsha J. Berger
Computational fluid dynamics; adaptive methods; parallel scientific computing.

Richard Bonneau
Computer security, applied cryptography, cryptocurrencies, security economics.

Richard Cole
Algorithms; algorithmic economics and game theory; algorithms in nature and society.

Patrick Cousot
Abstract interpretation; semantics; verification and static analysis.

Ernest Davis
Professor. Ph.D. 1984, Yale; B.Sc. 1977 (mathematics), Massachusetts Institute of Technology.
Artificial intelligence; knowledge representation; automated commonsense reasoning.

Evgeniy Dodis
Cryptography; approximation algorithms; information theory; lower bounds; combinatorics.

Robert Fergus
Computer vision; computational photography.

Davi Geiger
Associate Professor (Computer Science, Neural Science). Ph.D. 1990 (physics), Massachusetts Institute of Technology; B.S. 1980 (physics), Pontifical Catholic (Rio de Janeiro).
Computational vision; learning; memory; applications.

Benjamin F. Goldberg
Associate Professor. Ph.D. 1988, M.Phil., M.S. 1984, Yale; B.A. 1982 (mathematical sciences), Williams.
Design and implementation of programming languages; compiler optimizations; memory management.

Allan Gottlieb
Professor. Ph.D. 1973 (mathematics), M.A. 1968 (mathematics), Brandeis; B.S. 1967 (mathematics), Massachusetts Institute of Technology.
Parallel computing; computer architecture; operating systems; distributed systems; free software.

Ralph Grishman
Natural language processing.

He He
Assistant Professor. Ph.D. 2016, Maryland (College Park); B.Eng. 2011 (electronic and information engineering), Hong Kong Polytechnic.
Natural language processing, machine learning.
Zvi M. Kedem
Algorithmic techniques for designing computer-based systems.

Julia Kempe
Data science, machine learning, quantum computing

Subhash Khot
Algorithms; computational complexity; computational intractability.

Yann LeCun
Silver Professor. Ph.D. 1987, Paris VI; Engineer Diploma 1983 (electrical engineering), ESIEE.
Machine learning; data mining; computer vision; robotics; data compression; document understanding; digital libraries.

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

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

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

Daniel Neill
Machine learning, event and pattern detection, applications for societal good, public health, safety, and security, algorithmic fairness, urban systems.

Michael L. Overton
Numerical analysis; linear algebra; optimization; mathematical programming.

Aurojit Panda
Assistant Professor. Ph.D. 2017, California (Berkeley); Sc.B. 2008 (math-computer science), Brown.
Distributed systems, systems, networking.

Daniele Panozzo
Geometry processing; computer graphics; digital fabrication

Benjamin Peherstorfer
Computational statistics, Bayesian inference, model reduction, high-dimensional approximation, machine learning, numerical analysis, numerical linear algebra.

Kenneth Perlin
Computer graphics; simulation; computer/human interface; multimedia; computer games; animation.

Rajesh Ranganath
Machine learning, healthcare, probabilistic and casual inference.

Theodore S. Rappaport
Wireless communication systems and networks; compressed sensing for wireless and video applications, RF/Analog circuit design; antennas and propagation; wireless for medical applications.

Oded Regev
Lattice-based cryptography; quantum computation; mathematical aspects of theoretical computer science.

Dennis E. Shasha
Silver 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.

Victor Shoup
Cryptography; algorithms.

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

Anirudh Sivaraman
Assistant Professor. Ph.D. 2017, S.M. 2012, Massachusetts Institute of Technology; B.Tech. 2010 (computer science and engineering), Indian Institute of Technology.
Programmable routers, computer networks, hardware and software for computer systems.

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

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

**Michael Walfish**
Networks; operating systems; distributed systems; security.

**Thomas Wies**
Assistant Professor. Ph.D. 2009, Freiburg; M.S. 2005, Saarland.
Program analysis and verification; automated deduction; concurrent software; software productivity.

**Margaret H. Wright**
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**
Silver Professor; Chair, Department of Computer Science. 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**

**Satoshi Sekine**, Research Associate Professor.

**AFFILIATED & ASSOCIATED FACULTY IN OTHER DEPARTMENTS**

**Samuel Bowman**, Linguistics & Center for Data Science.

**Winslow Burleson**, College of Nursing.

**Xi Chen**, Stern School of Business.

**Joshua Epstein**, College of Global Public Health.

**Juliana Freire**, Tandon School of Engineering.

**Guido Gerig**, Tandon School of Engineering.


**Nizar Habash**, NYU-Abu Dhabi.

**Paul M. Horn**, Tandon School of Engineering.

**Panagiotis Ipeirotis**, Stern School of Business.

**Natalie Jeremijenko**, Steinhardt School of Culture, Education, and Human Development.

**Brenden Lake**, Psychology and Center for Data Science.

**Panayotis Mavromatis**, Steinhardt School of Culture, Education, and Human Development.

**Foster Provost**, Stern School of Business.

**Keith Ross**, NYU-Shanghai & Tandon School of Engineering.


**Claudio Silva**, Tandon School of Engineering.

**Lloyd N. Trefethen**, Computer Science and Mathematics.

**Alexander Tuzhilin**, Stern School of Business.

**Jiawei Zhang**, Stern School of Business.

**Zheng Zhang**, NYU-Shanghai.

**CLINICAL FACULTY**

**Anasse Bari**, Clinical Assistant Professor.

**Amos Bloomberg**, Clinical Assistant Professor.

**Joshua Clayton**, Clinical Assistant Professor.

**Deena Engel**, Clinical Professor.

**Jean-Claude Franchitti**, Clinical Associate Professor.

**Nathan Hull**, Clinical Associate Professor.

**Craig Kapp**, Clinical Associate Professor.

**Joanna Klukowska**, Clinical Assistant Professor.

**Evan Korth**, Clinical Professor.

**Suzanne McIntosh**, Clinical Associate Professor.

**Adam Meyers**, Clinical Associate Professor.

**Sana Odeh**, Clinical Professor.

**Joseph Versoza**, Clinical Assistant Professor.

**Mohamed Zahran**, Clinical Professor.

**FACULTY EMERITI**

**Martin Davis**, Edmond Schonberg, Olof Widlund
COURSES

PREPARATORY COURSES

**Introduction to Programming**
CSCI-GA 1120 / Staff / 4 points / 2019-20, 2020-21
This course introduces students to the fundamentals of computer programming as students design, write, and debug computer programs using the programming language Python. No knowledge of programming is assumed. Not open to graduate Computer Science, Information Systems, Mathematics or Scientific Computing students.

**Working with Data**
CSCI-GA 1121 / Engel / 4 points / 2019-20, 2020-21
Students study the principles of relational database design and learn to build, populate, manipulate and query databases using sql on datasets relevant to their interests. Students will also explore data presentation through data visualization. Not open to graduate computer science, information systems, mathematics or scientific computing students.

**Web Development**
CSCI-GA 1122 / Clayton / 4 points / 2019-20, 2020-21
This course uses a project-based learning approach towards the study of web technologies and web programming. Students study the principles of web design and each student builds one or more interactive websites based on content relevant to their scholarly interest in the humanities or social sciences. Not open to graduate computer science, information systems, mathematics or scientific computing students.

**Intensive Introduction to Graduate Study in Computer Science I (PAC I)**
CSCI-GA 1133 / Korth / 4 points / 2019-20, 2020-21
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. PAC I does not count towards the completion of the M.S. degree in Computer Science, Information Systems or Computing, Entrepreneurship and Innovation.

**Intensive Introduction to Graduate Study in Computer Science II (PAC II)**
CSCI-GA 1144 / Zahran / 4 points / 2019-20, 2020-21 / Prerequisite: CSCI-GA 1133.
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. PAC II does not count towards the completion of the MS degree in Computer Science, Information Systems or Computing, Entrepreneurship and Innovation.

**Fundamental Algorithms**
CSCI-GA 1170 / Spencer, Yap, Dodis, Siegel / 3 points / 2019-20, 2020-21
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**
CSCI-GA 1180 / Davis / Kedem, Wright / 3 points / 2019-20, 2020-21
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 / Staff / 3 points / 2019-20, 2020-21  
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**  
CSCI-GA 3230 / Spencer / 3 points / 2019-20, 2020-21  
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 / Yap, Siegel, Khot / 4 points / 2019-20, 2020-21  
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**  
CSCI-GA 2110 / Goldberg / 3 points / 2019-20, 2020-21  
Discusses the design, use, and implementation of imperative, object-oriented, and functional programming languages. The topics covered include scoping, type systems, control structures, functions, modules, object orientation, exception handling, and concurrency. A variety of languages are studied, including C++, Java, Ada, Lisp, and ML, and concepts are reinforced by programming exercises.

**Compiler Construction**  
CSCI-GA 2130 / Staff / 3 points / 2019-20, 2020-21  
Prerequisites: CSCI-GA 1170, CSCI-GA 2110, and CSCI-GA 2250.  
This is a capstone course based on compilers and modern programming languages. The topics covered include structure of one-pass and multiple-pass compilers; symbol table management; lexical analysis; traditional and automated parsing techniques, including recursive descent and LR parsing; syntax-directed translation and semantic analysis; run-time storage management; intermediate code generation; introduction to optimization; and code generation. The course includes a special compiler-related capstone project, which ties together concepts of algorithms, theory (formal languages), programming languages, software engineering, computer architecture, and other subjects covered in the MS curriculum. This project requires a substantial semester-long programming effort, such as construction of a language compilation or translation system that includes lexical and syntactic analyzers, a type checker, and a code generator.

**Honors Programming Languages**  
CSCI-GA 3110 / Cousot, Wies / 4 points / 2019-20, 2020-21  
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 / Staff / 4 points / 2019-20, 2020-21  
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 / Staff / 3 points / 2019-20, 2020-21
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 (Apache, MySQL), and system administration tools. We will also cover scripting languages such as shell and Python.

Operating Systems
CSCI-GA 2250 / Gottlieb / 3 points / 2019-20, 2020-21
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 Mobile Systems
CSCI-GA 2620 / Sivaraman, Subramanian / 3 points / 2019-20, 2020-21
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 / Franchitti / 3 points / 2019-20, 2020-21
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
CSCI-GA 2433 / Kedem, Franchitti, Shasha / 3 points / 2019-20, 2020-21

Advanced Database Systems
CSCI-GA 2434 / Shasha / 3 points / 2019-20, 2020-21 / Prerequisites: CSCI-GA 2110, CSCI-GA 2110, and CSCI-GA 2250.
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
CSCI-GA 2440 / Franchitti / 3 points / 2019-20, 2020-21 / Prerequisites: CSCI-GA 1170, CSCI-GA 2110, and CSCI-GA 2250.
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 Systems
CSCI-GA 2621 / Li, Panda / 3 points / 2019-20, 2020-21
Large-scale distributed systems lie at the core of application domains such as cloud computing, internet of things, large multiplayer games, etc. These application domains make use of systems such as distributed databases (e.g., Google’s Spanner, Amazon’s Dynamo, etc.), large scale analytics frameworks (e.g., Hadoop, Spark and TensorFlow), distributed locking systems (e.g., Paxos, etc), and others. In this class we will look at how to construct these distributed systems, in particular looking at why this is more complex than building applications running on a single machine, and present abstraction and design techniques for building distributed systems.
We will focus on a solving a variety of common problems in these systems including consensus, consistency, naming, fault tolerance, etc. The course itself will consist of a series of lectures and will require reading research papers. This class satisfies the Ph.D. breadth requirement in Systems and also serves as a M.S. capstone course.

**Foundations of Networks and Mobile Systems**
CSCI-GA 2630 / Subramanian / 3 points / 2019-20, 2020-21
The class will begin with introductory concepts of network protocols across different layers of the network stack including routing, transport, naming, addressing and connect them to the core building blocks of the Internet. The second part of the class will focus on networking concepts in the evolution of Web-based systems, providing an introduction to datacenter networks, clouds, middle boxes (proxies, firewalls) and next generation networks. The third part of the class will focus on the fundamental concepts in wireless networks, cellular networks and mobile devices with a specific focus on mobile programming and applications, 802.11 evolution, mobile services and the evolution of cellular networks.

**Distributed Computing**
CSCI-GA 2631 / Staff / 3 points / 2019-20, 2020-21 / Prerequisites: CSCI-GA 1170 and CSCI-GA 2250.
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 / Walfish / 4 points / 2019-20, 2020-21

**GRAPhICS AND VISION**

**Computer Graphics**
CSCI-GA 2270 / Perlin, Panozzo / 3 points / 2019-20, 2020-21 / Prerequisite: CSCI-GA 1170

**Computer Vision**
CSCI-GA 2271 / Fergus / 3 points / 2019-20, 2020-21 / Prerequisite: CSCI-GA 1170.
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.

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

**COMPUTATIONAL INTELLIGENCE**

**Artificial Intelligence**
CSCI-GA 2560 / Davis / 3 points / 2019-20, 2020-21
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 / Ranganath / 3 points / 2019-20, 2020-21
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
CSCI-GA 2566 / Mohri / 3 points / 2019-20, 2020-21 / Prerequisite: CSCI-GA 1180.
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 / Staff / 3 points / 2019-20, 2020-21
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 / Mohri / 3 points / 2019-20, 2020-21
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 / 3 points / 2019-20, 2020-21

Heuristic Problem Solving
CSCI-GA 2965 / Shasha / 3 points / 2019-20, 2020-21 / Prerequisites: CSCI-GA 1170
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 / Mishra / 3 points / 2019-20, 2020-21
A beginning graduate-level course in mathematical logic with motivation provided by applications in computer science. There are no formal prerequisites, but the pace of the class requires that students can cope with a significant level of mathematical sophistication. Topics include propositional and first-order logic; soundness, completeness, and compactness of first-order logic; first-order theories; undecidability and Gödel’s incompleteness theorem; and an introduction to other logics such as second-order and temporal logic.

Cryptography
Applied Cryptography and Network Security
CSCI-GA 3205 / Staff / 3 points / 2019-20, 2020-21
This course first introduces the funda-
mental 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**  
CSCI-GA 3210 / Regev, Dodis / 3 points / 2019-20, 2020-21  
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**  
CSCI-GA 3220 / Dodis / 3 points / 2019-20, 2020-21 / Prerequisite: CSCI-GA 3210.


**COMPUTATION FOR SCIENCE AND SOCIETY**

**Financial Software Projects**  
CSCI-GA 2180 / Staff / 3 points / 2019-20, 2020-21  
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.

**ENTREPRENEURSHIP & INNOVATION**

**Design and Innovation**  
CSCI-GA 2810 / Subramanian / 3 points / 2019-20, 2020-21  
This is an intensive idea-incubation, computing-centric design class where students will be exposed to a spectrum of tech challenges, latest and future technology trends (using case studies) and will need to iteratively propose and refine bold computing centric ideas for real problems. Students will also initiate the process of translating their ideas to initial prototypes. Right from the beginning, students in the class will form small teams where each team will work on a single project idea that solves an important real world problem. Students will be provided exposure to basic tools and platforms that can be leveraged by individual teams in their project design and implementation. In addition to idea incubation, the class will provide a beginner’s background to tech startups including: product development cycle, how to pitch your idea, product market fit, fundraising and venture capital, customer discovery. Teams are expected to constantly interact with other teams to discuss and exchange ideas.

**DevOps and Agile Methodologies**  
CSCI-GA 2820 / Staff / 3 points / 2019-20, 2020-21  
This course uses a project based learning approach towards the study of DevOps as a cultural change in Information Technology organizations, and the supporting development tools and automation technologies required to implement it successfully. Students study the principles of DevOps, and as part of an agile development team, each student is involved in planning, designing, building, testing, and deploying one or more cloud native microservices into a Platform as a Service cloud by utilizing a DevOps Pipeline that they will create.

**Lean LaunchPad**  
CSCI-GA 2830 / Staff / 3 points / 2019-20, 2020-21  
This course is based on Steve Blank’s Lean LaunchPad curriculum. This course provides real world, hands on learning on what it’s like to actually start a high tech company. This is a practical class – essentially a lab, not a theory or “book” class. The goal, within the constraints of a classroom and a limited amount of time, is to create an entrepreneurial experience for students with all of the pressures and demands of the real world in an early stage start up. Students will talk to customers, partners, competitors, as they encounter the chaos and uncertainty of how a startup actually works. They will work in teams learning how to turn a great idea into a great company. They will learn how to use a business model to brainstorm each part of a company and
customer development to get out of the classroom to see whether anyone would want/use their product. Finally, based on the customer and market feedback gathered, students will use agile development to rapidly iterate their products to build something customers would actually use and buy. Each day will be a new adventure outside the classroom as students test each part of their business model and then share the hard earned knowledge with the rest of the class.

**Entrepreneurship Capstone**  
CSCI-GA 2830 / Staff / 3 points / 2019-20, 2020-21  
The Entrepreneurship Capstone class is a 15 week bootcamp class on entrepreneurship. This class aims to translate experiences of students on idea incubation, prototype development and Lean Launchpad towards entrepreneurship. Students will learn how to pitch their ideas to VCs, focus on business development and translate their prototypes to an evolving MVP.

**PROJECTS, SEMINARS, AND RESEARCH**

**Information Technology Projects**  
CSCI-GA 3812 / Franchitti / Korth / 3 points / 2019-20, 2020-21  
Prerequisite: CSCI-GA 1170 and two of CSCI-GA 2262, CSCI-GA 2250, and CSCI-GA 2433; or CSCI-GA 1170, CSCI-GA 2110, and CSCI-GA 2250.  
This is a capstone course which includes on-site practical training 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 non-profit organizations. Each project lasts for the entire semester and is designed to involve the full software project life cycle. Examples of such projects are development of software to solve a business problem, including specifying requirements, writing and testing prototype code, and writing a final report; and evaluation of commercial software to be purchased to address a business problem, including gathering requirements, designing an architecture to connect the new software with existing systems, and assessing the suitability of available software products.

**Advanced Laboratory**  
CSCI-GA 3813 / Staff / 1-12 points / 2019-20, 2020-21  
Large-scale programming project or research in cooperation with a faculty member.

**Master’s Thesis Research**  
CSCI-GA 3840 / Staff / 3-6 points / 2019-20, 2020-21

**Ph.D. Research Seminar**  
CSCI-GA 3850 / Staff / 1 point / 2019-20, 2020-21

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 / Staff / 1-12 points / 2019-20, 2020-21

**Internship in Computer Science**  
CSCI-GA 3870 / Staff / 1-3 points / 2019-20, 2020-21  
Participation in a programming project or research project conducted outside the university in a governmental, commercial, or academic setting. Open only to graduate students with permission of the Director of Graduate Studies (DGS). Students must submit a brief written description of their work to the DGS before starting the internship and submit a written summary of their work when it is completed. MS students may repeat this course a maximum of two times. PhD students who wish to take this course more than four times need to request a special permission and provide adequate academic justification.

**Special Topics in Computer Science**  
CSCI-GA 3033 / Staff / 3 points / 2019-20, 2020-21

Topics vary each semester. Recent offerings:

- .Net Web Application Development
- Advanced Machine Learning
- Big Data Application Development
- Big Data and ML Systems
- Cloud Computing
- Cloud and Machine Learning
- Cryptocurrencies and Decentralized Ledgers
- Geometric Modeling
- Graphics Processing Units (GPUs): Architecture & Programming
- High Performance Machine Learning
- Machine Learning for Healthcare
- Mathematics of Deep Learning
- Multicore Processors: Architecture and Programming
- Multicore Programming
- Practical Computer Security
- Predictive Analytics
- Production Quality Software
- Social Networks
- Virtual Machines: Concepts and Applications
- Vision Meets Machine Learning
- Realtime & Big Data Analytics
- Statistical Natural Language Processing
PROGRAM IN
Creative Writing

Master of Fine Arts

The M.F.A. in Creative Writing is designed to offer students an opportunity to concentrate intensively on their writing. 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. The M.F.A. program does not have a foreign language requirement.

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, The Craft of Fiction, CRWRI-GA 1960), or The Craft of Creative Nonfiction (CRWRI-GA 1930), 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, fiction, or creative nonfiction consisting of a substantial piece of writing—a novel, a collection of short stories or essays, literary nonfiction, memoir, 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 intensive individualized courses of study with the faculty, including three substantial 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 craft talks, lectures, readings, special events, faculty mentorship meetings, and professional development panels.

Facilities

NYU’s distinguished Creative Writing Program is located the Lillian Vernon Creative Writers House at 58 West 10th Street, a vibrant New York literary landmark known for its lively readings and salons. The Lillian Vernon Creative Writers House allows writers—established and emerging—to share their work in an inspiring setting. Students come to the house to attend workshops, craft
classes, readings, lectures, and special events. The beautiful reception floor, which features skylights and stained glass by 19th century master D. Maitland Armstrong, is an ideal setting for the intimate readings, literary salons, panel discussions, lectures, and seminars that are held in the house throughout the year.

**FACULTY**

**Catherine Barnett**  
Poetry; creative writing.

**Jeffrey Eugenides**  
Fiction; creative writing.

**Terrance Hayes**  
Poetry; creative writing

**Katie Kitamura**  
Fiction; creative writing.

**Hari Kunzru**  
Nonfiction; creative writing.

**Deborah Landau**  
Professor, Director. Ph.D. (English) Brown; M.A. (English), Columbia; B.A. (English) Stanford.  
Poetry; creative writing.

**Terrance Hayes**  
Poetry; creative writing

**Yusef Komunyakaa**  
Poetry; creative writing.

**Matthew Rohrer**  
Poetry; creative writing.

**Zadie Smith**  
Professor. B.A. (English literature), Kings College (Cambridge).  
Fiction; creative writing.

**Katie Kitamura**  
Fiction; creative writing.

**Darwin Strauss**  
Fiction; creative writing.

**DISTINGUISHED FACULTY**

**Anne Carson**, Distinguished Poet in Residence

**Jonathan Safran Foer**, Lillian Vernon Distinguished Writer in Residence

**Edward Hirsch**, Distinguished Poet in Residence

**Joyce Carol Oates**, Distinguished Fiction Writer in Residence

**Nathan Englander**, Distinguished Fiction Writer in Residence

**COURSES**

**CREATIVE WRITING**

**WORKSHOPS**

**Workshop in Poetry I, II**  
CRWRI-GA 1910, 1911 / Barnett, Komunyakaa, Hayes, Landau, Olds, Rohrer, visiting faculty / 4 points per term / 2019-20, 2020-21

Discussion of students’ own work. Students are expected to bring in a new poem each week. Supplementary readings will be assigned, and students may be asked to memorize poems of their choosing. Regularly scheduled conferences with the instructor.

**Workshop in Fiction I, II**  
CRWRI-GA 1920, 1921 / Eugenides, Oates, Kitamura, Safran Foer, Strauss, visiting faculty / 4 points per term / 2019-20, 2020-21

Regular submission, 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.

**Workshop in Creative Nonfiction**  
CRWRI-GA 1940 / Kunzru, Strauss, visiting faculty / 4 points / 2019-20, 2020-21

Regular submission and discussion and analysis of student work in one or more nonfictional modes (lyric essay, personal essay, narrative nonfiction, memoir, etc), with examination of relevant readings.
illustrating point of view, 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. Study of major examples of the poetic tradition to disclose the technical choices confronted by their authors. Discussion of ways of producing rhythm in language; formal and free verse; metaphor; syntax; the line; revision; and so on. Students may be asked to memorize poems. Complemented by the study of critical works.

The Craft of Fiction
Fiction from the point of view of the writer. Study and analysis of major examples of the novel, novella, and short story to disclose the technical choices confronted by their authors. Consideration of theme and its formulation; choice of protagonists and minor characters; techniques of characterization; point of view; reflexivity and the author’s relation to his or her material; structure of the narrative; deployment of symbol and image clusters; and questions of rhythm, style, tone, and atmosphere. Complemented by the study of critical works.

The Craft of Creative Nonfiction
CRWRI-GA 1930 / Safran Foer, Smith, Strauss, Kunzru, visiting faculty / 4 points / 2019-20, 2020-21
Creative Nonfiction from the point of view of the writer. Study and analysis of major examples of the essay to disclose the technical choices confronted by their authors. Consideration of subject matter and its formulation; techniques of characterization; point of view; reflexivity and the author’s relation to his or her material; structure of the narrative; and questions of rhythm, style, tone, and atmosphere. Complemented by the study of critical works.
Advanced Certificate Program in Culture and Media

as.nyu.edu/anthropology
25 Waverly Place, 5th floor
New York, NY 10003-6790
Phone: 212-998-8558

Director of the Program
Professor Faye Ginsburg
Co-Director (Cinema Studies)
Professor Toby Lee

PROGRAMS AND REQUIREMENTS

Advanced Certificate in Culture and Media

This program 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, the Ph.D. in anthropology, and the Ph.D. in Comparative Literature. Students may not take courses in the Program in Culture and Media unless they are enrolled in the above programs at NYU or have permission from the instructor. Students pursuing a Ph.D. in other departments may integrate culture and media coursework into their studies for their 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: Culture and Media I: Critical History of Ethnographic Film, ANTH-GA 1215/ CINE-GT 1402, Culture and Media II: Ethnography of Media, ANTH-GA 1216/ CINE-GT 1403, Cultural Theory and the Documentary, CINE-GT 2001, Sight and Sound Documentary, CINE-GT 1999, Video Production Seminar I, II, ANTH-GA 1218, 1219, and an approved elective course building on student research interests.

For all students, Culture and Media I: Critical History of Ethnographic Film, ANTH-GA 1215/ CINE-GT 1402, Culture and Media II: Ethnography of Media, ANTH-GA 1216/ CINE-GT 1403, Cultural Theory and the Documentary, CINE-GT 2001, and the approved elective course may count toward both their primary degree and the advanced certificate so doctoral students may complete both programs with 86 points total. For cinema studies students, all cinema studies courses, CINE-GT, count toward the M.A. or Ph.D., so the M.A. with advanced 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 the National Museum of the American Indian Film and Video Center.
Center for Media, Culture, and History

The program works closely with the Center for Media, Culture, and History, directed by Professor Faye Ginsburg and Co-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, as well as other programs, including the Center for Religion and Media and the NYU Center for Disability Studies. 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 nyu.edu/gsas/program/media.

FACULTY

Cheryl Furjanic
Instructor, Video Production; Filmmaker in Residence & Media Production Specialist; M.P.S. 2009 (interactive telecommunications), B.F.A. 1998 (film and television), New York. Documentary filmmaking; LGBTQ history; television; audiences; fandom

Tejaswini Ganti
Associate Professor (Anthropology), Ph.D. 2000, New York; M.A. 1994, Pennsylvania; B.A. 1991 (political science), Northwestern. Anthropology of media; media industries; production cultures; political economy; visual anthropology/vision culture; cultural policy; nationalism; capitalism; neoliberalism; globalization; postcolonial theory; Indian cinema; South Asia

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 Disability Studies. Ph.D. 1986 (anthropology), CUNY; B.A. 1976 (archaeology and art history), Barnard College. Ethnography of media; ethnographic film and documentary; indigenous media; United States, Australia; disability studies; gender and reproduction; cultural activism.

Toby Lee
Assistant Professor (Cinema Studies), Co-Director, Program in Culture and Media for Cinema Studies; Ph.D. 2013 (anthropology/film and visual studies/sensory ethnography lab) Harvard; M.Phil., 2004 (modern Greek literature) Oxford; B.A. 2002 (anthropology & modern Greek studies) Columbia. Visual and media anthropology; the anthropology of cultural institutions; cultural citizenship; film festival studies; expanded documentary; and the interface of art, anthropology and documentary.

Pegi Vail
Co-Director, Center for Media, Culture and History. Ph.D. 2004 (anthropology), M.Phil. 2003 (anthropology), M.A. 1997 (anthropology) New York, B.A. 1984, St. Michael’s College. Documentary and ethnographic film; media anthropology; indigenous media; political economy of tourism in the developing world; cultural and environmental sustainability; globalization; storytelling

Marco Williams

Alice Elliott

AFFILIATED FACULTY

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

COURSES

Culture and Media I: History and Theory of Ethnographic Film
ANTH-GA 1215, CINE-GT 1402 / Ganti, Ginsburg, Vail / 4 points / 2019-20, 2020-21
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 the observational cinema tradition, to sensory ethnography to current work in film, TV, video, and digital platforms on the part of indigenous people throughout
the world. Ethnographic film has a peculiar and highly contested status within anthropology, cinema studies, and documentary practice. This seminar situates ethnographic film within the wider project of the representation of cultural lives, and especially of “natives.” Starting with what are regarded as the first examples of the genre, the course examines how these emerged in a particular intellectual context and political economy. It then considers the key works that have defined the genre and the epistemological and formal innovations associated with them, addressing questions concerning social theory, documentary, as well as the institutional structures through which they are funded, distributed, and seen by various audiences. Throughout, the course keeps in mind the properties of film as a signifying practice, its status as a form of knowledge, and the ethical and political concerns raised by cross-cultural representation. Students work on the Margaret Mead Film Festival as part of the course.

Culture and Media II: Ethnography of Media
ANTH-GA 1216, CINE-GT 1403 / Ganti, Ginsburg / 4 points / 2019-20, 2020-21
In the 21st century, 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. Anthropologists and media scholars interested in film, television, video, radio and digital media 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. Students are encouraged to develop their own research projects.

Cultural Theory and the Documentary
CINE-GT 2001 / Lee / 4 points / 2019-20, 2020-21
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
CINE-GT 1999 / Elliott, Williams / 6 points / 2019-20, 2020-21
This intensive, six-week summer course (mid May to late June) teaches students to look at their world and to develop the ability to create compelling and dramatic stories in which real people are the characters and real life is the plot. Through close study and analysis of feature-length and short documentaries, and hands-on directing, shooting, sound recording, editing, and re-editing, students rigorously explore the possibilities and the power of nonfiction storytelling for film and video. The course is a dynamic combination of individual and group production work.

Video Production Seminar I, II
ANTH-GA 1218, 1219 / Furjanic, Ginsburg, Vail / 4 points per term / 2019-20, 2020-21
Open only to students in the Program in Culture and Media. Limited to 10 students. Prerequisites: ANTH-GA 1215, CINE-GT 1402, CINE-GT 1999, and permission of the instructor.
Year-long seminar in ethnographic documentary video production using state-of-the-art digital video equipment for students in the Program in Culture and Media. The first portion of the course is dedicated to instruction, exercises, reading, and familiarizing students with fundamentals of video production and their application to a broad conception of ethnographic and documentary approaches. Assignments undertaken in the fall raise representational, methodological, and ethical issues in approaching and working through an ethnographic and documentary project. Students develop a topic and field site for their project early in the fall term, begin their shooting, and complete a short (5- to 10-minute) edited preview tape by the end of this semester. This work should demonstrate competence in shooting and editing using HDV camera/audio and Final Cut Pro nonlinear editing systems. Students devote the spring semester to intensive work on independent projects, continuing to shoot and edit, presenting work to the class and completing their (approximately 20-minute) ethnographic documentaries. Student work
is presented and critiqued during class sessions, and attendance and participation in crews for independent projects as well as in group critiques and lab sessions is mandatory. Students should come into the class with project ideas already well-developed. Students who have not completed the work assigned in the first semester are not allowed to register for the second semester. There is no lab fee, but students are expected to provide their own videotapes. In addition to class time, there are regular technical lab sessions on the use of equipment.
PROGRAMS AND REQUIREMENTS

Master of 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 or IELTS (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 MS 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, Probability and Statistics for Data Science, DS-GA 1003, Machine Learning, DS-GA-1004, Big Data, DS-GA 1006, Capstone Project in Data Science, and one Data Science elective selected from a list of courses. Students normally complete the degree requirements in 2 years (four semesters).

Doctor of Philosophy

The Committee welcomes applications from candidates with relevant undergraduate and master’s degrees and candidates with work or research experience in data science. Relevant degrees include: mathematics, statistics, computer science, engineering, and other scientific disciplines that develop skills in drawing inferences or making predictions using data. Coursework or equivalent experience in calculus, probability, statistics, and programming is required.
The curriculum is 15 credits of required courses and 57 credits of elective courses. The goal of the program is to provide PhD students the research training needed to move the field of data science forward and to prepare them for rewarding careers in academia and industry.

Students must complete the following required courses: DS-GA 1001, Intro to Data Science, DS-GA 1002, Probability and Statistics for Data Science, DS-GA 1003, Machine Learning, DS-GA 1004, Big Data, and DS-GA 1005, Inference and Representation. PhD students are also required to pass a Comprehensive Exam, the Depth Qualifying Exam (DQE), the Dissertation Proposal presentation, and the Dissertation.

Facilities

The Data Science program facilities are currently housed in the Center for Data Science. The Center offers a large open area concept plus private areas for study, research, collaboration, and presentations. Data science graduates are also provided educational and research computing resources through a network of servers and desktop workstations running Linux and Solaris. Students also have access to state-of-the-art high-performance computing infrastructure (nyu.edu/life/information-technology/research-and-data-support/high-performance-computing). 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. 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.

FACULTY

**JOINT FACULTY**

Center for Neural Science
Cristina Savin

Computer Science (Courant Institute)
Joan Bruna, Kyunghyun Cho, He He, Julia Kempe, Rajesh Ranganath

Computer Science and Engineering (Tandon School of Engineering)
Julia Stoyanovich

Linguistics
Sam Bowman

Mathematics (Courant Institute)
Afonso Bandeira, Carlos Fernandez-Granda, Jonathan Weed

Music Technology
Brian McFee

Politics
Arthur Spirling

Psychology
Brenden Lake

ASSOCIATED FACULTY

Biology
Richard Bonneau

Center for Neural Science
Eero Simoncelli

Computer Science (Courant Institute)
Yann LeCun, Rob Fergus

Computer Science and Engineering (Tandon School of Engineering)
Juliana Freire, Claudio Silva

Mathematics (Courant Institute)
S.R. Srinivasa Varadhan

Physics
Kyle Cranmer, David Hogg

Steinhardt School of Culture, Education and Human Development
Jennifer Hill

Stern School of Business
Vasant Dhar, Panos Ipeirotis, Foster Provost
Introduction to Data Science
DS-GA 1001 / Staff / 3 points / 2019-20, 2020-21 / Prerequisites: Familiarity with probability theory, linear algebra, statistics, and multi-variate calculus. Some proficiency in computer programming is also required.
This course will examine how data analysis technologies can be used to improve decision-making. Students will study the fundamental principles of data science. Students will examine real-world examples and cases to place data science techniques in context, to develop data-analytic thinking, and to illustrate that proper application is as much an art as it is a science. In addition, students will work hands-on with the Python programming language and its associated data analysis libraries.

Probability and Statistics for Data Science
DS-GA 1002 / Carlos Fernandez-Granda / 3 points / 2019-20, 2020-21 / Prerequisites: calculus and linear algebra at the undergraduate level.
This course introduces fundamental concepts in probability and statistics from a data-science perspective. The aim is to become familiarized with probabilistic models and statistical methods that are widely used in data analysis.

Machine Learning
DS-GA 1003 / Staff / 3 points / 2019-20, 2020-21 / Prerequisites: DS-GA-1001 or undergraduate course in machine learning; undergraduate-level courses in linear algebra, multivariate calculus, and probability theory; python programming required for all homework assignments; recommended: at least one proof-based mathematics course.
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 / Staff / 3 points / 2019-20, 2020-21 / Prerequisites: DS-GA-1001 or equivalent undergraduate course, DS-GA-1002.
This course covers methods and tools for automatic knowledge extraction from very large datasets. Topics include distributed databases, parallel computation (including map-reduce), high-dimensional data structures, and applications.

Inference and Representation
DS-GA 1005 / Joan Bruna / 3 points / 2019-20, 2020-21 / Prerequisites: DS-GA-1004
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 / 2019-20, 2020-21
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.

Programming for Data Science
DS-GA 1007 / Staff / 3 points / 2019-20, 2020-21
The Programming for Data Science course is aimed at providing students with the skills necessary to use Python for data analysis in scientific computing. In particular the course will cover Python 3.5, the NumPy package for scientific computing, the pandas data analysis library, including reading and writing of CSV files, the Jupyter development environments, and the Matplotlib 2D plotting library. The course will also provide an introduction to best-practice software engineering techniques.

Deep Learning
DS-GA 1008 / Yann LeCun / 3 points / 2019-20, 2020-21 / Prerequisites: DS-GA 1001, DS-GA 1003.
This course concerns the latest techniques in deep learning and representation learning, focusing on supervised and unsupervised deep learning, embedding methods, metric learning, convolutional net and recurrent nets, with applications to computer vision, natural language understanding, and speech recognition.
Practical Training for Data Science
DS-GA 1009 / Staff / 3 points / 2019-20, 2020-21

Independent Study in Data Science
DS-GA 1010 / Staff / 1-3 points / 2019-20, 2020-21

Natural Language Processing with Representation Learning
DS-GA 1011 / Kyunghyun Cho / 3 points / 2019-20, 2020-21 / Prerequisites: undergraduate level probability and statistics, undergraduate level linear algebra, experience in programming (subject to change and variations as per decision of the instructor)

Natural Language Understanding and Computational Semantics
DS-GA 1012 / Sam Bowman / 3 points / 2019-20, 2020-21 / Prerequisites: at least one class with a substantial Python programming component. A graduate-level machine learning course is strongly recommended but not required.

Since at least the proposal of the Turing test, building computational systems that can communicate with humans using natural language has been a central goal for what we now think of as AI research. Understanding real, naturally occurring human language is the key to reaching this goal. This course surveys recent successes in language understanding but it is focused primarily on preparing students to do original publishable research in this area, culminating with a substantial final project. The course is centered on text rather than speech, but within that, it will touch on the full range of applicable techniques for language understanding, including formal logics, statistical methods, and deep learning, and will bring in ideas from formal linguistics where they can be readily used in practice.

Mathematical Tools for Data Science
DS-GA 1013 / Carlos Fernandez-Granda / 3 points / 2019-20, 2020-21 / Prerequisites: probability, calculus, linear algebra, experience in programming.

This course provides a rigorous introduction to mathematical tools for data science drawn from linear algebra, Fourier analysis, probability theory, and convex analysis. The main topics are the singular-value decomposition, frequency representations, randomized projections, convex optimization, duality theory and nonconvex optimization. The material is motivated by multiple data-analysis applications including dimensionality reduction, collaborative filtering, sound and image processing, magnetic-resonance imaging, sparse regression, compressed sensing, and topic modeling.

Optimization and Computational Linear Algebra
DS-GA 1014 / Afonso Bandeira / 3 points / 2019-20, 2020-21


Some Applications: Lasso, compressed sensing. Problems on Graphs.

Text as Data
DS-GA 1015 / Arthur Spirling / 3 points / 2019-20, 2020-21

Course introduces students to quantitative texts-as-data analysis from an applied perspective. Course covers, inter alia, metrics of association between texts, burstiness of words and concepts, measurement of complexity and readability, scaling of political texts, automatic event extraction, dictionary methods for estimating sentiment, clustering, Latent Semantic Analysis, machine learning applications, topic models and LDA. Course also includes special topics such as the estimation of personal characteristics from writings, ‘stylometrics’ and detection of false statements. Course assumes no prior knowledge of texts-as-data work, though requires proficiency with the R statistical language and programming environment along with an understanding of elementary statistical theory and regression analysis.

Research Rotation
DS-GA 2001 / Staff / 1-3 points / 2019-20, 2020-21

The research rotation course gives PhD students exposure to the research being conducted by CDS faculty. The objective of this course is to broaden students’ perspective and make them better rounded data science researchers. During this semester-long course,
students will design and carry out original research in a collaborative setting with faculty who will monitor progress on a weekly basis and assign a pass/fail grade at the end of the semester and submit a brief report to the DGS.
PROGRAMS AND REQUIREMENTS

Advanced Certificate in Digital Humanities

The Advanced Certificate in Digital Humanities is a 20-point program offering comprehensive training through three required core courses worth 12 points and electives totaling 8 points. This program can be completed in one year. Learning objectives:

• Computational literacy and critical thinking.
• Digital publication and content management systems.
• Design of data: understanding, manipulating, and analyzing.
• Professional development.


Students also complete electives totaling 8 points in the department of their choice.

Faculty advisors will work with students to recommend electives most appropriate to their scholarly and professional objectives. Some students will wish to deepen their engagement with particular methodological approaches, while others will wish to invest more study in digital approaches within a particular discipline.

The Advanced Certificate is also available as part of a dual degree with some GSAS M.A. and Ph.D. humanities and social science programs. Please check specific department information in this bulletin or on departmental web sites to see if a specific program is eligible to be paired as a dual-degree with the Advanced Certificate.

FACULTY

Deena Engel
Clinical Professor, (Computer Science). M.S. 1999 (Computer Science) New York; M.A. 1980 (comparative literature) SUNY (Binghamton); B.A. 1978, Tufts (French, German)

Thomas Augst, English; Ernest Davis, Computer Science.

Roemich, Institute of Fine Arts; Glenn Wharton, Museum Studies; Nathaniel Beck, Politics; Anna Harvey, Politics.

ASSOCIATED FACULTY IN GRADUATE SCHOOL DEPARTMENTS

Meredith Broussard, Journalism; Sebastian Heath, Ancient Studies; David Hoover, English; Alex Jassen, Hebrew and Judaic Studies; Ellen Noonan, History; Hannelore
## COURSES

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CODE</th>
<th>INSTRUCTOR</th>
<th>CREDITS</th>
<th>YEAR</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Programming</td>
<td>DHSS-GA 1120 / Staff / 4 points / 2019-20, 2020-21</td>
<td>Staff</td>
<td>4 points</td>
<td>2019-20, 2020-21</td>
<td>This course introduces students to the fundamentals of computer programming as students design, write, and debug computer programs using the programming language Python. No knowledge of programming is assumed.</td>
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<tr>
<td>Working with Data</td>
<td>DHSS-GA 1121 / Staff / 4 points / 2019-20, 2020-21</td>
<td>Staff</td>
<td>4 points</td>
<td>2019-20, 2020-21</td>
<td>Students study the principles of relational database design and learn to build, populate, manipulate and query databases using SQL on datasets relevant to their interests. Students will also explore data presentation through data visualization.</td>
</tr>
<tr>
<td>Web Development</td>
<td>DHSS-GA 1122 / Staff / 4 points / 2019-20, 2020-21</td>
<td>Staff</td>
<td>4 points</td>
<td>2019-20, 2020-21</td>
<td>This course provides a project-based approach to web programming and development. Students study the principles of web design and each student builds several interactive websites based on content relevant to his/her interests.</td>
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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:

- **Chinese**: third-year level in modern Chinese; first-year level in literary Chinese or in Japanese.
- **Japanese**: third-year level in Japanese; first-year level in Chinese or Korean.
- **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 Studies in Topics in East Asian Studies, EAST-GA 1500, must be taken within East Asian studies, while others can be completed through courses taken outside of East Asian studies, such as directed reading courses and research credits (a maximum of 16 points of research credit can be taken over five semesters).

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

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

Course work in the third year is designed to allow the student to renew his or her inquiry in theory and methodology and to explore research areas that are interdisciplinary in nature. By the first half of the third year, the student should have finished all the required courses in East Asian studies. The student is advised to take the qualifying examination in three distinctively different subfields of East Asian studies by the end of the third year. A three-member faculty committee (including the student’s adviser) is formed for each student for their comprehensive exam, qualifying exam (prospectus defense) and dissertation. The student and the adviser decide on the formation of the committee after consultation. After the successful completion of the comprehensive examination, the student submits a dissertation prospectus (qualifying exam), which should include a thesis and methodological statement, a preliminary table of contents, a bibliography, etc. The student must pass the oral examination based on his or her prospectus.
to advance to candidacy. Finally, all students must write and orally defend a dissertation before their faculty committee plus two additional readers.

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

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

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**FACULTY**

**Ethan Harkness**  
Assistant Professor (Gallatin, East Asian Studies), Ph.D. 2011 (East Asian languages and civilizations), Chicago; M.S. 2000, Brandeis; B.S. 1997, National Taiwan; B.A. 1992, Harvard.  
Chinese culture with an emphasis on technical topics that inform the histories of science and religion.

**Laurence Coderre**  
Assistant Professor, Ph.D. 2015 (Chinese), California (Berkeley); A.M. 2009 (regional studies-East Asia), A.B. 2007 (music and East Asian studies), Harvard.  
Modern Chinese cultural studies, material culture, socialism and post-socialism, The Cultural Revolution, Third World internationalism, Disability studies.

**Annmaria Shimabuku**  
Assistant Professor, Ph.D. 2010 (East Asian literature), Cornell; M.A. 2001 (sociology), Tokyo; B.A. 1997 (Japanese language and literature), Middlebury.  
Japanophone and minor literatures, postcolonial studies, mixed-race studies, biopolitics, critical theory, and Okinawan studies.

**Yoon Jeong Oh**  
Assistant Professor, Ph.D. 2016 (comparative literature), M.A. 2010 (comparative literature), Cornell; M.A. 2005 (comparative literature), Yonsei; B.A. 2001 (psychology), Ewha Womans.  
20th and 21st century Korean literature, film, media, and culture; Interlingual and intercultural relations in East Asia; Theories of comparative literature, language and translation, intertextuality, interculturality; Asian and Asian American literatures, concepts of race/ethnicity and representations of difference.

**Todd Foley**  
Faculty Fellow, Ph.D. 2015 (modern & contemporary Chinese literature, East Asian studies), New York; M.A. 2007 (comparative literature), Dartmouth; B.A. 2006 (East Asian studies, ancient Greek language & literature), Oberlin.  
Modern Chinese literature and film, translation

**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.

**Moss Roberts**  
Classical Chinese language, literature, and philosophy; modern and contemporary history.

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

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**AFFILIATED FACULTY IN OTHER DEPARTMENTS**


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**FACULTY EMERITI**

**Harry Harootunian**
First-Year Seminar: Introduction to Critical Asian Studies
EAST-GA 1001 / Staff / 4 points / 2019-20, 2020-21
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.

Independent Studies in Topics in East Asian Studies
EAST-GA 1500 / Staff / 4 points / 2019-20, 2020-21

Historical Epics of China and Japan
EAST-GA 1726 / Roberts / 4 points / 2019-20
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.

Topics in East Asian Studies
EAST-GA 2707 / Staff / 4 points / 2019-20, 2020-21,
Programs and Requirements

Master of Arts

The M.A. program is designed to accommodate both full-time and part-time students. It requires a minimum of three semesters of full-time study. The time limit for completion of the degree is five years for both full- and part-time students.

Admission to the M.A. program in economics is limited to students of outstanding promise. First and foremost, we aim to admit students with excellent training in economics and quantitative methods—that is, students with grades of A-, A or A+ in economics and mathematics courses at undergraduate level. More specifically, strong applicants will meet the following requirements: GRE Quantitative 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.

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

The M.A./J.D. dual 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 program 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 MA 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 and ECON-GA 1024; Macroeconomic Theory I and II, ECON-GA 1025 and ECON-GA 1026; Econometrics I and II, ECON-GA 2100 and 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 a Ph.D./J.D. dual degree program 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 dual degree program 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.

FACULTY

Dilip Abreu  
Economic Theory, Game Theory.

Hunt Allcott  
Assistant Professor, Ph.D. 2009 (public policy), Harvard; M.S. 2002 (engineering economic systems and operations research), B.S. 2002 (energy engineering), Stanford.  

Jess Benhabib  
Macroeconomics; growth.

Maharukh Bhiladwall  
Industrial Organization, Microeconomic Theory, Game Theory, Public Finance.

Alberto Bisin  
General equilibrium; finance; cultural evolution.

Corina Boar  
Macroeconomics, Consumption, Entrepreneurship.

Jaroslav Borovicka  
Assistant Professor. Ph.D. 2012 (financial economics), Chicago; M.A. 2006, CERGE-EI; M.Sc. 2004 (computer science), Czech Technical; M.A. 2001 (international trade), Economics (Prague).  
Asset pricing, macroeconomics, time-series econometrics, computational economics.

Katarina Borovickova  
Labor economics, macroeconomics.

Andrew Caplin  
Economic fluctuations; macroeconomic theory; microeconomic theory; housing market.

David Cesarini  
Assistant Professor. Ph.D. 2010, Massachusetts Institute of Technology; M.Sc., London School of Economics.  
Behavioral Economics, Applied Microeconomics, Experimental Economics.

Sylvain Chassang  
Microeconomics, Experiment Design, Development, Industrial Organization, Political Economy, and Finance.

Timothy Christensen  
Assistant Professor. Ph.D. 2014, M.Phil., M.A., Yale; B.Bus. 2008 (finance), QUT; B.Sc. 2007 (mathematics), B.Com. (finance), Queensland.  
Theoretical econometrics; financial econometrics.

Timothy Cogley  
Macroeconomics; econometrics.

Daid Denoon  
Comparative Politics, International Relations, Political Economy.

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

Xiaochen Fan  
Clinical Assistant Professor. Ph.D. 2011, Stanford.  
Political economy; applied microeconomics; law and economics.

Raquel Fernández  
International economics; education and income distribution; political economy.

Christopher J. Flinn  
Labor and household economics; econometrics.

Guillaume Frechette  
Assistant Professor. Ph.D. 2002, Ohio State; M.A. 1997, Queen’s; B.A. 1996, McGill.  
Experimental economics; industrial organization; political economy; public economics.
Roman Frydman
Imperfect knowledge and economic theory; modeling financial markets; macroeconomics; corporate governance and economic dynamism: a comparative perspective.

Douglas Gale
Economics of finance, money and banking; general equilibrium theory; bounded rationality.

Alfred Galichon
Matching and Discrete Choice models, Consumer theory, Optimal Transport, Computational Economics, Risk measures, Quantile regression.

Mark Gertler
Henry and Lucy Moses Professor of Economics; Ph.D. 1978, Stanford; B.A. 1973, Wisconsin.
Macroeconomic theory, monetary economics, finance.

Simon Gilchrist
Empirical Macroeconomics, Monetary Economics, Finance

Michael Giller

David A. Harper
Clinical Professor. Ph.D. 1992, Reading; B.M.S. 1984 (economics and business administration), Waikato.
Austrian economics; entrepreneurship and economic development.

Boyan Jovanovic
Macroeconomics; industrial organization.

Ricardo Lagos
Labor economics; macroeconomics; monetary economics; search theory.

Marc Lieberman
Labor economics; macroeconomics; international finance.

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

Sydney C. Ludvigson
Financial economics; macroeconomics; applied times econometrics.

Erik Madsen
Assistant Professor. Ph.D. 2016, Stanford; B.S. 2011, California Institute of Technology.
Incentive Contracting, Dynamic Games, and Industrial Organization

Elena Manresa
Assistant Professor. Ph.D. 2014, M.Phil 2008, Center for Monetary and Financial Studies, B.S. 2006 (mathematics), Polytechnic University of Catalonia.
Microeconometrics, Empirical Microeconomics

Laurent Mathevet
Assistant Professor. Ph.D. 2008 (social sciences), M.S. 2005 (social sciences), California Institute of Technology; B.S. 2003, Universite de Saint-Etienne.
Game theory, mechanism design, mathematical economics, political economy.

Guido Menzio
Macroeconomics, Labor Markets.

Gerald McIntyre
Clinical Associate Professor. Ph.D. 2000, M.A., California (Santa Cruz); B.A. Rochester.
Economic Growth, Macroeconomics, & International Finance.

Konrad Menzel
Assistant Professor. Ph.D. 2009, Massachusetts Institute of Technology; Diploms Economics 2004, Mannheim.
Econometrics, Labor Economics.

Virgiliu Midrigan
International economics; macroeconomics; applied economics.

M. Ishaq Nadiri
Economics of technology; productivity and economic growth; investment theory and modeling.

Yaw Nyarko
Game theory; human capital; economic growth.

Efe A. Ok
Decision theory; game theory; applied functional analysis.

Andrew Paizis
Clinical Associate Professor, Ph.D. 1997, CUNY, M.A. 1990, Queens College.
Industrial Organization and International Economics.

David G. Pearce
Repeated games; noncooperative solution concepts; bargaining; bounded rationality.

Diego Perez
Assistant Professor, Ph.D. 2015, Stanford; B.A. 2007, Montevideo.
Macroeconomics, international finance.
COURSES

CORE M.A. COURSES AND SPECIAL RESEARCH PROJECT

Mathematics for Economists
ECON-GA 1001 / Staff / 3 points / 2019-20, 2020-21
This course is designed to render a systematic exposition of certain mathematical methods and to relate these mathematical techniques to the various type of economic analysis. The course provides a working knowledge of the concepts of sets, set operations, functions, matrix algebra, differentiation of a function containing one or more variables, techniques for unconstrained and constrained optimization—first order differential equations and an introduction to optimal control theory. To integrate these mathematical subjects with economic analysis, they are organized along the following distinct types of economic study: static equilibrium analysis, comparative static analysis, maximization/minimization problems and economic growth problems. The various analyses focus on both micro and macroeconomic theories.

Microeconomic Theory
ECON-GA 1003 / 3 points / 2019-20, 2020-21 / Prerequisite: ECON-GA 1001.
Applied microeconomics relating to the firm in various markets and household behavior.

Macroeconomic Theory
ECON-GA 1005 / Guaitoli / 3 points / 2019-20, 2020-21
An introduction to dynamic general equilibrium macro models, focusing on micro-foundations, long-run growth, short-run fluctuations, fiscal and monetary policy.

Applied Statistics and Econometrics I
ECON-GA 1101 / 3 points / 2019-20, 2020-21 / Prerequisite: undergraduate statistics course or permission of the instructor.
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 expecta-
tions, 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 / 3 points / 2019-20, 2020-21 / Prerequisite: ECON-GA 1101 or permission of the instructor.
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**
ECON-GA 3200 / Alonso / Leonard, Levanon / 5-2 points / 2019-20, 2020-21
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**
ECON-GA 1402 / Skoorka / 3 points / 2019-20, 2020-21
The role of money in the economy—monetary institutions, monetary theory (the old and new quantity and Keynesian theories), monetary policy goals, methods, and problems, with special emphasis on banking regulation.

**Regulation of Financial Institutions**
ECON-GA 2401 / Prager / 3 points / 2019-20, 2020-21 / Prerequisite: ECON-GA 1402.
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**
ECON-GA 1505 / Staff / 3 points / 2019-20, 2020-21 / Prerequisite: ECON-GA 1003 or permission of the instructor.
Comparative advantage; endowment, mobility, allocation, and earnings of productive factors; trade restriction (tariffs, quotas); customs unions.

**International Finance**
ECON-GA 1506 / Weinberg / 3 points / 2019-20, 2020-21 / Prerequisite: ECON-GA 1003, ECON-GA 1005 or permission of the instructor.
An assessment of how an open macroeconomy adjusts to disequilibria in its balance of payments. Models of macroeconomic adjustment and exchange rate variations will be meshed with examination of how those theories stand up in the light of real-world cases. Topics include balance of payments accounting, the transfer problem, internal and external balance, demand and monetary adjustment, devaluation, exchange-rate determination and the world monetary system.

**ECONOMIC GROWTH AND DEVELOPMENT**

**Economic Development I**
ECON-GA 1603, Harper / 3 points / 2019-20, 2020-21 / Pre- or corequisite: ECON-GA 1003 or permission of the instructor.
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?

**GENERAL ECONOMIC THEORY**

**Evolution of Economic Thought**
ECON-GA 2041 / Paganelli / 3 points / 2019-20, 2020-21
We look at how today’s vital economic questions have been answered differently through time. Questions such as: What is money and how do we use it? Why do we trade? What is debt and when does it become dangerous? What is self-interest? Does economics depend on selfishness? How is it related to other aspects of human behavior? What is rationality? Why do we observe differences in wage rates? Why are some countries rich and others poor? Why is economics called the dismal
PH.D. COURSES

BASIC ECONOMIC THEORY FOR PH.D. STUDENTS

Mathematics for Economists I
ECON-GA 1021 / Ok, Staff / 4 points / 2019-20, 2020-21 / Prerequisite: ECON-GA 1001 or equivalent.

Mathematics for Economists II
ECON-GA 1022 / Ok / 4 points / 2019-20, 2020-21 / Prerequisite: ECON-GA 1021 or permission of instructor.

Microeconomic Theory I
ECON-GA 1023 / Bisin, Rubinstein, Staff / 4 points / 2019-20, 2020-21 / Pre- or corequisite: ECON-GA 1021 or permission of the instructor.
Decision theory, theory of the firm, and consumer behavior; introduction to general equilibrium theory and welfare economics.

Microeconomic Theory II
ECON-GA 1024 / Staff / 4 points / 2019-20, 2020-21 / Prerequisite: ECON-GA 1023.
Game theory, including extensive form solution concepts, bargaining, and repeated games; information economics, contract theory and mechanism design.

Macroeconomic Theory I
ECON-GA 1025 / Borovicka, Staff / 4 points / 2019-20, 2020-21 / Pre- or corequisite: ECON-GA 1021.
The course consists of two parts. The first part covers dynamic programing methods, their theoretical foundations and applications (e.g., job search and consumption/saving problems), and develops links between macroeconomic theory and time-series econometrics. The second part studies general equilibrium for economies with infinitely lived agents and with overlapping generations, reviews several competitive equilibrium concepts, and explores the macroeconomic effects of fiscal policy.

Macroeconomic Theory II
ECON-GA 1026 / Gertler, Staff / 4 points / 2019-20, 2020-21 / Prerequisite: ECON-GA 1025.
The course covers a number of foundational topics in macroeconomics, such as asset pricing, real and monetary models of business cycles, optimal fiscal and monetary policy, general equilibrium models of search and their applications, and economies with incomplete markets.

Econometrics I
ECON-GA 2100 / Vuong, Menzel / Staff / 4 points / 2019-20, 2020-21 / Prerequisite: ECON-GA 1021 or permission of the instructor.
Introduction to noncooperative game theory. Covers Bayesian games, refinements of Nash equilibrium, repeated games, and optimal mechanism design.

Econometrics II
ECON-GA 2101 / Christensen, Cogley, Staff / 4 points / 2019-20, 2020-21 / Prerequisite: ECON-GA 2100 or permission of the instructor.
Theory and applications of time series econometrics. Generalized method of moments and maximum likelihood plus brief introductions to spectral analysis and Bayesian estimation.

GENERAL ECONOMIC THEORY

Evolution of Economic Thought
ECON-GA 2041 / Paganelli, Staff / 3 points / 2019-20, 2020-21
We look at how today's vital economic questions have been answered differently through time. Questions such as: What is money and how do we use it? Why do we trade? What is debt and when does it become dangerous? What is self-interest? Does economics depend on selfishness? How is it related to other aspects of human behaviour? What is rationality? Why do we observe differences in wage rates? Why are some countries rich and others poor? Why is economics called the dismal science? The course is taught by theme rather than chronologically, allowing us to treat each idea through the thought of a number of great economic thinkers.

Game Theory I
ECON-GA 2113 / Staff / 4 points / 2019-20, 2020-21 / Prerequisite: ECON-GA 1024 or permission of the instructor.
Introduction to noncooperative game theory. Covers Bayesian games, refinements of Nash equilibrium, repeated games, and optimal mechanism design.

Experimental Economics
ECON-GA 2114 / Frechette / 4 points / 2019-20, 2020-21
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 / Madsen, Staff / 4 points / 2019-20, 2020-21 / 
**Prerequisites:** ECON-GA 1023, ECON-GA 1024, and ECON-GA 2113, or permission of the instructor.
Overview of cutting-edge research in dynamic contracting and markets set in continuous time with delivery of information via Brownian motions. Brief primer on probability theory, stochastic processes, and stochastic calculus. In-depth discussion of models of moral hazard, mechanism design, games, and asymmetric information in markets.

**Financial Economics II**
ECON-GA 2022 / Williams, Staff / 4 points / 2019-20, 2020-21 / 
**Prerequisite:** ECON-GA 1021 or permission of the instructor.
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.

**Empirical Asset Pricing**
ECON-GA 2023 / Ludvigson, Staff / 4 points / 2019-20, 2020-21 / 
**Prerequisites:** ECON-GA 1023, ECON-GA 1024, ECON-GA 1025, ECON-GA 1026, ECON-GA 2100, ECON-GA 2101 or permission of the instructor.
Introduction to empirical asset pricing.

**MONETARY ECONOMICS**

**Advanced Macroeconomics I**
ECON-GA 2403 / Midrigan / Staff / 4 points / 2019-20, 2020-21 / 
**Prerequisites:** ECON-GA 1022 and ECON-GA 1026, or permission of the instructor.
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.
increasing vs. constant returns, misallocation and the determinants of total factor productivity, historical roots of development, and the intersection between development and culture, political economy, political institutions, and foreign aid, and finally the interaction between macro and micro in development.

Theory of Economic Development II
ECON-GA 1602 / Rotemberg, Staff / 4 points / 2019-20, 2020-21 / Prerequisites: ECON-GA 1023, ECON-GA 1025, and ECON-GA 1601.
Development microeconomics, with class sessions on the intersection of development with education, health, finance, industrial organization, contracts, labor markets, migration, agricultural markets, environment, and behavioral economics. Will focus on recent empirical research and applications to development policy.

LABOR ECONOMICS

Labor Economics I
ECON-GA 1801 / Jovanovic, Staff / 4 points / 2019-20, 2020-21 / Prerequisite: ECON-GA 1023 or permission of the instructor.
Technological innovation, diffusion, research and development, firm behavior, market structure, and entry and exit of firms. Entrepreneurial choice. Schumpeterian competition. Welfare analysis of above topics.

Industrial Organization I
ECON-GA 1801 / Jovanovic / Staff / 4 points / 2019-20, 2020-21 / Prerequisite: ECON-GA 1023 or permission of the instructor.
Focuses on household decision making in both static and dynamic contexts. Develops models of family decision making using both neoclassical and bargaining theories. Examines the differences in the empirical implications of the two types of models. Considers labor supply issues and the economics of the marriage market, fertility, welfare programs, econometric issues, and endogenous sample selection.

INDUSTRIAL ORGANIZATION

Industrial Organization II
ECON-GA 1802 / Staff / 4 points / 2019-20, 2020-21 / Prerequisite: ECON-GA 1801.
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 / 1-6 points per term / 2019-20, 2020-21
Topics in Economics
ECON-GA 3001, 3002 / 2-4 points per term / 2019-20, 2020-21
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

Workshop in Microeconomics Research
ECON-GA 3003, 3004 / Staff / 4 points each / 2019-20, 2020-21
Students, faculty members, and visitors present research in progress for discussion and critical comment.

Workshop in Macroeconomic Research
ECON-GA 3005, 3006 / Staff / 4 points each / 2019-20, 2020-21 / Prerequisite: ECON-GA 1026.
Doctoral-level course consisting of a series of seminar presentations in macroeconomics by students, faculty, and guests. Emphasis is on research in progress. Topics include inflation, employment and labor markets, monetary and fiscal theory and policy, consumption and saving behavior, investment and capital formation, and aggregate supply and growth.

Applied Econometrics Workshop
ECON-GA 3007, 3008 / Staff / 4 points each / 2019-20, 2020-21
Doctoral-level workshop consisting of a series of seminar presentations in
applied economics by students, faculty, and guests. Emphasis is on issues involving panel data, macro-, development, and labor economics.

**Colloquium on Market Institutions and Economic Processes**
ECON-GA 3402 / Rizzo, Staff / 4 points / 2019-20, 2020-21
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 / Staff / 4 points per term / 2019-20, 2020-21 / Prerequisite: ECON-GA 1501, ECON-GA 1502, or permission of the instructor.
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.

**ADVANCED PRACTICAL TRAINING**

**Advanced Practical Training**
ECON-GA 3300 / Cogley, Harper, Staff / .5-2 points / 2019-20, 2020-21 / Prerequisite: permission of DGS.
Advanced Practical Training duties is used to and must significantly enhance students’ ability to apply economic principles in practice. For successful completion, students must prepare a report in which they describe how the internship or practical training has enhanced their understanding of economics. All Master and PhD in Economics are not required to take a course in Advanced Practical Training. However, this course is offered in case students are interested in taking it as an elective.
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 a writing sample (20-25 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 PhD program requires submission of an application to the PhD program. Applicants whose native language is not English must submit Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) 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.

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, including the following specific course requirements: 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 and one literature course focused in each of the following three historical periods: pre-1700, pre-1850, and post 1850. Students must also submit 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 course Guided Research, ENGL-GA 3001, 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.

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 a writing sample (20-25 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) or the International English Language Testing System (IELTS) 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.

Requirements for the Doctor of Philosophy degree in English and American literature include the completion of 72 points and the following specific course requirements: At least one course must focus primarily on a historical period prior to 1800 and another must focus primarily on a period after 1800. Ph.D. Proseminar, ENGL-GA 3006 Guided Research, ENGL-GA 3002, in preparation for Doctoral Examination, Dissertation Seminar I, ENGL-GA 3981, in preparation for submission of the dissertation proposal, Dissertation Seminar II, ENGL-GA 3972, consisting of oral defense of the Dissertation Proposal and beginning of writing and research of dissertation, Pedagogy, ENGL-GA 3985, taken during the first semester in which teaching is anticipated, and 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 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; modern drama; critical theory; Ethnic American Literature(s). 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 oral defense of the dissertation, a second examination is permitted, resulting either in a pass or in elimination from the Ph.D. program.

Concentration in Medieval and Renaissance Studies: The concentration in Medieval and Renaissance Studies is interdisciplinary in nature and creates a framework and community for diverse approaches to the study of the Middle Ages and Renaissance. It complements doctoral students’ work in their home departments with interdisciplinary study of the broad range of culture in the medieval and early modern periods, as well as of the theories and methods that attend them. The concentration is designed to train specialists who are firmly based in a traditional discipline but who can work across disciplinary boundaries, making use of varied theoretical approaches and methodological practices. The concentration consists of twenty credits distributed under the following courses: Proseminar in Medieval and Renaissance Studies, MEDI-GA 1100, Late Latin and Early Vernaculars, MEDI-GA 2100 or other approved course, and Medieval and Renaissance Studies Workshop, MEDI-GA 2000, 2 points per semester taken twice in an academic year. Students must also take one approved course in the area of Medieval and Renaissance Media: Visual and Material Cultures, and one approved course in a medieval or early modern topic. At least one course, not counting either the Proseminar or Workshop, must be taken outside a student’s home department. In addition, students pursuing the concentration will present a paper at least once either in the Workshop or in a conference offered by the Medieval and Renaissance Center.

FACULTY

John M. Archer
Early modern English literature and culture; Renaissance drama; literary and cultural theory.

Thomas E. Augst
Associate Professor, Ph.D. 1996 (American civilization), M.A. 1992 (history), Harvard; B.A. 1987 (literature and history), Yale.
Nineteenth-century American literature and culture; social history of literature; institutions, practices, and values of humanist enterprise; digital humanities.

Jennifer J. Baker
Associate Professor, Ph.D. 2000, Pennsylvania; B.A. 1990, Georgetown.
American literature; colonial, early national, and antebellum literary and intellectual history; American romanticism.

Nicholas Boggs
Clinical Assistant Professor, M.F.A 2008 (creative writing), American; Ph.D. 2005, Columbia; B.A., 1997, Yale.
Twentieth and twenty-first century American literature; African American literature, especially James Baldwin and Ralph Ellison; gender and sexuality studies; creative non-fiction.

Christopher Canon
Grammar and grammar school learning; early Middle English; Chaucer; Langland; problems of literary history; language and the theories of language.

Una Chaudhuri
Modern drama; performance theory; animal studies.

Patricia Crain
Nineteenth-century U.S. literature and culture; history of books and reading; literary studies; childhood studies; critical pedagogy and civic engagement.

Patrick Deer
Modernism; war culture; 20th-century British novel; Anglophone literature; postcolonial and cultural studies.

Carolyn Dinshaw
Middle English literature and culture; postcolonial studies; feminist studies; lesbian/gay/bisexual/transgender studies.

**Juliet Fleming**  

**Elaine Freedgood**  

**Toral J. Gajarawala**  
Associate Professor (English, Comparative Literature). Ph.D. 2004 (comparative literature), California (Berkeley); M.A. 1999 (comparative literature), New York; B.A. 1997, Tufts. Postcolonial literature and theory.

**Ernest B. Gilman**  

**Lisa Gitelman**  

**John D. Guillory**  
Silver Professor. 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.

**Lenora Hanson**  
Assistant Professor. Ph.D. 2017 (English, minor: Italian), Wisconsin (Madison); M.A. (English), Nebraska (Lincoln); B.A. (English), Montevallo. British and Italian Romantic poetry and prose; eighteenth and nineteenth-century life science and political economy; rhetoric and translation; materialism.

**Phillip Brian Harper**  

**Josephine Gattuso Hendin**  
Tiro A Segno Professor of Italian American Studies; Professor. Ph.D. 1968, M.A. 1965, Columbia; B.A. 1964, City College. Contemporary American literature and culture; psychology and literature; ethnicity and literature; creative writing.

**David L. Hoover**  
Professor. Ph.D. 1980 (English language), M.A. 1974, Indiana; B.A. 1971 (English and philosophy), Manchester College. Linguistic stylistics; computers and the humanities; human and animal language and cognition; Old English meter.

**Julia Jarcho**  
Assistant Professor. Ph.D. 2013, M.A. 2008 (rhetoric), California (Berkeley); B.A. 2004 (literature), Harvard. Theater and drama; modernism; literary theory.

**Gene Andrew Jarrett**  

**Wendy Lee**  
Assistant Professor. Ph.D. 2010 Princeton; M.Phil. 2000 Cambridge; B.A. 1998, Columbia. 18th-century British literature & culture; Enlightenment philosophy; history & theory of the novel; affect & cognitive studies; Jane Austen; animal studies; Asian American literature

**Paula McDowell**  

**Elizabeth McHenry**  

**Maureen N. McLane**  

**Haruko Momma**  

**Peter Nicholls**  

**Tomás Urayoán Noel**  
Assistant Professor (Spanish and Portuguese Languages and Literature, English). Ph.D. 2008 (Spanish) New York; M.A. 1999 (Spanish), Stanford; B.A. 1998, Puerto Rico (Río Piedras). U.S. Latino/a literatures and cultures; poetry and poetics of the Americas; media and performance studies; the Caribbean and its diasporas; modernisms and avant-gardes; translation studies; multi-ethnic New York City; creative writing.

**Crystal Parikh**  
Associate Professor (English, Social and Cultural Analysis). Ph.D. 2000, M.A. 1995, Maryland (College Park); B.A. 1992 (English
Asian American literature and studies; Latino/Chicano literature and studies; feminist and race theory; postcolonial studies; 20th-century American literature.

Cyrus R. K. Patell
American literature and culture; minority discourse; cultural studies; literary historiography.

Sonya Posmentier
African American and black diasporic literature; modern and contemporary poetry.

Ato Quayson
African and postcolonial literature.

Dara Regaignon
Victorian literature and culture; children’s literature; composition; writing in the disciplines; writing program administration; pedagogy; genre theory; domesticity and motherhood.

Catherine Robson
Nineteenth century British literature and culture, especially gender and education studies.

Martha Rust
Middle English language and literature; paleography and codicology; medieval manuscript culture.

Sukhdev Sandhu
Popular and techno studies; metropolitan and immigrant cultures; critical geographies; cinema; black and Asian literatures; poetics and sociology of sport.

Lyttle Shaw
Contemporary literature, art, and urban culture; poetry and poetics.

Clifford Siskin
Literary, social, and technological change, 1700-1850 (British, including the Enlightenment and Romanticism); print culture and digital culture; literary theory and genre theory; the organization of knowledge.

Catharine R. Stimpson
Modern literature and culture; women in culture and society; Anglo-American literature.

Pacharee Sudhinaraset
Contemporary U.S. multiethnic literature and cultural studies, comparative racialization, women of color feminisms and gender and sexuality studies, visual culture.

Simón Trujillo
Chicana/o and Latina/o studies and literature; US multi-ethnic literature; comparative ethnic studies in the Americas; Borderlands theories and methodologies.

Gregory Vargo
British literature and culture; periodicals and serialization; didactic and political fiction; literature and social history; anti-colonialism in British culture; archival research methods.

Bryan Waterman
Associate Professor. Ph.D. 2000 (American studies), Boston; B.A. 1994, Brigham Young.
Early American literature and culture; gender; religion; literature and the professions.

Jini Kim Watson
Associate Professor (English, Comparative Literature). Ph.D. 2006 (literature), Duke; B.A. 1997, Queenslands; B.P.D. 1994 (architecture), Melbourne.
Asia-Pacific literature and cultural studies; postcolonial studies; spatial and architectural theory.

Brandon Woolf
Clinical Assistant Professor. Ph.D. 2014, California (Berkeley); B.A. 2005, Columbia.
Theater and performance Studies; critical and aesthetic theory; art and public policy; directing, devising, and new play development.

Robert J. C. Young
Postcolonial literatures and cultures.
Edward Ziter  
Associated Professor (Drama). Ph.D., California (Santa Barbara); B.A., Brown.  
19th-century British theatre and popular entertainment, Romantic drama, the history of acting, Arab theatre.

AFFILIATED FACULTY IN OTHER DEPARTMENTS

Emily Apter, French, Comparative Literature; Ulrich Baer, German; Manthia Diawara, Comparative Literature; Ana Dopico, Comparative Literature; Yael Feldman, Hebrew and Judaic Studies; Teresa Feroli, Tandon School of Engineering; Sybille Fischer, Spanish and Portuguese Languages and Literatures; Valerie Forman, Gallatin School; Lisa Goldfarb, Gallatin School, Gayatri Gopinath, Center for the Study of Gender and Sexuality; Ed Guerrero, Cinema Studies; Anne Lounsbery, Russian and Slavic Studies; Sylvia Marks, Technology, Culture and Society; Avital Ronell, German; Mark Sanders, Comparative Literature; Richard Sieburth, Comparative Literature; Karen Shimakawa, Performance Studies; Marion Thain, Digital Humanities; Robert Vorlicky, Tisch Undergraduate Drama; Susanne Wofford, Gallatin School of Individualized Studies; Edward Ziter, Tisch Drama.

VISITING FACULTY

Kelly Sullivan  

Rajeswari Sunder Rajan  

COURSES

PROSEMINARS

Introduction to Advanced Literary Study for M.A. Students
ENGL-GA 2980 / McLane, Shaw, McDowell / 3 points / 2019-20, 2020-21
An introduction to major methodological and theoretical approaches to literature and culture through the close reading and contextualization of select literary works.

Ph.D. Proseminar
ENGL-GA 3006 / Fleming / 4 points / 2019-20, 2020-21

Workshop on Professional Practices
ENGL-GA 3980 / Halpern / Gitelman, Baker, Deer / 4 points / 2019-20, 2020-21
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
ENGL-GA 3981 / Halpern, Gitelman / 4 points / 2019-20, 2020-21
Prepares doctoral students in their third year for submission of the dissertation proposal.

Dissertation Seminar II
ENGL-GA 3982 / Halpern, Gitelman / 4 points / 2019-20, 2020-21

Pedagogy
ENGL-GA 3985 / Baker, Halpern / Gitelman, Deer / 4 points / 2019-20, 2020-21
Provides a basic foundation in pedagogy and a forum for doctoral students to learn elements of effective teaching of undergraduates at the university level.

LANGUAGE

Introductory Old English
ENGL-GA 1060 / Hoover, Momma / 4 points / 2019-20
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
ENGL-GA 1061 / Dinshaw, Rust / 4 points / 2019-20
Study of representative prose and verse texts from 1100 to 1500, read in the original dialects, with emphasis on the continuity of literary traditions and creative innovation.
Development of the English Language
ENGL-GA 2044 / Hoover, Momma / 4 points / 2019-20
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.

Studies in Early Medieval English Literature
ENGL-GA 2270 / Momma, Cannon / 4 points / 2019-20, 2020-21
This course will examine various early medieval literature of Britain, composed in English, Latin, and possibly one or more other languages, to consider the cultural construct of England prior to 1300. The focus of the investigation will be the modal of will, as it is applied to linguistic (modal auxiliary), literary (will and desire), theological (free will), pastoral (confession and penitence), and legal issues (intention, bequeathal).

Topics in the English Language
ENGL-GA 2072 / Hoover, Momma / 4 points / 2019-20, 2020-21
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.

Paleography and Codicology
ENGL-GA 2200 / Rust / 4 points / 2019-20
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.

Shakespeare
ENGL-GA 1345 / Archer, Gilman, Halpern / 4 points / 2019-20
Shakespeare's major comedies, histories, and tragedies.

World Literature in English
ENGL-GA 1764 / Gajarawala, Rajan Sandhu, Watson / 4 points / 2019-20
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
ENGL-GA 1972 / Hoover, Siskin, Augst / 4 points / 2019-20, 2020-21
Introduction to scholarly field of digital humanities focusing on particular aspects of discipline-based and cross-disciplinary applications of tools and concepts.

M.A. Thesis Colloquium
ENGL-GA 2075 / McLane, Shaw, Gitelman / 0 points / 2019-20, 2020-21
The M.A. thesis colloquium is designed to support students researching, writing, and revising their theses (a project of about 30-35 pages or 9000 words).

Chaucer I, II
ENGL-GA 2266, 2267 / Dinshaw, Rust / 4 points each / 2019-20
First term: reading and discussion of the text of Canterbury Tales. Second term: Troilus and other works. Situates Chaucer's poety 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
ENGL-GA 2270, 2271 / Cannon, Dinshaw, Momma, Rust / 4 points each / 2019-20, 2020-21

Topics in Renaissance Literature
ENGL-GA 2323 / Archer, Fleming, Gilman, Guillory, Halpern, Wofford / 4 points / 2019-20, 2020-21

Elizabethan and Jacobean Drama
ENGL-GA 2333 / Archer, Gilman, Guillory / 4 points / 2019-20
Marlowe, Jonson, Kyd, Marston, Tourneur, Webster, Middleton, Rowley, Ford, Chapman.

Restoration and Early 18th-Century Literature
ENGL-GA 2521 / McDowell, Siskin / 4 points / 2019-20
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
ENGL-GA 2540, 2541 / Lee, McDowell, Siskin / 4 points each / 2019-20, 2020-21

The Romantic Movement
ENGL-GA 2620 / McLane / 4 points / 2019-20, 2020-21
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 / McLane, Siskin, Ziter  
4 points / 2019-20, 2020-21  
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, Robson, Vargo / 4 points / 2019-20, 2020-21  
The problem of modernism in English prose fiction from Pater to Joyce and Woolf.

**Modern British Novel**  
ENGL-GA 2720 / Deer / 4 points / 2019-20  
The problem of modernism in English prose fiction from Pater to Joyce and Woolf.

**Early American Literature**  
ENGL-GA 2802 / Baker, Crain, Waterman / 4 points / 2019-20, 2020-21  
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**  
ENGL-GA 2810, 2811 / Baker, Crain, Waterman / 4 points per term / 2019-20  
Poetry, fiction, and nonfiction prose of the United States, from the early national period to the Civil War.

**American Literature: 1865-1900**  
ENGL-GA 2820 / Baker, Crain, McHenry, Patell / 4 points / 2019-20  
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**  
ENGL-GA 2841 / Hendin, McHenry, Patell / 4 points / 2019-20, 2020-21  

**Topics in Postcolonial Literature**  
ENGL-GA 2900 / Gajarawala, Sunder Rajan, Watson, Young / 4 points / 2019-20, 2020-21  
Intermediate-level study of literary and theoretical works pertaining to the eras of decolonization and globalization.

**Topics in Postcolonial Theory**  
ENGL-GA 2901 / Gajarawala, Sunder Rajan, Watson, Young / 4 points / 2019-20, 2020-21  
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.

**Topics in Black Literature**  
ENGL-GA 2902 / Harper, McHenry, Posmentier / 2019-20, 2020-21

**Literature and Philosophy**  
ENGL-GA 2912 / Halpern, Lee / 4 points / 2019-20, 2020-21  
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.

**Topics in Literature and Modern Culture**  
ENGL-GA 2916 / Deer, Noel, Sudhinaraset, Trujillo / 2019-20, 2020-21  
Studies in the interaction of literature and modern culture.

**Modern British and American Poetry**  
ENGL-GA 2924 / McLane, Nicholls / 4 points / 2019-20  
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 / 2019-20, 2020-21  
Approaches to the work of contemporary poets. Context varies yearly.

**Modern Drama**  
ENGL-GA 2930 / Chaudhuri, Jarcho, Ziter / 4 points / 2019-20, 2020-21  
Representational drama of Scribe, Hauptmann, Ibsen, Strindberg, Gorki, Chekhov, Wilde, Shaw, O’Casey, O’Neill.

**The Politics of Culture**  
ENGL-GA 2934 / Parikh / 4 points / 2019-20  
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**  
ENGL-GA 2944 / Fleming, Gitelman / 4 points / 2019-20  
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.

**Contemporary Criticism**  
ENGL-GA 2954 / Gilman, Harper / 4 points / 2019-20  
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 / Harper, Maynard / 4 points each / 2019-20, 2020-21  
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, Guiillory, Harper / 4 points per term / 2019-20, 2020-21  
Content varies.

**History of the Book**  
ENGL-GA 2970 / Augst, Crain, McDowell, McHenry, Siskin / 4 points / 2019-20, 2020-21  
Historical, theoretical, and critical approaches to diverse topics relating to literacy, media, and the production and dissemination of knowledge.

**Practicum in Digital Humanities**  
ENGL-GA 2971 / Engel, Hoover, Blake, Augst / 4 points / 2019-20, 2020-21  
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, Parikh / 1-4 points / 2019-20, 2020-21

**Doctoral Seminars**

**Topics in Medieval Literature**  
ENGL-GA 3269 / Cannon, Dinshaw, Momma, Rust / 4 points / 2019-20, 2020-21

**Topics in Renaissance Literature I, II**  
ENGL-GA 3323, 3324 / Archer, Fleming, Gilman, Halpern, Guillory, Wofford / 4 points each / 2019-20, 2020-21

**Topics in 18th-Century English Literature**  
ENGL-GA 3536 / Lee, McDowell, Siskin, Starr / 4 points per term / 2019-20, 2020-21

**Topics in Romantic Literature I, II**  
ENGL-GA 3626, 3627 / McLane, Siskin / 4 points each / 2019-20, 2020-21

**Topics in Victorian Literature**  
ENGL-GA 3650 / Freedgood, Maynard, Robson, Vargo / 4 points / 2019-20, 2020-21

**Topics in British Fiction from 1890 to the Present**  
ENGL-GA 3720 / Deer / 4 points / 2019-20, 2020-21

**Topics in Early American Literature**  
ENGL-GA 3802 / Baker, Waterman / 4 points / 2019-20, 2020-21

**Topics in American Literature: 1800-1865**  
ENGL-GA 3810 / Augst, McHenry, Waterman / 4 points / 2019-20, 2020-21

**Topics in American Literature: 1865-1900**  

**Topics in American Literature Since 1900 I, II**  
ENGL-GA 3840, 3841 / Harper, Hendin, McHenry, Noel, Parikh, Patell, Trujillo / 4 points each / 2019-20, 2020-21

**Topics in Postcolonial Literature**  
ENGL-GA 3900 / Gajarawala, Sunder Rajan, Watson, Young / 4 points / 2019-20, 2020-21  
Advanced study of literary and theoretical works pertaining to the eras of decolonization and globalization.

**Topics in the History of Rhetoric**  
ENGL-GA 3918, Guillery, 4 points. 2019-20
History of the Book  
ENGL-GA 3940 / Augst, Crain, McDowell, McHenry, Siskin / 4 points / 2019-20, 2020-21

Topics in the History of the Production of Knowledge  
ENGL-GA 3951 / Siskin / 4 points / 2019-20, 2020-21

Archival Practices and Politics  
ENGL-GA 3975 / Augst, McHenry / 4 points / 2019-20
PROGRAM IN

Environmental Health Sciences

Department of Environmental Medicine, New York University School of Medicine, Langone Medical Center, and the Graduate School of Arts and Science

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.

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.

Admissions decisions include comprehensive evaluation of all submitted documentation of prior academic performance and experience; statements of academic purpose, recommendation letters, curricula vitae, prior research experience/publications, GPA, GRE and TOEFL scores are all considered to achieve a complete assessment of the applicants potential to successfully complete the EHS M.S. program.

Awarding of the M.S. degree is dependent on the successful completion of 36 points of course work, of which at least 24 points must be taken in residence at the Graduate School of Arts and Science at NYU. The M.S. degree program in environmental health sciences offers two specialized tracks: environmental toxicology and occupational-environmental hygiene. 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 occupational-environmental hygiene track are Environmental Health EHSC-GA 1004, Introduction to Biostatistics, EHSC-GA 2303, Principles of Toxicology, EHSC-GA 2310, Principles of Environmental Measurements, EHSC-GA 2035, Environmental Measurements Laboratory I, EHSC-GA 2037, and Introduction to Epidemiology, EHSC-GA 2039. All M.S. students 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.

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 ERBI master’s degree requires the successful completion of 36 points of course work. The core courses of the program comprise the 32 of the required credits and include: Biomechanics, EHSC-GA 2101, Introduction to Biostatistics, EHSC-GA 2303, Physical Biomechanics, EHSC-GA 2111, Applied Biomechanics in the Analysis of Human Performance, EHSC-GA 2112, Ergonomics Issues I: Physical Factors in the Workplace, EHSC-GA 2131, Ergonomics Issues II: Environmental Factors in the Workplace, EHSC-GA 2132, Research Methods in Ergonomics and Biomechanics, EHSC-GA 2123, Practicum in Ergonomics and Biomechanics, EHSC-GA 2121.

During the first semester, each student will choose one of two tracks, one requiring specialty coursework and a Qualifying Exam, and the other a Master’s thesis. After completion of 32 credits, the specific track chosen will inform the remaining 4-credits to be completed. One track will require the completion of a 4 credit Master’s Thesis, EHSC-GA 3001, while the other track will require the completion of 4 credits of coursework either within or outside the ERBI program, plus a Qualifying Exam.

The ERBI Master’s program is designed to provide the skills essential for the development and management of musculoskeletal ailment prevention programs in industry and the health care environment. The program also trains the student in basic research, study design, and the use of equipment and measurement techniques employed in ergonomic and biomechanical evaluation and analysis. The master’s program encourages students to participate in ongoing research in areas of ergonomics and biomechanics. Because of the multidisciplinary nature of our program, our students are desirable to biomedical manufacturers, product design companies, insurance
companies, health care organizations, health and safety organizations, and disability management organizations, to name a few.

**Doctor of Philosophy**

The Ph.D. degree program in environmental health sciences (EHS) 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 is based on a strong academic background in a basic or applied science as judged by prior undergraduate or graduate academic performance, and any relevant work or research experience. Admissions decisions include comprehensive evaluation of all submitted documentation of prior academic performance and experience; statements of academic purpose, recommendation letters, curricula vitae, prior research experience/publications, transcript GPAs, GRE and TOEFL scores and interview outcomes are all considered to achieve a complete assessment of the applicants potential to successfully complete the EHS Ph.D. program.

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. A minimum of 32 points must be taken in residence in the Graduate School of Arts and Science at NYU. 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). An MPhil degree can be conferred upon completion of coursework, written prelims and thesis research outline defense. 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 pre-doctoral students (ERBI students 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 EHS Ph.D. degree program (including ERBI Ph.D students) are required to take the following 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 their specific area of specialization. These courses might be offered through the Department of Biology, the Program in Basic Medical Sciences, or other departments. Beyond the above requirements, there are no universal course requirements. Thus, a specific individualized program of study is arranged for each student that is appropriate to his or her particular background and career goals.

Areas of Specialization: The Environmental Health Science (EHS) Ph.D. program offers specialized study in the areas of: 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. Training in biostatistics or epidemiology with a focus on public and environmental health can be obtained via the Sackler Institute of Graduate Biomedical Sciences at NYU School of Medicine program (see med.nyu.edu/research/sackler-institute-graduate-biomedical-sciences/phd-program/phd-training-programs/biostatistics; med.nyu.edu/research/sackler-institute-graduate-biomedical-sciences/phd-program/phd-training-programs/epidemiology). The EHS program also administers Ph.D. studies in the specialized area of ergonomics and biomechanics (ERBI).

**Advanced Certificate in Ergonomics**

The program in ergonomics and biomechanics offers a 12-credit advanced certificate program. Students who wish to pursue course work in this area 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: Ergonomics Issues I: Physical Factors in the Workplace, EHSC-GA 2131, Ergonomics Issues II: Environmental Factors in the Workplace, 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.

**FACULTY**

**Jiyoung Ahn**

**Alan A. Arslan**
Associate Professor (Obstetrics and Gynecology, Environmental Medicine, Population Health). M.D., Dagestan Medical Academy. Cancer epidemiology; biomarkers of ovarian cancer; relationships between reproductive events and cancer.

**Jason L. Blum**
Adjunct Assistant Professor. Ph.D. 2007 (physiology and pharmacology), M.S. 1999 (dairy and poultry sciences), Florida; B.S. 1996 (animal sciences), Rutgers. Inhalational delivery of environmental toxicants and effects on reproduction and development.

**Marco A. Campello**
Associate Professor (Orthopaedic Surgery, Ergonomics and Biomechanics). Director, NYUHJD-OIOC. Ph.D. 2002, M.A. 1990 (ergonomics and biomechanics), New York; B.S. 1985 (physical therapy), Faculdade de Ciências da Saúde do Ipa. Work retention; disability management.

**Lung Chi Chen**

**Yu Chen**
Associate Professor (Population Health, Environmental Medicine, 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 injury; chronic iron homeostasis; metal modulation of cytokines; World Trade Center dust health effects.

Max Costa
Professor (Environmental Medicine, Biochemistry and Molecular Pharmacology). Ph.D. 1976 (pharmacology), Arizona; B.S. 1974 (biology), Georgetown.
Metal carcinogenesis/toxicology; DNA-protein interactions; DNA damage; histone modifications and epigenetic mechanism of carcinogenesis.

Katia M. Costa-Black
Instructor, Senior Manager, Ergonomic Services, NYULMC-OIOC. Ph.D. 2008 (industrial engineering), Montreal; M.S. 2001 (ergonomics and biomechanics), New York; B.Sc. 1998 (physical therapy), Salvador.
Ergonomics; implementation of workplace intervention; prevention of work incapacity.

Kevin Cromar
Assistant Professor (Marron Institute of Urban Management). Ph.D. 2012, M.S. 2010, New York; B.S. 2006 (neuroscience), Brigham Young.
Environmental epidemiology; health effects of air pollution; exposure assessment; environmental policy.

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

Wei Dai
Professor (Environmental Medicine, Biochemistry and Molecular Pharmacology). Ph.D. 1988 (invertebrate pathology), 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, Environmental Medicine, Medicine). M.D. 1982, 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
Design/analysis of clinical trials; survival analysis; disease screening and misclassification; observational data; statistical genomics.

Terry Gordon
Professor. 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.

Gabrielle Grunig
Professor (Environmental Medicine, Medicine). Ph.D. 1994 (immunology), Cornell; D.V.M. 1984, Zurich.
Environmental exposures, acquired and innate immune responses; their effects on structure/function of airways and pulmonary artery; chronic lung diseases.

Richard B. Hayes
Cancer epidemiology; environmental and genetic determinants of prostate and colorectal cancer.

Chunyuan Jin
Assistant Professor (Environmental Medicine, Biochemistry and Molecular Pharmacology). Ph.D. 2002 (pharmacology), Tokyo; M.S. 1997 (genetics); M.D. 1990 (clinical medicine), China Medical University.
Chromatin structure, epigenetic mechanisms, histone variants, gene expression, carcinogenesis.

Catherine B. Klein
Mammalian mutagenesis; epigenetic gene control; DNA methylation; oxidants; metals; estrogens; molecular cytogenetics.

Karen Koenig
Epidemiology of coronary heart disease and cancer; epidemiologic methods.

Andrew Kraszewski
Adjunct Professor (Ergonomics and Biomechanics). Ph.D. 2016, M.S. 2008 (ergonomics and biomechanics), New York; B.S. (mechanical and biomedical engineering), Cornell.
Biomechanics; orthopaedics; sports medicine.

Huilin Li
Biostatistics in genetic and cancer epidemiology; survey methodology; small area estimation and diseases mapping.

Morton Lippmann
Professor. Ph.D. 1967, New York; M.S. 1955 (industrial hygiene), Harvard; B.Ch.E. 1954 (chemical engineering), Cooper Union.
Inhalation toxicology; aerosol science and physiology; occupational and environmental hygiene; air pollution.

Mengling Liu
Associate Professor (Population Health, Environmental Medicine). Ph.D. 2004 (statistics), M.S. 2002 (statistics), Columbia;
B.S. 2000 (statistics and probability), Nankai University.
Research interests include survival analysis, longitudinal data analysis, statistical genetics, and statistical methods for epidemiology studies.

Michael Marmor
Professor (Population Health, Environmental Medicine, Medicine). Ph.D. 1972 (physics), M.A. 1968 (physics), SUNY (Stony Brook); B.S. 1964 (physics), Queens College.
Epidemiology/prevention HIV/AIDS, tuberculosis, other infectious diseases; clinical trials HIV vaccines, nonvaccine interventions; environmental occupational, epidemiology.

Margareta Nordin
Occupational musculoskeletal disorders; low back pain; evidence based medicine; prevention injury, disability; motor control; biomechanics; ergonomics.

Cheongun Oh
Assistant Professor (Population Health, Environmental Medicine). Ph.D. 2003 (applied math and statistics), M.A. 2001 (applied math and statistics), SUNY (Stony Brook).
Bayesian variable selection application to genomics and genetics; gene mapping; bioinformatics.

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

William N. Rom
Professor (Medicine, Environmental Medicine, Wagner Graduate School of Public Service). M.P.H. 1973 (environmental medicine), Harvard; M.D. 1971, Minnesota; B.A. 1967 (political science), Colorado.
Environmental/occupational lung diseases; molecular mechanisms lung cancer; tuberculosis (TB)/AIDS; interferon-gamma therapy; environmental policy; global warming.

Yongzhao Shao
Genetic linkage/association analysis; genetic epidemiology; statistical inference; design of experiments; likelihood theory; mixture models.

Ali Sheikhzadeh
Associate Professor (Orthopaedic Surgery, Environmental Medicine) Ph.D. 1997, M.A. 1989 (ergonomics and biomechanics), New York; B.S. 1985 (electronics engineering technology), Texas Southern.
Biomechanics and experimental testing; electromyography and kinematic analysis; ergonomic; product evaluation and usability testing.

Jerome J. Solomon
Professor. Ph.D. 1972 (physical chemistry), Cornell; B.S. 1966 (chemistry), Brooklyn College.
DNA-carcinogen interactions; biological consequences DNA adducts; mass spectrometry in carcinogenesis and environmental research.

Hong Sun
Assistant Professor. Ph.D. 1997 (cell biology), Cornell; B.S. 1966 (chemistry), Brooklyn College.
DNA-mutagenesis and mutagenesis; DNA damage; DNA repair.

Moon-shong Tang
Professor (Environmental Medicine, Medicine, Pathology). Ph.D. 1976 (molecular biology), M.S. 1975 (molecular biology), Texas (Dallas); B.S. 1966 (medical technology), National Taiwan.
Carcinogenesis and mutagenesis; DNA damage; DNA repair.

George D. Thurston
Cardiovascular, respiratory, and cancer human health effects inhaled air pollutants; aerosol science; air pollution modeling; risk analysis; sustainability, and climate change health co-benefits.

Shira Schecter Weiner
Ergonomics; spine pain; gender and health care; evidence-based treatment; adherence to treatment guidelines.

Sherri Weiser
Associate Professor (Orthopaedic Surgery). 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 (Pediatrics, Environmental Medicine). M.D. 1972 SUNY (Upstate Medical University College of Medicine).
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; B.A. 1969 (political science), Hofstra.
Molecular biology of carcinogenesis; cancer in aquatic organisms; population genetics and molecular evolution.

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

Judith T. Zeitikoff
Professor. Ph.D. 1982 (experimental pathology), UMDNJ-New Jersey Medical School; M.S. 1976 (microbiology), Fairleigh Dickinson; B.S. 1973 (biology), Upsala.
Immunotoxicology; developmental basis of adult disease; in utero exposures to complex inhaled mixtures and nanoparticles; pulmonary immune defenses; metals.
Hua Zhong
Statistical genetics; Graph theories and causal inferences in genomics.

GRADUATE STEERING COMMITTEE
Catherine B. Klein (Co-Chair), Jerome J. Solomon (Co-Chair), Kevin Cromar, Wei Dai, Judith D. Goldberg, Terry Gordon, Richard B. Hayes, Chuanshu Huang, George Thurston, Isaac Wirgin, Judith T. Zelikoff.

COURSES

Environmental Health
EHSC-GA 1004 / Thurston / 4 points / 2019-20, 2020-21
Introduction to the principles of environmental health, including: pollutant sources; exposure routes, and human health risks in environmental media (e.g. air, water, food.). The scientific basis of common environmental hazards presented in terms of toxicology, epidemiology, exposure, and risk assessment, including discussions of historical and ongoing global environmental health issues.

Ecotoxicology: Hudson River Case Study
EHSC-GA 1005 / Wirgin / 4 points / 2019-20, 2020-21
This highly interdisciplinary course explores the sources, transport, bioavailability, transformation, remediation, and toxic effects of PCBs, dioxins and metals contamination ecosystems such as the Hudson River at the community, state, regional and federal levels.

Toxicology
EHSC-GA 1006 / Zelikoff / 4 points / 2019-20, 2020-21 / Not open to students who have taken EHSC-GA 2310 or BIOL-GA 2310. Prerequisite: an introductory course in biology, physiology, or biochemistry.
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 (ADME) of chemicals are presented. Toxic responses of organ systems and regulation of toxic substances by governmental agencies are discussed.

Biomarkers of Environmental Exposures and Human Health
EHSC-GA 1009 / Grunig / 4 points / 2019-20 / Prerequisite: an introductory course in either biology or biochemistry. 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 / Thurston / 4 points / 2019-20 / 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.
Introduces the fundamentals of atmospheric and oceanic motions affecting weather, especially as they influence human health and global climate; earth climate past, present, and future; air pollution emissions and dispersion; human health effects of air pollution and extreme weather; basics of climate models; and, air pollution’s role in global-scale weather.

Translating Environmental Health Science into Policy
EHSC-GA 1013 / Staff / 4 points / 2020-21
This course is designed for students interested in environmental health science and policy. Bridging the gap between science and policy will be emphasized while learning about current environmental health issues, including: air pollution, climate change, water quality, etc. Opportunity to participate in research informing pending policy decisions will be provided.

Current Issues in Environmental Policy
EHSC-GA 1014 / Staff / 4 points / 2020-21
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 / Klein / 4 points / 2019-20 / Prerequisite: biochemistry or permission of the instructor.
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**
EHSC-GA 2025 / Cohen / 2 points / 2019-20, 2020-21
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) verbal presentations, and (3) writing papers for publication in scientific journals. Students are encouraged to use their own data for the various communication formats.

**Research Methods in Molecular Toxicology**
EHSC-GA 2026 / Sun / 2 points / 2019-20, 2020-21 / Prerequisites: biochemistry, cell biology or permission of the instructor.
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**
EHSC-GA 2031 / Staff / 1-4 points / 2019-20, 2020-21
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 of Particulate Air Pollution**
EHSC-GA 2033 / Thurston / 4 points / 2020-21
Introduction to the properties, behavior, and nature of suspended particulate matter air pollution, a global health threat. From nanoparticles to desert dust storms, its underlying physical and chemical characteristics, including: size, shape, density; number distributions; motion; electrical and thermal properties; measurement; condensation/evaporation; coagulation; optical properties, and their health effects implications.

**Principles of Environmental Measurements**
EHSC-GA 2035 / Gordon / 4 points / 2019-20
Introduction to the instrumentation, procedures, and strategies for quantitative evaluation and control of personal environmental exposures. Emphasis is 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. removal and ventilation).

**Environmental Measurements Laboratory I**
EHSC-GA 2037 / Gordon / 4 points / 2019-20 / Prerequisites: EHSC-GA 2035 and permission of the instructor.
Hands on learning covers the instrumental techniques and procedures for the subjects covered in EHSC-GA 2035.

**Introduction to Epidemiology**
EHSC-GA 2039 / Zeleniuch-Jacquotte / 4 points / 2019-20, 2020-21
Principles and methods will be developed for epidemiological studies of the distribution and determinants of disease in human populations. Topics include measures of disease occurrence and risk, ecological, observational and interventional study designs; measurements of diagnostic test performance; methods for statistical analysis of epidemiologic data, and related ethical issues.

**Molecular and Genetic Toxicology**
EHSC-GA 2040 / Klein / 4 points / 2020-21 / Prerequisite: biochemistry or permission of the instructor.
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 / 2020-21
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 / Jin, X. Huang / 4 points / 2020-21 / Prerequisite: undergraduate biology or biochemistry.
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, such as cancer and inflammation, and knowledge leading to drug discovery. Offers tools for basic, clinical, and translational medical research.

**Epidemiologic Methods**

EHSC-GA 2044 / Zeleniuch-Jacquotte, Y. Chen / 4 points / 2019-20, 2020-21 / Prerequisite: EHSC-GA 2039 or EHSC-GA 2303.

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.

**Analysis of Categorical Data**

EHSC-GA 2045 / Shao / 4 points / 2020-21 / Prerequisite: EHSC-GA 2303, or permission of the instructor.

Introduces statistical tools of categorical data analysis as widely applied to biomedical/social science research. Includes 2 x 2 tables, r x c tables, tests of independence, measures of association, power/sample size determination, stratification and matching in study design and data analysis, and logistic regression analysis. Other topics covered: combining evidence from independent studies, evaluation of diagnostic/screening tests, adjustment for misclassification and measurement of inter-rater agreement.

**Epidemiology of Cancer**

EHSC-GA 2046 / Arslan / 4 points / 2020-21 / Prerequisite: EHSC-GA 2039, college-level biology, or permission of the instructor.


**Introduction to Survival Analysis**

EHSC-GA 2047 / Shao / 4 points / 2019-20, 2020-21 / Prerequisites: EHSC-GA 2303 or basic statistics course, and the permission of the instructor.

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**

EHSC-GA 2049 / Ahn / 2 points / 2020-21 / Prerequisites: EHSC-GA 2303, EHSC-GA 2039, EHSC-GA 2044 or equivalents.

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 / Cuddapah, Sun / 4 points / 2020-21 / Prerequisites: biochemistry, cell biology or permission of the instructor.

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 / Weitzman / 4 points / 2019-20, 2020-21 / Prerequisite: EHSC-GA 1004, or permission of the instructor.

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.

**Independent Study: Ergonomics and Biomechanics**

EHSC-GA 2100 / Staff / 1-12 points / 2019-20, 2020-21 / Prerequisites: EHSC-GA 2101, EHSC-GA 2111, EHSC-GA 2121, and EHSC-GA 2131, or permission of adviser.

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 / Faculty / 4 points / 2019-20, 2020-21 / Prerequisites: calculus, physics, or permission of the instructor.  
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 / Weiner / 4 points / 2019-20, 2020-21 / Prerequisites: calculus and basic anatomy of the musculoskeletal system, or permission of the instructor.  
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 nervous-musculoskeletal 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 / Campello / 4 points / 2019-20, 2020-21 / Prerequisites: EHSC-GA 2101 and EHSC-GA 2111, or permission of the instructor.  
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 / Sheikhzadeh / 4 points / 2019-20, 2020-21 / Prerequisites: EHSC-GA 2111, EHSC-GA 2112, EHSC-GA 2131, and EHSC-GA 2303, or permission of instructor.  
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**  
EHSC-GA 2123 / Weiser / 4 points / 2019-20, 2020-21 / Prerequisite: EHSC-GA 2303.  
Provides 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 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 ethical conduct of research.

**Ergonomics Issues I: Physical Factors in the Workplace**  
EHSC-GA 2131 / Costa-Black / 4 points / 2019-20, 2020-21 / Prerequisites: EHSC-GA 2101 and EHSC-GA 2111, or permission of the instructor.  
Ergonomics is the study of fitting the workplace to the capabilities of human workers. Ergonomists apply knowledge from biomechanics, physiology, psychology, and engineering to the design of tasks, work organization, work environment, workstations, and tools. The course focuses on the design of the manufacturing process in the context of implementing an ergonomics program for injury prevention.

**Ergonomics Issues II: Environmental Factors in the Workplace**  
EHSC-GA 2132 / Costa-Black / 4 points. 2019-20, 2020-21 / Prerequisites: EHSC-GA 2101, EHSC-GA 2111, and EHSC-GA 2131, or permission of the instructor.  
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**  
EHSC-GA 2133 / Costa-Black / 4 points / 2019-20, 2020-21  
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
Introduction to Biostatistics
EHSC-GA 2303 / Zhong, Li / 4 points / 2019-20, 2020-21
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.

Advanced Topics in Biostatistics
EHSC-GA 2304 / Goldberg / Shao / 4 points / 2020-21 / Prerequisites: EHSC-GA 2303 or equivalent background in statistics, and permission of the instructor.
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 / Staff / 4 points / 2020-21 / Prerequisites: basic statistics course; some programming experience
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.

Toxicology of Metals and Toxic Tort Litigation
EHSC-GA 2307 / Costa, Sun / 4 points / 2020-21
Metals represent serious and persistent environmental contaminants. This course describes the source of this contamination and examines the toxic effects of metals such as mercury, cadmium, arsenic, lead, vanadium, nickel, beryllium, cobalt, aluminum, chromate, selenium, and others. Each metal is considered with regard to its major toxic action. Mechanisms are emphasized.

Environmental Carcinogenesis
EHSC-GA 2309 / Dai, Sun / 4 points / 2019-20
Introductory course that emphasizes current understandings of how environmental agents cause malignant transformation and contribute to human cancer. The approach integrates information from human and experimental studies at cellular and molecular levels. Emphasis is on the basic mechanisms of cancer causation and how these understandings help to mitigate or prevent the disease.

Organ System Toxicology
EHSC-GA 2311 / Zelikoff / 4 points / 2020-21
This is an advanced course for masters and doctoral students that examines 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 organ system structure and function to bring about disease.

Environmental Immunotoxicology
EHSC-GA 2314 / Grunig / 2 points / 2019-20 / Prerequisite: graduate course in biology or biochemistry.
Research models of diseases that are associated with environmental exposures: discuss which models are optimal for the development of new drugs and recommendations for environmental protection. Considerations of their limitations and how ethical issues are addressed.

Environmental Exposures
EHSC-GA 2315 / Zelikoff, Cohen / 4 points / 2020-21 / Prerequisites: general biology, EHSC-GA 2310, EHSC-GA 1006, or permission of the instructors.
Presents 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 relevant topics in the field of immunotoxicology.
Nanotechnology and Toxicology
EHSC-GA 2317 / Gordon / 4 points / 2020-21
A strong inter-disciplinary approach among engineering, physics, and health scientists will ensure that engineering, biology, and toxicology students understand the impacts of nanomaterial designs and uses, including the broad economic, environmental, medicinal, and societal issues that are not traditionally included in course work at engineering schools.

Advanced Topics in Survival Analysis
EHSC-GA 2330 / Shao / 4 points / 2019-20 / Prerequisites: advanced training in biostatistics and statistical methods and permission of the instructor.
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 / Staff / 2 points / 2020-21 / Prerequisites: advanced training in biostatistics and statistical methods, and permission of the instructor.
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 / Liu / 2 points / 2020-21 / 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.
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 / Staff / 2 points / 2020-21 / Prerequisites: introductory course in biostatistics and approval of the instructor.
Focuses on the fundamental principles of measurement error modeling with a particular emphasis on practical applications to biomedical research. Topics covered include: identifying sources of measurement error, defining measurement error process, selecting appropriate error distributions, and estimating uncertainties.

Statistical Methods in Genetics and Genetic Epidemiology
EHSC-GA 2334 / Zhong / 4 points / 2020-21 / Prerequisites: EHSC-GA 2303 or equivalent background in statistics by permission of the instructor.
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 / Li / 4 points / 2020-21 / Prerequisite: introduction to statistics/probability, or permission of the instructor.
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-GA 2336 / Tarpey / 4 points / 2019-20, 2020-21 / Prerequisites: College level probability and statistical courses or permission of the instructor.
This course introduces the central ideas, core principles and major methods in statistical inference illustrated by a wide range of examples. Topics include probability theory, statistical models, point estimation and asymptotic theory.

Causal Inference in Observational Studies
EHSC-GA 2337 / Staff / 4 points / 2020-21
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 / Goldberg, Oh / 4 points / 2019-20 / **Prerequisites:** Introduction to biostatistics or statistics; background in regression, survival analysis, longitudinal data analysis, and permission of the instructor.  
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.

**Introduction to Bayesian Modeling**  
EHSC-GA 2339 / Oh / 4 points / 2020-21 / **Prerequisites:** EHSC-GA 2303 or basic statistics course, and permission of the instructor.  
Provides practical introduction to Bayesian modeling, including data analysis and building models within the Bayesian framework, with special emphasis on hierarchical models. Primary emphasis on understanding modeling concepts and modeling processes, and analyses using R and BUGS; lesser emphasis on theoretical aspects of Bayesian statistics and technical details of Markov Chain Monte Carlo methods.

**Regression Modeling**  
EHSC-GA 2340 / Zhong / 2 points / 2020-21 / **Prerequisites:** Basic statistics course and permission of the instructor.  
Covers intermediate to advanced levels of regression models beyond basic linear regression knowledge to differentiate estimation and inference of regressions for independent data versus regressions for dependent data. Topics will include generalized linear models, linear and generalized mixed models, non-linear models, and non parametric regressions.

**Statistical Learning**  
EHSC-GA 2341 / Shao / 4 points / 2019-20, 2020-21 / **Prerequisites:** Permission of instructor, prior background in linear regression; categorical data analysis.  
Introduce students to basic data mining and machine learning tools, prepare them with skills of analyzing “big data”, and ensure that students are competent candidates in the emerging market of data scientists.

**Introduction to Statistical Inference II**  
EHSC-GA 2342 / Tarpey / 4 points / 2019-20, 2020-21 / **Prerequisites:** College level probability and statistical courses or permission of the instructor.  
This course covers the central ideas, core principles and major methods in statistical inference including hypothesis testing, confidence sets, linear models, Bayesian approaches and nonparametric inference.

**Master’s Thesis**  
EHSC-GA 3001 / Staff / 1-6 points / 2019-20, 2020-21

**Doctorate Research**  
EHSC-GA 3002 / Staff / 1-12 points / 2019-20, 2020-21
Master of Arts in Animal Studies

Animal Studies is a rapidly developing interdisciplinary field that draws from the humanities, social sciences, and natural sciences to examine what nonhuman animals are like, how human and nonhuman animals relate to each other, and the aesthetic, moral, social, political, economic, and ecological significance of these relations.

NYU Animal Studies, active since 2010 and housed in the Department of Environmental Studies, is a central gathering place for people interested in these issues. Our students work with leading scholars in Animal Studies, Environmental Studies, and related fields; participate in intensive seminars, workshops, and conferences; and engage in a wide range of theoretical, practical, and creative pursuits upon graduation.

The NYU Animal Studies M.A. Program, active since 2018, empowers students to 1) examine the key debates that define the field of Animal Studies, 2) perform original research that contributes to these debates, and 3) understand the connections across animal issues, environmental issues, and social issues.

This program is designed for people who 1) plan to work in professions that provide care for animals, 2) seek to advance understanding of animals in the world, 3) seek to improve the wellbeing of animals in the world, or 4) are enrolled at NYU and want to pursue a discounted graduate education through an NYU B.A.-M.A. Program.

The NYU Animal Studies M.A. Program requires 32 points of coursework. Students complete three required courses (Animals, Culture, and Society; Animals, Philosophy, and Science; and the Capstone Seminar) as well as five elective courses in Animal Studies or other programs at NYU.

Students also complete a thesis project with the support of individual mentors, fellow students, and a thesis instructor. This thesis project can be a research paper, policy proposal, or artistic project that explores central themes in Animal Studies in an original and rigorous way.

We welcome applications from anyone interested, independently of background, and we work with each admitted student to create a personalized course of study that serves your interests and aspirations.
All applicants to the Graduate School of Arts and Science (GSAS) are required to submit a complete application for admission. A complete application includes the online application, academic transcripts, test scores (if required), letters of recommendation, a résumé or curriculum vitae, a Statement of Academic Purpose, and an application fee. Applicants also have the option of providing a short Personal History essay. Please refer to the Instructions section of the online application.

In addition to these general policies, the following policies are specific to our program:

- GRE general test is not required. Please do not send us GRE test scores. If you do, the scores will not be reviewed or considered by the department’s Admissions Committee.
- Either the TOEFL or the IELTS is required of all applicants who are not native English speakers or who do not have a bachelor’s or master’s degree from an institution where the language of instruction is English.
- A Statement of Academic Purpose is required. Please describe your past and present work as it relates to your intended field of study, your educational objectives, and your career goals. The statement should not exceed two double-spaced pages.
- An academic writing sample is required. It can be a term paper, parts of a thesis, or a published article. Your writing sample should demonstrate your analytical and communication skills, should be written in English, and should not exceed 25 double-spaced pages. It does not need to be about Animal Studies.
- A second work sample is optional. It can be a second writing sample, a policy proposal, an artistic project, or any other work that you see as relevant. This work sample should be written in English (if applicable) and should not exceed 25 double-spaced pages or the equivalent. It does not need to be about Animal Studies.

Facilities

The Department of Environmental Studies has office and conference room space at 285 Mercer Street, 9th and 10th floors.

FACULTY

Andrew Bell  
The use of surveys, experimental games, and choice experiments to inform the development of agent-based models of agricultural decision processes.

Becca Franks  
Animal welfare; curiosity and cognitive enrichment; motivation; animal personality; statistical modeling; fish behavior

Environmental Governance, Data-driven technologies, Ecosystem Services, Accountability

Tyson-Lord Gray  
Environmental Ethics, Environmental Law, American Philosophy, Critical Race Theory, Religion

Jennifer Jacquet  
Cooperation dilemmas, overfishing, climate change, wildlife trade, marine conservation, reputation

Dale Jamieson  
Animal and Environmental Ethics, Animal Minds, Foundation of Cognitive Ethology
Colin Jerolmack
Associate Professor (Environmental Studies, Sociology). Ph.D. 2009, CUNY; B.S. 2000, Drexel.
Human-animal relations; environmental studies; urban and rural communities; ethnography

David Kanter
Nitrogen pollution; Food Security; Sustainable Development; Climate Change

Mary Killelea
The use of GIS, remote sensing and modeling to explore spatial and temporal variability in ecosystems

Sonali Shukla McDermid
Climate Change; Land-Atmosphere Interactions; Environmental Impacts of Agriculture and Landuse/Land Cover Change; Climate Impacts to Agriculture and Food Security

Anne Rademacher
Environmental anthropology; modern ecology and statemaking; sustainable design in urban settings; urban ecology

Jeff Sebo
Moral, social, and political philosophy; bioethics, animal ethics, and environmental ethics; ethics of activism, advocacy, and philanthropy

Christopher Schlottmann
Environmental Studies, Environmental Ethics and Philosophy, Food and the Environment, Environmental Education, Animal Ethics

Tyler Volk
Environmental challenges for global prosperity; metapatterns and systems; CO2 and global change; life and biosphere

ASSOCIATED AND AFFILIATED FACULTY IN OTHER DEPARTMENTS

Hunt Alcott, Economics; Karl Appuhn, History and Italian; John Burt, Biology (NYU Abu Dhabi); Una Chaudhuri, Drama and English; Gene Cittadino, Gallatin; Dan Pagin, Journalism; Louise Harpman, Gallatin; David Holland, Courant Institute of Mathematical Sciences; Natasha Iskander, Wagner School of Public Service; Natalie Jeremijenko, Art and Art Education; Mitchell Joachim, Gallatin; Trace Jordan, Foundations of Scientific Inquiry and Chemistry; Mary Leou, Teaching and Learning; Yifei Li, Environmental Studies (NYU Shanghai); S. Matthew Liao, Bioethics; Harvey Molotch, Sociology; Robin Nagle, Liberal Studies; Andrew Needham, History; Katie Schneider-Paolantonio, Biology; Oliver M. Pauluis, Courant Institute of Mathematical Sciences; Michael R. Rampino, Biology; William Ruddick; K. Shafer Smith, Courant Institute of Mathematical Sciences; Richard Stewart, School of Law

COURSES

Animals, Culture, and Society
ANST-GA 1000 / Staff / 4 points / 2019-20, 2020-21
This survey course introduces students to the key ideas and debates within the social sciences and humanities pertaining to how human and animal lives intersect. Specifically, it examines how relationships with animals both reflect and shape social life, culture, and how people think about themselves.

Animals, Science, and Philosophy
ANST-GA 2000 / Staff / 4 points / 2019-20, 2020-21
This survey course introduces students to the historical developments in science and philosophy that have shaped our understanding of animals. We consider past thinkers such as Descartes, Hume, Darwin, and Romanes, and we also consider present debates about animals in philosophy and science.

Topics in Animal Studies
ANST-GA 2500 / Staff / 4 points / 2019-20, 2020-21

Internship
ANST-GA 2800 / Staff / 2 or 4 points / 2019-20 / 2020-21
This internship will prepare students for their professional lives by providing them with experience in animal-related organizations such as non-profits, research institutes, and governmental organizations. Interns will work with a Site Supervisor and Course Instructor throughout the semester.

Independent Study
ANST-GA 2900 / Staff / 1-4 points / 2019-20, 2020-21
In the Independent Study, students will pursue independent projects in consultation with a faculty adviser. Students will meet regularly with their faculty adviser to discuss their progress, and they will work with their faculty advisor to determine how best to use any remaining instructional time.
Capstone Seminar

ANST-GA 3000 / Staff / 4 points / 2019-20, 2020-21

In the Capstone Seminar, Animal Studies M.A. students pursue intensive self-directed projects with the support of their capstone instructor, capstone peers, and project advisor. This project can be a research paper, policy proposal, or artistic project that explores central themes in Animal Studies in an original and rigorous way.
The Master of Arts program in European studies is an interdisciplinary program in the social sciences and humanities designed to prepare students for professions requiring an advanced understanding of Europe. The program draws upon the established resources of existing country programs in French studies, Italian studies, and Hellenic studies, as well as the disciplinary programs, and also offers courses of its own. M.A. students choose one of three tracks for specialization: European culture and society; European politics and policy; or Mediterranean studies.

Eight courses (32 points), a thesis or a special project, and an oral examination are required for the M.A. degree. Of the eight courses, two are required, an introductory course, What Is Europe? EURO-GA 2301, and 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 joint M.A. degree is designed to prepare students for careers as professional newspaper, magazine, or broadcast journalists with a special background on Europe and the Mediterranean. The program helps students develop both journalistic skills and expertise in the history, politics, and culture of this region. Please refer to the Journalism section of this bulletin for degree requirements.

Facilities

The Center’s offices include a seminar room and a 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.

FACULTY

Hadas Aron  
Faculty Fellow. Ph.D. 2017 (political science), M.A. 2012, Columbia; B.Sc. 2004 (biology), M.Sc. 2006 (ecology and environmental quality), Tel Aviv.  
Populism; nationalism; international security; and social and ethnic cleavages.

Peter Baldwin  
The development of the modern state; comparative history of the welfare state; social policy; public health; Nazi Germany; historiography; history of copyright.

Alexander C.T. Geppert  
Associate Professor (History, European Studies); Ph.D. 2004, European University Institute; M.A. 1997, Georg-August; M.A. 1995, Johns Hopkins.  
History of modern Europe; the nexus of spatiality, knowledge and transcendence in varying configurations, including world’s fairs, outer space, miracles and the theory of historiography.

Stephen G. Gross  
Assistant Professor (European Studies, History). Ph.D. 2010 (European history), M.A. 2006. California (Berkeley); B.A. 2002 (history and economics), Virginia.  
19th and 20th century Germany; 20th century Europe and European unification; economic history and political economy.

Tamsin Shaw  
Associate Professor (European and Mediterranean Studies, 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; Executive Director, NYU Remarque Institute. Ph.D. 1984 (history), Stanford; M.A. 1980 (history), Stanford; B.A. 1979 (history and literature), Harvard.  
Eastern Europe; Poland; Habsburg monarchy; Enlightenment.

AFFILIATED FACULTY

K. Fleming. Professor, History  
Stefanos Geroulanos, Professor, History  
Michael J Williams, Professor, Director, International Relations

VISITING FACULTY

Christian Martin, Max Weber Chair of German and European Studies

COURSES

What Is Europe?  
EURO-GA 2301 / Staff / 4 points / 2019-20, 2020-21  
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  
EURO-GA 2660 / Staff / 4 points / 2019-20, 2020-21  
Examines major political, cultural, and social trends of the region during the 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  
EURO-GA 2670 / Staff / 4 points / 2019-20, 2020-21  
Examines major political, cultural, and social trends of the region during the
past two centuries, focusing on whether it is correct to locate these developments as particularly “Mediterranean” or not.

**Graduate Seminar in European Studies**
EURO-GA 3000 / Staff / 4 points / 2019-20, 2020-21
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.

**Independent Study**
EURO-GA 3900 / Staff / 4 points / 2019-20, 2020-21
Permission of the department required.

**Topics in European and Mediterranean Studies**
EURO-GA 3901 / Staff / 4 points / 2019-20, 2020-21
Recent course topics:
- Immigration, Integration and Inclusion: Transnational Policy, Politics, and Practice in Contemporary Europe
- The Dialectic of Globalization and Regional Integration: Attitudes, Parties and Policies
- 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
- Cold War as a Global Conflict
- The European Union: History and Politics
- The Hapsburg Monarchy
- Globalization and Politics in Advanced Democracies
- Sovereignty: 20th Century Ideas, Aesthetics, and Practices
- Sincerity and Authenticity in European Thought
- The Welfare State in Europe and America
- European Union in International Politics
- Legal Pluralism and Radical Politics in Early Modern Iberian Empires
- Nazi Germany & Fascist Italy: Comparisons, Contrasts, and Collaborations

**Internship**
EURO-GA 3902 / Staff / 4 points / 2019-20, 2020-21
Students can earn academic credit for a structured and supervised professional work-learn experience within an approved organization. Permission of the department required.
Master of Arts in the History of Art and Architecture

Candidates for the Institute of Fine Arts M.A. Program in the History of Arts and Architecture must have a 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, The 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 comprises 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 Academic Advisor; 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 2046; one course meeting the Foundations II requirement (regarding the technical study of works of art through the Conservation Center); and Directed Research Towards the M.A. Thesis (FINH-GA 3547). In addition to these three required courses, students will take seven courses in lectures, seminars, and colloquia. Of these seven, four courses must be in four different distribution areas as 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 can be taken in the beginning and end of the Fall semester as well as at the end of the Spring semester. Full-time students must pass the examination by the end of their third semester; part-time MA 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 (9,000 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.

**Dual Degree Master of Science in Conservation of Historic and Artistic Works—Master of Arts in the History of Art and Archaeology**

Seventy three (73) points are required for the dual degree. Seven art history courses (28 points) in three major areas are taken, including at least two seminars that must be in two different areas. Foundations I, FINH-GA 2046, is taken the first semester of the first year. Directed Research Towards the MA Thesis, FINH-GA 3549 is taken while the student writes the M.A. thesis in the third 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: Material Science of Art & Archaeology I and II, FINH-GA 2101 and 2102; Technology & Structure I and II, FINH-GA 2103 and 2104; Instrumental Analysis I and II, FINH-GA 2105 and 2106; Principles of Conservation, FINH-GA 2107; and Preventive Conservation, FINH-GA 2108.

Beginning in their second year of study, students specialize in one of the following primary areas of study: conservation of paintings; objects, including textiles; paper and photographs, including library and archive (books); and time-based media. Many sub-specialties exist within these areas. Students may additionally declare a special interest in modern and contemporary or archaeological art conservation and take coursework towards these areas. Upper-level courses in each of these areas, as well as individualized instruction from conservators and scientists in the New York City area, are available. An internship is completed over two semesters during the fourth and final year in a conservation establishment either in this country or abroad, selected to afford the best possible training in the student’s area of specialization. Arrangements are made in consultation with the Chair of the Conservation Center and the student’s primary advisor. All other requirements for the Institute’s M.A. and M.S. degrees, including language, academic standards, timing, and the Master’s Thesis apply equally to the students in the dual degree program.

For further admission information, consult the Conservation Center: conservation.program@nyu.edu

**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 who have already obtained a master’s degree in art history are requested to provide a copy of their thesis as their writing sample. For further admission information, consult the Academic Office, The Institute of Fine Arts, 1 East 78th Street, New York, NY 10075-0119; 212-992-5868; 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 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 four of which lie outside the student’s major field. Each student registers for three courses per semester for the first five semesters. In the sixth semester students register for 12 points devoted
to preparing for the major examinations and beginning work on the dissertation proposal. Exceptions to full-time study are made only for urgent financial or medical reasons and must have the approval from the Director of Graduate Studies.

Students must take at least four seminars in four separate 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 through the Conservation Center. Students may take courses in other relevant disciplines in consultation with their advisor, 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 (which cannot include their native language), 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 advisor. 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 may submit their M.A. thesis in lieu of the Qualifying Paper.

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 major exam is divided into two parts, written and oral. Both parts must be deemed passing by the student’s committee for the exam as a whole to be considered passing.

Students are required to complete a dissertation proposal prior to advancing to candidacy. The proposal should be presented to the committee within six months of completing the major examination, unless otherwise approved by the Director of Graduate Studies, and the topic should be discussed and overseen by the supervisor and two additional committee members. The proposal should contain a narrative of no more than 2,500 words, a chapter outline, a bibliography of principal references, and up to five images.

After a successful oral defense of the dissertation proposal, students may advance to doctoral candidacy and begin writing the 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.

**Marica and Jan Vilcek Curatorial Track**

Both M.A. and Ph.D. students may declare a focus in Curatorial Practice and Museum History at the Institute by enrolling in an introductory seminar and using three electives to participate in other designated curatorial courses. The introductory seminar will examine a wide variety of approaches to curatorship by both in-class lectures and numerous visits to museums (both large and small), libraries, archives, and private collections. Curatorial courses taught by the Institute and Conservation Center faculty, and some taught by visiting curators, will focus on individual exhibitions or groups of exhibitions, or on larger art historical themes examined through a curatorial lens.
Archaeological Excavations

At present the Institute conducts five active excavations in cooperation with the Faculty of Arts and Science: at Abydos, Egypt; at Aphrodisias, Turkey; at Sanam, Sudan; at Selinunte, Sicily; and at Samothrace, Greece. Advanced students are invited to participate in these excavations and may be supported financially by the Institute.

Libraries and Visual Resources

The Stephen Chan Library of Fine Arts and the Conservation Center Library are 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. by appointment only.

FACULTY

Jean-Louis Cohen
Modern architecture and urbanism; urban history; contemporary art; nineteenth and twentieth century art

Thomas Crow
Modern and contemporary art; nineteenth and twentieth century art; seventeenth and eighteenth century art

Colin Eisler
Early Netherlandish painting; Renaissance drawings and prints

Margaret Holben Ellis
Conservation of works of art on paper

Finbarr Barry Flood
Archaeology; Art of the Middle East and South Asia

Christine Frohner

Jonathan Hay
East Asian art

Kathryn Howley
Ancient Egyptian and Nubian art and archaeology

Anne Hrychuk Kontokosta
Ancient Aegean, Greek and Roman art; architecture; archaeology

Robert Lubar
Twentieth-century European art (France and Spain); art since 1945 in Europe and America; critical theory; Latin American art

Clemente Marconi

Ancient Aegean, Greek and Roman art and architecture; archaeology

Michele D. Marincola
Conservation of polychrome wooden sculpture and stone sculpture

Robert Maxwell
Sherman Fairchild Professor of Fine Arts. Ph.D. Yale; A.B. Princeton.
Western Medieval art

Dianne Dwyer Modestini
Research Professor. M.A. 1972, Certificate 1972, SUNY (Oneonta); B.A. Barnard, 1968
Research and restoration of the Kress Collection (paintings)

Philippe de Montebello
Curatorial and museum studies

Alexander T. Nagel
Renaissance art

Christine Poggi
Judy and Michael Steinhardt Director, Professor of Fine Arts. Ph.D. 1988, Yale; M.A.
1979, Chicago; B.A. 1975, California (Santa Cruz).
Twentieth-century art, contemporary art

Hannelore Roemich
Professor. Ph.D. 1987, Heidelberg.
Materials science; deterioration and conservation of stained glass, archaeological glass and ceramics; nondestructive analysis; environmental monitoring

Patricia Rubin
Professor; Ph.D 1986, Harvard; M.A. 1978, Courtauld Institute of Art; B.A. 1975, Yale.
Italian Renaissance art and culture

Hsueh-man Shen
Chinese art and archaeology

Lowery Stokes Sims
Modern and contemporary art, African-American art, Latin-American art

Robert Slifkin
Modern and contemporary art, American art, history of photography

Priscilla Soucek
Art and architecture of the Middle East and South Asia

Edward J. Sullivan
Contemporary art; Latin American art; nineteenth- and twentieth-century art

ASSOCIATE FACULTY

Thelma K. Thomas
Late antique, early Christian, Byzantine art and architecture

Marvin Trachtenberg
Early Christian, Byzantine, Western Medieval, and Renaissance art and architecture

Katherine Welch
Ancient Roman art, architecture, and archaeology

Dipti Khera
Art of the Middle East and South Asia

John Hopkins
Archaeology; Ancient Aegean, Roman art and architecture

Carol Krinsky
Twentieth century architecture; fifteenth century art

Meredith Martin
Eighteenth and nineteenth century French art and architecture

Michele Matteini
East Asian art

Prita Meier
African art and architecture

Shelley Rice
Arts Professor of Photography and Imaging. M.A. 1975, New York; B.A. 1972, SUNY (Stony Brook).
Photography; history, criticism, and theory

Kenneth E. Silver
Modern and contemporary art

Kathryn A. Smith
Early Christian and Medieval art; illustrated Gothic manuscripts; image-text relationships

M.A. CORE COURSES

Foundations I, Practices of Art History

FINH-GA 2046 / 4 points / 2019-20, 2020-21
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.

**Directed Research**  
FINH-GA 3547 / 4 points / 2019-20, 2020-21  
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 (9,000 word limit).

**M.S. CORE COURSES**

**Material Science of Art & Archaeology I, II**  
FINH-GA 2101, 2102 / 3 points each / 2019-20, 2020-21  
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 physicochemical aspects of conservation treatments.

**Technology & Structure of Works of Art I, II**  
FINH-GA 2103, 2104 / 3 points each / 2019-20, 2020-21  
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.

**Instrumental Analysis I, II**  
FINH-GA 2105, 2106 / 3 points each / 2019-20, 2020-21  
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.

**Principles of Conservation**  
FINH-GA 2107 / 3 points / 2019-20, 2020-21  
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.

**Preventive Conservation**  
FINH-GA 2108 / 3 points / 2019-20, 2020-21  
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.

**PH.D. CORE COURSES**

**Proseminar**  
FINH-GA 3032 / 4 points / 2019-20, 2020-21  
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.
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 are required to take Proseminar/Textual Analysis FREN-GA 1101. Students in French are also 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, 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.

Doctor of Philosophy in French

To qualify for the doctorate, a student must satisfactorily complete graduate studies totaling at least 72 points (at least 32 points in residence at New York University), pass an oral and written qualifying examination and a dissertation proposal examination, and then successfully defend a dissertation. All doctoral candidates in French should complete at least one course 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 1101 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 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. 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.

Candidates for the Ph.D. may also complete an Advanced Certificate in French Studies, an Advanced Certificate in Poetics and Theory, or an Advanced Certificate in Digital Humanities. Please refer to the respective sections of the bulletin for more information and certificate program requirements.

Concentration in Medieval and Renaissance Studies: The concentration in Medieval and Renaissance Studies is interdisciplinary in nature and creates a framework and community for diverse approaches to the study of the Middle Ages and Renaissance. It complements doctoral students’ work in their home departments with interdisciplinary study of the broad range of culture in the medieval and early modern periods, as well as of the theories and methods that attend them. The concentration is designed to train specialists who are firmly based in a traditional discipline but who can work across disciplinary boundaries, making use of varied theoretical approaches and methodological practices. The concentration consists of twenty credits distributed under the following courses: Proseminar in Medieval and Renaissance Studies, MEDI-GA 1100, Late Latin and Early Vernaculars, MEDI-GA 2100 or other approved course, and Medieval and Renaissance Studies Workshop, MEDI-GA 2000, 2 points per semester taken twice in an academic year. Students must also take one approved course in the area of Medieval and Renaissance Media: Visual and Material Cultures, and one approved course in a medieval or early modern topic. At least one course, not counting either the Proseminar or Workshop, must be taken outside a student’s home department. In addition, students pursuing the concentration will present a paper at least once either in the Workshop or in a conference offered by the Medieval and Renaissance Center.

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 Language and Cultures at NYU exists to promote academic and cultural activity relating to the French-speaking world at New York University, and to foster exchange between the University and French and Francophone communities. It serves the French Department, the Institute of French Studies and La Maison Française, and maintains close ties with NYU Paris, coordinating with all four. Recognized as a Center of Excellence by the French Embassy, it also collaborates with their Cultural Services on French and Francophone-related academic and cultural projects.

The NYU Center for French Language and Cultures organizes at least one annual conference, hosts the regular series “Machines à écrire”, and has invited a regular stream of distinguished visitors to lecture at NYU.

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

Founded in 1969, NYU Paris is located in the heart of the Latin Quarter, the thriving historic and intellectual center of Paris. NYU Paris is in close proximity to numerous cultural, artistic, and academic institutions. Graduate students interested in using the facility’s resources are asked to contact the site director for further information.

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 an Advanced 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.

FACULTY

Emily Apter
19th- and 20th-century French and comparative literatures; Francophone studies; cultural studies; critical theory.

Claudie Bernard

Cécile Bishop

Thomas Bishop
Florence Lacaze Gould Professor of French Literature; Professor, French, Comparative Literature. 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.

Benoît Bolduc

Ludovic Cortade
Associate 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.

J. Michael Dash

Emmanuelle Ertel
Clinical Professor. Ph.D., M.A. (American literature), Paris; Postgraduate degree (Diplôme d’Etudes Supérieures Spécialisées) (publishing), Paris (Nord-Villetaneuse); Maîtrise (comparative literature), Paris. Translation; contemporary French novel.

Hannah Freed-Thall
Assistant Professor. Ph.D. 2010 (comparative literature), California (Berkeley); B.A. 2002, Smith. 19th- and 20th-century French literature and theory; comparative modernisms; aesthetic theory and the sociology of culture; environmental humanities; queer and feminist theory; theory of the novel.

Stéphane Gerson

Henriette Goldwyn
Clinical Professor. Ph.D. 1985, M.A. 1979, New York; B.A. 1975, Hunter. Seventeenth-century literature; Narrative texts; women’s studies; opposition journalism; political and religious texts; travel literature.

Denis Hollier
Professor. Doctorat de Troisième Cycle 1973, C.A.P.E.S. 1970 (philosophy), Paris. 20th-century literature; narration and the media; literature and politics; the avant garde; theory of literary history.

Sarah Kay

Judith Miller
production, text; Francophone literature; feminist theory and texts by women.

John Moran
Clinical Assistant Professor. Ph.D., Tulane; M.S., Georgetown; B.A., Tulane.
Foreign language methodology and pedagogy; historical linguistics; Old French language and literature; linguistics.

Eugène Nicole
Contemporary French novel; Proust; theory of literature; onomastics; linguistics; modern poetry; criticism; literary theory.

Lucien Nouis
Associate Professor. Ph.D., Princeton; Licence ès letters, Maitrise, Rennes II.
Seventeenth- and 18th-century literature; philosophy; history of political ideas; contemporary philosophy; political theory; critical theory; religion.

Phillip John Usher
Sixteenth-century French literature, especially classical reception, epic, early modern spatialities, visual studies.

LANGUAGE LECTURERS

Aline Baehler

Fatiha Bali

Olivier Berthe

Jonathan Cayer

Stéphanie Dubois

Nils Froment

Jennifer Gordon

Jessamine Irwin

Samira Jafour

Kathrina LaPorta

Anna-Caroline Prost

Kathleen Rizy

Jamie Root
Language Lecturer. Ph.D., M.A., Indiana; B.A., Buffalo.

Jean-Philippe Schmitt

Johann Voulot

REGULAR VISITING FACULTY

Frédérique Aït-Touati

Christian Biet

Marielle Macé

Catherine Malabou

Philippe Roger

AFFILIATED FACULTY IN OTHER DEPARTMENTS

Manthia Diawara, Comparative Literature; Stefanos Geroulanos, History; Ben Kafka, Steinhardt; Béatrice Longuenesse, Philosophy; Linda Nocchi, Art; Dana Polan, Art; Avital Ronell, German, Comparative Literature, English; Kristin Ross, Comparative Literature; Robert Stam, Cinema Studies.

FACULTY EMERITI


COURSES

Proseminar/Textual Analysis
FREN-GA 1101 / Miller / 4 points / 2019-20, 2020-21
The pro-seminar is the first element of a series of courses meant to familiarize graduate students with fundamental aspects of what it means to be professional writers, researchers, and educators. While other courses will focus on drafting thesis proposals, on teaching, and on various aspects of publication, the pro-seminar will bring together, with their professors, all first-year PhD students from the Department of French Literature, Thought and
Culture and first-year joint PhD students (from the Department and the Institute of French Studies) in order to explore different approaches to literary and cultural analysis. Among the range of ways to think about the interpretation of literary and other cultural artifacts, the seminar will most likely take up aspects of: deconstruction, new historicism, psychoanalysis, eco-criticism, queer theory, post-colonial studies, and feminism—among others. Issues pertaining to specific fields of research and questions being debated across the profession will also be addressed.

MIDDLE AGES

Introduction to Medieval French Literature
FREN-GA 1211 / Kay / 4 points / 2020-21
Survey of major texts and critical approaches to literature of the 12th–15th centuries.

Studies in Medieval Literature
FREN-GA 2290 / Kay / 4 points / 2019-20
Potential topics include Putting the Love Back in Philology, and Writing, Rewriting, Unwriting Medieval French Literature.

RENAISSANCE

Studies in Renaissance Literature
FREN-GA 2390 / Usher / 4 points / 2019-20, 2020-21
Recent topics include: Minority Literature in the time of Montaigne

Studies in 17th-Century Literature
FREN-GA 2490 / Bolduc / 4 points / 2019-20
Recent topics include: Émulation, rivalité et concurrence au XVIIe siècle

18th CENTURY

Studies in 18th-Century Literature
FREN-GA 2590 / Nouis / 4 points / 2019-20, 2020-21
Recent topics include: The Age of Enlightenment; Au tournant des Lumières.

19th CENTURY

Studies in 19th-Century Literature
FREN-GA 2690 / Bernard / 4 points / 2019-20, 2020-21
Recent topics include: Historic Novel, Exoticism, The Marriage Novel, Realism and Naturalism, L’expression de la justice dans la littérature romantique.

20th CENTURY

Proust
FREN-GA 2776 / Nicole / 4 points / 2020-21
On the one hand, this course focuses specifically on Du côté de chez Swann, À l’ombre des jeunes filles en fleurs, Albertine disparue (Deuxième partie de Sodome et Gomorrhe III), and Le Temps retrouvé, providing a framework for an in-depth study of these four texts. On the other hand, it also gives the student an opportunity to reflect upon broader theoretical issues, which are representative of Proustian criticism today. Accordingly, special emphasis is placed both on the making and on the structure of À la recherche du temps perdu. The course provides ample opportunities to discuss a number of seminal interpretations, including works by Barthes, Deleuze, Genette, Anne Henry, Vincent Descombes, Paul Ricoeur, and others.

Studies in Contemporary French Thought
FREN-GA 2791 / 4 points / Noudelmann, Freed-Thall / 2019-20, 2020-21
Potential topics include: Lire avec les oreilles.

FRANCOPHONE LITERATURE

Topics in Francophone Literature
FREN-GA 1990 / Dash, Miller, Bishop / 4 points / 2019-20, 2020-21
Potential topics include: The Maghreb, Les héritages coloniaux en France Francophone Theatre, Abîme, Errance, séisme—Francophone Fictions of (Dis) placement.

Topics in Caribbean Literature
FREN-GA 1992 / Dash / 4 points / 2020-21
Potential topics include: Caribbean Surrealism, Caribbean Travel Literature.

CINEMA

Literature and Cinema
FREN-GA 1764 / Cortade / 2019-20, 2020-21
Topics include: Teaching French Cinema, French Cinema and Politics.

GENERAL LITERATURE, CRITICISM, AND LINGUISTICS

Studies in Genres and Modes: Theatre and Drama
FREN-GA 1121 / Miller / 4 points / 2020-21
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. 2020-21
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
FREN-GA 2890 / 4 points / Hollier / Apter / 2019-20, 2020-21
Potential topics include Recent French Theory.

Topics
FREN-GA 1191 / 4 points / Freed-Thall, Ait-Touati, Malabou / 2019-20, 2020-21
Potential topics include: Forms of Feeling, The Nonhuman on Stage and on the Page, and What is a Substitute? A Reading of Merleau-Ponty’s Phenomenology of Perception.

LANGUAGE

Teaching French as a Foreign Language
FREN-GA 1012 / Moran / 2 points / 2019-20, 2020-21
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.

CIVILIZATION

Topics in French Cultural History
FREN-GA 1500 / Gerson / 2019-20, 2020-21
INSTITUTE OF
French Studies

as.nyu.edu/ifs
15 Washington Mews
New York, NY 10003-6694
Phone: 212-998-8740
E-mail: french.studies@nyu.edu

PROGRAMS AND REQUIREMENTS

Master of Arts

The M.A. program is designed for students interested in pursuing their knowledge of French and francophone cultures, societies and histories in an interdisciplinary perspective. The Master’s degree provides outstanding preparation for doctoral programs in the humanities or careers in education, cultural institutions, the media, government, and international business. Full-time students who attend the Institute’s six-week summer program in Paris complete the M.A. degree in one calendar year. 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 a large gamut of fields: history of France and the French Speaking world since the French Revolution; Sociology (with a focus on migrations); Political Science and Economics; History of Arts, Cinema, Media; Gender Studies; and Anthropology. The Institute offers four graduate courses in Paris, from early June to mid-July: two research seminars and two topics courses, taught by one regular member of the Institute’s faculty and three other French professors 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 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. The dual degree is useful as well 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. A student in the dual degree program can therefore 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 law.nyu.edu.

**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 and Its Empire, IFST-GA 1610; Research Seminar in French Studies, IFST-GA 3720. In the research seminar, students write the research paper (normally of 30 to 35 pages) required for this joint degree. In addition to formal course work, doctoral students are required to participate in the IFS's weekly Doctoral Workshop.

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.

Students must pass the Ph.D. Qualifying Examination, which is normally taken in the fall semester of the third year. The examination, which has a written component (three-take home essays) and then an oral one, consists of three lists of books and articles (research field, complementary secondary field, and field on the literatures of the 19th-21st centuries). After passing the Ph.D. qualifying examination and earning 72 course credits, students are eligible for the Master of Philosophy degree.

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 in relation to the most relevant scholarly literature in their field.
The committee for the examination consists of three faculty members: the student’s major adviser and two other readers of the dissertation.

Finally, students must write and orally defend a doctoral dissertation. GSAS regulations govern the form of the oral defense, which is held once the writing of 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 and Its Empire, 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 in French Studies, IFST-GA 3720 at IFS. In the research seminar, students write the research paper (normally of 30 to 35 pages) required for this joint degree. Students are encouraged to take elective courses in both departments as well as other relevant departments, such as the French Department, and 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 Doctoral Workshop. 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.

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 and the third day to the interdisciplinary field of French Studies, including other work done beyond the field of history. Unlike students enrolled in History alone, students in the Joint IFS History program are not examined in a second (minor) history field. All three examiners evaluate the three exam essays. After passing the Ph.D. qualifying examination and earning 72 course credits, students are eligible for the Master of Philosophy degree.

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 in relation to the most relevant scholarly literature in their field. The committee for the examination consists of three faculty members, the student’s major adviser and two other readers of the dissertation.

Finally, students must write and orally defend a doctoral dissertation. GSAS regulations govern the form of the Ph.D. oral defense, which is held once the writing of the dissertation is completed.

**Advanced Certificate of Achievement in French Studies**

The Institute offers an Advanced 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 or the Francophone world; (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, seminar room, and a spacious student lounge.

FACULTY

Edward Berenson
Professor (History, French Studies).
Ph.D. 1981 (history), Rochester; B.A. 1971 (sociology), Princeton.
Modern French social and cultural history; modern European history; comparative history; history and memory.

Herrick Chapman
Professor (History, French Studies).
Ph.D. 1983 (history), M.A. 1977 (history), California (Berkeley); M.P.A. 1972 (public and international affairs), B.A. 1971 (public and international affairs), Princeton.
Twentieth-century French history; European social and economic history; the comparative history of public policy.

Frederick Cooper
Professor (History). Ph.D. 1974 (history), Yale.
African history; colonization and decolonization; social sciences and the colonial world.

Stéphane Gerson
French cultural history; aftermaths of trauma and disaster, scale and political culture; writing of history, personal family histories.

Frédéric Viguier
Clinical Associate Professor. Ph.D. 2010 (sociology), École des Hautes études en sciences sociales; Agrégation (philosophy), Ecole Normale Supérieure.
Social inequalities; education; social policies; educational policies; France; Morocco.

Nancy Green, History, École des Hautes Études en Sciences Sociales (Paris).

Kaoutar Harchi, Sociology of Literature, Cerlis (Paris).

Choukri Hmed, Sociology, Université de Paris Dauphine (Paris).

Dominique Kalifa, History, Université de Paris I Panthéon-Sorbonne (Paris).

Silyane Larcher, Political Science, CNRS/École des Hautes Études en Sciences Sociales (Paris).


Nonna Mayer, Politics, CNRS (Paris).


Gisèle Sapiro, Sociology, CNRS/EHESS (Paris).

Johanna Siméant, Politics, Université Paris I-Sorbonne (Paris).

Alexis Spire, Sociology, CNRS (Paris).

Sylvie Thénault, History, CNRS (Paris).

Marie-Eve Thérenty, Literature, Université de Montpellier III (Montpellier).

Patrick Weil, Political Science, Université de Paris I Panthéon-Sorbonne (Paris).


MEMBERS OF THE INSTITUTE OF FRENCH STUDIES

Robyn d’Avignon, History; Claudie Bernard, French; Cécile Bishop, French;
Fred Cooper, History; Michael Dash, French, Social and Cultural Analysis;
Stefanos Geroulanos, History; J. Denis Hollier, French; Judith Miller, French;
Elyanne Oliphant, Anthropology; John Shovlin, History.

RECENT VISITING FACULTY (SELECTED)

Christine Bard, Gender History, Université d’Angers.
Laure Bereni, Sociology and Gender Studies, CNRS (Paris).
Isabelle Boni-Claverie, writer and film director (Paris).
Eric Fassin, Sociology, Université de Paris 8 Saint Denis (Paris).
Sarah Gensburger, Social Sciences, CNRS (Paris).
COURSES

Meanings of Culture
IFST-GA 2410 / Gerson, Viguier / 4 points / 2019-20, 2020-21
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.

Workshop in French Studies
IFST-GA 1214 / Viguier / 2 points / 2019-20, 2020-21
This course provides master's students in French Studies and doctoral students in two Ph.D. programs, French Studies/History and French Studies/French Literature, with a supportive setting for presenting their work and for exploring new directions in their fields. The workshop is designed to foster scholarly exchange and give students experience in presenting their work, supporting and evaluating the work of their peers, and modelling forms of mentorship that they observe in the faculty.

19th-Century France and Its Empire
IFST-GA 1610 / Gerson, Berenson / 4 points / 2019-20, 2020-21
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; gender; religion and Republicanism; the rise of commercialism and mass society; environment; war; and the enduring question of nationhood, citizenship, and the emergence of a French identity.

20th-Century France
IFST-GA 1620 / Chapman / 4 points / 2019-20, 2020-21
The transformation of French society since the turn of the century as a result of economic crisis and growth, political upheaval, war, and decolonization. Topics include anti-Semitism, the rise of the radical Right and Left, the impact of World War I on women and men, labor conflict, collaboration and resistance during World War II, student rebellion, immigration, racism, and French-American relations.

Problems in Contemporary French Society
IFST-GA 1810 / Staff / 4 points / 2019-20, 2020-21
Introduction to the analysis of French society and postwar processes of social reproduction and transformation. Recent topics: Immigration and the Welfare state; Race, Class, and Gender in Contemporary France; Gender, Sexuality, and Politics.

Topics in French Cultural History
IFST-GA 1500 / Staff / 4 points / 2019-20, 2020-21
Recent topics: Colonization, immigration, and national identity; History of Catastrophes in modern France; Race, Gender, and Class in French Society; History and memory in French experience; Literature and society; History and Literature; Immigration in France.

France and Francophone Africa
IFST-GA 2412 / D’Avignon / 4 points / 2019-20, 2020-21
Examines the political, economic, cultural, and military policies of France in Francophone sub-Saharan Africa since independence and the political, economic, and social developments in each of the new nations.

France and the Caribbean
IFST-GA 2423 / 4 points / Visiting Professor / 2019-20, 2020-21
A systematic study of the social and cultural impact of French politics, political institutions, and public policies in former colonies of Guadeloupe, Martinique, and, to a lesser extent, Guiana. Explains how these territories, which have produced theorists of the colonial predicament such as Aimé Césaire, Frantz Fanon, and Edouard Glissant, are not only still attached to the mother country, but show little inclination for independence while claiming greater political control over their own local affairs.

Topics in French Culture and Society
IFST-GA 2810 / Staff / 4 points / 2019-20, 2020-21

Topics
IFST-GA 2910 / Staff / 4 points / 2019-20, 2020-21

Guided Reading
IFST-GA 2991, 2992 / 2 or 4 points / 2019-20, 2020-21

Research Seminar in French Studies
IFST-GA 3710, 3720 / Berenson, Chapman, Gerson, Viguier / 4 points / 2019-20, 2020-21
Interdisciplinary research seminar in contemporary French history, society, politics, and culture. During two consecutive semesters, students design, execute, present, and critique research projects dealing with contemporary France since the Revolution.
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 15-20 pages in either English or German. Scores from the Graduate Record Examination (GRE) general test are not 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 15-20 pages in either English or German. Scores from the Graduate Record Examination (GRE) general test are not 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 German Critical Thought I and II, GERM-GA 1115 and GERM-GA 1116, are 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.

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; (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; or (5) an NYU Summer Language for Reading Knowledge course completed with a passing grade. 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

Deutsches Haus at NYU: 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.

FACULTY

Ulrich Baer
University Professor (German, Comparative Literature, English). Ph.D. 1995 (comparative literature), Yale; B.A. 1991 (literature), Harvard.
Nineteenth- and 20th-century poetry; literary theory; intersections of history and literature; theories and histories of photography; Rilke and Celan.

Hent de Vries
Modern European thought; the history and critique of metaphysics; philosophies of religion; political theologies, concepts of violence, religion and media; the tradition of spiritual exercises and of moral perfectionism as well as on literature and the question of temporality.

Andrea Dortmann
Senior Language Lecturer. Ph.D. 2003 (Germanic languages and literatures), New York; M.A. 1992 (French and comparative literature), Free.
German literature from the 19th to the 21st centuries; foreign language pedagogy; Content Based Language Instruction; Curriculum Development; History, Theory, and Practice of Translation.
Alys George
Assistant Professor. Ph.D. 2009 (German studies), Stanford; B.A. 1998 (foreign languages and literatures; international relations), Delaware.

20th- and 21st-century Austrian and German literature, cultural history, and visual culture; Viennese modernism; Austria-Hungary; silent film; early 20th-century dance; body studies and performance studies.

Andrea Krauss
Professor. Ph.D. 2001, Free; Habilitation/venia legendi (German Literature and Literary Theory) 2010, Zurich.

German Literature, Poetics/Aesthetics of the long 18th century, German Literature after 1945, Exile Literature, Literary Theory, Methodology, Cultural Theory and Analysis.

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.

Literary and other discourses; feminist and queer letters; philosophy; technology and media; psychoanalysis; deconstruction; performance art.

Elisabeth Strowick

German Literature and thought from the 19th century to the present, literary theory, psychoanalysis, aesthetics, rhetoric, poetics of knowledge.

Friedrich Ulfers

German Romanticism (E.T.A. Hoffmann, Friedrich Schlegel, Novalis); 20th-century novel (Kafka, Max Frisch, Günter Grass, Robert Musil); post-structuralist/deconstructionist theory (from Nietzsche to Derrida).

Leif Weatherby
Associate Professor. 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.

Christopher Wood
Professor. Ph.D. 1991 (history and literature); A.B. 1983 (fine arts), Harvard.

Temporalities of art: anachronism, archaism, typology, primitivisms; history of scholarship; folk art and folk literature; Märchen and Sagen; portraiture and “embedded” portraits; votive objects and images, pilgrimages, relics; drawing and studio practice in the Renaissance; European art and the New World; art and replication technologies; magic and witchcraft in early modern Europe; art and the Protestant Reformation; iconoclasm; German art and culture in the 19th century; art and poetry of Romanticism.

VISITING FACULTY
Elisabeth Bronfen, Professor (English, American Studies). Zurich.

Slavoj Žižek, Professor, Philosophy. Ljubljana.

FACULTY EMERITI
Doris Starr Guilloton, Margret M. Herzfeld-Sander, Bernd R. Hüppauf, Joan B. Reutershan.

AFFILIATED FACULTY
Larry Wolff, Director, Center for European and Mediterranean Studies; Executive Director, Remarque Institute.

COURSES

Problems in Critical Theory
GERM-GA 1112 / de Vries / 4 points / 2019-20
Past topics have included “Kant’s third critique and Arendt’s lectures” and “theories of history.”

Theory/Practice of Literary Interpretation: Verschiedene Themen
GERM-GA 1113 / Strowick / 4 points / 2019-20
Introduction to debates concerning definitions of literary texts and the methodologies of interpretation: deconstructionalist, hermeneutical, structuralist, poststructuralist, historicist; and dialectical theories of textuality and reading.

Origins of German Critical Thought I
GERM-GA 1115 / Krauss / 4 points / 2019-20
A systematic introduction to German intellectual history with special emphasis on the role of art. Authors include Baumgarten, Herder, Kant, Schiller, Schlegel, Schelling, and Hegel.

Origins of German Critical Thought II
GERM-GA 1116 / de Vries / 4 points / 2019-20
A continuation of GERM-GA 1115, this course presents Marx, Nietzsche, Heidegger, Gadamer, Adorno, Derrida, de Man, and Luhmann.

German Romanticism
GERM-GA 1420 / Weatherby / 4 points / 2020-21
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
GERM-GA 1512 / Ulfers / 4 points / 2020-21
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.

Visual Culture
GERM-GA 1650 / Wood / 4 points / 2020-21
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 / 2020-21
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 / 2020-21
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
GERM-GA 1863 / Ronell / 4 points / 2019-20
Explores the fundamental structures of psychoanalysis with a view to its philosophical implications. Readings range from scrupulous analyses of Freud, Lacan, Klein, Derrida, Lacoue-Labarthe, and Nancy to "Heideggerian psychoanalysis" or cryptonymy (Abraham and Torok).

Skepticism and Modern Literature
GERM-GA 1900 / Strowick / 4 points / 2020-21
Explores skepticism's two basic questions: whether true knowledge can be found and a life in pursuit of moral good is possible. Examines the skeptical tradition through the end of the 19th century.

Literature of the Weimar Period
GERM-GA 1919 / George / 4 points / 2019-20
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, Fleisss, Tucholsky, Polgar, and Kisch.

Graduate Research & Writing
GERM-GA 1999 / Krauss / 4 points / 2020-21
This course introduces graduate students to conducting an original research project (not necessarily related to their dissertation), and guides them in preparing a publishable paper based on that research. Credits and grade will be given, once they have submitted their paper to a journal for publication review.

Topics in 20th-Century German Culture
GERM-GA 2222 / Bronfen / 2 points / 2019-20
This course introduces students to German culture in the twentieth century through a variety of different media, including literature, film, and music. Its goal is to familiarize graduate students with major movements in German cultural production and the main historiographical approaches to them. Topics may include: Weimar Culture, Expressionism, Dada, New Objectivity; New Wave cinema, the culture of emigrants, cultural depictions of and/or debates about WWII and the Holocaust, German-Jewish philosophy, among others.

Topics in Modern German Literature and Poetics
GERM-GA 2223 / Staff / 2 points / 2019-20
This course introduces students to German literature and poetics from 1750 to the present with an emphasis on aesthetics of production and intermedial practices. Its goal is to familiarize graduate students with major themes and movements in German discourse on literary formation/forms and the main historiographical and theoretical approaches to them. Topics may include: the poetics of walking (and writing), literature and film, the aesthetics of short fiction, autobiographical writing, among others.
Topics in 19th Century Culture
GERM-GA 2601 / Weatherby / 4 points / 2019-20
Literature of the 19th century, including the novella, the novel, and drama. Considers aspects of 19th-century culture in conjunction with literature, including science, non-literary arts, and philosophy.

Philosophy and Literature
GERM-GA 2912 / Ronell / 4 points / 2019-20
Recent themes include “forgiveness and violence,” “sovereignty,” “trauma.”

Research
GERM-GA 3000 / Staff / 2-6 points / 2019-20; 2020-21
SKIRBALL DEPARTMENT OF
Hebrew and Judaic Studies

as.nyu.edu/hebrewjudaic
Heyman Hall
53 Washington Square South,
Room 101
New York, NY 10012-1075
Phone: 212-998-8980

Chair of the Department
Professor Alex Jassen
Director of Graduate Studies
Professor Annette Reed

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 63 points of credit, 39 at Wagner and 24 in Hebrew and Judaic Studies. 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.
Judaic Studies, and HBRJD-GA 3224, The Jewish Community. Students must also fulfill a Hebrew language requirement and pass a comprehensive exam. To view a course matrix of the dual degree program, visit wagner.nyu.edu/dualdegrees/jdsdegreqs.

**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 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 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.

FACULTY

Ilona Ben-Mosh

Robert Chazan

Hasia R. Diner
Paul S. and Sylvia Steinberg Professor of American Jewish History; Professor Hebrew and Judaic Studies, History. Ph.D. 1975 (history), Illinois; M.A.T. 1970 (history), Chicago; B.A. 1968 (history), Wisconsin. American Jewish history; American immigration history; women's history.

David Engel
Maurice R. Greenberg Professor of Holocaust Studies; Professor (Hebrew and Judaic Studies, History). Ph.D. 1979 (history), B.A. 1972 (history), California (Los Angeles). History of the Jews in Eastern Europe; Holocaust; Zionism and Israel.

Gennady Estraih

Liane Feldman
Assistant Professor. Ph.D. 2018 (Hebrew bible), Chicago; M.A. (Hebrew bible), Yale Divinity School; B.A. (English literature), Northeastern.

Hebrew Bible; ritual and sacrifice; literary theory; issues of textual composition and transmission

Daniel E. Fleming

Michah Gottlieb

Benjamin Hary
Professor. Ph.D. 1987 (near eastern studies), M.A. 1979 (near eastern studies), California (Berkeley); B.A. 1976 (Arabic and Hebrew), Hebrew. History of Jewish languages; Jewish religion, history, society and culture in the Islamic world; Judeo-Arabic language and linguistics; corpus linguistics and modern Hebrew.

Alex P. Jassen
Associate Professor. Ph.D. 2006 (Hebrew and Judaic studies), B.A. 2001 (Jewish studies and near eastern languages and civilizations), Washington.

Dead Sea Scrolls, Second Temple Judaism, Hebrew Bible, Rabbinic Judaism, early Christianity, Biblical interpretation, history of law, religion and violence

Rosalie Kamelhar

Marion Kaplan

Annette Yoshiko Reed

Ann Macy Roth
Clinical Associate Professor (Hebrew and Judaic Studies, Art History). Ph.D. 1985 (Egyptology), B.A. 1975 (Egyptology), Chicago. Egyptology; archaeology; ancient Near Eastern studies; Egyptian art; Egyptian mortuary traditions.

Jeffrey L. Rubenstein
Skirball Professor of Talmud and Rabbinics. Ph.D. 1992 (religion), Columbia; M.A. 1987
(talmud and rabbincs), Jewish Theological Seminary; B.A. 1985 (religion), Oberlin. Rabbinic literature; ancient Judaism; Jewish law.

Elisha Russ-Fishbane
Assistant Professor. Ph.D. 2009 (near eastern languages and civilization), Harvard; B.A. 2001 (classics), Chicago. Jewish history in the Islamic world; Judaism and Sufism; Maimonides and Maimonidean legacies in the medieval Near East and Christendom.

Lawrence H. Schiffman
Judge Abraham Lieberman Professor of Hebrew & Judaic Studies. Ph.D. 1974 (near eastern and Judaic studies), M.A. and B.A. 1970 (near eastern and Judaic studies), Brandeis. Dead Sea Scrolls; Jewish religious, political, and social history in late antiquity; the history of Jewish law and Talmudic literature.

Ronald W. Zweig

AFFILIATED FACULTY IN OTHER DEPARTMENTS

Michael Beckerman, Music

FACULTY EMERITI

Adina Marom, Yael Feldman, Alfred L. Ivry, Baruch A. Levine, Mark S. Smith

COURSES

REQUIRED COURSES FOR INCOMING GRADUATE STUDENTS

Recent Developments in Hebrew and Judaic Studies
HBRJD-GA 1004 Chazan / Staff / 3 points / 2019-20, 2020-21
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 master’s degree students.

Problems and Methods in Hebrew and Judaic Studies
HBRJD-GA 1005 / Gottlieb / Jassen / 3 points. 2019-20, 2020-21
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
HBRJD-GA 1318 / Kamelhar / 3 points / 2019-20, 2020-21
Required of all students who do not pass the departmental Hebrew reading comprehension examination upon matriculation. Intensive study of the language of Hebrew academic discourse. Students study primary source material in their area of specialization and secondary critical material. Note: This course is required for doctoral degree students.

The Bible in Jewish Culture
HBRJD-GA 3324 / Gottlieb / 3 points / 2019-20
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 each / 2020-21
Introduction to cuneiform script and to the Akkadian language, with emphasis on grammatical structure.

Akkadian III, IV
HBRJD-GA 1103, 1104 / Staff / 3 points each / 2019-20 / Prerequisite: HBRJD-GA 1102 or the equivalent.
Reading of Akkadian literature.

INTEGRATIVE COURSES

The Jewish Community
HBRJD-GA 3224 / Chazan / 3 points / 2019-20
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.
Aramaic I: Biblical Aramaic
HBRJD-GA 1117 / Staff / 3 points / 2019-20 / Prerequisite: one year of classical Hebrew or the equivalent.
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 / Staff / 3 points / 2019-20
Introduction to Aramaic documents found at Qumran and contemporary sites. This represents the intermediate phase of Aramaic and Bar Kokhba texts. Students are encouraged but not required to take Aramaic I prior to enrolling in Aramaic II.

Aramaic III: Syriac Aramaic
HBRJD-GA 1119 / Staff / 3 points / 2020-21
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 / 2020-21
Introduction to Galilean and Babylonian Jewish Aramaic and related texts.

Topics in the Bible
HBRJD-GA 3311 / Fleming / Jassen / 3 points / 2019-20
Study of a selected biblical book, with careful attention to literary and historical problems.

Seminar: Dead Sea Scrolls
HBRJD-GA 2230 / Jassen / 3 points / 2019-20
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.

Topics in Babylonian Talmud
HBRJD-GA 2369 / Rubenstein / 2019-20
This course examines the major issues relating to the critical study of the Babylonian Talmud and surveys different critical methodologies. Topics include the stability of the text, the transmission process of amorica material, technical terminology, and the editing of the Talmud. The different methodologies include form criticism, source criticism, redaction criticism and literary criticism.

Midrashic-Talmudic Narratives
HBRJD-GA 2380 / Jassen / Rubenstein / 3 points / 2019-20
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.

MEDIEVAL JEWISH THOUGHT AND LITERATURE

Major Issues and Problems:
Christianity and Islam in Medieval Jewish Culture
HBRJD-GA 2690 / Russ-Fishbane / 4 points / 2019-20
This course examines the image of Islam and Christianity, and of Muslims and Christians, in medieval Jewish literature and culture. We will cover a range of literary genres, including poetry and prose narrative, biblical and talmudic commentary, responsa and codes, philosophy and polemic, and historical documents. Our emphasis will be a close examination and discussion of the original sources and the history of their interpretation.

MODERN JEWISH HISTORY, THOUGHT AND CULTURE

Yiddishism in the 20th Century
HBRJD-GA 1320 / Estraikh / 3 points / 2019-20
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
HBRJD-GA 1216, 1217 / Estraikh / 3 points each / 2019-20, 2020-21
Intensive study of the language of Yiddish academic discourse. Students study primary source material in their area of specialization and secondary critical material.

Israel, The United States, and Soviet Jewry
HBRJD-GA 1420 / Estraikh / 3 points / 2019-20
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 the Jews in America
HBRJD-GA 1684 / Diner / 4 points / 2019-20
This doctoral course offers an intensive study of nineteenth century American Judaism. It will involve both exposure to secondary sources and careful reading of primary materials. It is geared to preparing students to conduct doctoral level research.

Topics in Israeli Studies: Negotiating Israel/Palestine Peace
HBRJD-GA 1948 / Zweig / 4 points / 2019-20
The course presents a macro-sociological, historical, comparative and critical approach to selected areas of life in Israeli society. It aims to problematize the stock answers to and stimulate discussion on the questions whether Israel is small, unique, deeply divided, multicultural, militaristic, colonial, secular, democratic, and Western.

Memoirs and Diaries in Modern European Jewish History
HBRJD-GA 2688 / Kaplan / 4 points / 2019-20
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.

Jewish Migration in the Modern Era
HBRJD-GA 3176 / Diner / 4 points / 2019-20
Since the end of the fifteenth century, Jews have been involved in an ongoing process of shifting their places of residence. They have moved from rural to urban and at times from urban to rural areas, from east to west, and from west to east. Jews have migrated extensively within the borders single nation states and crossed many national and continental boundaries. They have relocated themselves in the modern period from Europe and the Moslem lands to places themselves throughout the Atlantic and Mediterranean worlds, occasionally moving in alongside older Jewish communities, more often planting Jewish outposts where none had existed before. Carrying out these migrations required weighting and negotiation a variety of factors involving the countries of departure and destination, the mechanisms by which migration could be accomplished, state policies of emigration and immigration, and the demands of the Jews’ own particular cultural repertoire.

Topics in Holocaust Studies
HBRJD-GA 3530 / Engel / 4 points / 2019-20
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.

RESEARCH

Master’s Thesis Research
HBRJD-GA 2901, 2902 / 1-4 points / 2019-20, 2020-21

Directed Study in Ancient Near East
HBRJD-GA 3507 / 1-4 points / 2019-20, 2020-21

Directed Study in Jewish History
HBRJD-GA 3791, 3792 / 1-4 points / 2019-20, 2020-21

Directed Study in Hebrew Literature
HBRJD-GA 3793, 3794 / 1-4 points / 2019-20, 2020-21

Directed Study in Hebrew Manuscripts
HBRJD-GA 3795, 3796 / 1-4 points / 2019-20, 2020-21

Directed Study in Jewish Thought
HBRJD-GA 3797, 3798 / 1-4 points / 2019-20, 2020-21

Dissertation Research
HBRJD-GA 3801, 3802 / 1-4 points / 2019-20, 2020-21
DEPARTMENT OF History

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Chair of the Department
Professor Edward Berenson
(Interim Chair, 2019-2020);
Professor Andrew Sartori
(Chair, 2020-2023)

Director of Graduate Studies
Professor Andrew Needham

PROGRAMS AND REQUIREMENTS

Master of Arts
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 offers admission to the terminal M.A. in History and to students who intend to specialize in Archives and Public History.

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. Students must also write an M.A. thesis (normally determined by the end of the first semester). Students select a faculty advisor to direct the thesis and register for an independent study with the advisor 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 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, HIST-GA 1010, or Intro to Public History, HIST-GA 1750, at least one of the three digital offerings: Creating Digital History HIST-GA 2033, History in the New Media HIST-GA 1023, or Digital Archives HIST-GA 1011,
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.

**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 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 advisor 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 advisor, 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 advisor 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 advisor; 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 advisors are permitted). The dissertation committee, including the advisor, has five members; a minimum of three must be Department of History full-time faculty.

Concentration in Medieval and Renaissance Studies: The concentration in Medieval and Renaissance Studies is interdisciplinary in nature and creates a framework and community for diverse approaches to the study of the Middle Ages and Renaissance. It complements doctoral students’ work in their home departments with interdisciplinary study of the broad range of culture in the medieval and early modern periods, as well as of the theories and methods that attend them.

The concentration is designed to train specialists who are firmly based in a traditional discipline but who can work across disciplinary boundaries, making use of varied theoretical approaches and methodological practices. The concentration consists of twenty credits distributed under the following courses: Proseminar in Medieval and Renaissance Studies, MEDI-GA 1100, Late Latin and Early Vernaculars, MEDI-GA 2100 or other approved course, and Medieval and Renaissance Studies Workshop, MEDI-GA 2000, 2 points per semester taken twice in an academic year. Students must also take one approved course in the area of Medieval and Renaissance Media: Visual and Material Cultures, and one approved course in a medieval or early modern topic. At least one course, not counting either the Proseminar or Workshop, must be taken outside a student’s home department. In addition, students pursuing the concentration will present a paper at least once either in the Workshop or in a conference offered by the Medieval and Renaissance Center.

**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.

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**FACULTY**

**Karl Appuhn**  
Associate Professor (History, Italian Studies, Environmental Studies). Ph.D. 1999 Northwestern; B.A. 1994 California (San Diego). Environmental History; History of Science, Technology, and Medicine; History of Animals; Mediterranean History; Italian Renaissance.

**Ayse Baltacioglu-Brammer**  
Early Modern Middle East; Ottoman Empire; Iran, Sunni-Shiite Divide; Sects and Sectarianism in the Middle East; Empire and Identity Formation in the Middle East.

**Brigitte Miriam Bedos-Rezak**  
History and Theory; Semiotic Anthropology; Material Culture; Media and Communication; Historical Anthropology of the Middle Ages; Medieval Cultural Techniques; Documentary and Archival practices in the Middle Ages; Medieval France; Medieval Identity; Medieval Sign Theory; Medieval Diplomatics and Sigillography.

**Zvi Ben-Dor Benite**  
Professor (History, Middle Eastern & Islamic Studies). Ph.D. 2000, M.Phil. 1998, M.A. 1997, California (Los Angeles); B.A. 1991 (East Asian studies), Hebrew.  
African Diaspora; Global History; Early Modern and Modern Chinese History; Asian and European Islam; Religion and World History, Middle Eastern History; History of Geography; Arab-Jewish and Mizrahi History.

**Ruth Ben-Ghiat**  
Modern Italy; Modern European culture and politics; Italian colonialism and European empires; cinema and history.

**Edward Berenson**  
Modern French social and cultural history; modern European history.

**Jane Burbank**  
Russian history; legal cultures; empires; Eurasian connections; peasants.

**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; history of public policy; social, political, and economic history.

**Frederick Cooper**  
African history; empires in world history; colonization and decolonization; social sciences and the colonial world.

**Robyn d’Avignon**  
West African history; colonization and decolonization; history of science, technology, and the environment.

**Hasia R. Diner**  

**Elizabeth Ellis**  
Assistant Professor. Ph.D. 2015, M.A. 2012, North Carolina (Chapel Hill); B.A. Tulane.  
Native American history.

**Nicole Eustace**  
Eighteenth-century North America in the Atlantic world; gender, culture, and politics.

**Ada Ferrer**  
Professor. Ph.D. 1995 (Latin American history), Michigan; M.A. 1988 (Latin American history), Texas (Austin); B.A. 1984 (English), Vassar.  
Latin America and Caribbean; Cuba; nationalism and independence.

**Sibylle Fischer**  
Associate Professor (History, Spanish and Portuguese). Ph.D. 1995 (comparative literature/Spanish and Portuguese), Columbia; M.A. 1987 (Latin American
Greg Grandin
Central America and Latin America; the Cold War; nationalism; US-Latin American relations.

Stephen G. Gross
Assistant Professor (History, European Studies). Ph.D. 2010, M.A. 2006, California (Berkeley); B.A. 2002 (history and economics), Virginia.
Modern Germany; European Unification; Economic History and Political Economy; International Relations; Energy Policy; World War I and II.

Steven Hahn
Nineteenth century world; Slavery, emancipation, and race; History of the American south; History of capitalism; African-American history; History of popular politics.

Martha Hodes
Nineteenth-century United States; transnational race; Civil War era; history and storytelling.

Jennifer A. Homans
History of dance.

Irvin Ibarguen
Latino/a history; migration; Immigration in the Americas; Transnational histories.

Danbb Jütte
Associate Professor. Ph.D. 2010, Heidelberg.
Cultural History; Urban History; History of Knowledge; Jewish History; German History; History of Material Culture and Everyday Life.

Rebecca Karl
Modern Chinese history; theories of nationalism and modernity; gender and radicalism; modern economic philosophy.

Kevin Kenny
Irish emigration; U.S. immigration; nineteenth-century U.S.; global migration.

Monica Kim
United States, decolonization; Race, empire, and modern warfare; Transpacific Asian and Asian-American history.

Yanni Kotsonis
Russian, Soviet and global political economy; history of taxation in Russia and the world; contemporary economic theory, liberalism, and neoliberalism; the Greek Revolution in global context.

Tatiana Linkhoeva
Assistant Professor. Ph.D. 2015, M.A. 2010, California (Berkeley); M.A. 2006 (interdisciplinary cultural studies), Tokyo; Diploma/ Degree (philosophy), Moscow State.
Modern Japan; Intellectual History; Left and Right Radicalism; Transnational History; Soviet–Japanese–Mongolian Relations.

Julie Livingston
Southern Africa; the body; history and anthropology; gender; interspecies; ethnography.

David Ludden
Economic development; globalization; agrarian conditions; health and poverty; empire; inequality; social conflict; South Asia; Middle East; East Asia; World History.

Michele Mitchell
Diaspora; Gender and Sexuality; United States, 1865-1945; West/East/South Africa; feminist theory.

Maria Montoya
American West; labor history; gender; Latina/o history; environmental history.

Jennifer Morgan
Early African American history; comparative slavery; race and gender in the early Atlantic world.

Timothy Naftali
US presidential history; intelligence and terrorism; Soviet Union and the world; US and the world; Cold War; LGBTQ and civil rights history.

Andrew Needham
Historical geography; modern American history; environmental history; American West; American Indian history.

Ellen Noonan
African-American and cultural history; public history; digital history; history education.

Anne O’Donnell
Soviet Union and its successors, history of the state, cultures of economic life, urban history.

Guy Ortolano
Britain since 1688; urban history; history of science; cultural and intellectual history; historiography; twentieth century; social democracy; neoliberalism.

David Oshinsky
History of medicine and public health.

Susanah Shaw Romney
Assistant Professor. Ph.D. 2000, Cornell; B.A. 1993, California (Santa Cruz).
17th century Atlantic world history, women and gender, indigenous peoples, early modern Dutch empire.

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

Andrew Sartori
Modern South Asia; British Empire; Intellectual History; History of Economic Thought; History of Capitalism; Social Theory.

John Shovlin
Eighteenth-century Europe; political and cultural history; French Revolution; history of international relations.

Nikhil Pal Singh
Race, empire, and culture in 20th-century U.S.; black radicalism and US liberalism; U.S. foreign policy.

Kostis Smyrlis
Byzantine empire, 9th to 15th centuries; economic history; emperor and subjects; state finances; law and land policy; diplomacy.

Thomas Sugrue
20th century U.S. history, race, cities and suburbs, public policy, civil rights, politics.

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, 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.

Alejandro Velasco
Associate Professor (History, Gallatin School of Individualized Study). Ph.D. 2009, Duke.
Social movements, urban culture, democratization, and modern Latin America.

Joanna Waley-Cohen
Early modern China; imperial Chinese political culture and social history.

Barbara Weinstein
Postcolonial Latin America; Brazil; Labor; Slavery and Emancipation; Gender and Sexuality; Race and National identity.

Larry Wolff
Eastern Europe; Poland; Habsburg Monarchy; the Enlightenment.

ASSOCIATED FACULTY IN OTHER DEPARTMENTS

Thomas Abercrombie, Anthropology;
Peder Anker, The Gallatin School of Individualized Study;
Ismail Fajrie Alatas,
COURSES

M.A. Proseminar
HIST-GA 2022 / 4 points / 2019-20
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
HIST-GA 3603, 3213 / 4 points each / 2019-20
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
HIST-GA 1562 / Staff / 4 points / 2019-20, 2020-21
This course introduces students to the major themes, scholarly approaches, and sources for African history.

Research in African History
HIST-GA 1784 / Staff / 4 points / 2019-20, 2020-21
A colloquium on the formation and development of the African diaspora, uncritically defined as the dispersal of people of African descent throughout the present.

AFRICAN DIASPORA

Literature of the Field: African Diaspora
HIST-GA 1801 / Staff / 4 points / 2019-20
This course is designed to facilitate student research by focusing on repositories and methods both generally and in ways specific to individual projects.

Islam in West Africa
HIST-GA 2007 / Staff / 4 points / 2019-20
Examines Islam’s multiple developments and expressions across the expanse of West Africa, from the seventh century through the present.

AFFILIATED FACULTY IN OTHER DEPARTMENTS

Marion Casey, Glucksman Ireland House; Robert Cohen, Steinhardt School of Culture, Education, and Human Development; Virginia Cox, Italian; James Fraser, Department of Humanities and Social Sciences in the Profession; Alexander Geppert, NYU Shanghai; Aisha Khan, Anthropology; Andrew Hamilton Lee, Division of Libraries; Barron H. Lerner, Medicine, Division of General Internal Medicine; Cecelia Marquez, Social & Cultural Analysis; William Nelson, School of Law; David Stasavage, Politics.

FACULTY EMERITI

Nicolas Sanchez-Albornoz, Professor Emeritus; Paul R. Baker, Professor Emeritus; Thomas Bender, Professor of History; Patricia Bonomi, Professor Emerita; Harry Hartoonian, Professor Emeritus; Richard Hull, Professor Emeritus; Penelope Johnson, Professor Emerita; Karen Kupperman, Professor Emerita, Silver Professor; David Levering-Lewis, Professor Emeritus; Darline Levy, Professor Emerita; Joe Lee, Professor Emeritus; Paul Mattingly, Professor Emeritus; Mary Nolan, Professor Emerita; Leslie Peirce, Professor Emerita; Carl Prince, Professor Emeritus; David E. Reimers, Professor Emeritus; Frederick C. Schult; Robert J. Scally, Professor Emeritus; Jerrold Seigel, Professor Emeritus, Stewart A. Stewart, Professor Emeritus; Irwin Unger, Professor Emeritus; Daniel Walkowitz, Professor Emeritus; Peter Wosh, Clinical Professor of History.
the world, by way of examining the most recent and influential literature on the topic. Care is given to consider works addressing the Mediterranean Sea and Indian Ocean, as well as the Americas.

**Race, Slavery and Freedom in the Atlantic World**  
HIST-GA 2015 / Staff / 4 points / 2019-20, 2020-21

**Black Internationalism**  
HIST-GA 1563 / Staff / 4 points / 2019-20

This course examines the ways in which those of African descent have either envisioned or enacted ways of transnational cooperation. The focus is admittedly political and limited in that it does not explore aesthetics, sports, etc. As a seminar, the idea is to consider several examples before students with time and opportunity pursue their own research.

**ATLANTIC WORLD**

**Literature of the Field:**  
**Atlantic World**  
HIST-GA 2001 / Staff / 4 points / 2019-20

Introduces students to the major themes, scholarly approaches, and sources for Atlantic history.

**Political Cultures of Empire**  
HIST-GA 2861 / Staff / 4 points / 2019-20

Provides the opportunity for closely advised research and writing on student-designed projects related to the history of empires. The course builds on readings and discussion in the reading course Empires, States, and Political Imagination (HIST-GA 3390). While the reading course is not a prerequisite for this research seminar, students should have some demonstrated knowledge of the history of at least one imperial setting and be in a position to formulate a research topic at the beginning of the semester. By the end of the semester, each student will have produced a major research paper based on primary sources in the format of an article to be published in an academic journal.

**Empires, States and Political Imagination**  
HIST-GA 3390 / Staff / 4 points / 2019-20

Focuses on the comparative study of empires from the Romans to the present and on the variety of ways in which empire-states have established and constrained claims to rights, belonging, and power. The study of empire expands our debates over rights, citizenship, economic regulation, and accountability without letting them fall into a seeming gap between the nation-state and the global.

**Atlantic History Workshop**  
HIST-GA 3803 / Staff / 4 points / 2019-20, 2020-21

This yearlong course overlaps with the Atlantic History Workshop colloquium, which meets regularly in the Department of History throughout the academic year. At the colloquium, participants discuss pre-circulated works-in-progress presented by visiting scholars or members of the colloquium. Students enrolled in this course attend every meeting of the colloquium and undertake additional activities assigned by the instructor.

**African-American History**  
HIST-GA 1782 / Staff / 4 points / 2019-20

Broad exposure to African American history. Begins with a historiographical introduction, describing the growth and development of the field, and moves to a major theme and period treatment ranging from ancient Africa to the civil rights movement. Provides an understanding of the field and a foundation for specialized course work and research.

**EAST ASIA**

**Problems in the History of Early Modern China**  
HIST-GA 1919 / Staff / 4 points / 2019-20

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 c1550-1900 and will gain a broad knowledge of recent historiographical debates.

**Agrarian Question in Modern History**  
HIST-GA 2707 / Staff / 4 points / 2019-20

This course explores the emergence of what has been called the "Agrarian Question" in the eighteenth, nineteenth and twentieth centuries, as that question was related to the emergence of industrialization/urbanization, the question of value, problems of domestic and global revolution, and the issues of modernization and development in Europe and the non-Western world. We will trace the evolution of the question from its Physiocratic core, through its articulation in Smith, Ricardo, Marx, Kautsky, Lenin, the Soviet Union, Peru, China, and into the later twentieth century as part of the ‘peasant problem’ in China, Africa and India. The aim of the class is to familiarize students with some of the basic philosophical and historical texts surrounding problems of development and culture as they pertain to the agrarian question, and to assist...
students in analyzing contemporary problems through a longer historical perspective.

MEDIEVAL EUROPE

Historical Anthropology of the Middle Ages
HIST-GA 1115 / Staff / 4 points / 2020-21
History and anthropology became separate disciplines in the mid-nineteenth century when the emergence of a consciousness of progress caused history to become the study of developed societies liable to rapid transformations, as distinct from the investigation of so-called primitive societies. After a divorce of two centuries the two disciplines are converging once again. The purpose of this colloquium is to identify, analyze and assess the role of anthropological concepts and methods in examining the cultures and societies of the medieval west.

Beyond Objects: The Medieval Experience of Materials and Materiality
HIST-GA 1139 / Staff / 4 points / 2020-21
The theme of the colloquium, materiality, is concerned with the tangible stuff of medieval lives, with those materials—animal parts, vegetable fibers, metal, stones, clay, wood, that were used and processed into finished objects—comestibles, clothing, homes and monuments, artifacts and ornaments, images and the media of written and visual communication. As they emerged from raw materials, things affected social relations and cultural perception, enabling action and provoking reaction. We will consider, for example, the effects of pageantry, with its elaborate display of culinary, heraldic, and sartorial splendor, in asserting and maintaining chivalric claims to dominance. We will examine recent archeological findings to understand the ways accessories to clothing enabled peasants to resist and re-fashion the identities imposed upon them by medieval elites.

Literature of the Field: Medieval Ages
HIST-GA 2113, / Staff / 4 points / 2019-20
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.

EUROPE

Literature of the Field: Early Modern Europe
HIST-GA 1150 / Staff / 4 points / 2019-20, 2020-21
Surveys major literature and historiographical issues in the early modern field.

Literature of the Field: Modern Europe
HIST-GA 1151 / Staff / 4 points / 2019-20, 2020-21
Survey of the major literature and historiographical issues in the modern European field.

European Intellectual History
HIST-GA 1193 / Staff / 4 points / 2019-20, 2020-21
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.

19th Century France
HIST-GA 1209 / Staff / 4 points / 2019-20
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 / Staff / 4 points / 2019-20
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.

Italian Colonialism and Postcolonialism
HIST-GA 2972 / Staff / 4 points / 2019-20
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.
The Mediterranean in Historical Perspective
HIST-GA 3901 / Staff / 4 points / 2019-20
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.

LATIN AMERICA AND THE CARIBBEAN

Literature of the Field: Colonial Latin America
HIST-GA 1200 / Staff / 4 points / 2019-20, 2020-21
Surveys major literature and historiographical issues in the colonial Latin American field.

Literature of the Field: Modern Latin America
HIST-GA 1201 / Staff / 4 points / 2019-20, 2020-21
Surveys major literature and historiographical issues in the modern Latin American field.

Slavery, Colonialism & Revolution in the Caribbean
HIST-GA 1804 / Staff / 4 points / 2019-20, 2020-21
Introduction to the major themes and debates of colonial Caribbean history. Themes are studied from a variety of approaches and perspectives, from very local microhistorical studies to comparative ones to more sweeping global treatments

Research Seminar in Latin American and Caribbean History
HIST-GA 2801 / Staff / 4 points / 2019-2020, 2020-21
Introduces methods and approaches for analyzing primary sources in Latin American and Caribbean history. Topics vary per instructor but have included intellectual and oral history. Students generate primary research-based based essays

UNITED STATES

Literature of the Field: Twentieth Century United States
HIST-GA 1201 / Staff / 4 points / 2019-20, 2020-21
The course proceeds both chronologically and thematically; in addition to covering major periods and developments, we also try to illustrate a variety of historical subfields, including labor, environment, gender, culture, social movements, immigration, race, domestic politics, foreign relations. We ask students to read the best of both new and old scholarship; each week we contrast a “classic” work with new scholarship. We do this to familiarize students with disagreements among historians and with a sense of how history-writing moves and changes. We also hope to formulate our own arguments, both individual and collective, about the eras we cover.

Race, Civil War, and Reconstruction
HIST-GA 1607 / Staff / 4 points / 2019-20
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.
Literature of the Field: Nineteenth Century United States
HIST-GA 1610 / Staff / 4 points / 2019-20, 2020-21
In this course, we will undertake an intensive investigation of the historiography of the United States in the long nineteenth century, providing a foundation from which to research and teach in the field. Each week we will read an important recent work, paired with either an earlier, enduring piece of scholarship or an essay that takes stock of older scholarship. Evaluating argument, evidence, interpretation, method, and style, we will reflect upon alternative framings of questions and on imperatives for future research. At semester’s end, we will propose various overarching arguments about the United States in the long nineteenth century. All in all, it is our task to build multivocal stories of the century and to appraise those stories as scholars and writers.

Black New York
HIST-GA 2551 / Staff / 4 points / 2019-20, 2020-21
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.

Jews and the History of American Diversity
HIST-GA 3504. / Staff / 4 points / 2019-2020
This graduate research seminar seeks to place the experience of American Jews into the context of the nation’s religious, ethnic, and racial diversity from the colonial period through the later part of the twentieth century. We will ask how the Jews’ concentration in the commercial sector, their whiteness in the eyes of the state, and the legacy of European anti-Semitism structured the Jewish encounters with other Americans. The Civil War, the era of mass migration, and the vast expansion of American industry, and the conquest of the North American continent will be considered. The Holocaust indeed functions as a watershed event, but the Great Depression and the New Deal, post-war suburbanization, the civil rights movement, and the turmoil of the late 1960s also proved formative. We will look at political developments but also literary, artistic and intellectual manifestations of how Jews constructed these other Americans, and conversely how these many others made sense of the Jews in their midst.

HISTORY OF WOMEN AND GENDER

Approaches to History of Women and Gender
HIST-GA 1763 / Staff / 4 points / 2019-20, 2020-21
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.

Gender, Race, Ethnicity and Twentieth-Century, U.S. History
HIST-GA 1762 / Staff / 4 points / 2019-20, 2020-21
This course explores major themes and eras in twentieth-century U.S. history through the lenses of gender, race, and ethnicity. It considers how class has informed these categories (and analysis of these categories) as well. We will therefore consider immigration, reform, the Great Depression, World War II, the Cold War, imperialism, postwar social movements, and reproductive politics.

Writing Gender Histories
HIST-GA 2294 / Staff / 4 points / 2019-20, 2020-21
The focus of this course is the research and writing of gender history. Not only will we discuss the overlap and tensions between the fields of women’s history and gender history. We will also consider histories of sexuality and the body. Along these lines, we shall explore the methodological issues that arise in researching the history of gender, bodies, and/or sexuality.

ARCHIVES AND PUBLIC HISTORY

Introduction to Archives
HIST-GA 1010 / Staff / 4 points / 2019-20, 2020-21
This course provides an introductory overview of the archival profession. Students develop an understanding of the historical development of the field of archives and engage with current issues, trends, and theories that are shaping the profession. Students also consider the role of the archivist and the use of archives and historical collections by a range of users and become familiar with the theoretical considerations that underlie the core functions of archival administration. The course explores the legal and ethical responsibilities of archivists, as well as the codes of conduct that have been developed and debated within the profession. Students gain an understanding of how new technologies and digital records are shaping the way that archivists do their work and the skills they must develop to perform core archival functions with digital records.

Digital Archives
HIST-GA 1011 / Staff / 4 points / 2019-20, 2020-21
The Digital Archives course addresses the role of archivists across the life-cycle
of digital archives and articulates challenges, best practices, and standards associated with the appraisal, acquisition, storage, and provision of access to digital archives. Students design basic workflows for the accession and ingest of digital archives and identify risks and threats to the successful preservation of digital archives in various file formats. The course also enumerates important considerations in institutional policies and plans related to collection development, intellectual property rights, preservation, and overall sustainability.

**Introduction to Public History**
HIST-GA 1750 / Staff / 4 points / 2019-20, 2020-21
This course provides an introductory overview to the public history field in its diverse venues and manifestations. Through intensive reading, discussion, and writing, students consider how the field of public history came into being and how it has evolved; where and how history is made and consumed; and the intersections and collisions of academic history with commemoration and popular history-making.

**Local and Community History**
HIST-GA 1752 / Staff / 4 points / 2019-20
This course explores the scholarly literature and practices of local history and of community history with a focus on New York City (with some arm-chair traveling to other locations). By reading some of the formative histories of different communities, we will examine the changing nature of “local” and of “community” given the evolving historical interpretations of ethnicity, race, gender, and sexuality. We will relate the scholarly literature to the practice of public history by evaluating the interpretation at various historical sites. Together, we will investigate how and why local and community history remain compelling and relevant today.

**Approaches to Public History**
HIST-GA 1757 / Staff / 4 points / 2019-20, 2020-21
Public historians build bridges between the work of academic historians and the interests of diverse public audiences. Through readings, media analysis, visits by working public historians, and project work, students explore intellectual, political, and pragmatic issues in public history. A semester-long project requires students to work collaboratively to conceptualize a public history project and write a complete funding proposal for it.

**Internship Seminar**
HIST-GA 2011 / Staff / 4 points / 2019-20, 2020-21
This course is designed to accompany a 120-hour internship work experience at a selected archival repository or public history site. Students will have opportunities to report on and discuss their internship experiences with each other and the instructor. The course will also address various aspects of the professional practice of public history and archives, including organizational structures, leadership, professional societies, and funding sources, with presentations by professionals in the field.

**Introduction to Preservation for Archives**
HIST-GA 2013 / Staff / 4 points / 2019-20
This course introduces students to the preservation of archival collections and cultural heritage materials. Beginning with an overview of the history of and the context for the preservation of cultural heritage, the course includes an examination of the composition of a variety of common archival materials, including paper, inks, photographs, magnetic media, and digital objects. The course is designed to introduce the student to preservation issues, such as conversation, holdings maintenance programs, rehousing techniques, reformatting, digital migration and conversion methods, selection for preservation, condition and needs assessment, proper use, handling and storage methods, environmental control and disaster planning and salvage methods. Students will also discuss preservation management strategies and prioritizing preservation and conservation activities.

**Community Archives**
HIST-GA 2023 / Staff / 4 points / 2019-20
All communities create historical records, and recent decades have brought a growing critical awareness of how existing social hierarchies influence the creation and maintenance of historical archives. Community archive projects locate the power to preserve and shape history, heritage, and memory in communities themselves. Through readings, discussion, and analysis, this course will introduce students to a range of issues relating to grassroots community archives, archives of community organizations, and what happens when larger institutions partner with communities and community organizations to create and maintain archives. Students will also work with a local nonprofit organization to undertake an archivally-based public project.

**Advanced Archival Description**
HIST-GA 2031 / Staff / 4 points / 2019-20, 2020-21
This course explores the purposes of archival description and the place of description in the continuum of archival practice, especially its relationship to arrangement, discovery, and reference. The course exposes students to the application of archival description and introduces the tools used to create description: content and encoding.
standards, controlled vocabularies, and content management systems. The course also emphasizes the importance of understanding users and applying this knowledge to influence descriptive practice, local practice and implementation, and online discovery environments.

**Creating Digital History**
HIST-GA 2033 / Staff / 4 points / 2019-20, 2020-21
A hands-on introduction to “doing history” in the digital age, this course focuses on the evolving methodologies and tools used by public historians to collect, preserve, and present digital sources. Students will become familiar with a range of web-based tools and learn best practices for digitizing, adding metadata, tagging, and clearing permissions. By evaluating existing digital history projects and discussing perspectives from leading practitioners, students will also consider the role of the general public as both audiences for, and co-creators of, digital history. The core requirement is a collaborative digital history project that will be developed throughout the semester on a selected historical theme.

**Research in Public History and Archives (Capstone Seminar)**
HIST-GA 3031 / Staff / 4 points / 2019-20, 2020-21
In this capstone seminar course, students are expected to undertake an original research project that relates to either the archives or public history field. The final product may take several forms: 1) a 30-50 page, article-length, research paper that might be submitted for publication in an academic journal; 2) a public history or archives project, which has been worked out with a cooperating institution, that might result in such products as a consulting report, finding aid with recommendations for handling or treating particular types of material, or collections survey; 3) an online project that contextualizes a body of historical source material and brings it to broader public attention.
**Master of Arts**

To earn a Master of Arts in Interdisciplinary Studies, students must, within five years after their first matriculation, fulfill the following requirements: 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 XE: Experimental Humanities & Social Engagement (courses with the CEH-GA prefix), including (in the first semester) “Interdisciplinarity” (CEH-GA 3015) and, in the final semester “Capstone Project Seminar” (CEH-GA 3019). Finally, students must satisfactorily complete a Master’s Capstone Project, working closely with an NYU faculty member on a topic approved by XE. The Capstone is a rigorously researched and carefully designed project of substantial scope, presented in a format that best suits the project’s goals. Formats can range from traditional scholarly papers (at least 10,000 words long) to innovative creative projects, including works of fiction, photography, performance, film and digital media, as well as curatorial, community-based, and pedagogical projects. Creative master’s projects must be accompanied by a research-and-reflection paper of at least 2,500 words in length.
ADJUNCT FACULTY

Jan Cohen-Cruz
Applied theater; social practice; creative placemaking; artists embedded in municipalities; creative non-fiction.

Lucy Ives
Comparative literature; the contemporary novel; theories of narrative; contemporary visual art and related criticism; media studies; American poetry and poetics.

Peter Lucas
Adjunct Professor. 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.

Sonia Werner
Adjunct Assistant Professor. Ph.D. 2016 (comparative literature), M.A. 2011 (comparative literature), New York; M.A. 2006 (humanities and social thought), B.A. 2000 (literature and theatre), Sarah Lawrence. Comparative literature; world literature; philosophy and critical theory; aesthetics and politics; realism and representation; nationalism and internationalism; theories and practices of performance; the global nineteenth century; the novel.

COURSES

Interdisciplinarity
CEH-GA 3015 / Staff / 4 points / 2019-20, 2020-21
This course introduces the historical contexts, theoretical backgrounds, and analytical frameworks central to the production of interdisciplinary humanistic inquiry. As an introduction to interdisciplinary studies, the goal of this course is to interrogate the existing categories of and approaches to knowledge production.

Topics: Art and Social Engagement
CEH-GA 1018 / Cohen-Cruz / 4 points / 2019-20
This course explores contexts beyond the purely aesthetic into which art is embedded: community development, health, religious institutions, municipal agencies (e.g., Probation, Immigration, Corrections, Children’s Services), etc... What about art’s capacities and propensities makes such versatile pairings possible?

International Studies in Human Rights
CEH-GA 1048 / Lucas / 4 points / 2019-20, 2020-21
Focusing on human rights as positive peace, students will study the major themes and events in the contemporary human rights movement. Students will be exposed to the international standards, how NGOs respond to violations, the role of media, and the transformative potential of human rights education.

Topics
CEH-GA 1089 / Staff / 4 points / 2019-20, 2020-21

Digital Humanities: Analysis and Visualization
CEH-GA 1137 / Keramidas / 4 points / 2019-20, 2020-21
The Information Age has provided us with both a flood of measurable data and a variety of new tools to analyze and present that data. This course considers how the analysis and visualization of information through digital technologies has significantly changed the way we look at our world both within the academic community and in society at large.

Science Fiction: Humanity, Technology, The Present, The Future
CEH-GA 2165 / Keramidas / 4 points / 2019-20
This class uses science fiction to explore how we understand ourselves in a perpetually shifting present and to look closely at how and why we cast ourselves into the future, into alternative contemporary realities, into variations on being. These conjurings suggest vastly different possibilities of what it means to be human—indeed, what it means to be sentient.

American Hardcore Punk: Creation in Rebellion, Activism through Distortion
CEH-GA 3013 / Keramidas / 4 points. 2020-21
Sensing a commercialization of the music they loved, the originators of
Hardcore Punk rebelled against and provided a commentary on both the music scene and culture at large in the early 1980s. This course follows the growth of this underground culture throughout the country and shows Hardcore's enduring cultural impact on culture and society as a whole.

**Capstone Project Seminar**  
CEH-GA 3019 / Staff / 4 points / 2019-20, 2020-21  
This course is for all students in their last semester in the program who are preparing to finish their master’s project. The semester blends bi-weekly class meetings, one-on-one consultations with the professor, in-class presentations, readings from various texts, regular structured writing assignments, collaborative peer support, and project presentations.

**Nothing: The Aesthetics of Absence**  
CEH-GA 3027 / Cole / 4 points / 2019-20  
Blank books. Empty canvases. Silence, waiting, boredom, refusal. These choices in art, literature, music, and film over the past century have reconfigured the boundaries between aesthetic practice and philosophical thought. This class will examine how modern and contemporary art and literature have engaged with absence in its manifest forms.

**From Broadsheets to Blogs**  
CEH-GA 3028 / Cole / 4 points / 2020-21  
This course examines magazines as collaborative sites for artists and writers internationally, leading the way to a global, networked cultural sphere. We will consider periodicals as both commercial and artist-driven enterprises and as material objects to be studied through the lens of the history of photography, journalism, and design.

**Citizenship in the Digital Age**  
CEH-GA 3032 / Keramidas / 4 points / 2020-21  
Each passing election makes more apparent how new technologies, changes in our approaches to data, new forms of social communication, and shifts in the practice of reporting have fundamentally altered the experience of being a citizen. The course engages students with their own sense of citizenship through research into the relevant electoral and political trends of the day.

**Image Culture: Interdisciplinary Histories of Photography**  
CEH-GA 3033 / Cole / 4 points / 2020-21  
This class historicizes and theorizes photography and the political, commercial, and aesthetic discourses that shaped it. We consider photography in relation to identity, to other media, and explore its status as an artifact, document, and digital file, to determine how photography evolved in both the public imagination and in practice.

**Global Modernisms**  
CEH-GA 3035 Cole / 4 points / 2019-2020  
The course considers the global expansion of modernism by both analyzing various means of conceptualizing of the period—the construction of modernism, modernity, and the avant-garde across the arts—and by theorizing the politics of race, gender, nationalism and anti-colonial movements that were constitutive of the time.

**Global Surrealisms: Revolutionizing Art and Life**  
CEH-GA 3036 / Cole / 4 points / 2020-21  
Surrealism was decidedly an international phenomenon. The class considers its manifestations in Spain, Mexico, North America, Latin America, the Middle East, and Asia, and critically reexamines the movement through the lens of ethnography, gender, and psychoanalysis across the writing, photographs, magazines, and artwork that emerged from it.

**Natureculture: Theorizing the More-Than-Human**  
CEH-GA 3037 / Gan / 4 points / 2019-20  
This course examines theories of “natureculture”, a conceptual innovation that has emerged from feminist science studies, multispecies ethnography, and the environmental/digital humanities to understand history, language, and power as more-than-human capacities. Students engage with an unruly spectrum of transdisciplinary approaches that call for expanded and decolonized modes of scholarship.

**The Copy: Media and the Culture of Replication**  
CEH-GA 3039 / Cole / 4 points / 2019-2020  
Copies, reproductions, replicas, facsimiles, fakes, forgeries, reissues. What is the status of the copy in our culture? This class will look at modern and contemporary copying in fiction and in art, as well as considering zines, appropriation art, sampling, and artists remaking their own or others’ work.

**Art and/as Direct Action**  
CEH-GA 3040 / Milner-Larsen / 4 points / 2019-2020  
This course examines a series of aesthetic strategies that have placed art at the center of political interventionism. Topics include the art strike, anti-art, ritual iconoclasm, art activism, detournement, participation, improvisation, public art and community video. How do such strategies attest to, intervene in, or complicate claims for art’s critical capacities?
On Method
CEH-GA 3042 / Ives / 4 points / 2019-20
This is a course on method and writing. In other words, it is a course on how we can develop working strategies that will allow us to produce fluent, complex texts—and how we can return to pieces we have already written in order to see them anew and, perhaps, to alter them.

Design: Concepts, Histories, and Digital Contexts
CEH-GA 3043 / Keramidas / 4 points / 2020-21
Sometimes hidden, sometimes explicit, design is an ever-present feature of almost every aspect of daily life. This course considers design as both a field of study and of practice by investigating both how design influences daily experience and how we can develop prowess in understanding and working within the field of design.

Space, Place, and Data
CEH-GA 3047 / Keramidas / 4 points / 2019-20
As the digital medium has come to influence notions of space and place, we have found new ways express the situatedness of lived experience and historical narratives. This course explores our new perceptions of space and place relative to data and data structures both creatively and critically, including questioning how the epistemological tendencies of specific tools.

Queer Commons
CEH-GA 3046 / Millner-Larsen / 4 points / 2019-20
This course explores the recent history of queer culture, theory, and activism through the lens of “the commons,” a concept mobilized to reimagine alternatives to late capitalism. Topics include queer approaches to questions of sexual freedom, privacy and access, climate change, land dispossession, care labor, knowledge production, and the politics of enclosure and land dispossession.
Master of Arts

Admission: Admission to the M.A. Program in International Relations is granted for the fall and spring semesters. 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) or International English Language Testing System (IELTS).

Course of Study: Students are required to complete 40 points for the M.A. in International Relations. Students must take International Relations, INTRL-GA 1700, and Global and International History, INTRL-GA 1600. They must also choose one of the following elective core courses: Quantitative Analysis I, INTRL-GA 1120, Qualitative Analysis I, INTRL-GA 1220, Regional and Comparative Politics, INTRL-GA 1450, The World Economy, INTRL-GA 1900. Students must also take either Master’s Thesis Seminar INTRL-GA 4000, or Capstone Project INTRL-GA 1320. Finally students must also take Writing for International Affairs INTRL-GA 3992. Of the remaining coursework, students must take a minimum of 12 points in International Relations electives defined as any course listed under International Relations course code, INTRL-GA. Students cannot double-count core or required courses as elective courses, but may take additional core courses to fulfill the elective course requirements. The remaining points are general electives which can be a graduate level course from any NYU department or school, subject to approval from the Program Director.

Thesis Option: Students, who opt to take the MA Thesis Seminar, INTRL-GA 4000, will enroll in the course during their last semester. The course is designed to provide structure and guidance to students writing a thesis. The thesis will be an academic work of ~15,000 words dealing with an important and timely topic in international relations.

Capstone Option: Students, who opt to take the Capstone Project, INTRL-GA 1320, will enroll in the course in their second to last semester. The Capstone Project is structured to provide a public policy consultancy experience for final year students. Working with a faculty mentor (instructor) students will work in assigned groups to complete a consultancy project for an external client. The group will produce a series of documents and papers for the client, which will be assessed by the instructor.

Internship Requirement: To further their professional development all MAIR students are required to complete an internship. The internship places students in a professional work environment in
either the public or private sector. The internship must total at least 140 hours over 14 weeks. Students can opt out of the Internship requirement if they are pursuing a scholarly track with the intention of completing a Ph.D. after earning the M.A. In this case, students complete the ‘Readings and Research’ course, INTRL-GA 3991, in lieu of 2 points of International Relations Electives in their second to last term, and then the Master’s Thesis Seminar, INTRL-GA 4000, in their final term. The R&R course work should be designed with their M.A. thesis supervisor to provide for a more advanced and rigorous M.A. thesis.

Language requirement: Students must demonstrate proficiency in one language other than English. Students demonstrate proficiency in a foreign language by completing one of the following: (1) Passing the GSAS foreign language proficiency examination; (2) completing an intermediate-level foreign language course with a grade of B or better at NYU or another accredited institution (student must submit official transcript as proof of completion); or (3) completing secondary education or undergraduate degree in an institution where language of instruction is not English.

The M.A. in International Relations may also be complimented with one of the seven concentrations listed below:

Concentration in Asian Studies: Students must complete the same core and required course sequences as the standard M.A. program described above. In addition students must take 12 points in Asian Studies electives and 12 points in International Relations electives. The program will provide a listing of approved Asian Studies elective course offerings each term. Other NYU courses may be approved as electives with the permission of the Program Director. Courses taken outside the IR program may require permission of the instructor. Students must also attain the level of “advanced” in an Asian language (speaking, oral comprehension, reading, and writing), to be demonstrated by passing an examination; completing a third-year language course with a grade of B+ or higher; or completion of primary and/or secondary school with language of instruction in an Asian language. All other requirements are the same.

Concentration in European and Mediterranean Studies: Students must complete the same core and required course sequences as the standard M.A. program described above. In addition students must take What is Europe?, EURO-GA 2301, as well as 8 points in European and Mediterranean Studies electives and 12 points in International Relations electives. Students must also attain the level of “advanced” in a contemporary European language (speaking, oral comprehension, reading, and writing), to be demonstrated by either passing an examination or completing a third-year language course with a grade of B+ or higher. All other requirements are the same.

Concentration in International Law: Students must complete the same core and required course sequences as the standard M.A. program described above. In addition students must take 12 points in International Law electives and 12 points in International Relations electives. All other requirements are the same. The following existing international law courses will be accepted as the concentration’s international law electives.

- European Union Law (LAW-LW.10851.001)
- Chinese Attitudes Toward International Law Seminar (LAW-LW.10070.001)
- Indigenous Peoples in International Law (LAW-LW.10902.001)
- International Human Rights and Humanitarian Law Scholarship Seminar (LAW-LW.10492.001)
- International Human Rights (LAW-LW.11329.001)
- International Humanitarian Law (LAW-LW.12259.001)
- The United Nations and the Making of International Law Seminar (LAW-LW.10043.001)
• War, Crime and Terror Seminar (LAW-LW.11756.001)
• European Human Rights Law (LAW-LW.11601.001)
• Foreign Relations Law of the United States Seminar (LAW-LW.10235.001)
• History and Theory of International Law Seminar (LAW-LW.10997.001)
• International Organizations (LAW-LW.10256.001)
• Law and Development (Colloquium only; LAW-LW.10295.001)

Other NYU courses may be approved as electives with the permission of the Program Director.

Concentration in International Politics and International Business: Students must complete the same core and required course sequences as the standard M.A. program described above. In addition students must take 12 points from a designated group in other disciplines in the Leonard N. Stern School of Business, 8 points in International Relations electives, and 4 points of general electives. All other requirements are the same.

Concentration in Latin American and Caribbean Studies: Students must complete the same core and required course sequences as the standard M.A. program described above. In addition students must take Introduction to Latin American and Caribbean Studies II, LATC-GA 2001, 8 points in Latin American and Caribbean Studies electives and 12 points in International Relations electives. The program will provide a listing of approved Latin American and Caribbean Studies elective course offerings each term. Other NYU courses may be approved as electives with the permission of the Program Director. Courses taken outside the IR program may require permission of the instructor. Students must also attain the level of “advanced” in a Latin American or Caribbean language (speaking, oral comprehension, reading, and writing), to be demonstrated by passing an examination; completing a third-year language course with a grade of B+ or higher; or completion of primary and/or secondary school with language of instruction in a relevant language. All other requirements are the same.

Concentration in Middle Eastern and Levantine Studies: Students must complete the same core and required course sequences as the standard M.A. program described above. In addition students must take Middle East Politics, INTRL-GA 1756, as well as 8 points in Middle Eastern and Levantine Studies electives and 12 points in International Relations electives. The program will provide a listing of approved Middle East and Levantine Studies elective course offerings each term. Other NYU courses may be approved as electives with the permission of the Program Director. Courses taken outside the IR program may require permission of the instructor. Students must also attain the level of “advanced” in a language of North Africa or Middle East (Arabic, Persian, Turkish, Greek, Hebrew, and Armenian). Language skills (speaking, oral comprehension, reading, and writing) are demonstrated by passing an examination; completing a third-year language course with a grade of B+ or higher; or completion of primary and/or secondary school with language of instruction in a language of the Levant. All other requirements are the same.

Concentration in Russian and Slavic Studies: Students must complete the same core course sequence as the standard M.A. program described above. In addition students must take Defining Russia, RUSSN-GA 2121, as well as 8 points in Russian and Slavic Studies electives and 12 points in International Relations electives. Students must also attain the level of “advanced” in all Russian language skills (speaking, oral comprehension, reading, and writing), to be demonstrated by either passing an examination or completing a third-year Russian language course (NYU’s RUSSN-UA 108 Advanced Russian II equivalent) with a grade of B+ or higher. All other requirements are the same.
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 programs are combined to provide the student with specialized knowledge of international relations and journalistic writing and/or broadcasting skills. Please see the Journalism section of this bulletin for the requirements for this degree.

FACULTY

John Fousek  
Global and international history; U.S. foreign relations and global power, culture and international relations.

Asli Peker  
Clinical Associate Professor. Ph.D. 2007 (politics), New York; M.A. 1998 (political science), Bilkent; B.A. 1997 (political science), Middle East Technical (Turkey).  
Comparative politics; international relations.

Shinasi Rama  
Clinical Professor. Ph.D. 2004 (comparative politics/international relations), Columbia; M.A. 1996 (international relations), South Carolina.  
International relations theory; comparative politics theory; the state; nationalism; security; Balkan politics.

Michael John Williams  
Clinical Professor. Ph.D. 2006 (international relations), London School of Economics and Political Science; M.A. 2003 (contemporary European history), Humboldt; B.A. 2002 (international relations), Delaware. Security studies, war studies, law of armed combat, civil-military relations, US-European relations, NATO, European Union, modern Germany.

Muserref Yetim  
Clinical Assistant Professor. Ph.D. 2006 (government), Texas (Austin); M.A. 1998 (politics and international relations), Bogazici; B.A. 1994 (economics and international relations), Istanbul.  
Comparative politics; international relations; political economy.

AFFILIATED FACULTY

Stefanos Geroulanos, History; Michael Gilligan, Politics; Michael Gomez, History; Ryan Goodman, Law School; Bruce Grant, Anthropology; Stephen Gross, History; Stephen Holmes, Politics, Law School; James Chieh Hsiung, Politics; Rebecca Karl, History; Kimon Keramidas, XE: Experimental Humanities & Social Engagement; Benedict Kingsbury, Law School; Mattias Kumm, Law School; David Ludden, History; Timothy Naftali, History, Public Service; Mary Nolan, History; Debraj Ray, Economics; B. Peter Rosendorff, Politics; Barnett Rubin, Center on International Cooperation; Andrew Sartori, History; Shanker Satyanath, Politics; Martin Schain, Politics; David Stasavage, Politics; Richard B. Stewart, Law School; Joshua Tucker, Politics; Barbara Weinstein, History; Larry Wolff, History

COURSES

Quantitative Analysis I  
INTRL-GA 1120 / Staff / 4 points / 2019-20, 2020-21  
This course introduces students to basic data analysis, using cross-sectional data sets that are of particular interest in international studies. Emphasis is placed on multivariate regression techniques, and the learning of such techniques through direct experience.

Qualitative Analysis I  
INTRL-GA 1220 / Peker / 4 points / 2019-20, 2020-21  
This course is designed to introduce graduate students in International Relations and Politics to a wide array of methodological approaches and available tools for qualitative research. The course starts with an overview of broader debates around philosophy of science and the possible demarcation between history and social science. It then moves on to discuss the episte-
This is an introductory level graduate course at the crossroads of international relations, comparative politics and area studies. Its aim is to introduce students of international relations to the tools and concepts commonly used in the latter two fields and to promote interdisciplinary cross-pollination.

**Global & International History**

INTRL-GA 1600 / Fousek / 4 points / 2019-20, 2020-21

This course will introduce students to historical analysis of global interactions during the early modern, modern, and contemporary periods. Understanding of today’s international arena requires a well-grounded, conceptually rich understanding of history. The course seeks, in part, to provide historical perspectives on ‘globalization’ and other contemporary global, international and transnational developments. It will focus especially on the history of international order and structures of global power.

Topics examined include: war and other forms of political violence; the formation and interaction of empires; imperial expansion and decline; the evolution of the modern state and states systems (including the European states system and its global spread); the proliferation of “nation-states” during the 20th century; the development of international law; and the emergence of international organizations, transnational civil society organizations (aka “NGOs”), and multinational corporations. World historical patterns of long-distance trade, economic change, human migrations, and cross-cultural exchange will also be examined. The course does not aim to present a comprehensive world history but introduces themes and analytical approaches that are foundational to more advanced study of international interactions.

**International Relations**

INTRL-GA 1700 / Staff / 4 points / 2019-20, 2020-21

This course offers a graduate-level introduction to theories of international politics and to some of the important aspects of international politics. The class explores a variety of debates and findings in the subfield of international relations. Coverage does not include every issue and approach, but it addresses the core problems and perspectives animating mainstream IR in the United States today. Students can expect to develop a sufficient understanding of the subfield to prepare for further study and specialization, while advancing their knowledge of the substantive issues under consideration.

**Topics in International Relations**

INTRL-GA 1731 / Staff / 4 points / 2019-20, 2020-21

Topics vary from semester to semester.

**Topics in International Relations**

INTRL-GA 1732 / Staff / 2 points / 2019-20, 2020-21

Topics vary from semester to semester.

**Humanitarian Intervention**

INTRL-GA 1740 / Staff / 4 points / 2019-20, 2020-21

Humanitarian intervention in internal conflicts builds on a growing consensus for the international community to address genocide, ethnic cleansing, war crimes and crimes against humanity. There was humanitarian intervention already in the 19th century, undertaken by European states to protect Christians, mostly against the Ottoman Empire. However, it is only after the end of the Cold War that there have been serious challenges to existing legal and political notions of state sovereignty and war. Since then, intervention has come to be better known as the Responsibility to Protect...
International Political Development
INTRL-GA 1741 / Staff / 4 points / 2020-21.
For a long time, the questions that drove the debates and practices of development have focused on the economy, and more specifically on economic growth: Why are some nations rich and others poor? What could be done to put the poor nations on a path toward economic development? How could aid be utilized to stimulate growth? However, in the last couple of decades, there emerged an increasing recognition that development needs to be understood as more than economic growth, and a subsequent shift of focus to its social and political dimensions. Taking its cue from this shift, two related themes run through the material to be covered in this course: the relationship between politics and economic development and the dynamics of political development. After a critical assessment of the discourse and history of development, we will discuss topics such as the role of the state in economy, strong versus weak and failed states and state-building efforts, the effect of political institutions and legal frameworks in determining policy choices and driving economic growth, the relationship between democracy and development, dynamics of democratic transitions and democracy promotion, the civil society, political accountability, transparency and the anti-corruption agenda, and the debates around good governance.

National Security in the Middle East
INTRL-GA 1743 / Staff / 4 points / 2019-20
The course surveys the national security challenges facing the region’s primary players today (Egypt, Saudi Arabia, Iran, Iraq, Syria, Lebanon, Jordan, Israel, the Palestinians and Turkey) and how the convolutions of recent years have affected them. Unlike many Middle East courses, which focus on US policy in the region, the course concentrates on the regional players’ perceptions of the threats and opportunities they face and on the strategies they have adopted to deal with them. As a contemporary policy oriented course, students will assume the role of senior decision makers from the different countries and draft “policy papers” to their heads of state, elucidating the various issues and recommending means of resolving them. In addition to learning the complexities of the issues, students will also deal with the challenging process of drafting real-world policy papers and recommendations. The course is designed for those with a general interest in the Middle East, especially those interested in national security issues, students of comparative politics and future practitioners.

Global Finance
INTRL-GA 1744 / Staff / points / 2019-20, 2020-21
This course looks at international finance and its crucial connections with international business practices and with the policy challenges of economic globalization and interdependence. The course examines the roles that governments and international institutions play in the global financial integration process both in terms of regulation and supervision. We shall also look at the impact on global financial markets by a plurality of participants—central banks and treasuries; financial intermediaries and foreign exchange dealers, both bank and non-bank; individuals and firms engaged in commercial and investment activities; and speculators and arbitrageurs. The emphasis will be on the identification of key ideas, theories, techniques, and strategies underlying the behavior of all players.
US National Security
INTRL-GA 1745 / Staff / 4 points / 2019-20, 2020-21
This course examines conceptual and theoretical foundations, organizational structures and functions, decision making processes, and priority issues in US national security. The process of policy making is examined to include: the role and authorities of the President, National Security Council, and the Executive Branch; congressional oversight; and policy development and implementation. The course also examines the tools, uses, and limits of national power. Strategic and conventional defense capabilities and policy are examined, as are the roles and missions of intelligence. High priority national security challenges such as terrorism, proliferation, and cyber security are also addressed. The course is conducted as an interactive graduate seminar.

Political Opinion Writing
INTRL-GA 1747 / Staff / 4 points / 2020-21
Whether you end up in government, an NGO, a policy think tank or some other job related to politics and international affairs, it is probable that you will write an opinion piece in the media at some point on your area of expertise. This course is for those of you in the MA Program who want to develop political opinion research and writing skills. Initially, we will focus on political opinion writing in different media, taking a critical view of the content and writing style of published writers (including myself). We will briefly consider academic literature about writing techniques as well the ability of the media to produce unbiased opinion and even influence policy. There will then be lectures on different topics in politics and discussion on related political science readings. You will produce opinion pieces in reaction to these lectures and readings, using academic literature, media, policy reports and other sources to help shape your argument. The goal will be for you to create well-researched, structured and highly original political opinion pieces that go beyond the obvious. Past students have published pieces on varied topics including ethnic tensions in France, the plight of the Italian Roma minority, the legacy of Rwanda's genocide, Bahrain's sectarian violence and Afghan women's rights in the Huffington Post, Democrat and Chronicle, Sharnoff's Global Views, World Policy Journal, European Magazine, Global Politics Magazine and Worldpress.org

US Foreign Policy
INTRL-GA 1748 / Staff / 4 points / 2020-21
Foreign Policy is the way in which a state - the primary unit for organizing world politics - interacts with the world around it. Foreign policy encompasses the establishment of alliances, the pursuit of trade objectives, the creation of military doctrine, international negotiations and the waging of war. Foreign Policy is about relations between states, but it is influenced by the domestic politics and culture of the state. This course focuses on the foreign policy of the United States of America. There are a number of ways to study foreign policy - theoretical, practical, historical, and ideological are but a few of the most popular methods. This course utilizes a synthesis of differing approaches. The course offers a strong grounding in the history of USFP from the founding of the Republic to the present day, with a particular focus on ‘ideas’ about America's role in the world. The course also examines a number of thematic issues confronting the US in the world today, before moving on to look at some specific contemporary challenges facing US policy-makers.

Natural Resource Conflicts
INTRL-GA 1750 / Staff / 4 points / 2019-20
This course is designed to introduce graduate students to the core concepts, processes, theories, and issues of natural resource conflicts. The focus throughout this course will be on divergent theoretical approaches to natural resource conflicts at three levels of analysis: domestic, international, and global. Our objective is to gain an understanding of the nature of resource-based conflicts and to acquire the necessary tools and knowledge to tackle the challenges facing humanity in the 21st century. The course is organized around the division of natural resources into three different categories: 1) non-renewable resources (such as oil, strategic minerals and gems); 2) renewable (such as water, forest, and fisheries); 3) and global common pool resources (the air, the oceans, forests, and fisheries). We will consider the various ways each category presents its own challenges and engenders different types of conflicts at the state, international, and global level.

The US in the World
INTRL-GA 1751 / Staff / 4 points / 2019-20
This course examines the history of US foreign relations in global context, primarily from the 1890s to the present. It aims to provide historical understanding of the US position in today's global arena, including debates around the nature of and challenges to US international 'leadership' or 'hegemony.' Themes include: the long-term ascendancy of the US as a global power; domestic sources of US power; the development of state apparatus and other institutions concerned with foreign policy and national security;
the role of individual leaders; the uses of American power, including the role of military force, cultural influence and the shaping of international institutions; interventionism, war, and peacemaking; and the political and economic consequences of US foreign policy for the United States and other regions. The Cold War and its legacy receive substantial attention. The “global war on terror,” from 2001 to the present, will be discussed in broader historical perspective.

Terrorism & Counterterrorism
INTRL-GA 1752 / Staff / 4 points / 2019-20, 2020-21
This course examines the origins and evolution of modern terrorism, challenges posed by terrorist groups to states and to the international system, and strategies employed to confront and combat terrorism. We assess a wide variety of terrorist organizations, and explore the psychological, socioeconomic, political, and religious causes of terrorist violence past and present. We also analyze the strengths and weaknesses of various counterterrorism strategies, from the point of view of efficacy as well as ethics, and look into ways in which the new threat of global terrorism might impact the healthy functioning of democratic states. The course is divided into two parts. Part I focuses on the terrorist threat, including the nature, roots, objectives, tactics, and organization of terrorism and terrorist groups. Part II addresses the issue of counterterrorism, including recent American efforts to combat terrorism, the strengths and weaknesses of counterterrorist tools and instruments, the issue of civil liberties and democratic values in confronting terrorism, and international strategies and tactics.

UN Peacekeeping and Peacebuilding
INTRL-GA 1754 / Staff / 4 points / 2019-20, 2020-21
This course examines United Nations “complex” peacekeeping and peacebuilding operations since the end of the Cold War. It starts with an introduction to fundamentals: theories on the nature of conflict and types of peace operations. The course then explores a survey of the major UN missions, focusing on the international legal basis for intervention by external actors, states interest, capacity, mandate, strategies, and obstacles faced. It covers a number of cross-cutting issues including the politics of peacekeeping and peacebuilding, the relationship between peacebuilding and statebuilding, normative debates on justice and ethics, the debates and controversies on the promotion of democracy and market economics as a basis for peace, the challenges of evaluating outcomes, targeting the needs of recipient communities, as well as subcontracting peace, indigenous peacebuilding, and cooperation and coordination with multiple actors (notably non-governmental organizations, regional organizations, donor governments, and multinational coalitions). Overall, the course is designed to help students think analytically and systematically about peacekeeping and peacebuilding, along with providing them with a strong foundation of the enduring theoretical and policy debates and recent developments in field-based knowledge.

Middle East Politics
INTRL-GA 1756 / Staff / 4 points / 2019-20
This course is a graduate level introduction to politics in the contemporary Middle East. It does not require substantial background in Middle Eastern studies, but basic familiarity with contemporary history and politics of the region is assumed. The course’s primary concern is to contextualize the study of the Middle East in a historical and comparative framework. The course starts with a brief overview of modern history of the region and a discussion of what the political construct “Middle East” entails, how it came about and why we should be studying it. From there on, we move to weekly topical readings and discussions. Among the topics examined are: Great Powers’ interests and encroachments into the region, the modernizing reforms and the processes of state formation; post-independence developments including coups, revolutions and wars; the evolution of political Islam and nationalism as rival ideologies; the peculiarities of the Islamic state; the persistent Arab-Israeli conflict and other hot conflicts in the region; politics of gender, oil and the rentier state; civil society and contentious politics; dynamics of authoritarianism and democratization; the political potential and impact of new media; and more recent developments in the aftermath of the Arab Spring. Readings and examples are drawn from a selected subset of Middle Eastern countries, no one country is studied individually in depth, but rather used in a comparative frame-work to underline historical patterns, similarities and differences. The course is designed as a seminar. Students are expected to do a number of presentations and participate substantially in the class discussions.

Middle East and US Foreign Policy
INTRL-GA 1757 / Staff / 4 points / 2019-20
This course examines the history, national interests, policy objectives, and outcomes of US engagement in the Middle East from World War I to the present. The course examines the
international environment, regional issues, and the policies and tools used to protect and advance US national interests. Episodes of US intervention are examined, as are current issues and challenges for US foreign policy in the region. This course is suitable for students seeking to broaden their understanding of US foreign policy in the context of the contemporary history, regional dynamics, and international relations of the Middle East. Students will strengthen their research, analytic, writing, and briefing skills through class discussions, writing high quality papers, and preparing and presenting a briefing. The course is conducted as an interactive graduate seminar.

Asia-Pacific International Relations
INTRL-GA 1759 / Staff / 4 points / 2019-20, 2020-21
The history of the 21st Century will be written in Asia. This graduate level overview will examine the relations between China, Japan, Korea, and the South East Asian countries, as well as between those countries and the United States, Russia, Australia, and India. Our discussions will follow economic and political developments from the Cold War competition between superpowers through the post-Cold War economic expansion. We will consider the challenges across the Taiwan Straits and on the Korean Peninsula as well as America’s involvement in the conflict of Vietnam, the independence of Singapore and the development of the Association of South East Asia Nations. A central topic will be whether escalating U.S.-China tensions are inevitable and the effectiveness of smart power and traditional diplomacy in the region. We will consider existing security alliances and the underlying causes and potential resolution of the maritime territorial disputes in the East China Sea.

and South China Sea. Our studies will bring students up to date with a close look at issues arising from Xi’s management of the rise of China, Obama’s pivot to Asia, and Trump’s policies in the region.

Conflict Resolution
INTRL-GA 1760 / Staff / 4 points / 2019-20, 2020-21
This course provides students with a working knowledge and experience of conflict resolution. We explore the history, methodology, theories, and practice in conflict resolution, as the field evolves in the post-9/11 strategic environment. Basic concepts in the literature are analyzed along with a comparison of strategic alternatives in the areas of relationship, power balance, communication, perception of value differences, and tactics. Case studies analyze conflicts in Europe, Asia, and the Middle East. Other modules address the role of non-governmental organizations (NGOs) as well as religion in conflict resolution, the resolution of ecological conflicts as well as the relevance of crisis mapping to conflict analysis and uses of mobile technology in conflict environments. For insight into the literature, the main core text, Contemporary Conflict Resolution, may be consulted.

Political Economy of International Trade
INTRL-GA 1761 / Staff / 4 points / 2019-20, 2020-21
The main objective of this course is to examine the impact of political and economic factors on international trade policy. This course addresses leading theories and major policy debates in political economy of international trade. In particular, this course examines key models in the economics of international trade, the rationale behind trade liberalization and protection, the distributional consequences of trade, the role of interest groups, domestic and international institutions in trade policy making. In addition, the course aims to equip graduate students with analytical tools to pursue empirical research on a pertinent issue. The course is divided into several sections. Students will begin by surveying main theoretical frameworks in international trade, including the new trade theory. Next, students will scrutinize the political economy theories to explain trade protection and trade liberalization. We they proceed with the analysis of international trade regimes and their effect on trade policy reforms in both developing and developed countries. Students will also analyze the relationship between international trade, democratic transition and economic development. The course will conclude with the discussion of contemporary debates in political economy of international trade.

Transitional Justice
INTRL-GA 1762 / Staff / 4 points / 2019-20, 2020-21
This course explores the increasing entanglement of transitional justice with international institutions and the actors within them. Transitional Justice is the conception of justice associated with periods of fundamental political change within individual polities, and therefore has been understood as centered on domestic institutions of political transformation, whether truth commissions or constitutional revision processes. But international institutions have increasingly shaped or constrained the instruments and processes of transitional justice. In this course we will examine, in particular the United Nations, the criminal tribunals including the international criminal court, regional human rights systems, as well as the OSCE and the European Union. We will also explore the role of international
non-governmental organizations, both independently and in relation to inter-governmental international institutions.

**Foundations for Diplomacy**

**INTRL-GA 1763 / Staff / 4 points / 2019-20, 2020-21**

Diplomacy has been called ‘the engine of international relations’. A foreign policy can succeed or fail depending on the quality of a nation’s diplomacy. Yet, non-diplomats—and yes, even students of international relations—often misunderstand the role of diplomacy. This course early clarifies and operates on the distinction between foreign policy and diplomacy. It delves into the history of diplomacy briefly, and then considers the accretion of diplomatic law. It explores traditional (bilateral political, consular, and headquarters), as well as non-traditional (multilateral, public, S&T, summit, ‘networked’, etc.) diplomacy. The seminar touches on non-Western approaches to diplomacy and small country or ‘niche’ diplomacy. One focus of the segment on diplomatic negotiation and mediation considers the role of culture in negotiations. Later sessions of the course address thinkers and theories of diplomacy. In fact, student groups will present on several of these to the class. The course concludes by discussing key issues in diplomacy, including personal/professional ethics such as dissent, and career diplomacy.

**Intelligence and National Security**

**INTRL-GA 1764 / Staff / 4 points / 2020-21**

This course examines the conceptual, historical, legal, and policy foundations of national intelligence and the organizational structures and functions of the US Intelligence Community. Executive Branch management of intelligence, congressional oversight, intelligence collection and analysis, counterintelligence, and covert action are also addressed as are current issues including intelligence failures and reform. This course should be of interest to students seeking to improve their understanding of the role of intelligence in national and international security and of particular interest to students considering careers in these fields. The course is conducted as an interactive graduate seminar.

**Strategic Planning and Policy**

**INTRL-GA 1768 / Staff / 4 points / 2019-20, 2020-21**

In today’s rapidly changing and chaotic world, the need for effective strategic planning is greater than ever. Strategic planning is based on analytical processes and methodologies that are fundamentally different from those taught in academic programs and graduates lack the practical “real world” skills sought by employers, who are hesitant to hire them. The initial period of employment thus becomes a difficult process of on-the-job training. The course will teach the methodologies and skills required for real world policy planning, increasing students’ prospects of employment and making them useful employees from the start. The course is highly practical, a nearly real-world policy planning workshop. In the role of senior decision-makers from countries of their choice, students will draft policy papers and formulate recommendations from the perspective of the actual leaders in power. The need to consider matters in this light, from the real world leaders’ perspective, not what students believe to be right, often has a transformational impact on students’ thinking. The heart of the course is class discussion, in which students engage in a directed critique of each other’s draft policy papers, much as is done in senior planning forums, as part of a collaborative effort to help improve the final paper.

**Public Diplomacy**

**INTRL-GA 1771 / Staff / 4 points / 2019-20, 2020-21**

At a time when the U.S. and other states are hesitant to engage in military action but face pressing global challenges, this course will examine how countries can effectively deploy “soft power” in order to achieve international goals. A critical class for students considering careers in their government’s foreign service or in international organizations, we study how states and organizations can most effectively build relationships with foreign publics in order to win “hearts and minds.” The class explores how governments attempt to inform, persuade, and engage foreign publics in order to achieve their national objectives. We study how public diplomacy is practiced today by nations such as the U.S. and China and examine recent developments, including how governments and other actors are harnessing new communication technology; how foreign audiences are responding to government messages and influencing government behavior; and how public diplomacy is practiced in the current global war on terror. Students will learn how to craft strategic, sophisticated, forward-thinking public diplomacy strategies that effectively influence global public opinion. At the end of the course, students will be prepared to cultivate and maintain productive relationships between foreign audiences and governments, international organizations, and non-governmental organizations, based upon genuine, mutual understanding and two-way communication.

**Transnational Advocacy**

**INTRL-GA 1772 / Staff / 4 points / 2019-20**

One of the most significant developments in international politics over the past several decades has been the growth of transnational advocacy.
In a progressively more interdependent world, governments have become more sensitive to the effects of international publicity, because their ability to maintain access to increasingly critical vehicles of international cooperation is contingent upon preserving their reputations as members of the international community in good standing. This has sharpened the potential of communicative processes to alter state behavior by mobilizing shame against states which refuse to comply with international norms, or whose actions digress from their rhetoric. Over the past several decades, global actors have capitalized upon this sensitivity to live-stream documentation of state actions in remote corners of the earth to audiences around the globe. As a result, they have been able to “verbally coerce” states to alter their behavior in areas previously deemed sacrosanct, such as security (witness the NGO-drafted ban on landmines) and even state sovereignty (the human rights regime). This graduate course will analyze the specific strategies that transnational activists have utilized to achieve global policy change, and how these processes are today transforming global norms and international politics. Students will critically assess the current environment; study global advocacy campaigns implemented by international organizations, advocacy networks, and governments; and learn how to design and execute their own transnational advocacy campaigns.

Country Risk Analysis
INTRL-GA 1773 / Staff / 4 points / 2019-20

Over the past decades, the level of foreign direct investment, international lending, and cross-border trade have dramatically grown. Global investors and lenders realized that economics and politics are deeply intertwined in emerging markets and developing countries and began to develop more sophisticated tools for an assessment of political, economic, and financial risks. Country risk analysis is now used as a screening device to avoid conducting business in countries with excessive risk and as a tool for making a long-term investment or financial decisions. This course provides a broad overview of multiple approaches to country risk assessment and fosters students’ analytical skills so that they can complete an assessment of political, economic, and financial risks in a host country. Through a combination of lectures, classroom discussions, and case studies, students will be able to identify drivers of political, economic and financial risks, understand their effects on business decisions, and apply a number of analytical tools to specific real-life cases from the public and private sector in managing these risks.

Immigration and Transnationalism
INTRL-GA 1778 / Staff / 4 points / 2019-20, 2020-21

This course explores some of the many challenges and opportunities associated with the movement of people across national borders. Global migration flows have reached unprecedented levels. About a quarter of a billion people—or 3.3 percent of global population—currently live outside their country of birth. These flows, of course, are not without controversy. In the United States, we are debating how to manage a large undocumented population from Mexico and an increase in undocumented children coming from Central America. Meanwhile, debates rage in Europe about Islam and assimilation while thousands of refugees die in the Mediterranean Sea fleeing conflict and repression in countries like Somalia, Eritrea, Afghanistan, and Syria. Many communities in developing countries, on the other hand, depend on and are changed by the massive sums of money that migrants send home. What drives trends like these, and what are their political, economic, and social implications? Why do people emigrate, how are people smuggled and trafficked, and to what extent can states control immigration and manage xenophobia? How do immigration policies affect families, children, and communities? What is the relationship between emigration and human development in developing countries? This course explores these and other questions about human mobility in the 21st century.

Nation Building
INTRL-GA 1779 / Staff / 4 points / 2019-20, 2020-21

Nation-building is the process through which different groups, routinely under intense exogenous pressures, seek to forge a new common identity centered on the pre-existing territorial state. For this reason, particularly in the United States, nation-building is considered dependent and conceptually interchangeable with the state-building, i.e. the construction of a sustainable, viable and effective set of legitimate institutions that make binding authoritative decisions within the state. In this course, while we recognize the distinctiveness of the nation and the state, we also begin by considering them as the two inseparable sides of the modern nation-state. The core objective of this course is expose students to theories and practices of nationbuilding and statebuilding from a broad comparative political and historical perspective. We will briefly examine the trajectories of nation building and statebuilding in Western Europe and then focus on nation-building and statebuilding in the contemporary post-conflict states. The course is designed to achieve the following objectives. First it aims at...
providing an understanding of the most important frameworks to understand the nation and the state. Second, it seeks to familiarize students with the contemporary literature on nationbuilding and statebuilding. Third, we seek to attain a better understanding of the nationbuilding and statebuilding efforts in a selected number of cases such as Iraq, Afghanistan, the Balkans, but also other lesser known cases in Asia and Africa. Fourth, we seek to assess the role the international organizations and other state play in the nation and state-building efforts. This becomes exceedingly important as the model that is advocated, supported and imposed is centered on the establishment of a democratic regime and the formation of a majority that will have, at best, a fluid identity based on material interests and not on the ethnic, religious, racial, or linguistic identity.

**U.S. Policy Toward Eastern Europe since 1945**

INTRL-GA 1783 / Staff / 4 points / 2020-21.

This course will examine U.S. policy toward Eastern Europe since 1945, focusing especially on developments since 1989 that set the stage for today’s conflicts. The borderlands between modern Germany and Russia have been contested among empires, peoples and religions for a millennium and the struggle for political and military control of these borderlands sparked both World Wars. After the post-Yalta division of Europe, this area became a central focus of Cold War rivalry using all forms of traditional and public diplomacy. The end of the Soviet Union, the fall of communist regimes in former-Warsaw Pact countries, the re-creation of independent countries in post-Soviet space, and the enlargement of NATO and the EU set the stage for today’s conflicts in Ukraine, Georgia and Moldova. This class will explore policy successes and failures toward this volatile area, drawing on both diplomatic and cultural sources to discover what policy approaches might work best in the future.

**Multinational Corporations**

INTRL-GA 1784 / Staff / 4 points / 2019-20, 2020-21

There are over 80,000 Multinational Corporations (MNCs) in the world today. Their role in the complex set of global cross-border flows of goods, services, capital, people, and knowledge is immense. We shall examine the impact that MNCs have on the countries and regions of the world and on the globalization process as suppliers, customers, competitors, employers, shareholders, innovators, recipients, and influencers of regulation and in general as political, business, legal and social entities. Through lectures, in-class training, discussions, and the examination of case studies, students will deepen their understanding of some of the most powerful actors and forces in the world economy and the current debates concerning them. More broadly, the course draws lessons from political science, economics, business, law, history, sociology, and psychology in order to understand the multiple challenges faced by decision-makers not just in the private but also in the public and nonprofit sectors. Overall the teaching is informed by the sharing with students the insights derived from multiple disciplines, cultures, and languages to help them gain valuable real world skills.

**Conflict, Justice & Human Rights**

INTRL-GA 1788 / Staff / 4 points / 2020-21

The persistence of low-intensity conflict and the rise of authoritarian regimes in recent years has put the question of transitional justice in ongoing conflicts as well as post-conflict and post-authoritarian contexts center stage. The objective of this co-taught colloquium is to critically examine questions of accountability, human rights and memory politics in a variety of cross-regional case studies. The first part of the course exposes students to fundamental concepts of the field drawing from a range of international human rights law and the evolution thereof. However, few courses map the politicization of abuses of civil or political rights in conflict or during authoritarian rule against the backdrop of art as a vector for change. This seminar focuses on a cross-regional analysis to explore how different social actors address political violence in the aftermath of atrocities relying on art and how their actions impact society. Some of the questions posed include: 1) How do societies account for wrongdoings and create a collective memory? 2) Why are transition governments and other actors keen on creating their own often conflicting narratives about the past? 3) What role do international actors, such as non-profit organizations or states, play in this context? In recent years, the use of art including visual and performance art but in particular street art and performance activism has become a major catalyst of dealing with the past. Yet, the reliance on artistic forms of expression to cope with mass atrocities and human rights violations is far from being a cathartic element. Instead, it can also fuel tensions leading to the creation of spaces of contention in transitioning societies.

**Human Rights, Arts & Memory**

INTRL-GA 1786 / Staff / 4 points / 2019-20

The objective of this course is to introduce students of international relations to the politics of human rights, art, and collective memory. Many IR courses on human rights provide an overview of international human rights law and the evolution thereof. However, few courses map the politicization of abuses of civil or political rights in conflict or during authoritarian rule against the backdrop of art as a vector for change. This seminar focuses on a cross-regional analysis to explore how different social actors address political violence in the aftermath of atrocities relying on art and how their actions impact society. Some of the questions posed include: 1) How do societies account for wrongdoings and create a collective memory? 2) Why are transition governments and other actors keen on creating their own often conflicting narratives about the past? 3) What role do international actors, such as non-profit organizations or states, play in this context? In recent years, the use of art including visual and performance art but in particular street art and performance activism has become a major catalyst of dealing with the past. Yet, the reliance on artistic forms of expression to cope with mass atrocities and human rights violations is far from being a cathartic element. Instead, it can also fuel tensions leading to the creation of spaces of contention in transitioning societies.
of empirical examples. The second part of the course focuses on the challenges between civil society and state actors when dealing with the past. Several historical and contemporary case studies help contextualize the intricate issues societies face when addressing past wrongdoings. In addition, the seminar-style course introduces alternative teaching methods—including simulations, films and select guest speakers, such as subject matter experts and practitioners—to provide students with a rich and stimulating learning environment to understand the politics of justice, policy strategies and norm-building in post-conflict and post-authoritarian societies.

**US Policy in Asia Pacific**

INTRL-GA 1792 / Staff / 4 points / 2019-20, 2020-21

Since the Pivot to Asia during the Obama administration, East Asia has loomed larger in U.S. foreign policy. The advent of President Trump portends some even greater changes in U.S.-East Asia relations, perhaps the most profound since World War II. This class examines U.S. relations focusing on China and Japan, but also including Korean issues and the South China Sea. Both security and political economy issues are covered. International relations here includes not just what governments do, but also the profound influence of private power and strategy, primarily involving business. Political, business and military strategy will all be explained and examined.

**Radicalization & Religion**

INTRL-GA 1793 / Staff / 4 points / 2019-20, 2020-21

Cultural values, particularly religious ones, as well as emotions are underestimated in analyses that emphasizes rational decision-making. Some of the deepest yearnings in human beings can be of critical importance in sustaining what is defined in the literature as “intractable” social conflicts. Strict cost-benefit calculations figure prominently in instrumental decision-making pertaining to goals with adjustments necessary should the costs be too high to achieve specific objectives. What analysts may term “culturally sacred” values are less sensitive to calculations of cost and benefit—a fact ignored in Realpolitik explanations. This course investigates the issues pertaining to religious values and the limits of rational choice with a specific focus on the ways in which culturally sacred values in support of political violence are spreading across terrorist groups. In conjunction with NYU’s on-going participation in the Peer 2 Peer (P2P) campaign, organized in cooperation with the US Department of State, this course assesses the ways in which countering such values with alternative value interpretations can eliminate or mitigate terrorist violence. The course also examines the extent to which religious values sustain clashes between political cultures.

**Nationalism and Ethnicity**

INTRL-GA 1794 / Rama / 4 points / 2019-20, 2020-21

Nationalism and ethnicity remain a common cause of conflict in international politics of the past two centuries. Yet, the intensification and the vengeful resurgence of nationalist and ethnic conflicts in the post-Cold War era have been most unexpected and surprising for policy-makers and scholars alike. The increasing frequency and deadliness of nationalist conflict at the international and the intra-state level, from mass expulsions to state-sponsored genocides, has prompted international and humanitarian interventions that have challenged time-honored norms of state behavior and its integrity. However, despite widespread recognition amongst intellectuals and policymakers of the virulent resurgence of nationalism, there is a widespread lack of consensus on the meaning and origins of, as well as the management strategies for dealing with, nationalist and ethnic conflict. To many, nationalism appears just an amorphous and protean form of organization that is difficult to be defined, described and controlled. Most of the literature for this course will be drawn from the contemporary debates on the nation, ethnicity and international relations theory and practice, intentionally fusing together theory and case studies. However, while emphasis will be placed on achieving a better understanding of theoretical interpretations and frameworks for action, we will take good care to examine a number of case studies in a variety of contexts. This will familiarize us with the repertoire of strategies, justifications, and practices used by all actors. We will do so through assigned readings, but also by following events and conflict that unfold during this semester.

**International Economic Development**

INTRL-GA 1800 / Yetim / 4 points / 2020-21

This course is designed to introduce graduate students to the core concepts, processes, theories, and issues international development. The focus will be on divergent theoretical approaches to international development and their empirical applications while studying different regions’ experiences of development. The field is characterized by contentious debates and we will explore these debates form multiple perspectives. Our objective is to gain an understanding of the problems of development and explore why some nations fail and others succeed, why some nations experience sustained economic
growth while others grow and then stagnate by applying recently developed frameworks, i.e., Acemoglu and Robinson, North, Wallis, and Weingast, or Bates, to case studies from Africa, the Middle East, Asia, and Latin America.

The World Economy
INTL-GA 1900 / Yetim / 4 points / 2019-20, 2020-21
This course is designed to introduce graduate students to the core concepts, issues, and theories of the world economy. The focus will be on how changes in the world economy affect politics within and among states. Throughout the course we will be taking a political economy view: that economic policy is the outcome of bargaining between interest groups in the political arena. As such politics and economics are never far apart—the economics identifies the potential gainers and losers; the politics determines who wins the contest. Our objective is to gain a thorough understanding of the politics of international trade, international monetary relations, international finance, and globalization.

Reading and Research
INTL-GA 3991 / Staff / 1-4 points / 2019-20, 2020-21
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. Tutorial for students whose individual needs are not met by formal courses. A substantial research paper or final examination is required.

Writing for International Affairs
INTL-GA 3992 / Staff / 2 points / 2019-20, 2020-21
This course is designed to help students write at an expert level in the field of International Relations and is required for all M.A. in IR students. This course enhances and refines students’ critical writing and reading skills for the study, and practice, of International Relations. Students will extend their abilities to write clearly, coherently, and fluently by incorporating analysis into their writing. Vocabulary, outlining, summary/synthesis, and critiquing skills will be reinforced. Students will apply college standards of proper rhetoric by choosing subjects and modes appropriate for the intended audience and purpose. Each student will choose a topic for a major research paper that will require careful analysis of readings and implementation of documentation techniques. Students will demonstrate basic principles of unity, coherence and support in essay writing with applied principles of revision through prewriting, outlining, drafting, revising, editing, and proofreading.

Master’s Thesis Seminar
INTL-GA 4000 / Staff / 2 points / 2019-20, 2020-21
PROGRAM IN

Irish and Irish-American Studies

as.nyu.edu/irelandhouse
Glucksman Ireland House
New York, NY 10003-4573
Phone: 212-998-3950
E-mail: gsas.irishstudies.ma@nyu.edu

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, 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 courses (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, History of Modern Ireland I and II, IRSH-GA 1416 and IRSH-GA 1417, and of Irish literature, Literature of Modern Ireland I and II, IRSH-GA 1083 and IRSH-GA 1084. These courses are designed to offer M.A. students the courses necessary to attain a comprehensive grasp of one or more of the primary disciplines within Irish studies and to service students in other graduate programs who wish to make Irish and Irish-American history or Irish literature a component or minor field of their studies.
Electives and Individual Specialization: General elective courses are offered in Irish music, Irish history, Irish-American history, and Irish literature, and special topics courses in Irish literature and in Irish and Irish-American studies; this third tier allows students to complete the eight courses required for the M.A. degree and to develop their own particular areas of specialization. Students enrolled in the M.A. may, with permission of the director of the M.A., enroll in relevant courses offered within other programs and areas of scholarship within the University, including the Departments of English, Music, and History, the American Studies program; the Tisch Performance Studies Department; and the Draper Program.

Thesis or Final Project: All students are required to complete a final project or thesis. This requirement may be met in either of two ways. With permission of their faculty adviser, students have the option of enrolling, in their final semester, in Guided Research, 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. Located on the corner of Washington Mews and Fifth Avenue, the townhouse provides a welcoming environment for most courses in the program.

FACULTY

Marion R. Casey
Clinical Associate 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.

Kevin Kenny
Professor (History). Ph.D. 1994 (history), Columbia; M.A. 1987 (history), Edinburgh.
Irish emigration, U.S. immigration, nineteenth-century U.S., global migration

Michael “Mick” Moloney
Irish and Irish American music and popular culture.

Pádraig Ó Cearúll
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.

Kelly Sullivan
Clinical Associate Professor. Ph.D. 2014 (English), Boston College; M.A. 2005 (Anglo-Irish literature), University College (Dublin); B.A. 2002 (English), Skidmore.
British and Irish Modernism, Irish Visual Culture, Contemporary Irish Literature.

Barry P. McCarron
World history, politics, Sino-Irish relations, the Irish and Chinese diasporas, American immigration and ethnic history, U.S. history in a global context, and the histories of migration, race, and empire in the Pacific world.

Miriam Nyhan Grey
Adjunct Assistant Professor. Ph.D. 2008 (history), European University Institute; M.Phil., B.A. University College (Cork).
Twentieth century immigration, Oral history, modern Irish history, comparative migration history, Irish diaspora, and Irish America.

Thomas M. Truxes
Clinical 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, M.A 1992 (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; modernism; Irish studies.
FACULTY EMERITI
Denis Donoghue, Professor
Robert J. Scally, Program Director
J. “Joe” Lee, Program Director

AFFILIATED FACULTY
Hasia R. Diner
History and Hebrew and Judaic Studies.
Nicholas Wolf
NYU Data Services, Irish cultural, social, and linguistic history, and digital and data-driven scholarship.

COURSES

CORE CURRICULUM

The Irish Studies Seminar I
IRISH-GA 1001 / Waters / 4 points / 2019-20, 2020-21
Introduction to the inter- and transdisciplinary nature of contemporary Irish studies practice, focusing on issues of historiographic and representational controversy in the interpretation of Irish history and culture.

The Irish Studies Seminar II: An Teanga Bheo: Irish (Gaelic) Language Linguistic Acquisition and Historical/Cultural Context
IRISH-GA 1002 / Ó Cearúll / 4 points / 2019-20, 2020-21
Students achieve basic conversational proficiency in Irish. Examines major historical and cultural subjects surrounding the language such as its decline, attempts at revival, and its contemporary position.

FIELD SPECIALIZATION

Literature of Modern Ireland I
IRISH-GA 1083 / Waters / 4 points / 2019-20, 2020-21
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
IRISH-GA 1084 / Waters, Sullivan / 4 points / 2019-20, 2020-21
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
IRISH-GA 1416 / Truxes / 4 points / 2019-20, 2020-21
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
IRISH-GA 1417 / McCarron / 4 points / 2019-20, 2020-21
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
IRISH-GA 1085 / Waters, Sullivan / 4 points / 2019-20, 2020-21
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.

Irish Music in America 1750 to the Present
IRISH-GA 1319 / Moloney / 4 points / 2019-20, 2020-21
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.

Ireland in the Atlantic World, 1600-1800
IRISH-GA 1425 / Truxes / 4 points / 2019-20, 2020-21
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.

Topics in Irish and Irish-American Studies
IRISH-GA 1441 / Casey, Truxes, Kenny / 4 points / 2019-2020, 2020-21
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.

RESEARCH

Independent Study
IRISH-GA 1097 / Staff / 2-4 points / 2019-20, 2020-21
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
IRISH-GA 1099 / Staff / 4 points / 2019-20, 2020-21
Preparation for M.A. thesis in close supervision with faculty supervisor. Requires research proposal, abstract, and a schedule of meetings to supervisor for approval.
DEPARTMENT OF
Italian Studies

as.nyu.edu/italian
Casa Italiana Zerilli-Marimò
24 West 12th Street
New York, NY 10011-8697
Phone: 212-998-8730

Chair of the Department
Professor Ara Merjian (Fall 2019) / Alison Cornish (Spring 2020)

Director of Graduate Studies
Professor Alison Cornish (Fall 2019) / Ara Merjian (Spring 2020)

PROGRAMS
AND
REQUIREMENTS

Master of Arts
The M.A. program in Italian Studies 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.

Doctor of Philosophy in Italian
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. Completion of all requirements is expected within seven years and preferably within five for students entering with a B.A. degree or preferably within 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.

Concentration in Medieval and Renaissance Studies: The concentration in Medieval and Renaissance Studies is interdisciplinary in nature and creates a framework and community for diverse approaches to the study of the Middle Ages and Renaissance. It complements doctoral students’ work in their home departments with interdisciplinary study of the broad range of culture in the medieval and early modern periods, as well as of the theories and methods that attend them. The concentration is designed to train specialists who are firmly based in a traditional discipline but who can work across disciplinary boundaries, making use of varied theoretical approaches and methodological practices. The concentration consists of twenty credits distributed under the following courses: Proseminar in Medieval and Renaissance Studies, MEDI-GA 1100, Late Latin and Early Vernaculars, MEDI-GA 2100 or other approved course, and Medieval and Renaissance Studies Workshop, MEDI-GA 2000, 2 points per semester taken twice in an academic year. Students must also take one approved course in the area of Medieval and Renaissance Media: Visual and Material Cultures, and one approved course in a medieval or early modern topic. At least one course, not counting either the Proseminar or Workshop, must be taken outside a student’s home department. In addition, students pursuing the concentration will present a paper at least once either in the Workshop or in a conference offered by the Medieval and Renaissance Center.

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. GRI’s are available for three-month stays for PhD students in good standing.

FACULTY

Stefano Albertini
Clinical Professor. Ph.D. 1997 (Italian literature), Stanford; M.A. 1991 (Italian literature), Virginia; Laurea 1987 (history and literature), Parma. Politics and literature of the Renaissance; Machiavelli; Italian cinema; church/state relationships in contemporary Italy.

Karl Appuhn
Associate Professor (History, Italian Studies). Ph.D. 1999 (history), Northwestern; B.A. 1994 (history), California (San Diego). Early modern Europe; environmental history; history of science, technology, and medicine; history of animals; mediterranean history; Italian renaissance.

Maria Luisa Ardizzone
Professor. Laurea 1967 (medieval studies, history), Palermo. Medieval poetry, Dante, philosophy, and science; contemporary poetry; intellectual history.
Ruth Ben-Ghiat  
Professor (Italian Studies, History). Ph.D. 1995 (history), Brandeis; B.A. 1985 (history), California (Los Angeles). 
Twentieth-century Italian culture and history; film; fascism; colonialism and empire.

Nicola Cipani  
Clinical Associate Professor. Ph.D. 2014, Humboldt. 
Giordano Bruno, Renaissance Philosophy, Art of Memory, Visual/verbal languages (Emblem Literature, Visual Poetry), Machines in Modern Literature, Sound Studies.

Alison Cornish  
Professor. Ph.D. 1990, Stanford; M.A. 1987 (medieval studies), Cornell; B.A. 1984 (English), California (Berkeley). 
Italian Literature; Medieval and Renaissance; Dante, translation; vernacularity; science and literature; music and literature; Renaissance drama.

Virginia Cox  
Sixteenth-century Italian literature; history of rhetoric; early modern women's writing.

Rebecca Falkoff  
Assistant Professor. Ph.D. 2012, M.A. 2004, 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.

Ara H. Merjian  
Twentieth-century art history, theory; Nietzschean philosophy; modernist aesthetics; futurism; film; Pasolini.

Eugenio Refini  
Reception and translation studies, drama, poetics and rhetoric, classical tradition, intersections of music and literature, Renaissance and Baroque music, opera.

COURSES

GENERAL

Publication Workshop  
ITAL-GA 1050 / Cox / 4 points / 2020-21  
This course combines elements of a substantive course and of professionalization and training in research and scholarly writing. It takes as its object of study a particular text or artwork; and it engages students in a structured manner in the processes of research, analysis, writing, and revision necessary to produce a publishable research paper on the subject. The first half of the course is taken up with the research process, conducted collectively by the students under the guidance of the instructor. In the second half of the course, the class will collectively write and revise an 8,000-word article suitable for publication as a journal article. In this iteration, the object of study chosen is a late sixteenth-century poetic manuscript containing a copy of a vernacular translation of the seven penitential psalms, by the Benedictine monk, Agostino Cesari, or Cesareo.

Studies in Italian Culture  
ITAL-GA 1981 / Staff / 4 points / 2019-20, 2020-21  
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); War and Cinema (Ben-Ghiat); Old things, New materialisms (Falkoff); Canon-formation in the early Italian Tradition (Cornish); Carlo Emilio Gadda and the Neo-Avant-Garde (Falkoff); Film and Urban Space in Italy (Forgacs); Visual Languages of the Renaissance: Emblems, Dreams, Hieroglyphs (Cipani); politics of history in the Renaissance (Appuhn); Cinemas of Poetry, Cinemas of Painting: Antonioioni, Pasolini, Parajanov (Merjian)

**Documentary Italian Style**
ITAL-GA 1986 / Forgacs / 4 points / 2020-21
The course has three main aims: (1) to familiarize students with a sample of Italian non-fiction films of different types; instructional, industrial, newsreel, propaganda, ethnographic, social, memoir, found footage; (2) to equip them to engage critically with these films through close analysis and reading of key texts on documentary; (3) to help them produce high-level critical writing about Italian documentary, paying particular attention to film style.

**Topics in Italian American Culture**
ITAL-GA 2165 / Staff / 4 points / 2019-20, 2020-21
Topics range from sociology of immigration to anthropology of ethnic identity, and from Italian American fiction to the contribution of Italian Americans to the visual and performing arts.

**Topics in Italian Literature**
ITAL-GA 2192, Staff / 4 points / 2019-20, 2020-21
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); Dante's Lyric Poetry (Ardizzone); Dante and his World (Ardizzone); literature and machines (Falkoff and Cipani); Dante as public intellectual (Ardizzone); Ariadne's Echo: Reception and Intertextuality Across Artistic Media (Refini).

**Guided Individual Reading**
ITAL-GA 2891 / Staf / 2-4 points / 2019-20, 2020-21

**PhD Exam Preparation Seminar**
ITAL-GA 3020 / Staff / 4 points / 2019-20, 2020-21
This course comprises a series of student-led seminars under the direction of the Director of Graduate Studies, intended to prepare students for their Ph.D. exam.

**Research Preparation in Italian Studies**
ITAL-GA 3030 / Staff / 4 points / 2019-20, 2020-21
This course is designed to introduce students in the PhD program to independent research in preparation for their concentrated work on the dissertation. It is a required course for students in their last semester of course work.

**MEDIEVAL/EARLY MODERN**

**Renaissance Italy**
ITAL-GA 1552 / Staff / 4 points / 2020-21
A class devoted to the 'heart' of the Renaissance, the city of Florence, in the 15th and 16th centuries, with virtual excursions to Siena, Venice, and Rome. We will focus on studying the interface between historical and religious movements, on the one hand, and cultural manifestations on the other.

**Dante’s Inferno**
ITAL-GA 2310 / Ardizzone / 4 points / 2019-20
The course is conceived as a re-reading of Dante’s *Inferno*. We will start with a general introduction to Dante’s Commedia in order to orient the students to an understanding of Dante’s masterpiece and the *Inferno* as part of it. *Inferno* is the first cantica of the *Divine Comedy*, a very long poem traditionally judged to be one of the most important in Western culture. At the center of the poem is the human being, his condition in the afterlife and his punishment or reward. Taken literally, the theme is the state of the souls after the death. But allegorically, the true subject is moral life and thus the torments of the sins themselves or the enjoyment of a happy and saintly life. In the *Inferno* Dante represents the passions and vices of the human beings and the punishment that God’s justice inflicts upon the sinners. Hell is the place of eternal damnation. The course will provide a fresh approach to the *Inferno* with a focus on the problem of evil as represented in the *Commedia*. We will investigate Dante’s dramatization of the ontology of human beings and their inclination to materiality and materialism, which the poet considers the source of evil. The course includes an introduction to Dante’s first work, the *Vita Nuova*, and a reading of sections of his treatises: *On Vernacular Speech and Convivio*. The requirements of the course are as follows: active class participation, 3 response papers (3 pages), a mid-semester and final oral presentation, and a final paper 20 to 25 pages in length. All readings will be available as photocopies. French or Latin texts will be translated.

**Divina Commedia: Purgatorio**
ITAL-GA 2311 / Ardizzone / Cornish / 4 points / 2019-20
This course proposes a reading of
Dante’s Commedia considered in light of the theological, philosophical and rhetorical learning of Dante’s time.

The Italian Lyric Tradition from Petrarch to Marino
ITAL-GA 2323 / Cox / 4 points / 2019-20
This course offers an overview of the development of lyric poetry in Italy from the fourteenth to the early seventeenth century, beginning with Petrarch’s refashioning of lyric style in his Rerum vulgarium fragmenta, and ending with the emergence of the Baroque as a literary movement. Stylistic developments over this period will be related to the differing historical contexts of production and consumption of lyric poetry, with a major thematic focus being the impact of print culture on the sixteenth-century lyric tradition, and another the influence on this tradition of the great religious reform movements of the sixteenth century. Other issues explored in the course are the gendering of the lyric voice in amatory and religious lyric; the emergence of the figure of the female poet in the late fifteenth and sixteenth centuries; the relationship between lyric poetry and social history; and the relationship between lyric poetry and the visual arts. The aim of the course is to provide a secure grasp of the history of lyric poetry in this period as conventionally told and an acquaintance with its canonical authors (Petrarch, Bembo, Della Casa, Tasso, Marino), while, at the same time, allowing for exploration within new areas of research that have opened up especially in the past decade or so, notably the history of women’s engagement with lyric as readers and writers, and the development of religious lyric through the Counter-Reformation and into the Baroque.

Studies in Medieval Culture
ITAL-GA 2389 / Ardizzzone / Van Straten / 4 points / 2019-20
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; Il Novecento racconta il Novecento (Van Straten)

Florentine Culture in Context 1250-1600
ITAL-GA 2565 / Cox / 4 points / 2019-20
This course offers the opportunity to study some of the key works of late-medieval and Renaissance Florentine literary, intellectual and artistic culture in their social and political contexts, and hence to engage diachronically with the broader theoretical question of the ways in which elite culture is inflected by socioeconomic and political developments. The choice of texts to be studied has been calculated to provide both a sense of the diversity of Florentine culture and its continuities. Besides texts that conventionally fall under the rubric of literature, such as lyric poetry, verse narrative, and drama, the syllabus encompasses chronicles, sermons, and works of political, rhetorical, social, and aesthetic theory. Thematic focuses include civic and family identity; gender and sexuality; and the relationship between language and political power.

Studies in Renaissance Literature
ITAL-GA 2589 / Cox, Bolzoni, Tylus / 4 points / 2019-20, 2020-21
Variable content course. Recent topics: The Italian Lyric Tradition from Petrarch to Marino (Cox); art and literature, poetry and portrait in Italian Renaissance (Bolzoni); the literature of pilgrimage in early modern Italy (Tylus).

19th AND 20th CENTURIES

Neorealism
ITAL-GA 1980 / Ben-Ghiat / 4 points / 2020-21
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.

The Mediterranean. Archives, Translations, Histories
ITAL GA 2675 / Yousefzadeh / 4 points / 2019-20
This course approaches the Mediterranean as a multicultural site that lends itself to questions concerning cultural encounters and crossovers, as well as to the issue of historical memory. The Mediterranean emerges in our investigation as the substance of, and the backdrop for a reevaluation of the various narratives of European modernity; for an examination of the centrality of colonialism in that modernization process; and finally, for an encounter with the realities of southern and eastern immigration into Europe.

Carlo Emilio Gadda & the Neo-Avant-Garde
ITAL GA 2900 / Falkoff / 4 points / 2020-21
This course is dedicated to a close reading of the two major novels of Carlo Emilio Gadda, the great neurotic polymath often referred to as “the Italian James Joyce”: La cognizione del dolore (serialized between 1938-1941 in Letteratura, then published by Einaudi in 1963) and Quer pasticciaccio brutto de’ via Merulana (serialized in Letteratura between 1944-1946, then published
by Garzanti in 1957). Our study of these novels will be supplemented by discussions of theoretical approaches elicited by his writing—particularly new materialism, science studies, and psychoanalysis. We will conclude with a study of the “Nipotini dell’Ingegnere”—those named by Alberto Arbasino in his influential essay of that title (Abarsino, Testori, and Pasolini); as well as writers of the Neo-Avant-Garde who sought to continue Gadda’s legacy by emulating his famously “baroque” style marked by wild digressions and the extensive use of regional dialects. Reading knowledge of Italian is required. Class discussion will be conducted in English; Readings will be in English and Italian.

**Italian Colonialism**  
ITAL-GA 2972 / Ben-Ghiat / 4 points / 2020-21  
Explores Italian colonialism from the late 19th century through decolonization. Through readings of colonial travel literature, novels, films, diaries, memoirs, and other texts, students address the meaning of colonialism within Italian history and culture, the specificities of the Italian colonial case within broader trends of European imperialism, and the legacies of colonialism in contemporary Italy.

**20th-Century Italian Poetry**  
ITAL-GA 2984 / Ardizzone / 4 points / 2019-20  
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, hermeticism, and the discourse of the avant-garde.

**Sicily and the Mediterranean**  
ITAL-GA 2988 / Staff / 4 points / 2020-21  
This graduate course explores fiction and non-fiction works of one remarkable 20th century Sicilian writer and critic, Leonardo Sciascia (1923-1989). Sciascia’s work revolves around this simply stated, immensely completing idea: “Ours [Italy] is a country without memory or truth. As such, I don’t want to forget.” Sciascia believed that the role of the writer and intellectual is twofold: on the one hand, to explore collective memory, not leaving that task solely to the archival investigations of historians, and, on the other hand, to approach historical and political events and “mysteries” truthfully, for example, the assassination of the political leader Aldo Moro in 1978, with courage, whatever the cost. In This course, we will explore the following questions: What role did Sicily’s Arab heritage, Spanish influences and the French Enlightenment play in his life and writing? How might we use Sciascia’s ideas to tackle some of the most intractable problems of the Mediterranean today, including organized crime, terrorism, violence, justice, corruption and the often fraught relationship between religion and civil society? We will analyze these questions from two perspectives: first, through the lens of Sciascia’s heritage and sources and second, his lasting legacy, i.e., what has endured in his work after his death.
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 or multimedia samples. These samples should be indicative of the applicant’s best overall work and need not have been published. A statement of purpose, which should adhere to the guidelines listed in the journalism 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 only for Global Journalism, Science, Health, and Environmental Reporting, and Magazine. No specific subject test is necessary. International applicants must take the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) exam 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, TOEFL, and IELTS 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 atets.org. It is recommended that all applicants take the test at least 10-12 weeks before the application deadline date to insure 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 which has been chosen. Depending on the concentration chosen, up to 20 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.
Students choose one of the following eight concentrations.

Cultural Reporting and Criticism Concentration: Students in the Cultural Reporting and Criticism concentration are equipped with a broad background in cultural and social issues, as well as with the reportorial and analytical skills needed to write on the arts, popular culture, the media, human rights, political controversies, and social groups and milieus. The program teaches a wide array of types of writing, including the review, the critical essay, the longform reported piece, and the polemic. Nine courses, for a total of 36 points, are required. Almost all students complete at least one internship. The CRC concentration is deeply collaborative, and stresses close working relationships between professors and students and the creation of a supportive intellectual community. Required courses are: Cultural Conversation, JOUR-GA 1181, Critical Survey, JOUR-GA 1184, Writing, Research and Reporting Workshop I, JOUR-GA 1021, and one of the following: Topics in Cultural Journalism JOUR-GA 1281, The Journalistic Tradition, JOUR-GA 1023, Topics in Literary Journalism, JOUR-GA 1050, or Topics in Cultural Journalism, JOUR-GA 1281. Recommended capstone courses for this concentration are Cataclysm and Commitment, JOUR-GA 2081; The Longform Essay, JOUR-GA 2056; The Critical Profile, JOUR-GA 2057; or Advanced Critical Essay, JOUR-GA 2058 but students may enroll in a different capstone course with permission of the Director of Graduate Studies. In any of these courses, students will complete a deeply-researched work of critical journalism of at least 3,000 words in length.

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 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 Workshop I, JOUR-GA 1021, Writing, Research and Reporting Workshop II, JOUR-GA 1022, Portfolio I, JOUR-GA 1044, and Portfolio II, JOUR-GA 1045. In addition, students are required to take one reading oriented elective and one reporting oriented elective. The concentration also requires a one-credit apprenticeship, Fieldwork in Journalism, JOUR-GA 1290 and a final, one-credit Master’s Thesis, JOUR-GA 2090. The capstone project for the Literary Reportage concentration is an apprenticeship with a non-fiction author that will result in the production of the master’s project, a significantly reported work of up to 10,000 words in length. The apprenticeship is connected with enrollment in Fieldwork in Journalism, JOUR-GA 1290, and the student continues work on the project while enrolled in Master’s Thesis, JOUR-GA 2090.

News and Documentary Concentration: Students in the News and Documentary concentration learn short-form and long-form journalism for traditional and nontraditional media. From the first class, News and Documentary students are immersed in shooting, editing and learning to report with pictures and sound as well as words. They learn form, structure, and storytelling by working in the field with a partner and, eventually, by themselves. The Reporting I course begins with the basics of short-form stories covering an ethnic neighborhood in New York. Students then move on to magazine length and finally produce 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, Television Reporting I, JOUR-GA 1040, Television Reporting II, JOUR-GA 1172, Advanced TV Reporting, JOUR-GA 1175, Media Ethics and Law, Jour-GA 0012, Video Editing, Jour-GA 1149 and Visual Thinking, JOUR-GA 1148. A seminar is required and students can choose Political Cinema JOUR-GA 1182 or Master Class in Documentary JOUR-GA 2004. The remaining courses may be an internship and elective totaling 36 credits for the M.A.
degree. The capstone project for the News and Documentary Concentration is a 30-minute documentary that the student generally shoots over the summer after the first year and then edits as part of the Advanced TV Reporting, JOUR-GA 1175 course.

Studio 20: Digital First Concentration: Studio 20: Digital First concentration 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). Required courses are: Writing, Research and Reporting Workshop I and II, JOUR-GA 1021, 1022, Digital Thinking, JOUR-GA 1012, Studio 1, JOUR-GA 1042, Studio 2, JOUR-GA 1043, and Studio 3, JOUR-GA 2044. Capstone project is completed as part of the Studio 3, JOUR-GA 2044, course. As the culmination of this course, students will complete a substantial work of quality journalism or journalistic criticism made for the web or a demonstration project that shows substantial innovation in web based journalism. This project must have a media partner that will use or carry the final work and collaborate in its production, setting constraints and distributing the work.

Magazine and Digital Storytelling Concentration: The Magazine and Digital Storytelling concentration 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 concentration requires students to take nine courses (36 points) over the course of three semesters. Required courses are: Writing, Research and Reporting Workshop I, JOUR-GA 1021, Press Ethics, JOUR-GA 12, Advanced Reporting Topics, JOUR-GA 1182, Reporting the Arts, JOUR-GA 2034, Introduction to Literary Reportage, JOUR-GA 2048, and one reporting elective. The capstone requirement is a substantial, publishable work of deeply-reported journalism at least 3,000 words long. This requirement is completed while taking one of the following capstone courses: Advanced Reporting Topics, JOUR-GA 1182; Reporting the Arts, JOUR-GA 2034; Introduction to Literary Reportage; or another capstone course designated by the DGS.

Reporting the Nation and New York Concentration: Reporting the Nation and New York concentration prepares students to cover issues that concern the American people as a whole. New York City presents a particularly compelling place to offer such a specialization. Many of the great issues that concern and divide Americans can be found in the city and its environs. Each semester includes an intensive series of writing and reporting courses and journalistic seminars as well as an interdisciplinary course that students choose from an approved list meant to provide them with a deeper understanding of significant national issues. There is also a multi-platform reporting trip to an underserved community every fall. Multimedia production is also a strong component of this program and students create content for the concentrations award winning website pavementpieces.com. An internship with a city publication or broadcast outlet takes place between the second and third semesters. This is a 37-credit concentration with a total of 10 courses leading towards an M.A. Required courses are: Writing, Research and Reporting
Workshop I and II, JOUR-GA 1021, 1022, Press Ethics, JOUR-GA 12, Investigative Reporting, JOUR-GA 331, and Fieldwork in Journalism, JOUR-GA 1290. Capstone project is completed as part of the Investigative Reporting, JOUR-GA 331, course. As the culmination of this course, the student will complete a significantly reported piece of approximately 3,000 words.

Business and Economic Reporting (BER) Concentration: Business and Economic Reporting concentration 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, First Amendment Law, JOUR-GA 11, Investigative Reporting, JOUR-GA 331, Multimedia Storytelling JOUR-GA 1080, and Fieldwork in Journalism, JOUR-GA 1290, for 2 points (can be split into two 1 point internships) and Longform Narrative, JOUR-GA 2046. 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. The capstone course for this concentration is Longform Narrative, JOUR-GA 2046. In this course, students produce a 3,000-word-long feature article of publishable quality.

Science, Health and Environmental Reporting Program (SHERP) Concentration: Science, Health and Environmental Reporting Program (SHERP) concentration at NYU is a 10-course, 38-credit program, including nine required courses and one elective. Founded in 1982, SHERP is a globally renowned program operating in the world capital of science communication. The program’s 400-plus alumni have diverse backgrounds and beliefs and work in many types of digital, print and broadcast media in 25 countries. What unites them are two deeply held convictions: science is too important to leave only to scientists, and journalism is too important to leave only to the scientifically illiterate. A key focus is reporting, writing and editing features and news for online sites and magazines, but students also dive into all forms of modern journalism, from books and long-form narratives to video and audio stories, podcasting, editing, data visualizations, blogs and social media. Entrepreneurial skills, including self-marketing, are also emphasized throughout the SHERP sequence, as is investigative science journalism. SHERP students also operate their own news site, Scienceline.org. Required courses are: Writing, Research and Reporting Workshop I and II (SHERP), JOUR-GA 1021, 1022, Current Topics in Science, Health and Environmental Journalism, JOUR-GA 1017, Investigative Science Journalism, JOUR-GA 1189, Environmental Reporting, JOUR-GA 1188, Press Ethics (SHERP), JOUR-GA 12, Fieldwork in Journalism (SHERP), JOUR-GA 1290 (twice), Medical Reporting, JOUR-GA 1187, and Science Writing, JOUR-GA 1180. The capstone course for this concentration is Science Writing, JOUR-GA 1180. In this course, students produce a 3,500-word-long feature article of publishable quality.

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

The Journalism and European and Mediterranean Studies Joint M.A. at the Graduate School of Arts and Science (GSAS) is a 42 credit program (22 Journalism credits including a 2-credit directed reading for the Master’s project and 20 European and Mediterranean Studies credits). Course requirements in Journalism are: Writing, Research and Reporting Workshop I, JOUR-GA 1021; Writing, Research and Reporting Workshop II, JOUR-GA 1022; three Journalism electives (at least two reporting-oriented); and a Master’s thesis completed while enrolled in Directed Reading, JOUR-GA 1299. Course requirements in European and Mediterranean Studies are: What is Europe, EURO-GA 2301; and four European and Mediterranean Studies electives.
Joint Degree Master of Arts in Journalism and Africana Studies

The Journalism and Africana Studies Joint M.A. at the Graduate School of Arts and Science (GSAS) is a 42 credit program (22 Journalism credits including a 1-credit internship and 1-credit directed reading for the Master’s project and 20 Africana Studies credits). Course requirements in Journalism are: Writing, Research and Reporting Workshop I, JOUR-GA 1021; Writing, Research and Reporting Workshop II, JOUR-GA 1022; three Journalism electives (at least two reporting-oriented); a 1-credit internship, JOUR-GA 1290; and a Master’s thesis completed while enrolled in Directed Reading, JOUR-GA 1299. Course requirements in Africana Studies are: Pro-Seminar I, AFRS-GA 2000 and four Africana Studies electives.

Joint Degree Master of Arts in Journalism and French Studies

The Journalism and French Studies Joint M.A. at the Graduate School of Arts and Science (GSAS) is a 44 credit program (20 Journalism credits and 24 French Studies credits). Course requirements in Journalism are: Writing, Research and Reporting Workshop I, JOUR-GA 1021; Writing, Research and Reporting Workshop II, JOUR-GA 1022; three Journalism electives (at least two reporting-oriented); and a Master’s thesis completed while enrolled in Directed Reading, JOUR-GA 1299. Course requirements in French are: 19th C. French History, IFST-GA 1610; five electives; and a three-hour written exam.

Joint Degree Master of Arts in Journalism and International Relations

The Journalism and International Relations Joint M.A. at the Graduate School of Arts and Science (GSAS) is a 40 credit program (24 Journalism credits including a 2-credit directed reading for the Master’s project and a 2-credit internship in either an IR-related or journalism outlet and 16 IR credits). Course requirements in journalism are: Writing, Research and Reporting Workshop I, JOUR-GA 1021; Writing, Research and Reporting Workshop II, JOUR-GA 1022; three Journalism electives (at least two reporting-oriented); a 1-credit internship, JOUR-GA 1290; and a Master’s thesis completed while enrolled in Directed Reading, JOUR-GA 1299. Course requirements in International Relations are: International Relations, INTRL-GA 1700; Global and International History, INTRL-GA 1600; and two IR electives.

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

The Journalism and Latin American and Caribbean Studies Joint M.A. at the Graduate School of Arts and Science (GSAS) is a 46 credit program (22 Journalism credits, including a 2-credit directed reading for the Journalism master’s project and 24 CLACS credits, including a separate 20-page paper for CLACS in addition to the Journalism master’s project). Course requirements in Journalism are: Writing, Research and Reporting Workshop I, JOUR-GA 1021; Writing, Research and Reporting Workshop II, JOUR-GA 1022; three Journalism electives (at least two reporting-oriented); and a Master’s thesis completed while enrolled in Directed Reading, JOUR-GA 1299. Course requirements in CLACS are: Two required introductory courses (Iberian-Atlantic and Colonial Perspectives, LATC-GA 1001, and Hemispheric and Postcolonial Perspectives, LATC-GA 2001); four area studies electives; and a research paper.

Joint Degree Master of Arts in Journalism and Near Eastern Studies

The Journalism and Near Eastern Studies Joint M.A. at the Graduate School of Arts and Science (GSAS) is a 42 credit program (20 Journalism credits and a 2 credit master’s project and 20
Near Eastern credits). Course requirements in Journalism are: Writing, Research and Reporting Workshop I, JOUR-GA 1021; Writing, Research and Reporting Workshop II, JOUR-GA 1022; three Journalism electives (at least two reporting-oriented); and a Master’s thesis completed while enrolled in Directed Reading, JOUR-GA 1299. Course requirements in Near East are: Problems & Methods in Middle Eastern Studies, MEIS-GA 1687, History of Middle East (1750 to Present), MEIS-GA 1642; one course each from two of the following disciplines: Anthropology, Economics, Politics, Sociology; and one other elective selected in consultation with DGS.

**Joint Degree Master of Arts in Journalism and East Asian Studies**

The Journalism and East Asian Studies Joint M.A. at the Graduate School of Arts and Science (GSAS) is a 42 credit program (22 Journalism credits including a 2-credit directed reading for the Master’s project and 20 East Asian Studies credits). Course requirements in Journalism are: Writing, Research and Reporting Workshop I, JOUR-GA 1021; Writing, Research and Reporting Workshop II, JOUR-GA 1022; three Journalism electives (at least two reporting-oriented); and a Master’s thesis completed while enrolled in Directed Reading, JOUR-GA 1299. Course requirements in East Asian Studies are: Introduction to Critical Asian Studies, EAST-GA 1001; and four East Asian electives.

**Joint Degree Master of Arts in Journalism and Russian and Slavic Studies**

The Journalism and Russian and Slavic Studies Joint M.A. at the Graduate School of Arts and Science (GSAS) is a 42 credit program (22 Journalism credits including a 2-credit directed reading for the Master’s project and 20 Russian and Slavic Studies credits). Course requirements in Journalism are: Writing, Research and Reporting Workshop I, JOUR-GA 1021; Writing, Research and Reporting Workshop II, JOUR-GA 1022; three Journalism electives (at least two reporting-oriented); and a Master’s thesis completed while enrolled in Directed Reading, JOUR-GA 1299. Course requirements in Russian and Slavic Studies are: Defining Russia, RUSSN-GA 2121; and four Russian and Slavic Studies electives.

**American Journalism Online Master’s Program**

This is a 30-credit, fully remote master’s program that train students, no matter where they live, for a thriving career as a journalist in today’s economy. The program allows students to earn a graduate degree while building a portfolio of published work and building relationships with mentors without leaving home. Students in this program form the masthead of a publication for which they work as reporters, editors, social media managers, copyeditors and more to gain real-world experience. Collaborating remotely using the same tools as working journalists around the world, students edit each other’s work, experience the challenges of the modern newsroom, and learn the opportunities of the news business. Upon completion of the program, students will be equipped to report stories, record podcasts, shoot and edit video, perform investigations, write and long-form features. Students are paired with a working journalist to serve as a mentor throughout their time in the program. This program can be done full-time or part-time. The three writing courses must be taken in order: Reporting the News JOUR-GA 1220, then Feature Writing JOUR-GA 1230, then Long-Form Narrative JOUR-GA 1270. Required courses are: Law and Ethics in American Journalism JOUR-GA 1210, Media Startups and News Innovation JOUR-GA 1240, Investigative Reporting JOUR-GA 1250, Multimedia Storytelling JOUR-GA 1260, and The Working Journalist JOUR-GA 1280.
Mohamad Bazzi
Associate Professor. B.A. 1997 (urban studies), CUNY.
Foreign and conflict reporting; U.S. foreign policy in the Middle East; urban affairs.

Robert S. Boynton
Professor. M.A. 1988 (political science), Yale; B.A. 1985 (philosophy and religion), Haverford.
Culture, ideas, books, politics, and religion.

Meredith Broussard
Assistant Professor. M.F.A. 2005 (creative nonfiction writing), Columbia; B.A. 1995 (English and American language and literature), Harvard.
Data-driven journalism, data visualization, digital media, feature reporting, arts journalism, creative nonfiction, literary journalism, race and ethnicity, risk perception, public education, news innovation.

Ta-Nehisi Coates
Distinguished Writer in Residence. Author and journalist.
Cultural, social and political issues, particularly regarding African Americans and white supremacy.

Ted Conover
Professor. B.A. 1981 (independent scholar), Amherst.
Ethnographic and participatory journalism; long-form journalism; investigative reporting; social issues.

David J. Dent
Associate Professor. M.S. 1982, Columbia; B.A. 1981 (political science), Morehouse.
African American culture; education; race and the media; television reporting.

Frankie Edozien
Clinical Associate Professor. B.A. 1994, New York.
Metro politics and government; African governments and culture; general interest reporting; public health, particularly HIV/AIDS issues; African immigrants in New York.

Dan Fagin
Professor. B.A. 1985 (government), Dartmouth.
Environmental journalism; science journalism.

Meryl Gordon
Associate Professor. B.A. 1973 (English), Michigan.
Political journalism and magazine profiles.

Eliza Griswold
Poetry; narrative writing; literature; long-form journalism.

Pete Hamill
Distinguished Writer in Residence.
Fiction; immigration and politics; art and jazz; New York City.

Robert Lee Hotz
Science and technology reporting; research ethics; neuroscience issues.

Perri Klass
Medicine and ethics; issues of infectious disease; issues of pediatrics and literacy.

Brooke Kroeger
Professor. M.S. 1972, Columbia; B.S. 1971 (journalism, political science), Boston.
Biography; archival research; women, foreign, and general interest reporting; identity and deception.

Yvonne Latty
Urban and social issues; immigration; veterans; African American and Latino culture, documentary.

Jason Maloney
Clinical Associate Professor, M.Sc. 1994 (international political economy), London School of Economics; B.A. 1991 (government and film studies), Dartmouth.
Foreign affairs; international peace and security issues; post conflict reconstruction; video news production; international news production; non-profit journalism; videography.

James McBride
Distinguished Writer in Residence. M.S.J., Columbia; B.A. 1979 (communications), Oberlin.
Music; creative nonfiction; first person narrative.

Suketu Mehta
Associate Professor. M.F.A. 1986 (creative writing), Iowa; B.A. 1984 (politics), New York.
Narrative nonfiction; fiction and poetry; screenwriting; commentary; cities; international affairs; India; immigration.

Pamela Newkirk
Art, culture, media history, and media bias.

Ivan Oransky
Distinguished Writer in Residence; Clinical Assistant Professor (Medicine). M.D. 1998, New York; B.A. 1994 (Biology), Harvard.
Health and medical journalism; scientific integrity; scientific retractions.

Adam L. Penenberg
Associate Professor. B.A. 1986 (economics), Reed.
Technology; investigative journalism; jazz.

Mary W. Quigley
Workplace trends; women and work; military families.

Marcia Rock
Associate Professor. Ph.D. 1981 (communications), New York; M.S. 1976 (film and television), Brooklyn College; B.A. 1971 (English), Wisconsin (Madison).
Women’s Issues; Veterans, Native Americans, Conflict including Northern Ireland and Israel.

Katie Roiphe
Biography; English and American literature; cultural criticism; women’s issues.

Jay Rosen
Associate Professor. Ph.D. 1986, M.A. 1981 (media studies), New York; B.A. 1979 (humanities), SUNY (Buffalo).
Journalism, democracy, and citizenship; public journalism; press ethics.

Salman Rushdie
Distinguished Writer in Residence. B.A. 1968 (History), Cambridge.
Culture; books; India; mythology; politics.

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.

Hilke Schellmann
Assistant Professor. M.S. 2009 (journalism), Columbia; M.A., B.A. 2008 (cultural theory, political science and American studies), Humboldt.
Investigative reporting; data-driven journalism; news innovation; artificial intelligence; documentary; visual journalism; social media verification; technology; foreign affairs reporting.

Charles Seife
Science journalism; history of mathematics and science.

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

Stephen D. Solomon
First Amendment law; business and economics; public policy

Mitchell Stephens
Professor. M.J. 1973, California (Los Angeles); B.A. 1971 (English), Haverford.
History and future of media and news; coverage of ideas.

Carol R. Sternhell
Feminism; motherhood; cultural politics; literary criticism; women and media.

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

Rachel Swarns
Associate Professor. M.A. 1994 (international relations), Kent (Canterbury); B.A. 1989 (Spanish), Howard.
Narrative writing; international reporting; archival research; 19th-century American history; race/race relations.

COURSES

Reporting the News
JOUR-GA 1220 / Staff / 4 points / 2019-20, 2020-21
Learn to spout off story ideas, track down interviews, cover live events, structure hard news, and construct a compelling nut graph. In this newsroom crash course, you’ll collaborate with a global cohort to write, edit, produce and promote an online publication. Each week, we’ll cover the nuts and bolts of reporting the news and get you out in the field conducting interviews, taking photos and writing stories. Then you’ll work together as editors, art directors, and social media mavens under the guidance of an experienced instructor.

You’ll build a solid portfolio of clips to showcase your talent to future employers.

Feature Writing
JOUR-GA 1230 / Staff / 4 points / 2019-20, 2020-21
Dissect great works of journalism for story, character, dialogue, scenes, structure, transitions, verb tense, point of view, style and impact. The goal is to create memorable narrative non-fiction stories that hold a reader’s attention to the last word. We’ll operate like a newsroom to maintain a class online publication with students working to write, edit and publish stories, blog on a topic, find and post art and photos, track traffic and analytics, and market the site by engaging in social media.

Long-Form Narrative
JOUR-GA 1270 / Staff / 4 points / 2019-20, 2020-21
This seminar focuses on in-depth magazine stories and non-fiction books. We’ll dissect great stories, books and book proposals for story, character arcs, dialogue, scenes, analysis, structure, transitions, verb tense, point of view and style. The goal is to figure out how memorable magazine features and narrative non-fiction books that keep your attention to the very last page are created, then to take what we’ve learned and apply it to our own work.

FACULTY EMERITUS
William E. Burrows
**Law and Ethics in American Journalism**  
JOUR-GA 1210 / Staff / 4 points / 2019-20, 2020-21  
The ethical and legal rigors of journalism set professionals apart in a crowded market and help protect the public from the spread of misinformation. In this course, you’ll survey many of journalism’s core ethical issues—what it has gotten right, and, equally important, what it has gotten wrong—questions of sensationalism, bias, diversity, major scandals, effects on the public’s perceptions, and an exploration of the current digital upheaval. To better understand what journalism has been and what it might be, students consume a selection of media and delve into the specifics of radio, TV news, and the Internet, as well as exploring “fake news.” We consider watershed legal cases, including the First Amendment, landmark legal cases such as Branzburg v. Hayes, New York Times Co. v. Sullivan, and the Pentagon Papers, as well as a look at shield laws, the use and misuse of anonymous sources, and more.

**Media Startups and News Innovation**  
JOUR-GA 1240 / Staff / 4 points / 2019-20, 2020-21  
Journalists who can successfully navigate these turbulent media times must be equal parts journalist and entrepreneur. This course is two-pronged. We’ll look at the business of journalism, the latest trends in revenue strategies, and the growth in not-for-profit publishing. We’ll consider which strategies are failing and which are succeeding (for now) by looking deeply at examples of media companies’ business plans, financials, and reputations. We’ll also walk through the steps of conceiving of your own media startup. You’ll learn about seed and venture capital, marketing and tracking traffic. All along the way you’ll be workshopping ideas for a business. The semester will culminate with the drafting of a business plan and pitch to a panel of entrepreneurs and venture capitalists for feedback.

**Investigative Reporting**  
JOUR-GA 1250 / Staff / 4 points / 2019-20, 2020-21  
Investigations require a wide range of techniques for gathering information. You’ll learn how to formulate a strategy for effective reporting, gather the needed information from interviews, documents, and online sources, form relationships with sources to gain deeper knowledge, and structure an investigative piece. The work focuses on collecting information from sources such as government agencies, legal source material, and databases and the use of spreadsheets to analyze information.

**Multimedia Storytelling**  
JOUR-GA 1260 / Staff / 4 points / 2019-20, 2020-21  
The frame of a shot, the quality of light, and the lilt in your voice—the most nuanced techniques can turn a story into a groundbreaking message. You’ll learn to overcome the challenges of multimedia storytelling, focusing on video, still images, and audio as effective reporting tools. This course will involve a lot of learning by doing, using easily accessible equipment like smartphones and audio recorders, as well as more advanced equipment for those with access.

**The Working Journalist**  
JOUR-GA 1280 / Staff / 2 points / 2019-20, 2020-21  
Now that you’ve completed your classroom education and built up a solid list of clips, it’s time to use it to land a job, internship, or promotion. Whatever your goals, you’ll work with an experienced mentor to learn the real-world skills of pitching, freelancing, applying, paying taxes—the kinds of things that can trip up a reporter of all experience levels. But don’t stress—we’ll focus a whole course on helping you reach your next career goal.

**First Amendment Law**  
JOUR-GA 11 / Staff / 4 points / 2019-20, 2020-21  
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**  
JOUR-GA 12 / Staff / 4 points / 2019-20, 2020-21  
Explores the ethical questions facing working journalists. Focuses on specific cases, both real and hypothetical. Through readings, papers, and class discussion, students analyze the ethical problems raised by these cases and develop their own systems for making ethical decisions.

**Investigative Reporting**  
JOUR-GA 331 / Staff / 4 points / 2019-20, 2020-21  
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”?*

**Digital Thinking**  
JOUR-GA 1012 / Staff / 4 points / 2019-20, 2020-21  
This course examines what makes journalism different now that it runs on a digital platform. Readings and discussion will focus on making sense of the large shifts that accompany the move to digital production and distribution in professional journalism, including the “always on” web, the lower barriers to entry, the rise of social media and “the people formerly known as the audience,” the ease of production using digital tools, the “unbundling” of news packages that were well adapted to prior platforms, the loss of monopoly status among news organizations, and the re-voicing of journalism in a more interactive environment for news. By comparing press ethics and key working concepts under the “old” system and the new codes that have emerged in the digital era, students will be able to hone in on what is different for professional journalists today, which is knowledge they will need for the remainder of the Studio 20 program.

**Current Topics in Science, Health, and Environmental Journalism**  
JOUR-GA 1017 / Staff / 4 points / 2019-20, 2020-21  
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.

**Current Problems in Journalism**  
JOUR-GA 1019 / Staff / 4 points / 2019-20, 2020-21  
Topical issues in journalism. Subjects vary: media criticism, perspectives on race and class, global journalism, and others.

**Writing, Research, and Reporting Workshop I, II**  
JOUR-GA 1021, 1022 / Staff / 4 points each / 2019-20, 2020-21  
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.

**The Journalistic Tradition**  
JOUR-GA 1023 / Staff / 4 points / 2019-20, 2020-21  
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**  
JOUR-GA 1040 / Staff / 4 points / 2019-20, 2020-21  
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.

**Studio I**  
JOUR 1042 / Staff / 4 points / 2019-20, 2020-21  
This course will explore the wave of innovation that is sweeping journalism as a result of the digital disruption that is altering or destroying news companies’ business models. Students
will examine the history of innovation in journalism, the causes of the current business disruption, the reinvention of Old Media, the creation of new models, and the nature of innovation itself. They will try their own hand at innovation, creating basic prototypes for a new journalism form or new business.

**Studio 2**
JOUR 1043 / Staff / 4 points / 2019-20, 2020-21
In Studio 2, students in the Studio 20 program, and others who request to take the course and receive permission from the instructors, tackle one large project in web development: as a team. The project chosen will vary from term to term, but it always be an adventure in web journalism, and it will always have a media partner—typically a news organization or existing journalism site that wants to do something new or collaborate with Studio 20 on an extension of its current editorial presence. Students participate in all phases of the project: background research, news ecosystem analysis, technology assessment, design and conception, prototyping, editorial workflow, content production, testing, launch, feedback and adjustment, de-bugging, iteration and evaluation. They collaborate actively and in person with the media partner. They learn to divide up tasks and coordinate the different parts of the project. They try to push the envelope and do something effective but also innovative in web journalism that meets the partner's goals, works for the users and does something effective but also innovative in web journalism that meets the partner's goals, works for the users and adds to the reputation of Studio 20.

**Portfolio I**
JOUR-GA 1044 / Staff / 4 points / 2019-20, 2020-21
Portfolio I is the first in a two-course workshop, during which you will learn the basic building blocks of literary reportage: generating ideas, refining those ideas into pitches, and developing those pitches into pieces of roughly 1,500-3,000 words. Also covered are interview and reporting techniques, structure and outlines, scenes, and dialogue.

**Portfolio II**
JOUR-GA 1045 / Staff / 4 points / 2019-20, 2020-21
Portfolio II is a nonfiction M.F.A.-style workshop to help clarify the work students have done in Portfolio I, and to prepare them to produce a masterpiece in the following semester. The genre of the work is not specified (profile, reported essay, etc.) The only requirement—other than a coherent idea, intensive reporting and research, and flawless writing—is that it fall into a recognizable genre. Multimedia and collaborative journalism of all kinds are welcome, too, so long as the student possesses the technical skills for producing high quality work.

**Topics in Literary Journalism**
JOUR-GA 1050 / Staff / 4 points / 2019-20, 2020-21
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.

**Digital Newsroom**
JOUR-GA 1070 / Staff / 4 points / 2019-20, 2020-21
Digital Newsroom allows graduate students to develop a comprehensive set of skills that will prepare them for a career in video journalism. Over the course of the semester, students rotate between newscast production and in-depth field reporting techniques. The class will produce a weekly newscast that will air on NYU’s television channel and will be “streamed” on the Internet. Students will be instructed on how to do on set reports, live remotes, and special segments, such as sports, entertainment, health, and consumer stories. Students can also use the facilities to pre-tape interviews with guests, as well as develop new ways of telling a story. We encourage experimentation and the use of social media tools.

**Television Reporting II**
JOUR-GA 1172 / Staff / 4 points / 2019-20, 2020-21 / Prerequisite: JOUR-GA 1040
This intermediate second-semester course is run like a local news operation. The students work individually as reporters some weeks and as crew other weeks. They cover beats and do short investigative and enterprise stories as well as cover breaking news and NYU-related stories that air weekly on NYU Tonight. A three-hour editorial meeting provides the time to pitch and plan stories as well as critique finished pieces. Shooting and editing are done as needed with an open schedule. Students have full access to the DV equipment and editing systems throughout the week. Students edit their in-depth pieces on the Final Cut Pro nonlinear editing system.

**Advanced TV Reporting**
JOUR-GA 1175 / Staff / 4 points / 2019-20, 2020-21 / Prerequisites: JOUR-GA 1040 and JOUR-GA 1172
Students produce in-depth newsmagazine pieces that strengthen their reporting and stylistic skills. The class works as a production team and holds editorial meetings every week. Students have the freedom to produce their
stories according to their own schedules outside of class. Students have access to digital and beta cameras and edit on nonlinear systems.

**Science Writing**  
**JOUR-GA 1180 / Staff / 4 points / 2019-20, 2020-21**  
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.

**Cultural Conversation**  
**JOUR-GA 1181 / Staff / 4 points / 2019-20, 2020-21**  
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.

**Advanced Reporting**  
**JOUR-GA 1182 / Staff / 4 points / 2019-20, 2020-21**  
A systematic introduction to a specialized form of reporting important to modern journalism. The medium—print, online, video, radio, photographic or a combination—might vary. Regardless, this course will provide students with a solid background in a kind of reportage to which they have hitherto not been exposed to.

**Critical Survey**  
**JOUR-GA 1184 / Staff / 4 points / 2019-20, 2020-21**  
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.

**Medical Reporting**  
**JOUR-GA 1187 / Staff / 4 points / 2019-20, 2020-21**  
An in-depth look at many of the most important contemporary topics in the always dynamic field of medical journalism, including the biology of cancer, environment-related illness, epidemiology, and the precepts of sound medical research and peer review. Students write several short pieces on journal reports, medical conferences and community health lectures, and one longer, feature-length piece on a health topic of their choice. Medical researchers and prominent journalists are frequent guest speakers.

**Environmental Reporting**  
**JOUR-GA 1188 / Staff / 4 points / 2019-20, 2020-21**  
Focuses on writing insightful stories about environment-related topics that are often emotionally charged and highly politicized. We will also take deep dives into a series of crucial, often misunderstood topics such as risk assessment, epidemiology, environmental law, climate science, framing and the use of databases and other investigative tools. And finally, we will read and discuss the work of exemplary environmental writers and thinkers, from Henry David Thoreau and Aldo Leopold to John McPhee and Bill McKibben. As we explore each of these three components, we will practice many forms environmental journalism, including news stories, features, topical profiles, and persuasive essays.

**Investigative Science Journalism**  
**JOUR-GA 1189 / Staff / 4 points / 2019-20, 2020-21**  
A journalist, even a science journalist, must be able to see through lies and to shed light on facts that certain people would rather keep hidden. This course is designed to give you the tools to do precisely that. By the end of the semester, you’ll be able to sniff out lies and find the facts to uncover them; you’ll also be relentless—once you sink your teeth into a juicy story, you won’t let go. This course gives SHERP students mathematical knowledge, investigative reporting techniques, and computer skills that will help them cut through hype and obfuscation, and it will do it by having SHERPies perform first-rate investigations on important scientific or medical topics. After completing this course, students will be formidable—and dangerous—reporters.

**Entrepreneurial Journalism**  
**JOUR-GA 1190 / Staff / 4 points / 2019-20, 2020-21**  
This is a hands-on, project-based course. You will work in teams to target a potential market and develop a new business product or service to capture that market. Through research, interviews and exercises—over the course of 11 classes in five weeks—you will gain a foundational knowledge of how to build and defend a business concept.

**Magazine Writing Workshop**  
**JOUR-GA 1231 / Staff / 4 points / 2019-20, 2020-21 / Prerequisite: JOUR-GA 1021**  
Teaches the practical skills required of a nonfiction magazine writer, as well as how to focus an article for a particular
market. Emphasis is on producing pieces that both inform and entertain through the careful use of language and the cultivation of an effective, powerful style. Each student writes a magazine-length article of publishable quality.

**Topics in Cultural Journalism**  
JOUR-GA 1281 / Staff / 4 points / 2019-20, 2020-21 / Prerequisites: JOUR-GA 1181, and JOUR-GA 1184  
Focuses on a broad cultural theme, allowing students to pursue a variety of interests. Students read and discuss relevant works of cultural journalism, explore an aspect of the topic in depth, and produce a substantial writing project. Topics include “Cataclysm and Commitment: The Journalism of War, Revolution, Genocide, and Human Rights.”

**Fieldwork in Journalism**  
JOUR-GA 1290 / Staff / 1 point / 2019-20, 2020-21  
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 / Staff / 1-4 points / 2019-20, 2020-21  
A student works with one professor on a substantial project combining readings with in-depth writing.

**Reporting the Arts**  
JOUR-GA 2034 / Staff / 4 points / 2019-20, 2020-21  
In this course, you’ll develop your voice and your reportorial skills, enhance your understanding of the way magazines and websites operate, and prepare for a career in an industry that has changed even since you started reading this paragraph.

**Studio 3**  
JOUR-GA 2044 / Staff / 4 points / 2019-20, 2020-21  
In Studio 3, students put together everything they have learned in the Studio 20 concentration by finding a willing and suitable media partner for a final project in innovation. It is the culmination of two years of focused study. Working with a media partner, students each have to design and execute their own project in innovation. Studio 20’s currency is “good problems.” Meaning: some new and improved thing the partner should be doing, or could be doing, but isn’t doing now. Student projects last for one semester (always in the fall) so they have to study the problem, do their research, design an approach, test it, troubleshoot, finish and present the work by December 15—all while coordinating closely with the partner.

**Long-Form Narrative**  
JOUR-GA 2046 / Staff / 4 points / 2019-20, 2020-21  
This seminar focuses on the various components that comprise in depth magazine stories and non-fiction books. We’ll dissect great modern and classic magazine stories, books and book proposals for story, character arcs, dialogue, scenes, analysis, structure, transitions, verb tense, point of view and style. The goal is to figure out how to create memorable magazine features and narrative non-fiction books that keep your attention to the very last page, then take what we’ve learned and apply it to our own work.

**The Long-form Essay**  
JOUR-GA 2056 / Staff / 4 points / 2019-20, 2020-21  
This is an advanced course in the reading and practice of essay writing, with a rigorous focus on the mechanics of the essay. How does a great essay work? We will examine the elusive elements of precision, originality, and style. Over the course of the semester students will focus on developing and refining their own critical voice. Critics under discussion will include: Vladimir Nabokov, Kenneth Tynan, Elizabeth Hardwick, Randall Jarrell, Virginia Woolf, Janet Malcolm, Jonathan Franzen, David Foster Wallace, John Updike, and James Wood.

**The Critical Profile**  
JOUR-GA 2057 / 4 points / 2019-20, 2020-21  
In this course, we’ll tackle the challenges of producing successful profiles, with an emphasis on practical solutions to frequently encountered problems. (Topics will include composing a seductive yet brainy lede, translating jargon and technical arcana for lay readers, wresting vivid scenes from dull subjects, and handling uncooperative subjects.) We’ll study how various journalists, writing about figures in a broad range of fields, from politics and retail to scholarship and the arts, have negotiated the profile’s challenges. We’ll read pieces by some of the genre’s most...
talented practitioners and meet several of those journalists in class.

Advanced Critical Essay
JOUR-GA 2058 / Staff / 4 points / 2019-20, 2020-21
This is an advanced course in the practice of the long-form cultural essay, which means speculative or argumentative nonfiction-with-a-thesis on a cultural topic that is longer than a brief review and shorter than a big book. (This means swimming in a lake, as opposed to in a pool or an ocean.) It consists of the readings below, class discussions, short writing exercises, and the production of one long essay by the end of the semester. So this course is different from Critical Survey in two major ways: it goes wider—it is about cultural criticism in general, rather than arts criticism in particular—and generally deals with longer pieces of writing.

Cataclysm and Commitment
JOUR-GA 2081 / Staff / 4 points / 2019-20, 2020-21
This seminar will focus explicitly on extraordinary political events that made, and changed, the political (and moral) realities of the past century, and that created the world that we inhabit now. Throughout the term we will return to certain questions, including the changing nature of violence; the tension between nationalism and universalism; the question of “progress”; the emergence of disputed concepts such as “crimes against humanity” and “human rights.” We’ll consider the ways in which “the face of war” in the 20th century (and early 21st) has changed—and the ways in which the journalism that described those wars and events changed, also.

Master’s Thesis
JOUR-GA 2090 / Staff / 4 points / 2019-20, 2020-21
A student works with one professor on a substantial project combining readings with in-depth writing.
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 field research and the completion of a final Masters’ project. Fields include 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. The remaining two courses (8 points) are elective.

Additional requirements for the Master of Arts degree include the completion of a Master’s project. An expanded and revised research paper in the student’s area of specialization or in an integrating course may satisfy this requirement. Language competency in Spanish, Portuguese, French, Quechua, Haitian Kreyòl, or other language of the Americas must be proven through course work, the Foreign Language Proficiency Exam or its equivalent. Students must complete the degree within five years.

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 MA/JD 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

The Center for Latin American and Caribbean Studies at NYU has been designated a Title VI National Resource Center by the US Department of Education. Title VI enhances research, teaching, and foreign language learning opportunities and supports faculty-led initiatives, including the longstanding Latin American History working group, the Caribbean Initiative the Andean Initiative, the Brazil Initiative, and the Observatory on Racisms in the Americas.

Bobst Library includes 250,394 titles related to Latin America and the Caribbean, including 623 journal subscriptions. Library strengths lie in history, performing arts, film and media studies including indigenous media, and migration studies; regional strengths include the Andes, Brazil, and the Caribbean. NYU Libraries holds a Library of Caribbean Research, including nearly 10,000 monographs, government documents, rare nineteenth-century newspapers, and original manuscripts related to the region. NYU houses the Hemispheric Institute Digital Video Library (HIDVL), an extensive digital video archive on performance in the region.

FACULTY

Pamela Calla
Clinical Associate Professor. Ph.D. 1996 (anthropology), M.A. 1985 (anthropology), Arizona; B.A. 1982 (anthropology), Temple. Gender and class, state formation, education policies, interculturality, and racism in Bolivia

Jorge Castañeda

Ada Ferrer
Professor (History, Latin American and Caribbean Studies). Ph.D. 1995 (history), Michigan; M.A. 1988 (history), Texas (Austin); B.A. 1984 (English), Vassar.
Latin American and Caribbean history; Cuba; comparative slavery, nationalism, revolution

**Sibylle 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.  
Caribbean literature and culture; Spanish American Independence; the Haitian Revolution; culture and politics in the nineteenth century; the history of political thought

**Odi Gonzales**  
Senior Language Lecturer. M.A. 2003 (Latin American literature), Maryland; Licenciado 1985 (Latin American literature and linguistics), San Agustín (Arequipa).  
Quechua oral tradition; interaction between Quechua orality and Latin American literature; study, transcription, and translation of Quechua oral tradition heritage; comparative studies of ancient Andean myths, tales, and songs; Quechua poetry.

**Aisha Khan**  
Caribbean, Latin America, race and ethnicity, religion (particularly obeah, Islam, Afro-Atlantic religions), theory and method in diaspora studies, creolization

**Jill Lane**  
Latin American theatre and performance art; culture and racial formations in the Americas, art and politics

**Patricio Navia**  
Clinical Professor (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

**María Josefina Saldaña-Portillo**  
Professor (Social and Cultural Analysis). Ph.D. 1993 (modern thought and literature), Stanford; B.A. 1983 (English), Yale.  
Latina/o cultural studies; development and globalization studies; comparative race in the Americas; 20th century revolutionary thought and literature

**Adjunct Faculty**

**Peter Lucas**  
Adjunct Instructor. Ph.D. 1996 (international education), M.A. 1990 (educational communications and technology), New York; B.A. 1978 (economics), Slippery Rock.  
International human rights, peace education, global security

**Wynnie Lamour**  

**Affiliated Faculty in Other Departments**

**Alisha Ali**, Psychology; José Alvarez, Law; Laura Amelio, Spanish and Portuguese Languages and Literatures; Gary Anderson, Steinhardt School of Culture, Education, and Human Development; Elizabeth Auspach, Spanish and Portuguese Languages and Literatures; Miriam de Mello Ayres, Spanish and Portuguese Languages and Literatures; Gianpaolo Baiocchi, Gallatin School of Individualized Study; Miriam Basilio, Museum Studies; Gabriela Basterra, Comparative Literature, Spanish and Portuguese Languages and Literatures; Cristina Beltrán, Social and Cultural Analysis (Latino Studies); Nathan Bertelsen, NYU School of Medicine (Medicine, Population Health); Renée Blake, Africana Studies and Linguistics; Barbara Brown-ing, Performance Studies; Félix Manuel Burgos, Spanish and Portuguese Languages and Literatures; Dana Burde, Steinhardt School of Culture, Education, and Human Development; Sebastián Calderón Bentín, Tisch School of the Arts (Drama); Angela Carreño, Bobst Library; Alma Cortés, Social Work; Paul Chevigny, Law; Tirso Cleves, Spanish and Portuguese Languages and Literatures; Yousef Cohen, Politics; Juan E. Corradi, Sociology; Marie Cruz Soto, Gallatin School of Individualized Study; J. Michael Dash, French; Arlene Dávila, Anthropology, Social and Cultural Analysis (American Studies); María L. Dávila, Spanish and Portuguese Languages and Literatures; Kevin Davis, Law; Enrique del Risco, Spanish and Portuguese Languages and Literatures; Ana M. Dopico, Comparative Literature, Spanish and Portuguese Languages and Literatures; Georgina Dopic-Black, Spanish and Portuguese Languages and Literatures; Fabienne Doucet, Steinhardt School of Culture, Education, and Human Development; Mariela Dreyfus, Spanish and Portuguese Languages and Literatures; Miriam Einstein Ebsworth, Steinhardt School of Culture, Education, and Human Development; Jabier Elorieta, Spanish and Portuguese Languages and Literatures; Diamela Eltit, Spanish and Portuguese Languages and Literatures; Ignacio Esponda, Stern School of Business; James D. Fernández, Spanish and Portuguese Languages and Literatures; Raquel Fernández, Economics; Pamela Fraser-Abder, Steinhardt School of Culture, Education, and Human Development; John J. Gershom, Robert F. Wagner Graduate School of Public Service; Gabriel Giorgi, Spanish and Portuguese Languages and Literatures; Jeffrey R. Goodman, Sociology; Gregory Grandin, History; Vincent Guiñamo-Ramos, Silver School of Social Work; Gregory Guy, Linguistics; Heriberto Hernández-Cabrera, Spanish and Portuguese Languages and Literatures; Natasha Iskander, Robert F. Wagner Graduate School of Public Service; James Jaccard, Silver School of Social Work; Guillermina Jasso, Sociology; Jo Labanyi, Spanish and Portuguese Languages and Literatures; André Lepecki, Tisch School of the Arts; Jacques Lezra;
Comparative Literature; Anabel Lopez Garcia, Spanish and Portuguese Languages and Literatures; Thomas Maldonado, Medicine; Florencia Marotta-Wurgler, Law; Carlos Martinez-Davis, Spanish and Portuguese Languages and Literatures; Perla Masi, Spanish and Portuguese Languages and Literatures; Eduardo Matos-Martin, Comparative Literature; Gigliana Melzi, Psychology; Jordana Mendelson, Spanish and Portuguese Languages and Literatures; Lina Meruane, Liberal Studies; Gabriel Natividad, Stern School of Business; Shondel Nero, Steinhardt School of Culture, Education, and Human Development; T. Urayoán Noel, English, Spanish and Portuguese Languages and Literatures; Pedro Noguera, Steinhardt School of Culture, Education, and Human Development; Sonia M. Osmain, Robert F. Wagner Graduate School of Public Service; Anabel Pak, Spanish and Portuguese Languages and Literatures; Marta C. Peixoto, Spanish and Portuguese Languages and Literatures; Juan Piñon, Steinhardt School of Culture, Education, and Human Development (Media, Culture, and Communication); Millery Polyne, Gallatin School of Individualized Study; Adam Przeworski, Politics; Rubén Ríos Ávila, Spanish and Portuguese Languages and Literatures; Marie Claire Rosenberg, Nursing; Yumari Ruiz, Steinhardt School of Culture, Education, and Human Development; Bambi Schieffelin, Anthropology; Eduardo Segura, Spanish and Portuguese Languages and Literatures; Michelle Shedlin, Nursing; Ella Shohat, Tisch School of the Arts (Art and Public Policy); John V. Singler, Linguistics; Roxana Sooudi, Spanish and Portuguese Languages and Literatures; Tony Spanakos, Politics; Allison Squires, Nursing; Robert P. Stam, Tisch School of the Arts (Cinema Studies); Bryan Stevenson, Law; Noelle Stout, Anthropology; Eduardo Subirats, Spanish and Portuguese Languages and Literatures; Edward J. Sullivan, Art History; Diana Taylor, Performance Studies, Spanish and Portuguese Languages and Literatures; Kevin Thom, Economics; Sinclair Thomson, History; Florencia Torche, Sociology; Laura Torres-Rodríguez, Spanish and Portuguese Languages and Literatures; Zeb Tortorici, Spanish and Portuguese Languages and Literatures; Simón Trujillo, English; Esther Trzman, 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; María José Zubíeta, Spanish and Portuguese Languages and Literatures.

COURSES

CORE COURSES

Introduction to Latin American and Caribbean Studies I: Iberian-Atlantic and Colonial Perspectives
LATC-GA 1001 / Staff / 4 points / 2019-20, 2020-21
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
LATC-GA 2001 / Calla / 4 points / 2019-20, 2020-21
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

Beginning Quechua I
LATC-GA 10 / Gonzales / 4 points / 2019-20, 2020-21

Beginning Quechua II
LATC-GA 11 / Gonzales / 4 points / 2019-20, 2020-21

Intermediate Quechua I
LATC-GA 20 / Gonzales, Odi / 4 points / 2019-20, 2020-21

Intermediate Quechua II
LATC-GA 21 / Gonzales, Odi / 4 points / 2019-20, 2020-21

Elementary Haitian Kreyol I
LATC-GA 2965 / Lamour, Wynnie / 4 points / 2019-20, 2020-21
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.

Human Rights in Latin America
LATC-GA 1048 / Lucas / 4 points / 2019-20, 2020-21
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
LATC-GA 2145 / Castañeda / 4 points / 2019-20, 2020-21
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
LATC-GA 2590 / Staff / 4 points / 2019-20, 2020-21
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: Afro-Latin Soundscapes, Whither the Caribbean? Political Imaginaries, Latin America’s 1968.

Contemporary Racisms in the Americas
LATC-GA 1014 / Calla / 4 points / 2019-20, 2020-21
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
LATC-GA 3050 / Calla / 2-4 points / 2019-20, 2020-21
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
LATC-GA 3200 / Staff / 4 points / 2019-20, 2020-21
This course is designed as a research/writing workshop for CLACS MA 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.
DUAL DEGREE MASTER’S PROGRAM WITH
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 total of 8 points from Palmer can be transferred in place of elective courses toward the other school’s degree. Thus students generally take approximately 52 points combined from both universities. The program includes a specialized 160-hour mentoring program offering students the opportunity of working one-on-one with a librarian from the NYU libraries.

Please note that students who have 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 Amy Ingrilli, at amy.ingrilli@liu.edu or at 212-998-2680.
PROGRAMS AND REQUIREMENTS

Doctor of Philosophy

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: Phonology I, LING-GA 1210, Syntax I, LING-GA 1310, Semantics I, LING-GA 1340, Sociolinguistics, LING-GA 1510. In addition all students are required to take 3 of the following 9 courses to satisfy the breadth requirement: 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.

To satisfy the area requirement, an additional course is taken to complete a two course area with one of the 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 remaining 40 points of the coursework is fulfilled with electives. The suggested course schedule for Ph.D. students is as follows: 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, 8 points; spring, 4 points. Fifth Year: Dissertation research.

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).

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. An extension will only be permitted for one QP. 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. Students who do not meet these requirements will be put on academic probation.

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 March 1st 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.

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 five laboratories: the Child Language Lab, 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.

FACULTY

Chris Barker
Professor. Ph.D. 1991; B.A. 1986 (computer and information sciences), California (Santa Cruz); B.A. 1983 (English) Yale. Formal semantics; syntax/semantics interface; computational linguistics.

Renée A. Blake

Sam Bowman

Lucas Champollion

Christopher T. Collins

Ailis Cournane
Assistant Professor. Ph.D. 2015; M.A. 2008; Toronto; B.A. 2007 (linguistics and studio art), Concordia. First language acquisition, semantics, syntax, language change.

Lisa Davidson
Professor. Ph.D. 2003 (cognitive science); M.A. 2000 (cognitive science), Johns Hopkins; B.A. 1997 (linguistics, Hispanic studies), Brown. Phonetics; laboratory phonology; second-language acquisition.

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

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

Gregory R. Guy

Stephanie A. Harves
Clinical Associate Professor. Ph.D. 2002 (general and Slavic linguistics), Princeton; M.A. 1996 (Slavic linguistics), Michigan (Ann Arbor); B.A. 1994 (Russian language and literature), Grinnell. Morphology and syntax of Russian and other Slavic languages.

Richard S. Kayne
Professor. Docteur des Lettres 1976, Paris VII; Ph.D. 1969, Massachusetts Institute of Technology; B.A. 1964 (mathematics), Columbia; Doctorate Honoris Causa 1995, Leiden. Syntactic theory; comparative syntax; Romance languages.

Laurel MacKenzie

Alec Marantz
Professor. Ph.D. 1981, Massachusetts Institute of Technology; B.A. 1978 (psycholinguistics), Oberlin. Universal grammar; syntax; morphology; language acquisition; neurolinguistics.

Mariilina Pylkkänen

Philippe Schlenker
Juliet Stanton  
Assistant Professor, Ph.D. 2017, Massachusetts Institute of Technology; B.A. 2012 Indiana. 
Phonetics and Phonology.

Anna Szabolcsi  
Formal semantics; Hungarian syntax; syntax/semantics interface.

Gary Thoms  
Assistant Professor, Ph.D. 2011, (English); M.Res. 2007, Strathclyde. 
Syntactic theory, (micro-) comparative syntax, Scots, Celtic linguistics, language variation and change, linguistics and literature.

AFFILIATED FACULTY IN OTHER DEPARTMENTS

Sudha Arunachalam, Communicative Sciences and Disorders; Adam Buchwald, Communicative Sciences and Disorders, Audiology; Sonia Neela Das, Anthropology; Kit Fine, Philosophy; Ralph Grishman, Computer Science; Don Kulick, Anthropology; Susannah Levi, Communicative Sciences and Disorders, Audiology; Gary F. Marcus, Psychology; Tara McAllister, Communicative Sciences and Disorders; Brian McElree, Psychology; David Poeppel, Psychology and Neural Science; Bambi B. Schieffelin, Anthropology; Stephen Schiffer, Philosophy; Athena Vouloumanos, Psychology.

FACULTY EMERITI

Mark Baltin  
John Costello  
Ray Dougherty  
John Victor Singier  
Noriko Umeda

COURSES

Field Methods  
LING-GA 0044 / Collins, Gallagher / 4 points / 2019-20, 2020-21 / Prerequisites: an introductory linguistics course and one course in either syntax or phonology.

Linguistics as Cognitive Science  
LING-GA 0048 / Marantz / 4 points / 2020-21

Introduction to Morphology at an Advanced Level  
LING-GA 1029 / Marantz / 4 points / 2019-20

Phonology I  
LING-GA 1210 / Gouskova, Stanton / 4 points / 2019-20, 2020-21

Phonology II  
LING-GA 1220 / Gallagher, Gouskova, Stanton / 4 points / 2019-20, 2020-21 / Prerequisite: LING-GA 1210 or permission of the instructor.

Computational Phonology  
LING-GA 1230 / Gouskova, Stanton / 4 points / 2020-21

Syntax I  
LING-GA 1310 / Collins, Harves, Kayne, Thoms / 4 points / 2019-20, 2020-21

Semantics I  
LING-GA 1340 / Champollion, Barker, Szabolcsi / 4 points / 2019-20, 2020-21

Sociolinguistics  
LING-GA 1510 / Blake, Guy, MacKenzie / 4 points / 2019-20, 2020-21

Acoustic Phonetics  
LING-GA 2110 / Davidson / 4 points / 2019-2020

Laboratory Phonology  
LING-GA 2220 / Davidson / Gallagher, Gouskova, Stanton / 4 points / 2020-21 / Prerequisite: LING-GA 1220 or permission of the instructor.

Structural Phonology  
LING-GA 2230 / Gouskova, Stanton / 4 points / 2020-21

Computational Phonology  
LING-GA 2240 / Gouskova, Stanton / 4 points / 2020-21

Semantics II  
LING-GA 2370 / Barker, Champollion, Szabolcsi / 4 points / 2019-20, 2020-21 / Prerequisite: LING-GA 1340 or permission of the instructor.

Linguistic Variation  
LING-GA 2530 / Guy, Blake, MacKenzie / 4 points / 2019-20, 2020-21

Sociolinguistic Field Methods  
LING-GA 2540 / Blake, Guy, MacKenzie / 4 points / 2020-21

Seminar in Language Acquisition  
LING-GA 2610 / Cournane / 4 points / 2020-21

Neurolinguistics  
LING-GA 2710 / Pykkänen, Marantz / 4 points / 2020-21
Statistical Analysis in Linguistics
LING-GA 2945 / Cournan / 4 points / 2019-20

Seminar in Phonology
LING-GA 3210 / Davidson / Gallagher, Gouskova, Stanton / 4 points / 2019-20 2020-21 / Prerequisite: LING-GA 1220 or permission of the instructor. With permission, may be repeated for credit.

Syntax III
LING-GA 3230 / Collins, Harves, Kayne, Thoms / 4 points / 2020-21 / Prerequisite: LING-GA 2310 or permission of the instructor.

Seminar in Syntax
LING-GA 3320 / Collins, Harves, Kayne, Marantz, Thoms / 4 points / 2019-20 2020-21 / Prerequisite: LING-GA 2310 or permission of the instructor. With permission, may be repeated for credit.

Seminar in Semantics
LING-GA 3340 / Barker, Bowman, Champollion, Cournan, Schlenker, Szabolcsi / 4 points / 2019-20, 2020-21 / Prerequisite: LING-GA 2370 or permission of the instructor. With permission, may be repeated for credit.

Seminar in Sociolinguistics
LING-GA 3510 / Blake, Guy, MacKenzie / 4 points / 2019-20 2020-21 / Prerequisite: LING-GA 1510 or permission of the instructor. With permission, may be repeated for credit.

Seminar in Neurolinguistics
LING-GA 3710 / Pylkkänen / 4 points / 2019-20 / Prerequisite: graduate status in linguistics, psychology, or neuroscience, or permission of the instructor.

VARIABLE CONTENT COURSES

Directed Reading in Linguistics
LING-GA 3910 / Staff / 1-6 points / 2019-20 2020-21 / Prerequisite: permission of the director of graduate studies. May be repeated for credit.

Ph.D. Dissertation Research
LING-GA 3930 / Staff / 1-6 points / 2019-20 2020-21 / Prerequisite: permission of the director of graduate studies. May be repeated for credit.
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 grade of at least B on the 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 (usually equivalent to two CIMS courses) from other academic institutions.

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: 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; two courses from 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; and two additional courses from Group II or Group III: MATH-GA 2010, Numerical Methods I, MATH-GA 2020, Numerical Methods II, MATH-GA 2130, Algebra I, MATH-GA 2210, Number Theory, MATH-GA 2310, Topology I, MATH-GA 2350, Differential Geometry I, MATH-GA 2490, Partial Differential Equations I, MATH-GA 2550, Functional Analysis, MATH-GA 2563, Harmonic Analysis, MATH-GA 2701, Methods of Applied Math, MATH-GA 2702, Fluid Dynamics, MATH-GA 2902, Stochastic Calculus, MATH-GA 2911, Probability; Limit Theorems I, must be taken. Students may also have the option of taking MATH-GA 3775 Advanced Practical Training (3 points) for an approved internship. Advanced students may take certain substitute courses at the discretion of the Director of Graduate Studies.

Master of Science in Scientific Computing

The M.S. in Scientific Computing, offered jointly by the Departments of Mathematics and of Computer Science, provides broad yet rigorous training in areas of mathematics and computer science related to scientific computing. It aims to prepare people with the right talents and background for a technical career doing practical computing. The program accommodates both
full-time and part-time students, with most courses meeting in the evening. The program focuses on the mathematics and computer science related to advanced computer modeling and simulation, and is similar in structure to terminal master’s programs in engineering, combining classroom training with practical experience. The coursework ranges from foundational mathematics and fundamental algorithms to such practical topics as data visualization and software tools. Elective courses encourage the exploration of specific application areas such as mathematical and statistical finance, applications of machine learning, fluid mechanics, finite element methods, and biomedical modeling. The program culminates in a capstone project, which serves to integrate the classroom material.

Admission requirements: The program requires least three semesters of Calculus (including multivariate calculus), as well as linear algebra. Experience with programming in a high-level language (e.g., Java, C, C++, Fortran, Python) as well as data structures, equivalent to a first-year sequence in computer science, is also required. It is highly desirable that applicants have undergraduate major or significant experience in mathematics, a quantitative science or engineering, or economics.

Coursework: a candidate for a master’s degree in scientific computing must accrue 36 points of course credit comprised of: 4 core courses (12 points) in mathematics, MATH-GA 2010, Numerical Methods I, MATH-GA 2020, Numerical Methods II, plus two of the following: MATH-GA 2701, Methods of Applied Mathematics, MATH-GA 2490, Partial Differential Equations I, MATH-GA 2702, Fluid Dynamics, MATH-GA 2704, Applied Stochastic Analysis, and DS-GA 1002, Statistical and Mathematical Methods; 4 core courses (12 points) in computer science, CSCI-GA 1170, Fundamental Algorithms, CSCI-GA 2110, Programming Languages, plus two of the following: CSCI-GA 2246, Open Source Tools, CSCI-GA 2270, Computer Graphics, CSCI-GA 2565, Machine Learning, CSCI-GA 2566, Foundations of Machine Learning, DS-GA 1001, Introduction to Data Science, DS-GA 1003, Machine Learning and Computational Statistics; 3 elective courses (9 points); and a capstone project course (3 points). Students may also have the option of taking MATH-GA 3775 Advanced Practical Training (3 points) for an approved internship. Students with exceptional backgrounds may petition the program director for permission to substitute other appropriate courses for core courses.

The master’s program culminates in a capstone project (3 points), which 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. Courses that meet the capstone requirement must involve a significant software development component as well as a research component solving a realistic problem. A list of courses approved to meet the capstone requirement will be announced each academic year based on current course offerings. Advanced students can obtain permission from the director of the program to do an individual capstone project (3 points) under the supervision of a faculty member. Advanced students interested in pursuing further academic training may be permitted to do a master’s thesis (6 points) as an alternative to the master’s capstone project.

**Master of Science in Mathematics in Finance**

This is a professional master’s program that prepares students for careers in quantitative finance. Course work covers mathematical background, financial theory and models, computational techniques, and practicalities of financial markets and instruments. Instructors include Courant Institute faculty and New York City finance professionals. There is a strong career placement component.
Coursework: Students must complete 36 points of coursework and a master’s project. The Mathematics in Finance Master’s Degree Curriculum consists of 12 courses, 7 required courses (21 points) and 5 elective courses (15 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 or 2048, Scientific Computing or Scientific Computing in Finance, MATH-GA 2751, Risk and Portfolio Management with Econometrics, MATH-GA 2041, Computing in Finance, and MATH-GA 2755, Project and Presentation.

Dual Degree Master of Science in Mathematics in Finance and Master of Business Administration

The dual degree M.B.A./M.S. degree is a partnership between NYU Stern and the Courant Institute of Mathematical Sciences. The program takes two and half years to complete. Students study on a full-time basis. The 72point 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. Information on the M.B.A. degree requirements can be found at: stern.nyu.edu/AcademicPrograms/FullTime/Academics/Curriculum/index.htm#2.

Students study for the first year at Courant, the second year at Stern and then spend the fall of their third taking courses at both schools. The dual degree program may be pursued only on a full-time basis; it is not open to part-time students. Students are awarded the M.B.A. and the M.S. upon the successful completion of the five 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

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.

FACULTY

Scott Armstrong
Associate Professor. Ph.D. 2009, California (Berkeley); B.A. 2002, Texas A&M.
Partial differential equations, probability theory, and stochastic homogenization

Marco M. Avellaneda
Applied mathematics; mathematical modeling in finance; probability.

Yuri Bakhtin
Random dynamics; probabilistic models of mathematical physics.

Afonso Bandeira
Applied mathematics, optimization, probability, information theory, signal processing, mathematics of data science

Gerard Ben Arous
Probability theory; stochastic processes; partial differential equations.

Marsha J. Berger
Silver Professor. Ph.D. 1982 (computer science), M.S. 1978 (computer science), Stanford; B.A. 1974, SUNY (Binghamton).
Computational fluid dynamics; adaptive methods for partial differential equations; parallel computing.

Fedor A. Bogomolov
Algebraic geometry and related problems in algebra, topology, and number theory.

Paul Bourgade
Probability; random matrices; statistical physics; stochastic processes.

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.

Russel Caflisch
Fluid Dynamics, Kinetic Theory, Partial Differential Equations, Monte Carlo Methods

Sylvain E. Cappell
Algebraic and geometric topology; symplectic and algebraic geometry.

Antoine Cerfon
Associate Professor. Ph.D. 2010 (applied plasma physics), Massachusetts Institute of Technology; M.Sc. 2005 (nuclear science and engineering), B.Sc. 2003 (mathematics and physics), Ecole des Mines de Paris. Magnetohydrodynamics in fusion and astrophysical plasmas; nonneutral plasmas; kinetic theory in plasmas and rarefied gases

Jeff Cheeger
Differential geometry and its connections to analysis and topology.

Yu Chen
Numerical scattering theory; ill-posed problems; scientific computing.

Percy A. Deift
Silver Professor. Ph.D. 1976 (mathematical physics), Princeton; M.S. 1971 (physics), Rhodes; M.S. 1970 (chemical engineering), B.S. 1967 (chemical engineering), Natal (Durban).
Spectral theory; inverse spectral theory; integrable systems; Riemann-Hilbert problems.

**Aleskandar Donev**
Professor. Ph.D. 2006 (applied and computational mathematics), Princeton; B.S. 2001 (physics), Michigan State.
Multiscale (hybrid) methods; fluctuating hydrodynamics; coarse-grained particle methods; jamming and packing.

**Carlos Fernandez-Granda**
High-dimensional statistics; convex optimization; machine learning; applied probability; harmonic analysis.

**Alfred Galichon**
Optimal transport, mathematical finance, economic equilibrium.

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

**Pierre Germain**
Professor, Ph.D. 2006, M.S. 2001 (applied mathematics), Ecole Polytechnique.
Nonlinear partial differential equations; harmonic analysis.

**Dimitris Giannakis**
Atmosphere-ocean science; geometric data analysis; uncertainty quantification.

**Jonathan B. Goodman**
Fluid dynamics; computational physics; computational finance.

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

**Michael Gromov**
Riemannian manifolds; symplectic manifolds; infinite groups; mathematical models of biomolecular systems.

**C. Sinan Güntürk**
Professor, Ph.D. 2000 (applied and computational mathematics), Princeton; B.S. 1996 (mathematics and electrical engineering), Bogaziçi.
Harmonic analysis; information theory; signal processing.

**Fengbo Hang**
Associate Professor, Ph.D. 2001, New York; M.S. 1996, Beijing; B.S. 1993, Tsinghua.
Geometric analysis and nonlinear partial differential equations.

**David M. Holland**
Professor, 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.
Ocean-ice studies; climate theory and modelling.

**Miranda Holmes-Cerfon**
Assistant Professor, Ph.D. 2010, New York.
Applied mathematics; mesoscale physics; ocean dynamics; stochastic methods.

**Charles M. Newman**
Professor, Ph.D. 1971 (theoretical physics), M.S. 1969 (physics), Indiana; B.S. 1966 (mathematics and physics), Creighton.
Applied mathematics; nonlinear wave equations; visual neural science.

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

**Nader Masmoudi**
Nonlinear partial differential equations.

**David W. McLaughlin**
Applied mathematics; nonlinear wave equations; visual neural science.

**Bhubaneswar Mishra**
Robotics; genomics; finance; mathematical and theoretical computer science.

**Alex Mogilner**
Computational biology; cell biophysics; mathematical biology.

**Fang-Hua Lin**
Partial differential equations; geometric measure theory.

**Eyal Lubetzky**
Probability theory; combinatorics.

**Michael O’Neil**
Assistant Professor (Mathematics, Tandon School of Engineering). Ph.D. 2007, M.Phil.
Electromagnetics, acoustics, fluid dynamics, fast algorithms, integral equations, computational statistics.

Michael Overton
Silver Professor. Ph.D. 1979 (computer science), M.A. 1977 (computer science), Stanford; B.S. 1974 (computer science), British Columbia.
Numerical linear algebra; optimization; linear and semi-definite programming.

Olivier Pauluis
Climate and the general circulation of the atmosphere, moist convection, tropical meteorology, numerical modeling.

Jerome K. Percus

Charles S. Peskin
Silver Professor (Mathematics, Neural Science). Ph.D. 1972 (physiology), Yeshiva; B.A 1968 (engineering and applied physics), Harvard.
Applications of mathematics and computing to problems in medicine and biology; cardiac fluid dynamics; molecular machinery within biological cells; mathematical/computational neuroscience.

Alena Pirutka
Associate Professor. Ph.D. 2011, Paris-Sud; M.S. 2008, Paris VI.
Algebra; algebraic geometry.

Aaditya Rangan
Associate Professor. Ph.D. 2003, California (Berkeley); B.A. 1999 (mathematics and physics), Dartmouth.
Computational biology; numerical analysis.

John Rinzel
Computational neuroscience; nonlinear dynamics of neurons and neural circuits; sensory processing.

Leif Ristroph
Fluid dynamics; non-linear dynamics; experimental physics; biophysics; geophysics.

Sylvia Serfaty
Partial differential equations; nonlinear analysis applied to physics.

Jalal Shatah
Partial differential equations; analysis.

Michael J. Shelley
Lilian and George Lyttle Professor of Applied Mathematics; Professor (Mathematics, Neural Science). Ph.D. 1999 (physics), California (Santa Cruz); B.S. 1992 (physics and mathematics), Indiana.
Geophysical fluid dynamics; physical oceanography and climate.

Joel H. Spencer

K.R. Sreenivasan
Professor. 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.

Georg Stadler
Associate Professor. Dr.rer.nat 2004, Mag.rer.nat 2001, Graz.
Parallel scientific computing; inverse problems; PDE-constrained optimization; variational inequalities; computational earth sciences.

Daniel L. Stein
Theoretical condensed matter physics, statistical mechanics; mathematical physics.

Esteban G. Tabak
dynamics of the atmosphere and ocean; energy transfer in systems with many degrees of freedom.

Daniel Tranchina
Professor (Biology, Mathematics, Neural Science). Ph.D. 1981 (neurobiology), Rockefeller; B.A. 1975 (neurobiology), SUNY (Binghamton).
Mathematical modeling in neuroscience.

Nick Trefethen
Finite difference and spectral methods for PDE; numerical linear algebra; numerical conformal mapping and computational complex analysis; approximation theory.

Yuri Tschinkel
Professor. Ph.D. 1992, Massachusetts Institute of Technology; M.A. 1990, Moscow State. Algebraic geometry; number theory; automorphic forms.

Eric Vanden Eijnden
Stochastic partial differential equations; statistical mechanics; turbulence theory.

S. R. Srinivasa Varadhan
Frank Jay Gould Professor of Science; Professor. Ph.D. 1963 (statistics), Indian Statistical Institute; M.A. 1960 (statistics), B.Sc. 1959 (statistics), Madras.
Probability theory; stochastic processes; partial differential equations.
Vlad Vicol  
Associate Professor. Ph.D. 2010 (mathematics), Southern California; B.Sc. 2005 (Mathematics), Jacobs.

Jonathan Weare  
Associate Professor. Ph.D. (mathematics), California (Berkeley).

Margaret H. Wright  
Optimization; scientific computing; linear algebra.

Deane Yang  
Professor; Ph.D. 1983, Harvard; B.S. 1979 (mathematics and physics), Pennsylvania.  
Convex geometric analysis, Riemannian geometry, Partial differential equations.

Lai-Sang Young  
Lucy and Henry Moses Professor of Science; Professor; Ph.D. 1978, M.S. 1976, California (Berkeley); B.A. 1973, Wisconsin (Madison).  
Dynamical systems; ergodic theory.

Robert Young  
Geometric group theory; metric geometry; quantitative geometry.

Ofer Zeitouni  
Stochastic processes and filtering theory; applied probability; large deviation theory; spectral theory of random matrices.

Jun Zhang  
Professor (Physics, Mathematics). Ph.D. 1994 (physics), Copenhagen; B.S. 1985 (physics), Wuhan.  
Fluid dynamics; biophysics; complex systems.

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

**CLINICAL FACULTY**

Vindya Bhat  
Ramsey theory and Combinatorics.

Selin Kalaycioglu  
Clinical Associate Professor. Ph.D. 2009, Arizona.  
Computational group theory, representation theory of finite groups and algebras, math education.

Petter Kolm  
Clinical Professor. Ph.D. 2000, Yale; Tekn. Lic. 2000 (applied mathematics), Royal Institute of Technology, Sweden; M.S. 1994, Swiss Federal Institute of Technology (ETH), Switzerland.  
Financial econometrics; financial mathematics; data science & machine learning; quantitative and systematic trading; portfolio and risk management; tax-aware investing; transaction costs.

Matthew Leingang  
Mathematics education; web pedagogies, differential geometry.

Trushant Majmudar  
Biofluid dynamics; biolocomotion; soft condensed matter.

Hesam Ovey  
Clinical Assistant Professor. Ph.D. 2015, Missouri.

Fan Ny Shum  
Stochastic differential equations, partial differential equations, geometric control theory, and Lie theory.

Mutliara Sondjaja  
Clinical Assistant Professor. Ph.D. 2014, Cornell; B.A. 2008, Harvey Madd.  
Optimization; interior-point methods; operations research.

**AFFILIATED AND ASSOCIATED FACULTY IN OTHER DEPARTMENTS**

Kit Fine, Philosophy; Paul Horn, Tandon School of Engineering; Alexander Jones, Institute for the Study of the Ancient World; Efe Ok, Economics; Tamar Schlick, Chemistry, Computer Science; Robert Shapley, Neural Science; Vladas Sidoravicius, NYU Shanghai; Eero P. Simoncelli, Neural Science; Daniel Sodickson, NYU Medical School; Alan Sokal, Physics; Mark Tuckerman, Chemistry.

**FACULTY EMERITI**

COURSES

ALGEBRA AND NUMBER THEORY

Linear Algebra I, II
MATH-GA 2110, 2120 / Staff / 3 points each / 2019-20, 2020-21

Linear Algebra
MATH-GA 2111 / Staff / 3 points / 2019-20, 2020-21 / Prerequisite: undergraduate linear algebra.

Algebra I, II
MATH-GA 2130, 2140 / Staff / 3 points each / 2019-20, 2020-21
Basic concepts including groups, rings, modules, polynomial rings, field theory, and Galois theory.

Advanced Topics in Algebra
MATH-GA 2150, 2160, Staff / 3 points each / 2019-20, 2020-21
Recent topics: algebraic geometry and elliptic curves.

Number Theory
MATH-GA 2210 / Staff / 3 points each / 2019-20, 2020-21
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
MATH-GA 2250, 2260 / Staff / 3 points each / 2019-20, 2020-21
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 I, II 2310, 2320 / Staff / 3 points each / 2019-20, 2020-21

Advanced Topics in Topology
MATH-GA 2333, 2334 / Staff / 3 points each / 2019-20, 2020-21
Recent topics: concentration measures; characteristic classes and applications; toric varieties and their applications; vector bundles and characteristic classes.

Differential Geometry I, II
MATH-GA 2350, 2360 / Staff / 3 points each / 2019-20, 2020-21

Advanced Topics in Geometry
MATH-GA 2400, 2410 / Staff / 3 points each / 2019-20, 2020-21
Recent topics: Geometric nonlinear analysis; geometries of scalar curvature; high dimensional expanders and Ramanujan complexes, randomness and complexity.

ANALYSIS

Multivariable Analysis
MATH-GA 1002 / Staff / 3 points / 2019-20, 2020-21
Intended for master’s students. 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 I, II
MATH-GA 1410, 1420 / Staff / 3 points each / 2019-20, 2020-21

Real Variables
MATH-GA 2430 / Staff / 3 points / 2019-20, 2020-21
Basics of the theory of measure on $\mathbb{R}^n$, integration theory and convergence theorems, introduction to Hilbert spaces and classical Banach spaces.
Mathematics / NYU Graduate School of Arts and Science / 2019-21

(L^p spaces), metric spaces, compactness, abstract measure and integration, Radon-Nikodym theorem.

Complex Variables I, II
MATH-GA 2450, 2460 / Staff / 3 points each / 2019-20, 2020-21

Complex Variables
MATH-GA 2451 / Staff / 3 points / 2019-20, 2020-21 / Prerequisite: advanced calculus or MATH-GA 1410.

Ordinary Differential Equations

Introduction to Partial Differential Equations
MATH-GA 2490 / Staff / 3 points / 2019-20, 2020-21 / Prerequisites: undergraduate linear algebra, complex variables and ordinary differential equations.

Partial Differential Equations
MATH-GA 2500 / Staff / 3 points / 2019-20, 2020-21 / Prerequisites: MATH-GA 2490 and MATH-GA 2430.

Advanced Partial Differential Equations
MATH-GA 2510 / Staff / 3 points / 2019-20, 2020-21 / Prerequisites: MATH-GA2500

Functional Analysis
MATH-GA 2550 / Staff / 3 points / 2019-20, 2020-21 / Prerequisites: linear algebra, complex variables, and real variables.

Harmonic Analysis
MATH-GA 2563 / Staff / 3 points / 2019-20, 2020-21 / Prerequisites: linear algebra, complex variables, and real variables.

Advanced Topics in Partial Differential Equations
MATH-GA 2610, 2620 / Staff / 3 points each / 2019-20, 2020-21
Recent topics: extreme problems for elliptic eigenvalues; dynamics of the nonlinear Schroedinger equation; resonances in PDE; optimal transportation; viscosity solutions of PDE; fluid equations; math theory of water waves and nonlinear dispersive waves.
Advanced Topics in Analysis
MATH-GA 2650, 2660 / Staff / 3 points each / 2019-20, 2020-21
Recent topics: random matrices; regularity theorem for free boundary problems; elliptic functions, sampling and quantization; Sobolev spaces and interpolation.

NUMERICAL ANALYSIS

Numerical Methods I, II
MATH-GA 2010, 2020 / Staff / 3 points each / 2019-20, 2020-21

Advanced Topics in Analysis
MATH-GA 2030 / Staff / 3 points / 2019-20, 2020-21
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: Computational Fluid Dynamics
MATH-GA 2040 / Staff / 3 points / 2019-20, 2020-21

Computing in Finance
MATH-GA 2041 / Staff / 3 points / 2019-20, 2020-21 / Prerequisite: basic C/C++ and Java programming.
An integrated introduction to software skills and their applications in finance including trading, research, hedging, and portfolio management. Students develop object-oriented software, gaining skill in effective problem solving and the proper use of data structures and algorithms while working with real financial models using historical and market data.

Advanced Numerical Analysis: Nonlinear Optimization
MATH-GA 2042 / Staff / 3 points / 2019-20, 2020-21
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.

Nonlinear Problems in Finance: Models and Computational Methods
MATH-GA 2045 / Staff / 3 points / 2019-20, 2020-21 / Prerequisite: MATH-GA 2792.
The classical curriculum of mathematical finance programs generally covers the link between linear parabolic partial differential equations (PDEs) and stochastic differential equations (SDEs), resulting from Feynman-Kac’s formula. However, the challenges faced by today’s practitioners mostly involve nonlinear PDEs. The aim of this course is to provide the students with the mathematical tools and computational methods required to tackle these issues, and illustrate the methods with practical case studies such as American option pricing, uncertain volatility, uncertain mortality, different rates for borrowing and lending, calibration of models to market smiles, credit valuation adjustment (CVA), portfolio optimization, transaction costs, illiquid markets, super-replication under delta and gamma constraints, etc. We will strive to make this course reasonably comprehensive, and to find the right balance between ideas, mathematical theory, and numerical implementations. We will spend some time on the theory: optimal stopping, stochastic control, backward stochastic differential equations (BSDEs), McKean SDEs, branching diffusions. But the main focus will deliberately be on ideas and numerical examples, which we believe help a lot in understanding the tools and building intuition.

Advanced Econometric Modeling and Big Data
MATH-GA 2046 / Staff / 3 points / 2019-20, 2020-21 / Prerequisites: MATH-GA 2791, MATH-GA 2751, and MATH-GA 2041
A rigorous background in Bayesian
Data Science in Quantitative Finance

MATH-GA 2047 / Staff / 3 points
/ 2019-20, 2020-21 / Prerequisites:
MATH-GA 2751, MATH-GA 2048, and MATH-GA 2041.

This is a full semester course focusing on practical aspects of alternative data, machine learning and data science in quantitative finance. Homework and hands-on projects form an integral part of the course, where students get to explore real-world datasets and software. The course begins with an overview of the field, its technological and mathematical foundations, paying special attention to differences between data science in finance and other industries. We review the software that will be used throughout the course. We examine the basic problems of supervised and unsupervised machine learning, and learn the link between regression and conditioning. Then we deepen our understanding of the main challenge in data science—the curse of dimensionality—as well as the basic trade-off of variance (model parsimony) vs. bias (model flexibility). Demonstrations are given for real world data sets and basic data acquisition techniques such as web scraping and the merging of data sets. As homework each student is assigned to take part in downloading, cleaning, and testing data in a common repository, to be used at later stages in the class. We examine linear and quadratic methods in regression, classification and unsupervised learning. We build a BARRA-style implicit risk-factor model and examine predictive models for county-level real estate, economic and demographic data, and macroeconomic data. We then take a dive into PCA, ICA and clustering methods to develop global macro indicators and estimate stable correlation matrices for equities. In many real-life problems, one needs to do SVD on a matrix with missing values. Common applications include noisy image-recognition and recommendation systems. We discuss the Expectation Maximization algorithm, the L1-regularized Compressed Sensing algorithm, and a naïve gradient search algorithm. The rest of the course focuses on non-linear or high-dimensional supervised learning problems. First, kernel smoothing and kernel regression methods are introduced as a way to tackle non-linear problems in low dimensions in a nearly model-free way. Then we proceed to generalize the kernel regression method in the Bayesian Regression framework of Gaussian Fields, and for classification as we introduce Support Vector Machines, Random Forest regression, Neural Nets and Universal Function Approximators.

Scientific Computing in Finance

MATH-GA 2048 / Staff / 3 points
/ 2019-20, 2020-21 / Prerequisites:
MATH-GA 2751, MATH-GA 2791, and MATH-GA 2041.

This is a version of the course Scientific Computing (MATH-GA 2043) designed for applications in quantitative finance. It covers software and algorithmic tools necessary to practical numerical calculation for modern quantitative finance. Specific material includes IEEE arithmetic, sources of error in scientific computing, numerical linear algebra (emphasizing PCA/SVD and conditioning), interpolation and curve building with application to bootstrapping, optimization methods, Monte Carlo methods, and the solution of differential equations.

APPLIED MATHEMATICS
AND MATHEMATICAL PHYSICS

Methods of Applied Mathematics

MATH-GA 2701 / Staff / 3 points
/ 2019-20, 2020-21 / Prerequisites:
Fluid Dynamics
MATH-GA 2702 / Staff / 3 points / 2019-20, 2020-21 / Prerequisites: introductory complex variables and partial differential equations.

Partial Differential Equations for Finance
MATH-GA 2706 / Staff / 3 points / 2019-20, 2020-21 / Prerequisites: MATH-GA 2901 and MATH-GA 2110.

Time Series Analysis and Statistical Arbitrage
MATH-GA 2707 / Staff / 3 points / 2019-20, 2020-21 / Prerequisites: MATH-GA 2791, MATH-GA 2048, MATH-GA 2041, and MATH-GA 2902.
The term “statistical arbitrage” covers any trading strategy that uses statistical tools and time series analysis to identify approximate arbitrage opportunities while evaluating the risks inherent in the trades (considering the transaction costs and other practical aspects). This course starts with a review of Time Series models and addresses econometric aspects of financial markets such as volatility and correlation models. We will review several stochastic volatility models and their estimation and calibration techniques as well as their applications in volatility based trading strategies. We will then focus on statistical arbitrage trading strategies based on co-integration, and review pairs trading strategies. We will present several key concepts of market microstructure, including models of market impact, which will be discussed in the context of developing strategies for optimal execution. We will also present practical constraints in trading strategies and further practical issues in simulation techniques. Finally, we will review several algorithmic trading strategies frequently used by practitioners.

Algorithmic Trading and Quantitative Strategies
MATH-GA 2708 / Staff / 3 points / 2019-20, 2020-21 / Prerequisites: MATH-GA 2041 and MATH-GA 2751 or equivalent.
In this course we develop a quantitative investment and trading framework. In the first part of the course, we study the mechanics of trading in the financial markets, some typical trading strategies, and how to work with and model high frequency data. Then we turn to transaction costs and market impact models, portfolio construction and robust optimization, and optimal betting and execution strategies. In the last part of the course, we focus on simulation techniques, back-testing strategies, and performance measurement. We use advanced econometric tools and model risk mitigation techniques throughout the course. Handouts and/or references will be provided on each topic.

Mechanics
MATH-GA 2710 / Staff / 3 points / 2019-20, 2020-21
The course provides a mathematical introduction to Hamiltonian mechanics, nonlinear waves, solid mechanics, and statistical mechanics—topics at the interface where differential equations and probability meet physics and materials science. For students preparing to do research on physical applications, the class provides an introduction to crucial concepts and tools; for students planning to specialize in PDE or probability the class provides valuable context by exploring some central applications. No prior exposure to physics is expected.

Risk and Portfolio Management with Econometrics
MATH-GA 2751 / Staff / 3 points / 2019-20, 2020-21
Risk Management is arguably one of the most important tools for managing a trading book and quantifying the effects of leverage and diversification (or lack thereof). This course is an introduction to risk-management techniques for portfolios of (i) equities and delta-1 securities and futures (ii) equity derivatives (iii) fixed income securities and derivatives, including credit derivatives, and (iv) mortgage-backed securities. A systematic approach to the subject is adopted, based on selection of risk factors, econometric analysis, extreme-value theory for tail estimation, correlation analysis, and copulas to estimate joint factor distributions. We will cover the construction of risk-measures (e.g. VaR and Expected Shortfall) and historical back-testing of portfolios. We also review current risk-models and practices used by large financial institutions and clearinghouses. If time permits, the course will also cover models for managing the liquidity risk of portfolios of financial instruments.

Active Portfolio Management
MATH-GA 2752 / Staff / 3 points / 2019-20, 2020-21 / Prerequisites: MATH-GA 2751 and MATH-GA 2041.
The first part of the course will cover the
theoretical aspects of portfolio construction and optimization. The focus will be on advanced techniques in portfolio construction, addressing the extensions to traditional mean-variance optimization including robust optimization, dynamical programming and Bayesian choice. The second part of the course will focus on the econometric issues associated with portfolio optimization. Issues such as estimation of returns, covariance structure, predictability, and the necessary econometric techniques to succeed in portfolio management will be covered. Readings will be drawn from the literature and extensive class notes.

**Advanced Risk Management**
MATH-GA 2753 / Staff / 3 points / 2019-20, 2020-21 / Prerequisites: MATH-GA 2791 and MATH-GA 2041.

The importance of financial risk management has been increasingly recognized over the last several years. This course gives a broad overview of the field, from the perspective of both a risk management department and of a trading desk manager, with an emphasis on the role of financial mathematics and modeling in quantifying risk. The course will discuss how key players such as regulators, risk managers, and senior managers interact with trading. Specific techniques for measuring and managing the risk of trading and investment positions will be discussed for positions in equities, credit, interest rates, foreign exchange, commodities, vanilla options, and exotic options. Students will be trained in developing risk sensitivity reports and using them to explain income, design static and dynamic hedges, and measure value-at-risk and stress tests. Students will create Monte Carlo simulations to determine hedge effectiveness. Extensive use will be made of examples drawn from real trading experience, with a particular emphasis on lessons to be learned from trading disasters.

**Case Studies in Financial Modeling**
MATH-GA 2754 / Staff / 3 points / 2019-20, 2020-21 / Prerequisites: MATH-GA 2041 and MATH-GA 2792.

Advanced topics in quantitative finance such as dynamic hedging, the volatility surface, local volatility and stochastic volatility models, jump-diffusions, volatility-dependent options; power-law tails and their consequences, behavioral finance.

**Project and Presentation**
MATH-GA 2755 / Staff / 3 points / 2019-20, 2020-21

Students in the Mathematics in Finance MS program conduct research projects individually or in small groups under the supervision of finance professionals. The course culminates in oral and written presentations of the research results.

**Derivative Securities**
MATH-GA 2791 / Staff / 3 points / 2019-20, 2020-21


**Continuous Time Finance**
MATH-GA 2792 / Staff / 3 points / 2019-20, 2020-21 / Prerequisites: MATH-GA 2791 and MATH-GA 2902.

This is a second course in arbitrage-based pricing of derivative securities. Concerning equity and FX models: We discuss numerous approaches that are used in practice in these markets, such as the local volatility model, Heston, SABR, and stochastic local volatility. The discussion will include calibration and hedging issues and the pricing of the most common structured products. Concerning interest rate models: We start with a thorough discussion of one-factor short-rate models (Vasicek, CIR, Hull-White) then proceed to more advanced topics such as two-factor Hull-White, forward rate models (HJM) and the LIBOR market model. Throughout, the pricing of specific payoffs will be considered and practical examples and insights will be provided. We give an introduction to inflation models. We cover a few special topics: We provide an introduction to stochastic optimal control with applications, as well as optimal stopping time theory and its application to American options pricing. We introduce Cox default processes and discuss their applications to unilateral and bilateral CVA/DVA.

**Interest Rate and FX Models**
MATH-GA 2798 / Staff / 3 points / 2019-20, 2020-21 / Prerequisites: MATH-GA 2791, MATH-GA 2902, and MATH-GA 2041.

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.

**Securitized Products and Structured Finance**
MATH-GA 2799 / Staff / 1.5 points / 2019-20, 2020-21 / Prerequisites: MATH-GA 2791 and MATH-GA 2902.

This half-semester course will cover the fundamentals of Securitized Products,
emphasizing Residential Mortgages and Mortgage-Backed Securities (MBS). We will build pricing models that generate cash flows taking into account interest rates and prepayments. The course will also review subprime mortgages, CDO’s, Commercial Mortgage Backed Securities (CMBS), Auto Asset Backed Securities (ABS), Credit Card ABS, CLO’s, Peer-to-peer/MarketPlace Lending, and will discuss drivers of the financial crisis and model risk.

Energy Markets
MATH-GA 2800 / Staff / 1.5 points / 2019-20, 2020-21 / Prerequisites: MATH-GA 2791 and MATH-GA 2902.
This half-semester course focuses on energy commodities and derivatives, from their basic fundamentals and valuation, to practical issues in managing structured energy portfolios. We develop a risk neutral valuation framework starting from basic GBM and extend this to more sophisticated multi-factor 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. We survey market mechanics and valuation of inventory options and delivery risk in the emissions markets.

Advanced Topics in Equity Derivatives
MATH-GA 2801 / Staff / 1.5 points / 2019-20, 2020-21 / Prerequisites: MATH-GA 2791, MATH-GA 2902, and MATH-GA 2041.
This half-semester course will give a practitioner’s perspective on a variety of advanced topics with a particular focus on equity derivatives instruments, including volatility and correlation modeling and trading, and exotic options and structured products. Some meta-mathematical topics such as the practical and regulatory aspects of setting up a hedge fund will also be covered.

Market Microstructure
MATH-GA 2800 / Staff / 1.5 points / 2019-20, 2020-21 / Prerequisites: MATH-GA 2791, MATH-GA 2751, and MATH-GA 2041.
This is a half-semester course covering topics of interest to both buy-side traders and sell-side execution quants. The course will provide a detailed look at how the trading process actually occurs and how to optimally interact with a continuous limit-order book market. We begin with a review of early models, which assume competitive suppliers of liquidity whose revenues, corresponding to the spread, reflect the costs they incur. We discuss the structure of modern electronic limit order book markets and exchanges, including queue priority mechanisms, order types and hidden liquidity. We examine technological solutions that facilitate trading such as matching engines, ECNs, dark pools, multiple venue problems and smart order routers. The second part of the course is dedicated pre-trade market impact estimation, post-trade slippage analysis, optimal execution strategies and dynamic no-arbitrage models. We cover Almgren-Chriss model for optimal execution, Gatheral’s no-dynamic-arbitrage principle and the fundamental relationship between the average response of the market price to traded quantity, and properties of the decay of market impact. Homework assignments will supplement the topics discussed in lecture. Some coding in Java will be required and students will learn to write their own simple limit-order-book simulator and analyze real NYSE TAQ data.

Fixed-Income Derivatives: Models and Strategies in Practice
MATH-GA 2803 / Staff / 1.5 points / 2019-20, 2020-21 / Prerequisites: MATH-GA 2041 and MATH-GA 2791.
This half-semester class focuses on the practical workings of the fixed-income and rates-derivatives markets. The course content is motivated by a representative set of real-world trading, investment, and hedging objectives. Each situation will be examined from the ground level and its risk and reward attributes will be identified. This will enable the students to understand the link from the underlying market views to the applicable product set and the tools for managing the position once it is implemented. Common threads among products—structural or model-based—will be emphasized. We plan on covering bonds, swaps, flow options, semi-exotics, and some structured products. A problem-oriented holistic view of the rate-derivatives market is a natural way to understand the line from product creation to modeling, marketing, trading, and hedging. The instructors hope to convey their intuition about both the power and limitations of models and show how sell-side practitioners manage these constraints in the context of changes in market backdrop, customer demands, and trading parameters.

Credit Analytics: Bonds, Loans and Derivatives
MATH-GA 2804 / Staff / 1.5 points / 2019-20, 2020-21 / Prerequisites: MATH-GA 2791 and MATH-GA 2041.
This half-semester course introduces the institutional market for bonds and loans subject to default risk and develops concepts and quantitative frameworks useful for modeling the valuation and risk management of such fixed income instruments and their associated derivatives. Emphasis will be
put on theoretical arbitrage restrictions on the relative value between related instruments and practical applications in hedging, especially with credit derivatives. Some attention will be paid to market convention and related terminology, both to ensure proper interpretation of market data and to prepare students for careers in the field. We will draw on the fundamental theory of derivatives valuation in complete markets and the probabilistic representation of the associated valuation operator. As required, this will be extended to incomplete markets in the context of doubly stochastic jump-diffusion processes. Specific models will be introduced, both as examples of the underlying theory and as tools that can be (and are) used to make trading and portfolio management decisions in real world markets.

**Counter Party Credit: Valuation Adjustments, Capital, and Funding**

MATH-GA 2805 / Staff / 3 points / 2019-20, 2020-21 / Prerequisites: MATH-GA 2753, MATH-GA 2791, and MATH-GA 2041.

This class explores technical and regulatory aspects of counterparty credit risk, with an emphasis on model building and computational methods. The first part of the class will provide technical foundation, including the mathematical tools needed to define and compute valuation adjustments such as CVA and DVA. The second part of the class will move from pricing to regulation, with an emphasis on the computational aspects of regulatory credit risk capital under Basel 3. A variety of highly topical subjects will be discussed during the course, including: funding costs, XVA metrics, initial margin, credit risk mitigation, central clearing, and balance sheet management. Students will get to build a realistic computer system for counterparty risk management of collateralized fixed income portfolios, and will be exposed to modern frameworks for interest rate simulation and capital management.

**Advanced Topics in Applied Mathematics**

MATH-GA 2830, 2840 / Staff / 3 points each / 2019-20, 2020-21

Recent topics: optimization and data analysis; quantifying uncertainties in complex turbulence systems; physics and mathematics of active matter; information theory and predictability; fast analysis based algorithms.

**Advanced Topics in Biology**

MATH-GA 2851, 2852 / Staff / 3 points each / 2019-20, 2020-21

Recent topics: problems in cellular, molecular and neural biology; PDE in biology; math models of primitive organisms.

**Advanced Topics in Mathematical Physiology**

MATH-GA 2855, 2856, Staff. 3 points each. 2019-20, 2020-21

Recent topics: math aspects of neurophysiology; physiological control mechanisms; cardiac mechanisms and electrophysiology; nonlinear dynamics of neuronal systems neuronal networks

**Advanced Topics in Fluid Dynamics**

MATH-GA 2861, 2862 / Staff / 3 points / 2019-20, 2020-21

Recent topics: plasma physics; hydrodynamic stability; computational fluids; dynamics of complex and biological fluids; atomic modeling and computation.

**Advanced Topics in Mathematical Physics**

MATH-GA 2863, 2864 / Staff / 3 points each / 2019-20, 2020-21

Recent topics: statistical mechanics of classical lattice systems; quantum computation; supersymmetry; quantum dynamics; hydrodynamical limit of nonreversible particle systems.

**Geophysical Fluid Dynamics**

MATH-GA 3001 / Staff / 3 points / 2019-20, 2020-21

Introduction to the fundamentals of geophysical fluid dynamics. No prior knowledge of fluid dynamics will be assumed, but the course will move quickly into the subtopic of rapidly rotating, stratified flows. Topics to be covered include the advective derivative, momentum conservation and continuity, the rotating Navier-Stokes equations and non-dimensional parameters, equations of state and thermodynamics of Newtonian fluids, atmospheric and oceanic basic states, the fundamental balances (thermal wind, geostrophic and hydrostatic), the rotating shallow water model, vorticity and potential vorticity, inertia-gravity waves, geostrophic adjustment, the quasi-geostrophic approximation and other small-Rossby number limits, Rossby waves, baroclinic and barotropic instabilities, Rayleigh and Charney-Stern theorems, geostrophic turbulence.

**Applied Math for Atmosphere-Ocean Science**

MATH-GA 3002 / Staff / 3 points / 2019-20, 2020-21

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
MATH-GA 3003 / Staff / 3 points / 2019-20, 2020-21
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
MATH-GA 3004 / Staff / 3 points / 2019-20, 2020-21
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 forcing 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 storm tracks, 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
MATH-GA 3010, 3011 / Staff / 3 points each / 2019-20, 2020-21
Recent topics: plasma physics; lab experiments in atmosphere-ocean science; information theory and dynamical system predictability; environmental fluid dynamics

PROBABILITY AND STATISTICS

Basic Probability
MATH-GA 2901 / Staff / 3 points / 2019-20, 2020-21

Stochastic Calculus
MATH-GA 2902 / Staff / 3 points / 2019-20, 2020-21 / Prerequisite: MATH-GA 2901.
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 I, II
MATH-GA 2911, 2912 / Staff / 3 points each / 2019-20, 2020-21
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 / Staff / 3 points each / 2019-20, 2020-21 / Prerequisite: MATH-GA 2901.
Recent topics: Gaussian fields and extrema of the Gaussian free field; random matrices; Markov chain analysis; statistical mechanics and the Riemann hypothesis; Schramm Loewner evolution.

Advanced Topics in Applied Probability
MATH-GA 2936 / Staff / 3 points / 2019-20, 2020-21
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.

RESEARCH

Independent Study
MATH-GA 3771, 3772, 3773, 3774 / Staff / 1-3 points / 2019-20, 2020-21

Advanced Practical Training
MATH-GA 3775, 3776 / Staff / 3 points / 2019-20, 2020-21
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 MS students; decisions are made on a case-by-case basis.

**Master's Thesis Research**
MATH-GA 3881, Staff / 2 points / 2019-20, 2020-21

**Ph.D. Research**
MATH-GA 3991, 3992, 3993, 3994, 3995, 3996, 3997, 3998 / Staff / 1-3 points / 2019-20, 2020-21
Open only to students who have passed the oral preliminary examination for the Ph.D. degree.
PROGRAMS AND REQUIREMENTS

Doctor of Philosophy

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. 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.

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.
Joint Ph.D. students must complete a total of 72 points, including Problems and Methods in Middle Eastern and Islamic Studies, MEIS-GA 1687. Joint program students must also take the methodology course Approaches to Historical Research and Writing I, HIST-GA 3603, required of all history doctoral students. Students must demonstrate proficiency in at least one Middle Eastern language, in accordance with the procedures prescribed by the Department of Middle Eastern and Islamic Studies, as well as a reading knowledge of at least one European language. 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. 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.

The comprehensive examination in a Middle Eastern history field 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.

**FACULTY**

**Ismail Fajrie Alatas**  
Assistant Professor. Ph.D. 2016 (anthropology and history), Michigan (Ann Arbor); M.A. 2008 (history), Singapore; B.A. 2006 (history), Melbourne.  
Southeast Asia, South Arabia, Indian Ocean, Anthropology of Islam, Sufism, Islamic Law, Sainthood.

**Yass Alizadeh**  
Persian language, Literature, Cultural Studies

**Ali Adeeb Alnaemi**  
Arabic Language; Translation

**Ghada Badawi**  
Arabic Language; Translation
Abigail Balbale
Assistant Professor. Ph.D. 2012 (history and Middle Eastern studies), A.M. 2007 (history), Harvard; B.A. (humanities and Near Eastern languages and civilizations), Yale. Islamic Rulership & Caliphate; Material Culture & Art of Islamic World; Medieval Iberia & Maghrib; Coexistence & violence-Muslims, Christians & Jews in Mediterranean.

Ayse Baltacioglu-Brammer
Assistant Professor (History, Middle Eastern and Islamic Studies). Ph.D. 2016 (history), M.A. 2012 (history), Ohio; B.A. 2009 (history), Koç; B.A. 2003 (communications), Ankara. Global History; Modern Middle East, Religion and Religious Movements; Ottoman History; Gender and Middle East.

Zvi Ben-Dor Benite
Professor (History, Middle Eastern and Islamic Studies). Ph.D. 2000 (history), M.A 1997 (history), California (Los Angeles); B.A 1991 (East Asian studies and history), Hebrew. World history; Chinese History; Islam in China; Islamic Diasporas.

Rajni Bhargava
Language Lecturer of Hindi. M.A. 2018 (Hindi and Urdu pedagogy), Kean; M.A. 1984 (education), Delhi; M.A. 1981 (sociology), Delhi School of Economics. Hindi Language

Sibel Erol
Clinical Professor of Turkish. Ph.D. 1993 (comparative literature), M.A. 1981 (English literature), California (Berkeley); B.A. 1979 (English literature and linguistics), Bogaziçi. Turkish Language; Role of Writing in Teaching Language; the uses of Literature in Language Teaching; the Novel; Nationalism; Modernism and Postmodernism; Women Authors; Masculinities; Film.

Ahmed Ferhadi
Clinical Professor of Arabic. Ph.D. 1990 (linguistics), M.A. 1988 (teaching Arabic as a foreign language), Michigan; M.S. 1979 (applied linguistics), Edinburgh. Arabic Language; Sociolinguistics; Pedagogical Applications of Technology.

Michael Gilsenan
David B. Kriser Professor of the Humanities; Professor (Middle Eastern and Islamic Studies, Anthropology). D.Phil. 1967 (social anthropology), Dip.Anth. 1964, B.A. 1963 (Arabic), Oxford. Anthropology of Arab Societies; Forms of Power and Hierarchy; Urban Studies; Arab Diasporas in Southeast Asia; Law, Property, Family and Inheritance.

Hala Halim
Associate 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.

Amani Hassan

Gabriela Nik. Ilieva
Clinical Professor of Hindi. 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.

Asli İğsız
Assistant Professor. Ph.D. 2007 (comparative literature), M.A. 1999 (Near Eastern studies), Michigan; M.A. 1996 (French literature), Hacettepe; BA 1993 (foreign language education), Boğaziçi. Nineteenth and Twentieth-Century Cultural History and Representation in the Ottoman State and Turkey, Eugenics, Transnational Cultural Policy, Humanism, and Forced Migration.

Marion Holmes Katz

Philip F. Kennedy

Arang Keshavarzian

Zachary Lockman

Ali Mirsepassi

Tahira Naqvi
Senior Language Lecturer. M.A. 1983 (education), Western Connecticut State; M.A. 1969 (psychology), Punjab; B.A. 1965 (English), Lahore College for Women. Urdu Language and Literature; Translation.

Sara Pursley
Assistant Professor. Ph.D. 2012 (history), CUNY; B.A. 1991, Dartmouth. Modern Iraq; Economic Development and Modernization Theory; Gender; Histories of Psychology and Selfhood; Conceptions of Time and Space; State Formation and sovereignty; US empire.

Ella Shohat
Professor (Art and Public Policy, Middle Eastern and Islamic Studies). Ph.D. 1986 (cinema studies), M.A. 1982 (cinema studies),

Helga Tawil-Souri
Associate Professor (Media, Culture, and Communication, Middle Eastern and Islamic Studies). Ph.D. 2005 (media studies/communications), Colorado (Boulder); M.A. 1994 (communications management), Southern California; B.A. (economics and English literature), McGill. Israel/Palestine; Media and Cultural Politics; Geography, Borders, Infrastructure; Globalization

Nader Uthman
Clinical Associate Professor. Ph.D. 2009 (Arabic and comparative literature), M.Phil. 2005 (Arabic and comparative literature), Columbia; M.A. 2001 (comparative literature), Emory; B.A. 1996 (English and art history), SUNY (Albany). Modern and Contemporary Arabic Literature; Comparative Literature; Theories of Literature; Translation; Foreign Language Pedagogy

ASSOCIATED AND AFFILIATED FACULTY IN OTHER DEPARTMENTS
Sinan Antoon, Gallatin School of Individualized Study; Katherine Fleming, History, Program in Hellenic Studies; Finbarr Barry Flood, Art History; Michael Gomez, History; Deborah Anne Kapchan, Performance Studies; S. J. Pearce, Spanish and Portuguese.

COURSES

REQUIRED COURSE

Problems and Methods in Middle Eastern and Islamic Studies
MEIS-GA 1687 / Staff / 4 points / 2019-20, 2020-21
This is the gateway course for all incoming doctoral students in MEIS and the Joint History-MEIS program as well as MA students in the Near Eastern Studies Program. This course is required for all entering graduate students in these programs unless they receive a waiver from their Director of Graduate Studies. The course surveys the field of Middle East studies and explores epistemological, methodological, and theoretical challenges and debates.

ARABIC LANGUAGE AND LITERATURE

Advanced Arabic I, II
MEIS-GA 1005, 1006 / Badawi / 4 points per term / 2019-20, 2020-21
The class is conducted in Modern Standard Arabic. The focus is on all four language skills: speaking, listening, reading and writing.

Contemporary Literary and Media Arabic
MEIS-GA 1112, 1113 / Alnaemi / 4 points each / 2019-20, 2020-21 / Prerequisite: MEIS-GA 1006
There will be assigned readings of general nature for everyone from many sources including current articles from Arabic magazines, newspapers and journals. Each student according to interest, specialty and/or area of study will read selected materials in that area for oral presentations in class.

Classical Arabic Poetry and Poetics
MEIS-GA 1115 / Kennedy / 4 points / 2019-20
This seminar will review the main developments in Arabic poetry from pre-Islamic to late-Abbasid and Mamluk times; a separate section will examine the distinct poetics of Andalusian poetry. Emphasis will be on close readings of representative poems from each era and genre. The course will also introduce students to Arabic poetics, most notably developments in Badi` and elements of mannerism which will inform our readings.

Colloquial Arabic I, II
MEIS-GA 1118, 1119 / Staff / 4 points each / 2019-20, 2020-21
This graduate course teaches a dialect of Arabic. By virtue of having already studied MSA for two years and ade-
quately developed the language skills familiarity with the sound system, students can benefit from the fast pace of this interactive course, cover a lot of ground and learn the dialect rather quickly in just one semester.

PERSIAN LANGUAGE AND LITERATURE

Advanced Persian: Contemporary Literature
MEIS-GA 1415, 1416 / Alizadeh / 4 points each / 2019-20, 2020-21
The main goal of this course is to increase student efficiency in reading modern fiction. Throughout the semester students will learn new reading techniques, expand their vocabulary, and thus improve their reading speed.

TURKISH LANGUAGE AND LITERATURE

Advanced Turkish: Modern Turkish Literature
MEIS-GA 1514, 1515 / Erol / 4 points each / 2019-20, 2020-21
This is an introduction to the reading and discussion of a variety of genres such as stories, plays, poetry, news articles and opinion columns. Students are taught to read short stories by canonical and well-known writers of Turkish literature.

OTHER LANGUAGES AND LITERATURE

Advanced Urdu
MEIS-GA 1107, 1108 / Naqvi / 4 points each / 2019-20, 2020-21
This course offers an overview of the culture of Urdu via authentic texts and is designed to improve students’ advanced level reading as well as their written and oral discourse strategies in Urdu.

MIDDLE EASTERN HISTORY

Literature of the Field: Modern Middle Eastern History I
MEIS-GA 1643 / Pursley, Lockman / 4 points / 2019-20, 2020-21
Designed exclusively to prepare joint History/MEIS PhD students for their exam in modern Middle Eastern history, with a focus on the late 18th and 19th centuries.

Literature of the Field: Modern Middle Eastern History II
MEIS-GA 1644 / Pursley, Lockman / 4 points / 2019-20, 2020-21
Designed to prepare joint History/MEIS PhD students for their exam in modern Middle Eastern history, with a focus on the 20th century.

Seminar in Middle Eastern History
MEIS-GA 1654, / Staff / 4 points / 2019-20
Topics in the history of the modern Middle East.

Palestine and the Politics of History
MEIS-GA 1693 / Lockman / 4 points / 2019-2020
Issues and debates in the history and historiography of modern Palestine/Israel.

MIDDLE EASTERN AND ISLAMIC CULTURES, SOCIETIES, AND ECONOMIES

Cities of the Middle East
MEIS-GA 1626 / Gilsenan / 4 points / 2019-20
The aim of the course is to introduce some of the different ways in which scholars of different disciplines and theoretical inclinations have written and write about aspects of modernity and the urban in general. We look at foundational texts on Paris and Vienna in the 19th century as well as at work on modern cities in the Middle East, Malaysia and Indonesia.

Arab Jews and the Writing of Memory
MEIS-GA 1736 / Shohat / 4 points / 2019-20
The seminar will focus on the writing of Arab-Jewish memory against the backdrop of the dislocation of Jews from Arab/Muslim spaces. The history of colonial partitions and the emergence of competing nationalisms have generated in their take intricate narratives of belonging, where memory is mobilized, performed, and staged from diverse, even opposite perspectives.

Introduction to the Qu’ran
MEIS-GA 1609 / Katz / 4 points / 2019-20, 2020-21
A broad graduate-level survey of Qur’anic studies. Topics covered will include current scholarship on the canonization of the text and on its translation; broad readings in the Qur’anic text; and a broad survey of the medieval and modern exegetical literature and the scholarship addressing it. Required readings will be in English, with the option of supplementary sessions on Arabic readings for students who are able and interested.

Transnational Middle East
MEIS-GA 1618 / Keshvarzian / 4 points / 2019-2020
This seminar asks students to consider how the Middle East region is both fashioned through translocal relationships and contributes to the making of multiple geographic scales—the global, imperial, national, urban, and more. The focus will be on the region after 1800 and will include scholarship from multiple disciplines and motivated by various theoretical and political debates.
Islamic Legal Theories
MEIS-GA 1851 / Katz / 4 points / 2019-20
This course will examine the development and transformation of Islamic legal thought from the formative period through the debates of recent times, using the discipline of jurisprudence (usul al-fiqh) as a lens for issues of epistemology, hermeneutics, and religious authority.

Home and World: A Seminar on Modern Iranian Intellectual Trends
MEIS-GA 1760, / Mirsepassi / 4 points / 2019-20
This graduate seminar explores some of the central themes in modern Iranian intellectual history. The primary focus of the course will be the transnational circulation of intellectual discourses in contemporary Iran.

Gender, Nation & Empire in Mideast and South Asia
MEIS-GA 1999 / Pourtavaf / 4 points / 2019-2020
Students will look at the role of nation, gender and empire in the Middle East and South Asia.

TOPICS (GENERAL)

Topics
MEIS-GA 1770 / Staff / 4 points / 2019-20, 2020-21
PROGRAMS 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.

The general test of the Graduate Record Examination (GRE) is recommended. For those who do not provide a report from the GRE general test, a writing sample is required. In addition, either TOEFL or the IELTS is required of all applicants who are not native English speakers or who do not have a bachelor’s or master’s degree from an institution where the language of instruction is English. Applicants must achieve a score of at least 100 on the Internet-based test of the Test of English as a Foreign Language (TOEFL), or a score of at least 7.5 on the IELTS test.

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 Internship, MSMS-GA 3990, a project-based 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.

The general test of the Graduate Record Examination (GRE) is recommended. For those who do not provide a report from the GRE general test, a writing sample is required. In addition, either the TOEFL or the IELTS is required of all applicants who are not native English speakers or who do not have a bachelor’s or master’s degree from an institution where the language of instruction is English. Applicants must achieve a score of at least 100 on the Internet-based test of the Test of English as Foreign Language (TOEFL), or a score of at least 7.5 on the IELTS test.

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

Bruce J. Altshuler

Jane E. Anderson
Associate Professor (Anthropology, Museum Studies). Ph.D. 2004 (law), New South Wales.

Elaine Ayers
Miriam Basilio  

Rosanna N. Flouty  
Clinical Associate Professor. Ph.D. 2016 (urban education), CUNY; M.A. 2001 (art + design education), Rhode Island School of Design; B.A. 1997 (art history), Emory. Contemporary art, Museum Practice Technology, Informal and Online Education.

Marisa Franz  
Faculty Fellow. Ph.D. 2019 (study of religion), Toronto; M.A. 2013 (religious studies), Chicago; A.B. 2010 (religion), Bryn Mawr. Siberia and Imperial Russia, Museum and Collecting History Shamanism, Circumpolar Studies.

Jeffrey D. Feldman  
Adjunct Assistant Professor. Ph.D. 2002 (anthropology), Virginia; M. St. 1995 (ethnology and museum ethnography), M. Phil. 1993 (modern Jewish studies), Oxford; B.A. 1989 (English), Carleton College. Independent consultant and writer.

Ileen S. Gallagher  

Josephine Gear  

Hima B. Gleason  
Adjunct Assistant Professor. Ph.D. 2010 (classical art and archaeology), Certificate 2010 (multicultural classroom facilitation), Michigan; J.D. 2001 (law), Stanford; B.A. 1997 (art history and classics), Pennsylvania.

Jeffrey D. Feldman  
Adjunct Assistant Professor. Ph.D. 2002 (anthropology), Virginia; M. St. 1995 (ethnology and museum ethnography), M. Phil. 1993 (modern Jewish studies), Oxford; B.A. 1989 (English), Carleton College. Independent consultant and writer.

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Kim Kanatani  

Sharon Vatsky  
Adjunct Assistant Professor. M.F.A. 1989, SUNY (Albany); M.A. (education), Hartford Art School; B.S. 1968, New York. Director of School and Family Programs, Solomon R. Guggenheim Museum.

Helen R. Warwick  

FACULTY EMERITI
Flora E. S. Kaplan

COURSES

REQUIRED COURSES

History and Theory of Museums  
MSMS-GA 1500 / Ayers, Franz / 4 points / 2019-20, 2020-21  
Introduction to the social, cultural, and political history of museums. This course focuses on the formation of the modern museum with an emphasis on the US context. Museums of Natural History, Anthropology, Science, Technology, History, and Art will be addressed from a variety of disciplinary approaches that explore the institution and its practices with respect to governance, colonialism, nationalism, class, gender, ethnicity, and community. Weekly visits to New York museums are required, along with frequent reading response papers, an exhibition review, and a final paper.

Museum Collections and Exhibitions  
MSMS-GA 1501 / Gear / 4 points / 2019-20, 2020-21  
Introduction and practical guide to the policies, procedures and current debates in museum collections and exhibition management. The instructor and guest speakers cover the following topics: mission statements, collection policies, documentation, assessment, conservation, storage, exhibition management, curating, interpretation and budgeting. Course requirements include two individual papers and two group projects.

Museum Management  
MSMS-GA 1502 / Warwick / 4 points / 2019-20, 2020-21  
Overview of management, finance, and administration. Topics covered include organizational structure and the roles and relationships of museum departments; operational issues, including security and disaster planning; museum accounting and finance, including operating and capital expense budgeting; leadership and strategic planning; and legal and ethical issues facing museums.

Internship  
MSMS-GA 3990 / Flouty / 2 points / 2019-20, 2020-21  
M.A. and Advanced Certificate students spend a minimum of 200 hours over one or more semesters in a project-oriented internship at a museum or other suitable institution. A daily log, evaluations, and progress report are required.
Research Seminar
MSMS-GA 3991 / Ayers, Basilio / Franz / 2 points / 2019-20, 2020-21
This course includes candidates for both the Advanced Certificate and the M.A. in Museum Studies. The class is designed to help students identify a research question, navigate relevant primary and secondary sources, and produce a well-written, well-organized research paper at the end of the term. For those in the Advanced Certificate program, the course will focus on a final 30-page (double-spaced) Museum Studies research paper. M.A. students will focus on writing an introduction and one chapter of a master’s thesis. The research seminar provides students with a collective structure and series of deadlines as they develop individual research projects. Students will be responsible for their own research and writing, as well as thoughtful reading and comments in writing groups.

ELECTIVES

Topics in Museum Studies
MSMS-GA 3330 / 4 points / 2019-20, 2020-21
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: Curating as Collaboration; Blockbusters and Building Booms; Challenges for Art Museum Curators Today; Small Museums of New York; Decolonizing Museums; Anthropology of Museums, Diversity in Museums; 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
MSMS-GA 3915 / Staff / 1-4 points / 2019-20, 2020-21
Independent research on a topic determined in consultation with the program director.

Development, Fund-Raising, and Grantsmanship: Funding the 21st Century Museum
MSMS-GA 2221, Warwick. 4 points. 2019-20, 2020-21
In the 21st century museums worldwide need creative fundraising to survive. This course provides a comprehensive overview of museum fundraising practices and an introduction to the skills and processes necessary for effective fundraising. Focusing in particular on the funding environment in the USA—but referencing other international models—topics covered include an overview of sources of funding and types of fundraising (capital campaign; planned giving, benefit events etc.) and a survey of procedures for identifying available funds. Invited guests from a range of museum environments will discuss examples of successful fundraising. Students will complete various examples of fundraising approach (individual solicitations and grant requests, for example) and a comprehensive fundraising strategy for a museum project of their choice.

Conservation and Collections Management
MSMS-GA 2222 / 4 points / 2019-20, 2020-21
As an introduction to museum conservation and collections management, this seminar combines classroom discussion and museum visits to provide an understanding of the material concerns and underlying values that drive collections care decisions. It is designed to give students the tools to think critically about collections management and conservation processes. The seminar covers many core functions of museum practice, from acquisition, exhibition, and storage to disaster preparation and recovery. It includes preventive conservation measures to manage the museum environment and technical research to date and authenticate museum objects. The seminar also addresses concerns of living artists, indigenous groups and others with claims to the disposition and care of cultural materials. Course readings cover the historical and philosophical values that shape the field of conservation, and technical information needed to make conservation and collections management decisions. Students perform condition assessments, and conduct research leading to short writing assignments and a term paper.

Historic Sites, Cultural Landscapes, and the Politics of Preservation
MSMS-GA 2223 / 4 points / 2019-20, 2020-21
This course will examine the cultural politics that influence reuse of historic spaces for museums and other public purposes. Through course readings, site visits and individual archival research, students will explore sites ranging from historic houses and period rooms presented as museum installations to restored villages and communities to dramatic reuse of historic space for cultural tourism. Students will pay particular attention to the social and political contexts in which original use and subsequent reuse took place, and analyze primary documents that illustrate both motivations and strategies for interpretation.

Museum Education
MSMS-GA 2224 / Kanatani, Vatsky / 4 points / 2019-20, 2020-21
This seminar provides an overview of the field of museum education in the
context of the institution’s relationship with constituent communities, with application to a broad range of audiences. Among the topics to be 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**  
**MSMS-GA 2225 / Flouty / 4 points / 2019-20, 2020-21**  
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**  
**MSMS-GA 3332 / Gallagher / 4 points / 2019-20, 2020-21**  
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**  
**MSMS-GA 3335 / Altshuler / 4 points / 2019-20, 2020-21**  
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, biennials, the art market, conservation issues, artworks that take the museum as subject, museums and social activism, and conflicts of interest that arise for museum staff and trustees. A familiarity with international contemporary art is required. Assignments include two short essays, class presentations, and a final paper.

**Art Exhibition History After 1960**  
**MSMS-GA 2227 / Altshuler / 4 points / 2019-20, 2020-21**  
This seminar will investigate the history of exhibitions and various approaches to the study of exhibition history. The focus will be on art exhibitions after 1960, with an emphasis on group exhibitions. Among the topics to be discussed are the significance of exhibitions within art and cultural history, the notion of an exhibitionary canon, the relationship between artworks and exhibition practice, and the major developments of this period. These developments include the growth of independent curating and new curatorial strategies, an increasing focus on thematic exhibitions, the expansion of biennials outside the Euro-American centers, and the use of discursive forms. Students will present the results of research on a particular exhibition or series of exhibitions, and submit a final paper on that topic. The permission of the instructor is required before registering for this course.

**Museums and the Law**  
**MSMS-GA 2220 / Gleason / 4 points / 2019-20, 2020-21**  
Legal issues pervade so many aspects of the world of museums. The law can both constrain and enable the behavior of museum staff, administration, and others who work with these cultural organizations. Therefore, it is difficult to work in, for and with museums without some training in or familiarity with the law. In this course, we will examine how museums are affected by a variety of legal regulations, including cultural heritage legislation, intellectual property issues, such as copyright, trademark and moral rights, first amendment and censorship claims, work-place hazards, contracts, and nonprofit and tax laws, such as valuation, charitable transfers, payments in lieu of taxes and the unrelated business income tax. Readings will consist of case law and secondary sources detailing the most pressing legal issues facing different types of museums, and group discussions will be supplemented by mock case studies and negotiation exercises.

**Heritage, Memory and Negotiating Temporalities**  
**MSMS-GA 2229 / Anderson / 4 points / 2019-20, 2020-21**  
What is heritage, how is it produced and to what extent does it (re)arrange relationships between time, memory and identity? How do some heritages come to be memorialized and institutionalized and others excluded and rendered peripheral? This seminar will cover the historical development of the concept of heritage as well as exploring the genesis of international heritage administration, charters, conventions, and national heritage laws. It will highlight emerging trends and practices including exploring the concept of “social memory” and contrast it with the more formalized techniques of heritage didactics and curation. We will explore the increasing interest in “bottom-up” heritage programming that directly involves the general public in the formulation, collection, and public presentation of historical themes and subjects as an ongoing social activity. Case studies from different regions and social contexts will be explored.
“conflicted heritage,” “minority heritage,” “indigenous heritage,” “diasporic heritage,” “sites of conscience,” long-term community planning and involvement in “eco-museums”, the relationship between heritage, development and tourism and public heritage interpretation centers. Students will be asked to address specific problems in sites or organizations presented during the course and will formulate socio-interpretive assessments of projects or research of their choosing in the U.S. or abroad.

**Museums and Community**
MSMS-GA 2228 / Flouty / 4 points / 2019-20, 2020-21
We have witnessed a rise in civic engagement and social justice programming in museums today. Community, history, and fine arts museums now include civic activism, community participation, and community organizing in their mission and core activities. A movement toward civic engagement and social justice manifests in all aspects of museum practice, including exhibition, education, and collections care. In this seminar, we investigate the theoretical underpinnings of these programs along with their practical implementation and evaluation. We assess museum activism in the context of inequality and racism within the museum itself and community resistance against museums. Students build an understanding of community programming in the context of current literature on the museum in the public sphere, the museum as contact zone, placemaking, and museum ethics. Guest speakers address community-based programming, including the logistics of program development, program evaluation, and program website design. The seminar combines project-based learning with reading, discussion, and writing about theory that motivates and critiques community-based museum programming. Students choose their own final projects. Options include assessing an existing community-based museum program, designing a new museum-based program and developing its website, and writing a seminar paper.

**Museums and Political Conflict**
MSMS-GA 2226 / Feldman / 4 points / 2019-20, 2020-21
In contemporary Museum Studies, it is often said that museums are inherently political institutions. But how do politics actually happen in museums? What has “politics” meant for key exhibitions and collections and what avenues of political theory emerge from the museum in general? In this seminar, we will move beyond the general to examine how specific political concepts took shape in historic exhibitions and museum practices from the 1930s to the present. As such, our challenge will be twofold. On the one hand, we will consider how political movements have used the museums as an implement for advancing power and influence. On the other hand, we will consider how museum practices have “taken up” various kinds of politics: how museum objects and officials have engaged and advocated the agendas and outcomes of political parties, governments, policies, revolutions, and elections. Case studies will include: Degenerate Art (1937), Paris World Exhibition (1937), Rivera’s “Man at the Crossroads” (1934), The Guggenheim Museum (1959), Yad Vashem (1965), Harlem on my Mind (1969), The Perfect Moment (1990), The Last Act (1994), The Jewish Museum of Bologna (1998), Sensation (1999), The Apartheid Museum (2001), Holocaust Cartoons (2006), among others. Through these case studies, students will examine the museum’s role in the public sphere and the process whereby exhibitions contribute to—or undermined—key aspects of deliberative democracy.
DEPARTMENT OF
Music

as.nyu.edu/music
24 Waverly Place, Room 268
New York, NY 10003-6789
Phone: 212-998-8300

Chair of the Department
Professor David Samuels
Director of Graduate Studies
Professor J. Martin Daughtry

PROGRAMS
AND
REQUIREMENTS

Doctor of Philosophy

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 submit recordings and musical scores by using a URL to point to an online collection of your materials. Please refer to the instructions at gsas.nyu.edu/object/grad.app.page1-video. If you are unable to make electronic versions of the material available, please contact the Music Department directly at the e-mail address fas.music@nyu.edu.

For students interested in Ethnomusicology or Historical Musicology, one or two written papers that demonstrate analytical and writing abilities are required.

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 receive funding through the MacCracken program, and 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 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 Global Services (OGS); (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.

The specialization in Historical Musicology is intended to familiarize students with the modes of thought and research techniques in that discipline. Students 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, Field Methods, MUSIC-GA 2166, 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 one or two 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, Field Methods, 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).

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, the Washington Square Contemporary Music Society. Groups performing student works at NYU in recent years have included the International Contemporary Ensemble (ICE), Argento, the Talea Ensemble, 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, Introduction to Musicology, MUSIC-GA 2101, Ethnomusicology: Theory and History, MUSIC-GA 2136, and additional courses in music theory, analysis and scholarship.

Students are expected to be in good academic standing at all times. In the Department of Music, “good academic standing” means the following: (1) a grade point average of 3.5 or better; (2) no more than two grades lower than B over the course of the student’s career, and no grades of F; (3) no more than two grades of Incomplete over the course of the student’s career; (4) passage of the general examination and satisfaction of other degree requirements in a timely manner, as described in this bulletin and on the department’s Website. Students who fail to meet the criteria
for good academic standing may be placed on academic probation for up to one semester, during which time they can work with the director of graduate studies and other faculty to resolve their academic difficulties. Students on probation who do not return to good academic standing by the end of the probationary semester risk termination of their fellowship.

Language Examinations: Students must demonstrate reading competency in one modern language by passing a written examination administered by the department before taking the comprehensive examination. Between the comprehensive examination and the dissertation proposal defense, students must demonstrate reading knowledge in a second language (students in composition are exempted from this requirement). Students are expected to select a second language appropriate to their research topic. Ordinarily, students will have passed the second language examination by no later than the third year of study. No student in musicology or ethnomusicology may advance to candidacy without having passed the second language exam.

Comprehensive Examination: The comprehensive 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.

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 defend their dissertation proposal by sometime in their fourth year of study.

Students develop a dissertation proposal in consultation with their committee and present it to that committee during their 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.

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) the main elements of a working bibliography. In some cases, chapter outlines will be required.
For students specializing in composition, the dissertation will be one or more compositions of significant proportions accompanied by a thesis. In their dissertation proposal, composers must include a brief description of the intended composition(s), and they should 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.

**FACULTY**

**Michael Beckerman**  
Musical form and meaning; nationalism; Czech and Eastern European music (Janacek, Dvorak, Martinu, Czech jazz); Roma/Gypsies; Mozart; Brahms; film music; music in concentration camps; music and totalitarianism; musical middles; North German keyboard music; mechanical music and automatia; music and emotions.

**Brigid Cohen**  
20th-century music avant-gardes; migration, diaspora, and cosmopolitanism theory; postcolonial studies; intersections of music, the visual arts and literature; politics of aesthetic modernism; interdisciplinary art communities; jazz.

**Suzanne G. Cusick**  
*Professor, Ph.D. 1975 (musicology), North Carolina; B.F.A. 1969, Newcomb College.*  
Music in early modern Italy; gender, sexuality, and embodiment in relation to musical culture, especially those of early modern Italy and contemporary North America; acoustemology of contemporary life, especially acoustical violence in contemporary war; feminist and queer approaches to music scholarship; cultural history of music.

**Christine Dang**  
*Assistant Professor, Ph.D. 2014 (ethnomusicology), Pennsylvania; M.A. 2007 (eastern classics), B.A. 2004, St. John’s College (New Mexico).*  
Music in relation to: citizenship; ethnic, racial, and spiritual diasporas; Islam and Christianity in the global south; civil conflict; West Africa; urban America; Vietnam.

**J. Martin Daughtry**  
*Associate Professor, Ph.D. 2006 (ethnomusicology), M.A. 2001, California (Los Angeles); B.A. 1994, New College (Florida).*  
Sound Studies; acoustic violence; listening; the auditory imagination; jazz; musics of the Russian-speaking music of the Russian-speaking world; the environmental conditions in which sonic practices occur.

**Elizabeth Hoffman**  
*Professor, D.M.A. 1996 (composition), Washington; M.A. 1988, SUNY (Stony Brook); B.A. 1985, Swarthmore.*  
Acoustic, electroacoustic, and computer composition; models for analysis and criticism of contemporary art music and sonic art; theories of the avant-garde.

**Louis Karchin**  

**Maureen Mahon**  
*Associate Professor, Ph.D. 1997 (anthropology), M.A. 1993, New York; B.S. 1987, Northwestern.*  
Contemporary African American culture; the production of identity; the construction and performance of race and gender in music; and the relationship between race, class, generation, and culture.

**Mick Moloney**  
*Global Distinguished Professor, Ph.D. 1992, Pennsylvania; M.A. 1967, Dublin; B.A. 1965, University College (Dublin).*  
Irish music in North America; music and immigration; music in vaudeville; early recording industry.

**Jaime E. Oliver La Rosa**  
*Assistant Professor, Ph.D. 2011 (computer music), M.A. 2009, California (San Diego). Composition 2003, National Conservatory of Music (Lima, Perú).*  
Computer music; composition; musical instruments; sound art; algorithmic music; computer assisted composition and notation; handmade electronics; gesture and video.
tracking; live computer music performance practices; archeology of electronic music; Latin American musical modernity.

David Samuels
Ethnomusicology and linguistic anthropology; music and semiotics; Native American music and poetics; vernacular modernities.

Yunior Terry Cabrera
Clinical Assistant Professor. M.F.A. 2017, Rutgers; B.A. 2002, California Institute of the Fine Arts.
Afro-Cuban music; Latin jazz; bass; arara; African diaspora-based musical and cultural traditions.

Alice Teyssier
Contemporary music; baroque music; soprano; flute; experimental practices;

ADJUNCT FACULTY
Margaret Panofsky

AFFILIATED FACULTY
Kwami Coleman, Assistant Professor, Musicology.

Deborah Anne Kapchan, Professor, Performance Studies.
Matthew Morrison, Assistant Professor, Musicology.
Kent Underwood, Clinical Professor, Musicology.
Alexandra Vazquez, Associate Professor, Performance Studies.

FACULTY EMERITI
Stanley Boorman, David Burrows, Edward Roesner, Rena Mueller.

COURSES

Collegium Musicum
MUSIC-GA 1001, 1002 / Panofsky / 2 points / 2019-20, 2020-21
Performance ensemble concentrating on the music of pre- and early-modern Europe and on neglected works or genres from other periods.

Introduction to Musicology
MUSIC-GA 2101 / Cusick, Beckerman, Cohen / 4 points / 2019-20, 2020-21
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.

Ethnomusicology: History and Theory
MUSIC-GA 2136 / Daughtry, Mahon, Samuels, Dang / 4 points / 2019-20, 2020-21
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.

Techniques of Music Composition
MUSIC-GA 2162 / Hoffman, Karchin, Oliver / 4 points / 2019-20, 2020-21
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
MUSIC-GA 2165 / Hoffman, Oliver / 4 points / 2019-20
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.

Special Studies
MUSIC-GA 2198, 2199 / Staff / 4 points / 2019-20, 2020-21
A substantial proportion of doctoral seminars are offered each year under this heading. Recent course topics have included Aurality; New Media: Gesture, Sound, and Image Interactions; Music and the Construction of Race; Music in
Cold-War New York; Feminist and Queer Histography/Music; Genre and Popular Music; Musical Modernities, Modernisms and Avant-gardes; and the Ethics of Musical Marginality in the 20th Century, Contemporary Opera, and Contemporary Orchestration.

**Reading and Research**

MUSIC-GA 3119, 3120 / Staff / 1-4 points / 2019-20, 2020-21

Independent study with a faculty supervisor. Must have the approval of the director of graduate studies and the proposed supervisor.
PROGRAMS AND REQUIREMENTS

Master of Arts

The program has three elements: (1) a coherent sequence of courses on the region, totaling 32 or 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 32 or 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 courses according to their individual research interests, in consultation with the Director of Graduate Studies. The distribution requirement consists of at least two courses outside of History (such as anthropology, economics, politics, and sociology, which are inside or outside of the MEIS department).

Language Requirement:
All recipients of the MA in NEST must either enter the program with upper intermediate proficiency in a Middle Eastern language, or they must reach upper intermediate proficiency while enrolled in the MA in NEST.

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 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.

Many students will still need to take 2-4 semesters of undergraduate language courses to fulfill the upper intermediate language requirement. However, these credits, although they will appear on the student’s transcript, will not contribute to the 32 graduate credits needed for degree completion.
Master’s Thesis or Report: The master’s thesis should generally have the format, style, and length of a substantial scholarly article in a Middle Eastern studies field. Alternatively, it can have the format and style of a professional report, with a length and substance similar to a scholarly article. In either case, it must present the author’s own research and relate this to existing scholarly understandings of the topic or field. Students should begin discussing possible topics for the thesis or report by the end of their first year and should select a topic and an adviser, in consultation with the Director of Graduate Studies, before the end of their third semester. Students are encouraged to conduct research on their topic during the summer following their first year.

Internships: The internship program draws on the resources of New York City as a center of international politics and culture. Internships provide practical training in the kinds of research and report writing required for careers in public and nongovernmental service, policy research, cultural affairs, and political advocacy. The internship program enables students to make professional contacts in fields they are interested in joining and to share their skills with organizations as they explore a particular field or issue. Organizations providing internships include (but are not limited to) human rights organizations, United Nations agencies and missions, media organizations, policy research groups, and other nongovernmental organizations. The internship involves 10-15 hours of work per week during one semester. Students receive up to 4 points toward the degree by registering for Internship, NEST-GA 2996. They must submit weekly progress reports on their internship project as well as mid- and end-of-semester reports.

Concentration in Advanced Language Proficiency: The Master of Arts program in Near Eastern Studies with a concentration in Advanced Language Proficiency allows students room in their plan of study to pursue 16 additional graduate-level language credits toward their degree, thereby encouraging advanced and literary proficiency in a Middle Eastern language. Students must complete 40 points of graduate coursework, 24 points of Near Eastern studies as noted above plus 16 additional points of graduate level language or literature courses.

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 40 points of course work (24 points of Near Eastern studies 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 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.

Concentration in International Relations: The Master of Arts program in Near Eastern Studies with a concentration in international relations prepares students for careers as professionals, practitioners, and scholars in the field of international relations; the concentration is designed to train students as Middle East area specialists for future work in government service, think tanks, multilateral organizations, private corporations, consulting firms, or non-governmental organizations. Students must complete 40 points of graduate coursework, 24 points of Near
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.

FACULTY

Zvi Ben-Dor Benite  
Hebrew Global History, Early Modern and Modern Chinese History, Asian and European Islam, Religion and World History, Middle Eastern History, History of Geography, Arab-Jewish and Mizrahi History

Nasser Abourahme  
Faculty Fellow, Near Eastern Studies. Ph.D. 2016 (social anthropology and urban geography, critical media practice), Harvard.

Mohamad Bazzi, Journalism; Zvi Ben-Dor Benite, History and Middle Eastern and Islamic Studies; Guy Burak, Middle Eastern and Islamic Studies Librarian; Paula Chakravartty, Media, Culture, Communications and the Gallatin School for Individualized Study; Frederick Cooper, History; May Al-Dabbagh, NYU Abu Dhabi; Martin Daughtry, Music; David Engel, Hebrew and Judaic Studies; Sibel Erol, Middle Eastern and Islamic Studies; Yael Feldman, Hebrew and Judaic Studies; Ahmed Ferhadi, Middle Eastern and Islamic Studies; Katherine Fleming, History, Program in Hellenic Studies; Michael Gilsenan, Middle Eastern and Islamic Studies, Anthropology; Mona El-Ghobashy, Liberal Studies; Faye Ginsburg, Anthropology; Michael Gomez, History and Middle East and Islamic Studies; Jeff Goodwin, Sociology; Bruce Grant, Anthropology; Hala Halim, Middle Eastern and Islamic Studies, Comparative Literature; Stephen Holmese, Law; Ziba Mir Hosseini, Law; Asli Igsiz, Middle Eastern and Islamic Studies; Gabriela Nik. Ilieva, South Asian Studies; Natasha Iskander, Public Policy; Rosalie Kamelili, Hebrew and Judaic Studies; Deborah Anne Kapchan, Performance Studies; Pinar Kemerli, Liberal Studies; Arang Keshavarzian, Middle Eastern and Islamic Studies; Aisha Khan, Anthropology; Masha Kirasirova, NYU Abu Dhabi; David Larsen, Liberal Studies; Zachary Lockman, Middle Eastern and Islamic Studies; David Ludden, History; Sally Merry, Anthropology; Ali Mirsepassi, Gallatin School of Individualized Study; M. Ishaq Nadiri, Economics; S. J. Pearce, Spanish and Portuguese; Asli Peker, Politics; Erin Pettigrew, NYU Abu Dhabi; Nathalie Peutz, NYU Abu Dhabi; Maurice Pomerantz, NYU Abu Dhabi; Jonas Prager, Economics; Sara Pursley, Middle Eastern and Islamic Studies; Mitra Ellen Rastegar, Liberal Studies; Barnett Rubin, Politics; Kostis Smyrlis, History; Ella Shohat, Middle Eastern and Islamic Studies, Art and Public Policy (Tisch School of the Arts); Nader Uthman, Middle Eastern and Islamic Studies; Peter Valenti, Liberal Studies; Shouleh Vatanabadi, Liberal Studies; Museref Yetim, International Relations; Ted Ziter, Drama; Angela Zito, Anthropology; Ronald Zweig, Hebrew and Judaic Studies;

Early Islamic and Medieval Near East

Abigail Balbale, Middle East and Islamic Studies; Adam Becker, Religious Studies; Patton Burchett, Religious Studies; Finbarr Barry Flood, Art History; Robert Hoyland, Institute for the Study of the Ancient World, Marion Katz, Middle Eastern and Islamic Studies; Philip Kennedy, Middle Eastern and Islamic Studies, and Comparative Literature; Everett Rowson, Middle Eastern and Islamic Studies; Priscilla P. Soucek, Fine Arts; Justin Stearns, NYU Abu Dhabi

Pre-Islamic Near East

Joan Connelly, Art History; Pamela Crabtree, Anthropology; Daniel Fleming, Hebrew and Judaic Studies; Ogden Goelet,
COURSES

NEAR EASTERN STUDIES
INTERDISCIPLINARY SEMINARS

Culture, Politics, and History of the Middle East
NEST-GA 2005 / Staff / 4 points / 2019-20, 2020-21

Internship in Near Eastern Studies
NEST-GA 2996 / McCormick / 1-4 points / 2019-20, 2020-21

Independent Study
NEST-GA 2997 / Staff / 1-4 points / 2019-20, 2020-21

Master's Thesis Research
NEST-GA 2998 / Abourahme / 1-4 points / 2019-20, 2020-21

Topics in Middle East Politics
NEST-GA 2999 / Abourahme / 4 Points / 2019-20, 2020-21

Topics in the Sociology of the Middle East
NEST-GA 3000 / Staff / 4 points / 2019-20, 2020-21

The Anthropology of Gender and Sexuality in the Modern Middle East
NEST-GA 3001 / Staff / 4 points / 2019-20, 2020-21

Topics in the Anthropology of the Middle East
NEST-GA 3002 / McCormick / 4 points / 2019-20, 2020-21

Topics in the Political Economy of the Middle East
NEST-GA 3003 / Abourahme / 4 points / 2019-20, 2020-21

Topics in History and the Middle East
NEST-GA 3005 / McCormick, Abourhame / 4 points / 2019-20, 2020-21
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. At least 37 points must be taken in graded courses. All students will be required to complete the following core curriculum during their first year: Cellular Neural Science, NEURL-GA 2201, Sensory and Motor Neuroscience, NEURL-GA 2202, Laboratory in Neural Science I and II, NEURL-GA 2203 and 2204, and Introduction to Research in Neural Science I and II, NEURL-GA 2210 and 2211.

Additional first year courses will be determined by the area of specialization selected by the student, either Systems and Computational Neuroscience or Molecular and Cellular Neuroscience. Students in the Systems and Computational Neuroscience specialization will take Behavioral and Cognitive Neural Science, NEURL-GA 2205 and Mathematical Tools for Neural Science, NEURL-GA 2207. Students in the Molecular and Cellular Neuroscience specialization will take Foundations of Cell and Molecular Biology, BMSC-GA 2001, Statistics in Biology, BIOL-GA 2030 (Students may replace this course with suitable alternative statistics courses with permission). These are all graded courses.

In the second and third year, students will select three advanced elective courses in neural science or a related discipline (typically each is 3 credits), with approval from their advisory committee, to complete the remaining required number of graded points.

Non-graded credit courses: Students also attend the Seminar in Current Topics, NEURL-GA3390, and the Fellows’ Seminar, NEURL-GA 3380. The courses Reading Course in Neural Science, NEURL-GA 3305, 3306, and Research Problems in Neural Science, NEURL-GA 3321, are intended to provide appropriate course credits for faculty-guided readings and research necessary for preparation of the PhD thesis. These courses can be taken more than once for credit. Dissertation Research, NEURL-GA 3301, courses are taken only by students who are preparing the thesis document and who have completed about 66 points and the required number of points in graded courses.

Thesis Lab Selection: In the first year and the subsequent summer, students will perform two or more laboratory rotations as part of the process for identifying an appropriate advisor and research area for the dissertation work. Rotations during the academic year are taken for credit and receive grades. During the second year, each student will usually have selected an area of primary research interest and the faculty member with matching research interests to serve as the primary advisor. Together they will develop a program of research that will eventually become the doctoral thesis work.
Qualifying: In order to qualify, students must first satisfactorily complete the first-year core curriculum and courses in one area of specialization. In addition, by the beginning of their third year they will prepare and submit a written qualifying exam to their thesis advisory committee. This was formerly called the “Second Year Paper”. The qualifying exam will be written in the form of an NIH NRSA pre-doctoral fellowship. The form of the paper should be suitable for submission as a fellowship or small research grant proposal; students are encouraged to seek independent funding for their research training. It should contain a literature review, an account of research progress, and a plan for future experiments based on any preliminary data that may have been obtained up to this point in training. Although the proposal does not bind students to pursue the experiments described as their thesis work, the proposed experiments should lay out a reasonable course of action based on progress to date. Copies should be submitted to each member of the committee and one to the Director of Graduate Studies.

After submitting the written qualifying exam to their thesis committee, students must then give an oral presentation of the proposed program of research to the committee. The committee must determine that the document and oral defense are acceptable for students to qualify for doctoral research.

Annual committee meetings will, in part, be used to monitor how the thoughts and plans first outlined in the proposal are shaped, developed, and altered through further discoveries. The formal process of writing a Dissertation Proposal in the third or fourth year is made less critical by regular committee meetings.

Research Talks: In September, students entering the 2nd year give brief talks based on research completed during one of the first year rotations. Fourth year students give full research talks, based on current research, during the Autumn Fellows’ Seminar series.

Dissertation and Final Examination: Students prepare their written dissertation based on their doctoral research and submit it to their examining committee. The final examination is the oral defense of the thesis, which includes a one-hour talk based on the written document. The examining committee usually consists of the three members of the dissertation committee plus two additional members, chosen by the student in consultation with the dissertation committee members and the Director of Graduate studies. One of the additional members is often an invited expert from outside of the University. Passage of the thesis defense is contingent on at least all but one of the examiners voting to accept the thesis and its defense.
The neurobiological, economics, and psychological bases of human and animal decision-making.

**Michael J. Hawken**
Cortical circuits and neuronal mechanisms of visual processing.

**David Heeger**
Functional imaging of the human brain (fMRI), computational neuroscience, vision, attention

**Roozbeh Kiani**
Decision making, visual shape and motion processing.

**Lynne Kiorpes**
Development of visual function.

**Eric Klann**
Professor; Director, Center for Neural Science. Ph.D. 1989, Medical College of Virginia; B.A. 1984, Gannon.
Molecular mechanisms of learning and memory.

**J. Anthony Movshon**
Professor (Neural Science, Psychology); Silver Professor. Ph.D. 1975, B.A. 1972, Cambridge.
Vision and visual development.

**Simon Peron**
Structure and function of cortical representations.

**Bijan Pesaran**
Neuronal dynamics and decision making.

**Alexander D. Reyes**
Functional interactions of neurons in a network.

**John Rinzel**
Biophysical mechanisms and theoretical foundations of neural computations.

**Dan H. Sanes**
Development and plasticity of the auditory system.

**Cristina Savin**
Assistant Professor (Neural Science, Data Science). Ph.D. 2010, Goethe.
Learning and memory, neural circuits, probabilistic computation.

**Malcolm N. Semple**
Neurobiology of hearing.

**Robert M. Shapley**
Natalie Clews Spencer Professor of the Sciences; Professor (Neural Science, Psychology, Biology). Ph.D. 1970, Rockefeller; B.A. 1965, Harvard.
Visual physiology and perception.

**Eero P. Simoncelli**
Computational vision.

**Wendy A. Suzuki**
Professor. Ph.D. 1993, California (San Diego); B.A. 1987, California (Berkeley).
Organization of memory in the medial temporal lobe and the effects of exercise on learning, memory and cognition.

**Xiao-Jing Wang**
Professor. 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; Sara and Michael Sela Professor of Neurobiology, Weizmann Institute of Science; Ph.D. 1974, Weizmann Institute of Science; B.Sc. 1969, Hebrew.
Mechanisms of learning and memory.

**CLINICAL FACULTY**

**Margarita Kaplow**
Clinical Associate Professor in Neural Science; Ph.D. 2009, City University of New York.
Developmental neurobiology; circuits and behavior; teaching of neuroscience.

**Mark M. Klinger**
Clinical Professor of Neural Science; Director, Office of Veterinary Resources; V.M. 1986, Universidad Autónoma de Ciudad Juárez.
Comparative medicine.

**Lee-Ronn Paluch**
Clinical Associate Professor of Neural Science; Associate Director, OVR; BVSc, DACLAM

**Pascal Wallisch**
Clinical Assistant Professor of Psychology and Neural Science; Ph.D. 2007, University of Chicago.
Visual perception and cognition.

**ASSOCIATES OF THE CENTER FOR NEURAL SCIENCE**

Philosophy; Moses Chao, School of Medicine; Mitchell Chesler, School of Medicine; Edgar E. Coons, Jr., Psychology; Clayton E. Curtis, Psychology; Jeremey S Dasen, School of Medicine; Claude Desplan, Biology; Jeffrey Erlich, Neural and Cognitive Science, NYU Shanghai; Jon Freeman, Psychology; Robert C. Froemke, School of Medicine; Wen-Biao Gan, School of Medicine; David Geiger, Computer Science; Marc Gershow, Physics; Todd Gureckis, Psychology; Catherine Hartley, Psychology; Biyu Jade He (School of Medicine); Brenden Lake, Psychology; Michael S. Landy, Psychology; Yann A. LeCun, Computer Science; Li Li, Neural Science and Psychology, NYU Shanghai; Sukbin Lim, Neural Science NYU Shanghai; Dayu Lin, School of Medicine; Michael Long, School of Medicine; Laurence T. Maloney, Psychology; Gary Marcus, Psychology; T. James Matthews, Psychology; David W. McLaughlin, Mathematics; Denis G. Pelli, Psychology; Charles S. Peskin, Mathematics; Elizabeth Phelps, Psychology; David Poeppel, Psychology; Aaditya V. Rangan, Mathematics; Carol S. Reiss, Biology; Margaret Rice, School of Medicine; Dmitriy Rinberg, School of Medicine; Niels Rissanen, School of Medicine; Bernardo Rudy, School of Medicine; Michael J. Shelley, Mathematics; Nicholas Stavropoulos, School of Medicine; Greg S. Suh, School of Medicine; Regina Sullivan, School of Medicine; Mario Svirsksy, School of Medicine; Xing Tian, Neural and Cognitive Sciences, NYU Shanghai; Daniel Tranchina, Biology, Mathematics; Dirk Trauner, Chemistry; Nicholas X. Tritsch, School of Medicine; Richard W. Tsen, School of Medicine; Donald A. Wilson, School of Medicine; Jonathan Winawer, Psychology; Lai-Sang Young, Mathematics; 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.

COURSES

**Cellular Neuroscience**
NEURL-GA 2201 / Carter / 4 points / 2019-20, 2020-21
Team-taught, intensive course. Lectures cover the basics of membrane biophysics, cellular and synaptic physiology, and intracellular signaling.

**Sensory and Motor Systems**
NEURL-GA 2202 / Hawken / 4 points / 2019-20, 2020-21
Team-taught intensive course. Lectures and readings concentrate on neural regulation of sensory and motor systems.

**Laboratory in Neural Science I, II**
Team-taught course. The first semester involves discussion of problem sets and research papers relevant to the lecture course. The second semester includes neuroscience, sensory neurophysiology, psychophysics, fmri, and behavioral methods.

**Behavioral and Cognitive Neuroscience**
NEURL-GA 2205 / Clay, Louie, Hartley / 4 points / 2019-20, 2020-21
Team-taught intensive course. Lectures, readings, and laboratory exercises cover neuroanatomy, cognitive neuroscience, learning, memory, and emotion.

**Mathematical Tools for Neuroscience**
NEURL-GA 2207 / Simoncelli / 4 points / 2019-20, 2020-21 / Prerequisites: undergraduate calculus and some programming experience.
Team-taught intensive course. Lectures, readings, and laboratory exercises cover basic mathematical techniques for analysis and modeling of neural systems. Homework sets are based on the MATLAB software package.

**Introduction to Research in Neural Science I, II**
NEURL-GA 2210, 2211 / Staff / 3 points each / 2019-20, 2020-21
Research component of the first-year core curriculum in neural science.

**Dissertation Research**
NEURL-GA 3301 / Staff / 1-3 points / 2019-20, 2020-21
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.

**Special Topics in Neural Science**
NEURL-GA 3042 / Staff / 3 points / 2019-20, 2020-21
Advanced seminars led by the faculty to provide in-depth consideration of specific topic areas in neural science. Examples of recent topics: Bayesian Modeling, Computational Psychiatry, Experiment-based modeling of neurons and networks, Neurobiology of Learning and Memory, Auditory and Visual Cortex, Neuroimaging, Neuronal Mechanisms of Color Vision, Neural Adaptation, Nonlinear Dynamics and Neural Modeling, Neuronal Networks.
Reading Course in Neural Science
NEURL-GA 3305, 3306 / Staff / 1-3 points / 2019-20, 2020-21

Research Problems in Neural Science
NEURL-GA 3321 / Staff / 1-3 points / 2019-20, 2020-21

Fellows' Seminar
NEURL-GA 3380 / Staff / 1-3 points / 2019-20, 2020-21
One-hour research colloquium given by members of the Center for Neural Science.

Seminar in Current Topics
NEURL-GA 3390 / Staff / 1-3 points / 2019-20, 2020-21
Weekly one-hour research colloquium given by the Center for Neural Science faculty or outside speakers.

Disorders of the Nervous System
NEURL-GA 4414 / Sanes / 4 points / 2019-20, 2020-21
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.
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: 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 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 Masters in Performance Studies consists of 34 credits of coursework to be completed over 3 consecutive semesters (fall, spring, summer), students earn their degree the following September. 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 required to earn a grade of B or better, primarily with the permanent faculty. 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 Director of Graduate Studies. 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.

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: 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 or M.F.A. before being considered for admission. Students must complete 70 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 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 70 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.

FACULTY

Barbara Browning
Brazil and the African diaspora; dance ethnography; feminism; fetish and the gift; performative fiction.

Malik Gaines
Black studies, queer theory, transnational history, theater history, curatorial practice and performance art history.

Deborah Anne Kapchan
Aesthetics, affect, genre, narrative, poetics, performative writing, sound and listening studies, North Africa and diaspora.

André Lepecki
Chair, Professor. Ph.D. 2001, M.A. 1995, New York; B.A. 1990 (cultural anthropology), New University of Lisbon.
Dramaturgy; dance; philosophy and phenomenology.

Frederick Moten
Associate Chair, Professor. Ph.D. 1994 (English), California (Berkeley); B.A. 1985 (English), Harvard.
Black studies; performance studies; poetics and critical theory.

Ann Pellegrini
Queer theory and performance; religion, secularity, and sexuality; psychoanalysis and culture; Jewish cultural studies.

Karen Shimakawa
Associate Professor, Ph.D. 1995 (English literature), Washington; M.A. 1991 (English literature), Virginia; J.D. 1989, California (Hastings College of Law); B.A. 1986 (English literature), California (Berkeley).
Asian American performance/cultural studies; critical race history; performance and the law; transnational/diaspora studies; intercultural performance.

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

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

Alexandra T. Vazquez
Music and sound, U.S. Latina/o and Latin American Studies, Caribbean aesthetics and criticism, race and ethnicity and feminist theory.
COURSES

Introduction to Performance Studies
PERF-GT 1000 / Staff / 4 points / 2019-20, 2020-21
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 / Staff / 4 points / 2019-20, 2020-21
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.

Projects in Performance Studies
PERF-GT 2000 / Staff / 4 points / 2019-20, 2020-21
This course will run primarily as a workshop in which current MA 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 MA students present an excerpt or précis of that research to the department.

Bibliography and Research: Advanced Readings in Performance Studies
PERF-GT 2201 / Staff / 4 points / 2019-20, 2020-21
Readings are balanced between foundational texts in the field of performance studies as well as new interventions that propel the discourse forward. Readings examine the performance studies project’s intersections with different lines of thought that include anthropology, philosophy, feminism, critical race theory, legal theory, Marxism, and queer critique. Students are expected to assemble an annotated bibliography on some aspect of the field as well as writing a final research paper.

Dissertation Proposal Advising
PERF-GT 2301 / Staff / 0 points / 2019-20, 2020-21
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
PERF-GT 2313 / Kapchan / 4 points / 2020-21
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.

Seminar in Dance Theory: Dance and the Political
PERF-GT 2530 / Lepecki / 4 points / 2019-20
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
PERF-GT 2602 / Shimakawa / 4 points / 2020-21
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 / Staff / 4 points / 2019-20, 2020-21
Development of performance studies methodologies based on interdisciplinary research paradigms (movement analysis, ethnomusicology, ethnography, history, oral history, orature, visual studies, ethnmethodology, 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.

Performance Composition
PERF-GT 2730 / Staff / 4 points / 2019-20, 2020-21
This course focuses on performance as a mode of research/investigation: how can engaging in a performance or practice (rather than simply reading about/observing it) illuminate in ways that may be otherwise inaccessible to the researcher? What knowledge does the doing of performance produce? Students in this class will be asked to develop a research question (in consultation with the instructor), design and engage in a performance project aimed at answering (or at least investigating) that question, and then produce a final project (written or performed) that illustrates her/his research findings.
Master of Arts

The Department of Philosophy offers a program leading to the degree of Master of Arts. The department’s requirements are (1) 32 points of graduate study, at least 24 in the department (courses taken outside the department, as well as transfer credits, must receive departmental approval); (2) a substantial research paper of appropriate quality, which may be written either in connection with a seminar or under the supervision of a departmental adviser and which must receive a grade of B+ or better. A student’s academic performance and status in the program are subject to periodic review by the department.

Dual Degree Master of Arts and Juris Doctor

Students at the New York University School of Law may pursue an M.A.-J.D. dual degree program in philosophy and law. The School of Law requires 83 credits of study for the J.D. However, in the dual degree program, up to 12 law school credits for courses in 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 law.nyu.edu/admissions/index. 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 48 points (the “basic points”) be as specified below, and 4 additional points be earned by taking one semester of the Work-in-Progress Seminar as specified below. 20 of the total 72 points may be in dissertation research, although the student may include other courses toward that total as well. No more than 8 basic points worth of courses that are taken while enrolled in the NYU philosophy PhD. program can be satisfied through courses taken outside of the NYU Department of Philosophy.

Coursework: The required 48 basic points consist of the following:

1. Proseminar, PHIL-GA 1000, (8 points). This seminar is open to first-year philosophy Ph.D. students only. It includes frequent short writing assignments, and the mode of instruction
emphasizes discussion rather than lecture. The topics are determined by the instructors but include basic texts and ideas in analytic philosophy.

(2) Basic course work (36 points; typically nine 4-point courses). These nine courses are drawn from advanced introduction courses, intermediate-level courses, topics or advanced seminar courses, and research seminar courses. In special circumstances, students may earn 4 points (but no more than 4 points) of basic coursework by completing an Independent Study with a faculty member, in which they read up on an area of interest and write a paper with faculty guidance. There are three distribution categories: value theory (ethics, aesthetics, philosophy of law, and political philosophy), metaphysics and epistemology broadly conceived (metaphysics, epistemology, philosophy of language, philosophy of mind, philosophy of science, philosophy of mathematics, and philosophy of logic), and history of philosophy (ancient, medieval, modern, 19th century, and early 20th century). Of the nine basic courses, at least two courses each must fall into two of these three distribution categories, and one course must fall into the other distribution category.

(3) Third Year Review Preparation Course, PHIL-GA 3600 (4 points): In the Third Year Review Preparation Course, students work with a faculty member to develop and refine an already existing paper or project. Except in special circumstances, it is expected that the Third Year Review Preparation Course paper will serve as the student’s Third Year Review submission.

Third-Year Review: By the date one week prior to the first day of the fifth term in the program, students must submit one paper written while enrolled in the NYU PhD program. To satisfy the requirement, the paper should be a substantial and polished piece of work that demonstrates that the student is able to take his or her philosophical research and writing to the high level appropriate for writing a dissertation.

Thesis Prospectus: During their third year in the program, students develop a prospectus for their dissertation. The prospectus document, between five and a strict maximum of fifteen pages long, should not be a philosophy paper, but rather a thesis plan that clearly articulates an interesting philosophical project, situates the project in the space of philosophical ideas, and gives an indication of the main relevant literature.

Prospectus Defense: 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 prospectus examination should satisfy the committee that the candidate can write a passing thesis meeting the description in the candidate’s submitted prospectus.

Work-in-Progress Seminar Requirement: Students are required to take at least one semester of the Work-in-Progress Seminar, PHIL-GA 3601 (4 points), with the obligation usually to be fulfilled by the end of the student’s fourth year. The Work-in-Progress Seminar is devoted to the discussion of students’ work-in-progress under the supervision of a faculty member.

Logic Requirement: The department’s logic requirement can be satisfied in four ways. One way is to take a graduate-level logic course in the NYU philosophy department. A second way is to take an upper-level undergraduate course at NYU or elsewhere, or a graduate-level course elsewhere, but in both cases the appropriateness of the course must be approved by the Director of Graduate Studies. A third way is to satisfy the department that some course or courses taken previously meets the required standard. A fourth way is to schedule an oral examination covering an appropriate range of topics. In deciding whether to approve courses under the second and third headings, and in determining the content of the oral examination under the fourth heading, the department will be looking for competence in the following topics: formalization of English sentences in
first-order logic; derivations within a proof system for first-order logic; formal definitions of models, truth in a model, and validity for first-order logic; basic meta-logical tools, including proof by mathematical induction and recursive definition; the statement of, and the basic methods for proving, basic meta-logical results, including soundness and completeness for systems of first-order or modal logic, and results concerning the decidability of some formal systems.

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 seminars or the Third Year Review Preparation Course, and continued in the Work-in-Progress Seminar. Thus, 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 Doctor

Students at the New York University School of Law may pursue a Ph.D.-J.D. dual degree program in philosophy and law. The School of Law requires 83 credits of study for the J.D. However, in the dual degree program, up to 12 points for courses in GSAS may be applied in satisfaction of this requirement. The Ph.D. requires 72 points. However, in the dual degree program, credit for up to eight one-term courses in the School of Law may be applied toward the Ph.D. Therefore, the dual degree may be completed with as few as 111 points instead of the 155 needed if both degrees were done separately. All other requirements for both degrees must be met. It should be possible to complete the J.D./Ph.D. in six or seven years. Requirements for the J.D. degree can be found at law.nyu.edu/admissions/index.

FACULTY

Kwame Anthony Appiah
Ethics, political philosophy, philosophy of mind, philosophy of race, probability and decision theory.

Ned Block
Professor (Philosophy, Psychology); Silver Professor. Ph.D. 1971, Harvard; B.S. 1964 (physics, philosophy), Massachusetts Institute of Technology.
Philosophy of mind; philosophy of science; foundations of cognitive science.

Paul Boghossian
Professor; Silver Professor. Ph.D. 1986, Princeton; B.Sc. 1978 (physics), Trent.
Philosophy of mind; philosophy of language; epistemology.

David Chalmers
Professor. Ph.D. 1993, Indiana; B.S. 1986 (mathematics and computer science), Adelaide.
Philosophy of mind; cognitive science.

Cian Dorr
Professor. Ph.D. 2002 Princeton; B.A. 1993 (philosophy and English) University College, Cork.
Metaphysics; epistemology; philosophy of language; philosophy of physics.

Hartry H. Field
Professor; University Professor, Silver Professor. Ph.D. 1972, 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, Warwick; B.A. 1967, Oxford.
Logic; metaphysics; philosophy of language.

Richard Foley
Epistemology.

Laura R. Franklin-Hall
Associate Professor. Ph.D. 2008, Columbia;
B.S. 2000 (biological sciences), Stanford.
Philosophy of biology.

Jane Friedman
Epistemology; philosophy of mind.

Philosophy / NYU Graduate School of Arts and Science / 2019-21
Don Garrett  
Professor; Silver Professor. Ph.D. 1979, Yale;  
B.A. 1974, Utah.  
Early modern (17th- and 18-century) philosophy, continental rationalism, British empiricism.

Robert Hopkins  
Philosophical aesthetics; philosophy of mind.

Paul Horwich  
Philosophy of language; metaphysics; Wittgenstein; philosophy of science.

Anja Jauernig  
Associate Professor. Ph.D. 2004, Princeton;  
M.A. 1997, Bonn.  
Kant; early modern philosophy; post-Kantian German philosophy; philosophy of art; philosophy of science; existentialism; animal ethics.

Béatrice Longuenesse  
Kant; Hegel; modern philosophy; philosophy of mind.

Marko Malink  
Ancient philosophy; history of logic, philosophy of language; linguistics.

Tim Maudlin  
Philoosophy of Science; physics; metaphysics; ancient philosophy.

Jessica Moss  
Ancient philosophy; especially ethics and psychology.

James Pryor  
Epistemology; philosophy of mind; related issues in metaphysics and philosophy of language.

John Richardson  
Professor. Ph.D. 1981, California (Berkeley);  
Nineteenth- and 20th-century Continental philosophy; ancient philosophy.

Samuel Scheffer  
Professor (Philosophy, Law); University Professor. Ph.D. 1977, Princeton; B.A. 1973, Harvard.  
Moral and political philosophy.

Stephen Schiffer  
Philosophy of language; philosophy of mind; metaphysics.

Sharon Street  
Ethics.

Michael Strevens  
Philosophy of science; concepts; philosophical applications of cognitive science.

Peter Unger  
Metaphysics; epistemology; philosophy of mind; ethics.

J. David Velleman  
Action theory; ethics; philosophy of mind.

Daniel Viehoff  
Assistant Professor. J.D. 2016, Yale; Ph.D. 2009, Columbia; M.Phil. 2003, University College London; B.A. 2001 (philosophy, politics, and economics), Oxford.  
Political, legal, and moral philosophy.

Crispin J. G. Wright  
Philosophy of language; philosophy of mathematics; metaphysics; epistemology.

ASSOCIATED AND AFFILIATED FACULTY

Jonathan Bain, NYU Tandon School of Engineering; Hent de Vries, Religion Studies; Dale Jamieson, Environmental Studies; S. Matthew Liao, Bioethics Center; Phillip Mitsis, Classics; Liam Murphy, School of Law; Jeff Sebo, Environmental Studies; Tamsin Shaw, European and Mediterranean Studies; Jeremy Waldron, School of Law.

AFFILIATED NYU ABU DHABI FACULTY

Matthew Silverstein, ethics, philosophy of action.  
Kevin Coffey, philosophy of physics, philosophy of science.  
Taneli Kukkonen, Arabic philosophy, Islamic theology, ancient philosophy, philosophy of religion, medieval philosophy, metaphysics;  
Gabriel Rabin, philosophy of mind, metaphysics, philosophy of language, philosophy of mathematics, philosophical logic.  
Jonardon Ganeri, philosophy of mind, epistemology and metaphysics, philosophy in Sanskrit.

AFFILIATED NYU SHANGHAI FACULTY

Nilanjan Das, epistemology, ethics, and classical Indian philosophy in Sanskrit  
Lu Teng, epistemology, philosophy of mind  
Brad Weslake, philosophy of science, philosophy of physics, philosophy of biology, philosophy of mind.

FACULTY EMERITI

Raziel Abelson, Frances Myrna Kamm, Thomas Nagel, William Ruddick.
**COURSES**

**Proseminar**  
PHIL-GA 1000 / Staff / 4 points / 2019-20, 2020-21  
Examination of central philosophical texts as preparation for further graduate study. Topics range over most key areas of philosophy.

**Logic for Philosopher**  
PHIL-GA 1003 / Field, Fine, Pryor, Schiffer, Malink / 4 points / 2019-20  
Introduction to logic. Topics will include the basic theory of propositional logic, fuzzy logic, multi-valued logic, boolean logic, modal logic, temporal logic, and more, including a general account of first-order predicate logic, covering the issues of validity, provability, completeness, incompleteness and logical independence, while taking every opportunity to explore fun logical paradoxes.

**Advanced Introduction to Ethics**  
PHIL-GA 1004 / Scheffler, Street, Unger, Velleman / 4 points / 2019-20, 2020-21  
Background course for entering graduate students.

**Advanced Introduction to Metaethics**  
PHIL-GA 1009 / Street / 4 points / 2020-21  
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 / 2020-21  
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 / 2019-20  
Background course for entering graduate students. Topics include the issue of the reducibility of knowledge, its role in explanation, and the significance of skeptical arguments about its possibility. The course covers particular kinds of knowledge, including perceptual knowledge, knowledge about the past, knowledge of other minds, and a priori knowledge.

**Advanced Introduction to Philosophy of Language**  
PHIL-GA 1102 / Field, Fine, Horwich, Pryor, Schiffer, Wright / 4 points / 2019-20  
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 the Philosophy of Mind**  
PHIL-GA 1103 / Chalmers, Block / 4 points / 2020-21  
This course will focus on three areas of the philosophy of mind: consciousness, intentionality, and perception. In each area we will discussing one article by each of the convenors and some by other authors, starting with foundational readings and progressing to current work.

**Advanced Introduction to Philosophy of Science**  
PHIL-GA 1104 / Franklin-Hall, Strevens / 4 points / 2020-21  
Background course for entering graduate students.

**Philosophy of Science**  
PHIL-GA 1177 / Maudlin / 4 points / 2019-20  
This course will follow the trajectory of the logical empiricist movement, from its inception with the anti-metaphysical manifesto of Carnap through the various logical and technical challenges it faced to its final demise. This course will then look at a few of the succeeding ideas of the next few decades. Readings include Popper’s Logic of Scientific Discovery, Kuhn’s Structure of Scientific Revolutions, Lakatos’ Proofs and Refutations, and papers by Carnap, Quine, Hempel and Goodman

**Philosophical Logic**  
PHIL-GA 1180 / Field / 4 points / 2019-20  
Between the 1930s and the 1970s there
was a general consensus amongst logicians that the best solution to the Liar and related paradoxes was Tarskian: no language can be allowed to contain its own truth predicate. In the 1970s this consensus disappeared, and it is now more generally held that an appropriate solution should accommodate a language with its own truth predicate. How that should be done is, of course, another matter. This course will include reading and discussing a number of papers that deal with that issue from a variety of different perspectives. Topics to be discussed include: classical vs non-classical logic, definitions of truth vs axiomatic theories, fixed point constructions, dialetheism, conditionals and restricted quantification, revenge paradoxes, sub-structural solutions.

Philosophy of Mathematics
PHIL-GA 1181 / Dorr, Field, Fine / 4 points / 2020-21

20th-Century Continental Philosophy
PHIL-GA 1210 / Richardson / 4 points / 2020-21
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.

Kant’s Critique of Pure Reason
PHIL-GA 2109 / Longuenesse, Jauernig / 4 points / 2020-21
Detailed examination of this important Kantian text.

Political Philosophy
PHIL-GA 2280 / Scheffler, Viehoff / 4 points / 2020-21
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.

Aesthetics
PHIL-GA 2283 / Boghossian, Hopkins, Jauernig / 4 points / 2020-21
This seminar will address various problems in aesthetics and the philosophy of art. Topics covered might include the definition and ontology of art; the status, sources and epistemology of aesthetic judgement; what, if anything, particular art-forms are distinctive in offering to the appreciator; and the nature, and role in art, of expression, representation and style.

Ethics: Selected Topics
PHIL-GA 2285 / Scheffler, Street, Unger, Velleman / 4 points / 2019-20, 2020-21
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
PHIL-GA 2320 / Garrett, Longuenesse, Richardson, Jauernig, Moss, Malink / 4 points / 2019-20, 2020-21
Deals with different periods or figures from the history of philosophy not covered in the other historical courses regularly offered by the department. The content varies, depending on student and faculty interests. Examples of topics that may be covered are pre-Socratics; Greek ethics; medieval philosophy; Kant’s Critique of Judgment; utilitarianism; Hegel; Nietzsche; and Schopenhauer.

Topics in Philosophical Logic
PHIL-GA 2301 / Field, Fine, Schiffer / 4 points / 2019-20, 2020-21
Selected topics in philosophical logic.

Topics in Epistemology
PHIL-GA 3003 / Boghossian, Field, Friedman, Pryor, Unger, Wright / 4 points / 2019-20, 2020-21
Selected topics in epistemology.

Topics in Metaphysics
PHIL-GA 3004 / Field, Fine, Schiffer, Unger, Horwich / 4 points / 2020-21
Selected topics in metaphysics.

Topics in Ethics
PHIL-GA 3005 / Scheffler, Street, Velleman / 4 points / 2019-20
Selected topics in ethics.

Topics in Philosophy of Science
PHIL-GA 3009 / Franklin-Hall, Strevens, Maudlin / 4 points / 2020-21
Selected topics in the philosophy of science.
**Topics in Philosophy of Mind**
PHIL-GA 3010 / Block, Boghossian, Hopkins, Longuenesse, Pryor, Schiffer / 4 points / 2020-21
Selected topics in philosophy of mind.

**Topics in Philosophy of Physics**
PHIL-GA 3011 / Maudlin, Strevens / 4 points / 2020-21
Selected topics in philosophy of physics.

**Philosophical Research**
PHIL-GA 3300, 3301 / Staff / 1-8 points / 2019-20, 2020-21
Specialized individual research.

**Thesis Research**
PHIL-GA 3400 / Staff / 1-8 points / 2019-20, 2020-21

**Associated Writing**
PHIL-GA 3500 / Staff / 4 points / 2019-20, 2020-21
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 Physics, PHYS-GA 2002, Electromagnetism, PHYS-GA 2005, Computational Physics, PHYS-GA 2000, Quantum Mechanics I, PHYS-GA 2011, Quantum Mechanics II, PHYS-GA 2012, Advanced 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, Experimental Physics Research, PHYS-GA-2091, or Research Reading, PHYS-GA-2095.

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 Physics, PHYS-GA 2002, Electromagnetism, PHYS-GA 2005, Quantum Mechanics I and II, PHYS-GA 2011 and 2012, Computational Physics, PHYS-GA 2000.

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 (QM1, Dynamics) and spring (QM2, Statistical Physics, and EM) terms. 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 demonstrating past experience or by taking the course Advanced 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 May 15th 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 adviser, serve as readers of the dissertation.

Additional Requirements: 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.
FACULTY

Andre Adler  

Yacine Ali-Haimoud  
Theoretical astrophysics and cosmology; interstellar spinning dust grains and large molecules; implications of various dark-matter candidates and initial conditions on cosmological observables, such as the cosmic microwave background, 21-cm tomography, and large-scale-structure surveys.

Michael Blanton  
Astrophysics.

Jasna Brujic  
Experimental physics; single molecule force spectroscopy; mechanics of proteins; protein folding under force; model colloidal proteins; jammed matter; stress transmission in emulsions.

Burton Budick  
Professor. Ph.D. 1962, California (Berkeley); B.A. 1959, Harvard.  
Experimental atomic and nuclear physics; weak interactions.

Paul Chalke  
Condensed matter physics.

Kyle Cranmer  
Experimental high-energy particle physics.

Sergei Dubovsky  
Theoretical particle physics; cosmology; gravity.

Georgi Dvali  
Silver Professor; Ph.D. 1992, Georgian Academy of Sciences; M.A. 1985, Tbilisi State.  
Theoretical particle physics; cosmology; gravity.

Glennys R. Farrar  
Collegiate Professor; Professor. Ph.D. 1971, Princeton; B.A. 1967, California (Berkeley).  
Theoretical particle physics; astrophysics; and cosmology.

Gregory Gabadadze  
Theoretical particle physics; astrophysics; cosmology.

Marc Gershow  
Soft condensed matter physics; systems neuroscience.

David G. Grier  
Experimental soft condensed matter physics.

Alexander Y. Grosberg  
Theoretical condensed matter physics; biological physics.

Andrew Hollingsworth  
Experimental soft condensed matter physics; polymer and colloid synthesis.

Andrew D. Kent  
Experimental condensed matter physics; magnetism and spin-dependence electron transport.

Matthew Kleban  
Professor. Director of Center for Cosmology and Particle Physics. Ph.D. 2003, Stanford; M.A. 2000, California (Berkeley); B.A. 1996, Reed College.  
String theory; particle physics; theoretical cosmology.

Andrew MacFadyen  
Associate Professor. Ph.D. 2000, M.A. 1997, California (Santa Cruz); B.A. 1987, Columbia.  
High-energy astrophysics; gamma-ray bursts; supernovae; black holes; planets; computational fluid dynamics.

Allen Mincer  
Professor. Ph.D. 1984, Maryland (College Park); B.S. 1978, Brooklyn College.  
Experimental high-energy particle physics; astroparticle physics.

Aditi Mitra  
Strongly correlated systems; quantum phase transitions; nanoscale physics; dissipative and nonequilibrium phenomena.

Maryam Modjaz  
Observational astrophysics; time-domain astronomy; gamma-ray bursts and supernovae; sn host galaxies and progenitors; stellar forensics; exotic transients.

Frank A. Moscatelli  
Laser atomic physics; biomedical imaging.
Peter Nemethy  
Experimental high-energy particle physics; astroparticle physics.

Jerome K. Percus  
Statistical physics; mathematical physics; biophysics; chemical physics; mathematical biology.

David Pine  
Experimental condensed matter physics.

Massimo Porrati  
Professor. Dip. di Sci. 1985, Scuola Normale Superiore (Pisa); Laurea 1984 (fisica), Università di Pisa.  
String theory; supersymmetry and supergravity; nonperturbative dynamics of strings and field theory.

Anthony R. Pullen  
Theoretical cosmology; probes of gravity and inflation; galaxy redshift surveys; cosmic microwave background surveys; intensity mapping surveys.

Joshua Ruderman  
Theoretical particle physics; beyond the standard model physics; the Higgs; dark matter.

Roman Scoccimarro  
Theoretical cosmology; large scale structure of the universe; gravitational clustering; primordial fluctuations.

Javad Shabani  
Novel states of matter at interfaces with focus on hybrid superconductor-semiconductor systems; Mesoscopic and nanoscale physics with emphasis on low dimensional semiconductors with focus on new materials/device development for quantum information; Physics of integer and fractional quantum Hall effect; Epitaxial growth of compound superconducting metals-semiconductor, including high mobility two-dimensional electron systems and nano-plates using molecular beam epitaxy.

Tycho Sleator  
Atomic and optical physics; optical manipulation of atoms; fundamental aspects of quantum mechanics.

Katepalli Sreenivasan  
Fluid mechanics and turbulence; complex fluids; nonlinear and non-equilibrium phenomena; cryogenic helium; solar convection.

Daniel L. Stein  
Noisy nonequilibrium dynamics; disordered and random materials; and biophysics.

Henry Stroke  
Professor. Ph.D. 1955, 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.

Jeremy L Tinker  
Assistant Professor. Ph.D. 2005 (Astronomy), Ohio State; M.S. 1996, Kansas.  
Cosmology; observational probes of cosmic acceleration; galaxy redshift surveys; galaxy formation and evolution.

Neal Weiner  
Professor. Ph.D. 2000, California (Berkeley); B.A. 1996, Carleton College.  
Theoretical particle physics; astrophysics; cosmology.

L. Andrew Wray  
Assistant Professor. Ph.D. 2010, Princeton.  
Experimental solid state physics; strongly correlated systems; topological insulators; atomic-scale wavefunctions; light-matter interactions (EUV/X-Ray).

Jiehang Zhang  
Assistant Professor, Ph.D. 2015, Maryland.  
Precision spectroscopy and studies of fundamental symmetries with laser-cooled short-lived francium atoms; many-body physics and information science.

Jun Zhang  
Professor (Physics, Mathematics). Ph.D. 1994, Copenhagen; B.S. 1985, Wuhhan.  
Biological locomotion in fluids; Geophysical fluid dynamics; Active soft matter physics.

Alexandra Zidovska  
Assistant Professor. Ph.D. 2008, California (Santa Barbara); M.Sc. 2003, B.Sc. 2000 Technical (Munich).  
Soft condensed matter physics; biophysics; polymer physics; biomaterials.

Daniel Zwanziger  
Theoretical elementary particle physics and quantum field theory.

AFFILIATED FACULTY

Stephen Arnold, Tandon School of Engineering.

Antoine Georges, Simons Center for Computational Quantum Physics.

Steven Koonin, Center for Urban Science and Progress.

Edo Kussell, Department of Biology, New York University.

Andy Millis, Simons Center for Computational Quantum Physics.

Qiao-Jing Wang, Swartz Center for Theoretical Neuroscience; NYU Shanghai.

FACULTY EMERITI

Benjamin Bederson, Howard Brown, Martin Hoffert, John Lowenstein, Robert Richardson, Edward Robinson, Leonard Rosenberg, John Sculli, Alberto Sirlin, Alan Sokal.
Electronics for Scientist
PHYS-GA 1500 / Gershow / 4 points / 2020-21 / Prerequisites: complex analysis and ordinary differential equations or permission from the instructor.
Linear circuit theory, active components, and basic principles of circuit design. Topics will include measurement techniques, noise reduction, filters, and signal detection and processing. The course will also feature an introduction to the use of microcontrollers in a laboratory setting. Open to students in the sciences and engineering.

Computational Physics
PHYS-GA 2000 / Tinker / 4 points / 2019-20, 2020-21 / Prerequisite: knowledge of a scientific programming language.
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
PHYS-GA 2001 / Scoccimarro / 4 points / 2019-20, 2020-21
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. Classical mechanics of particles with emphasis on Hamiltonian description, ideal and viscous fluids.

Statistical Physics
PHYS-GA 2002 / Grier / 4 points / 2019-20, 2020-21
Introduction, with representative applications. Review of thermodynamics; Gibbs ensembles for equilibrium; application to ideal gases, condensed phases of matter, and radiation; fluctuations and noise, kinetic theory.

Electromagnetism
PHYS-GA 2005 / Gruzinov / 4 points / 2019-20, 2020-21
General principles and diverse applications of electromagnetic theory; electrostatics and magnetostatics; boundary value problems; Maxwell’s equations; electromagnetic waves, waveguides, simple radiators, and diffraction; plasma physics and magnetohydrodynamics; special theory of relativity.

Quantum Mechanics I, II
PHYS-GA 2011, 2012 / Mitra, Dubobsky / 4 points per term / 2019-20, 2020-21
General principles and diverse applications of quantum theory; wave equations and general formulation; solution of standard problems; approximation methods; scattering theory; addition of angular momenta; semiclassical theory of radiation; spin, identical particles; application to atoms, molecules, nuclei, and other bound systems; density matrices (pure and mixed states); quantum entanglement; Bell’s inequalities; quantum teleportation; path integral formulation.

Introduction to Solid-State Physics
Survey of major topics, including descriptions of crystalline lattice, phonons; Drude model; energy bands; semiconductors; dielectrics; ferroelectricity; paramagnetism; superconductivity.

Theory of Solid State Physics
Non-interacting Fermi and Bose gases; Hartree-Fock approximations; Various instabilities to broken symmetry ground states (Stoner, Peierl’s, antiferromagnetism), Random phase approximation theory for Fermi gas; Screening and collective modes; Landau Fermi liquid theory; Kondo effect; Weakly interacting Bose gas (Bogoliubov theory for superfluidity); Superconductivity( BCS theory, Ginzburg-Landau theory, Josephson junctions); Topological insulators and topological superconductors.

Phase Transitions and Critical Phenomena
PHYS-GA 2017 / Grosberg / 4 points / 2020-21 / Prerequisite: PHYS-GA 2002.
Surveys the theory of phase transitions and critical phenomena: phenomenology and experimental status; Ising and related models; phase diagrams; universality and scaling; expansion methods; exactly soluble models; mean-field theory; perturbation theory; introduction to renormalization group.

Biophysics
PHYS-GA 2022 / Brujic / 4 points / 2019-20
This course focuses on the fundamental physical processes exploited by living organisms in the process of living. In particular, it introduces and develops elements of equilibrium and nonequilibrium statistical mechanics to explain how the molecular-scale components of cells store and process information, how they organize themselves into functional structures, and how these structures cooperatively endow cells with the ability to eat, move, respond to
their environment, communicate, and reproduce.

**Particle Physics**  
PHYS-GA 2027 / Farrar / 4 points / 2019-20, 2020-21  
Experimental evidence on elementary particles and their interactions. Phenomenological models, electrons and photon-hadron interactions, weak decays and neutrino interactions, hadronic interactions, Effective field theories.

**Soft Matter I**  
PHYS-GA 2030 / Grosberg / 4 points / 2020-21  
Advanced-level course on the principles and applications of soft matter physics. Emphasis on the underlying physical concepts and principles. Topics include interactions in soft matter systems (Van der Waals, aqueous electrostatics, depletion etc.), polymers (flexibility and statistics, coils and globules, phase transitions, solutions, melts, networks, polyelectrolytes and polyelectrolytes), polymer dynamics (diffusion, reptation, viscoelasticity), biopolymers (DNA electrostatics, melting, protein folding).

**Special Topics in Particle Physics: Beyond the Standard Model**  
PHYS-GA 2033 / Dvali / 4 points / 2019-20, 2020-21  
Advanced topics in particle physics, including the field-theoretical description of elementary particles and their interactions.

**High Energy Astrophysics**  
PHYS-GA-2050 / Gruzinov / 4 points / 2019-20  
Fundamentals of high energy astrophysical phenomena and theory, including the physics of black holes, neutron stars and white dwarfs as well as relevant cosmological topics such as high-energy signatures of dark matter annihilation and prospects for their detection. Phenomena explored include active galactic nuclei (AGN), pulsars, supernovae and their remnants, gamma-ray bursts (GRBs), microquasars, magnetars, novae, accreting compact objects, relativistic jets, and high-energy cosmic rays.

**Extragalactic Astrophysics**  
PHYS-GA 2051 / Blanton / 4 points / 2020-2  
Observational techniques in extragalactic astrophysics; phenomenology of globular clusters, galaxies, galaxy clusters, and quasars; stellar populations and chemical evolution of galaxies; fundamentals of stellar dynamics; and gravitational lensing.

**Cosmology**  
PHYS-GA 2052 / Scoccimarro / 4 points / 2019-20, 2020-21  

**Special Topics in Astrophysics**  
PHYS-GA 2053 / 2054 / Modjaz, Pullen, Ruderman / 4 points per term / 2019-20, 2020-21  
Advanced topics in astrophysics and related areas.

**General Relativity**  
PHYS-GA 2060 / Ali-Haimoud / 4 points / 2019-20, 2020-21 / Prerequisites: PHYS-GA 2001 and PHYS-GA 2005  
Tensor-spinor calculus, special and general theories, unified field theory, applications to relativistic physics and cosmology.

**Non-Equilibrium Statistical Physics**  
PHYS-GA-2061 / Grosberg / 4 points / 2019-20  
This course is designed to introduce some of the concepts employed in the study of macroscopic systems away from their state of thermodynamic equilibrium, including linear response, fluctuation-dissipation theorem, diffusion in various contexts (from first passage to chemical reactions), work-energy theorems, active and driven systems.

**Advanced Experimental Physics**  
PHYS-GA 2075 / Haas, Wray / 4 points / 2019-20, 2020-21  
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**  
PHYS-GA 2058, 2077, 2078 / Dubovsky, Gabadadze, Porrati / 4 points per term / 2019-20, 2020-21 / Prerequisites: PHYS-GA 2005 and PHYS-GA 2012  
Functional integrals for Bose and Fermi fields, non-Abelian gauge theories, Faddeev-Popov method and Becchi-Rouet-Stora invariance, renormalization, functional integrals, lattice gauge theory and critical phenomena, spontaneous symmetry breaking, and the Standard Model of electroweak interactions. 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 chro-
modynamics and the Standard Model of electroweak interactions. It covers topics such as the BRST quantization, spontaneous symmetry breaking, Higgs mechanism, and CP violation. QFT III covers topics such as anomalies, solitons and instantons, lattice gauge theories, and finite temperature field theories. The course starts with detailed discussions of anomalies in various field theoretic models. It covers at great length nonperturbative techniques used to study solitons and instantons. The course also gives a description of gauge theories on a lattice, their applications to strong interactions, as well as field theories at finite temperature and their uses in particle physics and cosmology.

**Introduction to String Theory**
PHYS-GA 2079 / Porrati / 4 points / 2019-20, 2020-21 / **Prerequisites:** PHYS-GA-2060, PHYS-GA 2077, or permission of the instructor.

First-quantized free-particle and random paths, the Nambu-Goto and Polyakov strings, Veneziano amplitudes. The classical bosonic string: old covariant approach, the no-ghost theorem and the existence of a critical dimensionality of space-time, gauge invariances. Light-cone formalism, the Hagedorn temperature. Modern covariant quantization, ghosts, and the BSRT symmetry. Global properties of string theory, multiloop diagrams and the moduli space, strings on curved backgrounds. The fermionic string: classical theory and world-sheet supersymmetry, the GSO projection, spectrum and space-time supersymmetry. Non-Abelian gauge symmetries in open strings. The heterotic string, compactifications on tori. Tree-level amplitudes in the fermionic and heterotic strings.

**Advanced Topics in String Theory**
PHYS-GA 2080 / Porrati / 4 points / 2020-21 / **Prerequisites:** PHYS-GA-2079, or permission of the instructor.

Loop diagrams: the partition function of bosonic, fermionic, and heterotic strings. Extended space-time supersymmetry and the constraints on effective Lagrangians of the heterotic and closed superstrings. Conformal and superconformal invariance in two dimensions, the classification of minimal conformal theories. General classification of superstring compactifications. Cosmological solutions, 2-d black holes, the Liouville noncritical string. Fixed-t scattering at high energies, all-loop resummations. Random surfaces and 2-d Einstein gravity, topological field theory.

**Practicum in the Teaching of Physics**
PHYS-GA 2090 / Adler / 0 points / 2019-20, 2020-21

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 / Staff / 1-9 points per term / 2019-20, 2020-21 / **Prerequisite:** permission of the instructor.

**Theoretical Physics Research**
PHYS-GA 2093 / Staff / 1-9 points per term / 2019-20, 2020-21 / **Prerequisite:** permission of the instructor.

**Research Reading**
PHYS-GA 2095 / Staff / 1-9 points per term / 2019-20, 2020-21

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

Acting Director of the Program
Assistant Professor Zakir Paul

PROGRAMS 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 following: 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, however, in such cases students should be sure to register for the course under the number associated with the department in which the course originates). 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 participating in a conference or workshop must develop a paper in the context of the Poetics and Theory Seminar. The paper must focus on a topic contributing to the conference’s overall aim. This paper may be a chapter of the dissertation.

FACULTY

Emily Apter
Philosophizing in Languages, Political Theory, Translation theory and praxis, sexuality and gender, critical theory, continental philosophy, psychoanalysis, gender and ontology, new French philosophy, political fiction, French fiction and poetics, periodization critique, history and theory of Comparative Literature, critical pedagogies.

Gabriela Basterra
Professor (Comparative Literature, Spanish & Portuguese). Ph.D. 1997 (romance languages and literatures), M.A. 1990 (romance languages and literatures), Harvard; B.A. 1987 (Hispanic philology), Zaragoza.
Continental philosophy, comparative literature, ethical subjectivity, poetry, tragedy, psychoanalysis, the ethical and the political, Kant’s theoretical and practical philosophy, Levinas.

Emanuela Bianchi
Assistant Professor (Comparative Literature). Ph.D. 2005 (philosophy), New School; M.A. 1990 (philosophy), B.Sc. 1989 (human sciences), Sussex.
Ancient philosophy and literature; 20th century and contemporary continental philosophy; feminist/queer theory.

**Patrick Deer**  
Modernism; war culture and war literature; contemporary British literature and culture; the novel, film, and music; Anglophone literature and human rights.

**Juliette Fleming**  
Renaissance literature and culture; history of the book; literary theory; theories of writing.

**Andrea Gadberry**  
Assistant Professor (Comparative Literature, Gallatin School of Individualized Study). PhD. 2014, California (Berkeley).  
Comparative early modern and Enlightenment studies; philosophy and political theory, 1600-1800; genre; poetics; psychoanalysis; critical theory.

**Peter Nicholls**  
Modernism; American and European poetry; the political and economic dimensions of literary texts.

**Zakir Paul**  
Assistant Professor (Comparative Literature). Ph.D. 2015, Princeton; M.A. Université Sorbonne Nouvelle, Paris III; B.A. Northwestern.  
Nineteenth and twentieth century French and German literature, comparative modernisms, narrative and the novel, critical theory, aesthetics, and translation studies.

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

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**COURSES**

**Proseminar in Poetics and the Origins of Literary Theory**  
POET-GA 2001 / Staff / 4 points / 2019-20, 2020-21  
Introduces students to important developments in the Western history of theorizing literature, its production, circulation, and critique. Since many courses at NYU survey 20th-century literary theory, this course offers some historical background by drawing together pre- and post-18th-century traditions that are unlikely to be taught in one course. Issues include the definition of literary genres, style, the relation of pleasure to morality, of the practical and political to the aesthetic, and the transformation of these issues in post-Kantian theories of interpretation.

**Poetics and Theory Seminar**  
POET-GA 2002 / Staff / 4 points / 2019-20, 2020-21  
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.
Master of Arts

Admission: Admission to the M.A. program in politics is granted for the fall semester only. Admission is limited to students whose academic records and letters of recommendation indicate exceptional promise of success in the advanced study of political science. This means an outstanding undergraduate record or other related evidence. Applicants with lower averages may be admitted where there is indication of a particular strength in political science and clear aptitude for graduate work. The general test of the Graduate Record Examination (GRE) is required of all students, including all international students applying from countries in which the GRE is offered. All international students who are not native English speakers are also required to submit scores from the Test of English as a Foreign Language (TOEFL).

Course of Study: Four departmental fields of study are offered: political philosophy and theory, political economy, American politics, 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. The internship may be substituted with a 2 point reading and research course approved by the program director. 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 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.

**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, Registration and Degree Requirements 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 2nd Year paper and 3rd year paper (see below), are normally prepared in this way.

2nd Year Paper: Students who enter the program without an M.A. degree must present a written 2nd Year 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 2nd Year 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. 2nd Year 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 3rd year paper and the oral defense of a syllabus. The 3rd year paper 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 3rd Year must differ from that of the 2nd Year paper, and the two papers must be read by at least four different readers. The work on the 3rd Year can be and should be assisted by faculty. Readers evaluate this paper within two months of submission. The readers have the option of accepting the paper, suggesting revisions, or rejecting the paper. If invited to do so, the student may revise the paper and resubmit it within six months. If the revision is not accepted by both readers, the student is considered to have failed this requirement.

Original Annotated Syllabus: Students must also submit an original annotated 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.

**FACULTY**

**Nathaniel Beck**  
Political methodology; political economy; conflict and civil war.

**Steven J. Brams**  
Professor. Ph.D. 1966, Northwestern; B.S. 1962 (economics, politics, and science), Massachusetts Institute of Technology.  
American politics; international relations; voting and elections; game theory; social choice theory.

**Bruce Bueno de Mesquita**  
Professor; Silver Professor. Ph.D. 1971, M.A. 1968, Michigan; B.A. 1967, Queens College (CUNY).  
International conflict; political economy of governance.
Amy Catalinac
Assistant Professor. Ph.D. 2011 (government), Harvard; B.A. 2003 (political science), Victoria (Wellington); B.A. 2002 (political science and Japanese), University of Otage. Japan; international relations; comparative politics.

Jorge Castañeda

Kanchan Chandra
Professor. Ph.D. 2000 (government), Harvard; B.A. 1993 (government), Dartmouth. The relationship between ethnic diversity and democratic consolidation; ethnic politics.

Chris Dawes
Associate Professor. Ph.D. 2011, California (San Diego); M.A. 2004 (economics), California (Davis); B.A. 1994 (economics), The College of New Jersey. American politics.

David B. H. Denoon
Professor. Ph.D. 1975, 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

Tiberiu Dragu

Patrick J. Egan
Associate Professor. Ph.D. 2008, California (Berkeley); M.P.A. 2000, Princeton; B.A. 1992, Swarthmore. Public opinion, public policy, and their relationship in American politics; public opinion and the judiciary; lesbian, gay, and bisexual issues and politics; campaigns and elections.

John A. Ferejohn

Michael J. Gilligan

Sanford Clark Gordon

Catherine Hafer
Associate Professor. Ph.D. 2001, Rochester; B.S. 1993 (economics), California Institute of Technology. Game theory; political economy.

Christine B. Harrington
Professor. Ph.D. 1982, M.A. 1976, Wisconsin (Madison); B.A. 1974, New Mexico. Politics and ideology of law; legal culture; legal profession and lawyers; dispute processing and litigation; administrative law and regulatory politics; constitutional law and society; law and state formation in American political development.

Anna L. Harvey

Stephen Holmes

James C. Hsiung
Professor. Ph.D. 1967, Columbia; M.A. 1961 (journalism), Southern Illinois; B.A. 1955 (comparative literature), National Taiwan. Interplay of politics and law in international relations; international governance; IPE; U.S.-China relations; China’s foreign policy; international relations of the Asia Pacific.

Amanda Kennard

Michael Laver

Bernard Manin
Professor. Thèse de doctorat sur travaux, Habilitation à diriger des recherches 1995 (political science), Institut d’Etudes Politiques (Paris); M.A. 1974 (political science), Paris I (Panthéon-Sorbonne); Agrégation 1973 (philosophy), Ecole Normale Supérieure (Paris). Democratic theory; the French revolution; contemporary constitutionalism.

Gwyneth McClendon
Assistant Professor. Ph.D. 2012, M.A. 2008, Princeton; B.A. 2005 Columbia. Comparative political behavior; religious and ethnic politics; political participation with regional foci in Sub-Saharan Africa and the U.S.
Lawrence M. Mead  
American politics; public policy; antipoverty policy; welfare reform; policy analysis.

Rebecca B. Morton  
American politics; empirical analysis of formal models; experimental methods.

Jonathan Nagler  
American politics; economics and elections; voting behavior; quantitative methods.

Bertell Ollman  
Marxism; dialectical method and theory of class consciousness.

Pasquale Pasquino  
Political theory.

Julia Payson  
Assistant Professor. Ph.D. 2017, Stanford; B.A. 2010, Southern California.  
Representation; accountability; public service provision in state and local governments in the U.S.

Ryan Pevnick  
Political theory; contemporary theories of justice and democracy; immigration.

Adam Przeworski  
Political economy; democratic theory.

Pablo Querubin  
Associate Professor. Ph.D. 2010 (economics), Massachusetts Institute of Technology; M.A. 2002 (economics), B.A. 2001 (economics) Andes.  
Comparative politics, political economy.

Peter Rosendorff  
International relations; international political economy; formal methods.

Howard Rosenthal  
Professor. Ph.D. 1964, B.S. 1960 (economics, politics, and science), Massachusetts Institute of Technology.  
Voting and coalition theory; political economy of finance; taxation and public goods; American and European politics; political and economic history; political polarization and inequality.

Arturas Rozenas  

Cyrus Samii  
Associate Professor. Ph.D. 2011, Columbia; M.I.A. 2004, School of International and Public Affairs; B.A. 1999 (liberal arts/literature), Tufts.  
Comparative Politics, political economy, political methodology.

Shanker Satyanath  
Political economy; international relations; formal modeling.

Melissa Schwartzberg  

Nicole Simonelli  

Alastair Smith  
Role of domestic politics in international interactions; international conflict; political economy.

Arthur Spirling  
Associate Professor. Ph.D. 2008, Rochester; M.A. 2001 (public administration and public policy); B.A. 2000 (government and economics), London School of Economics.  
Political Methodology; legislative behavior; text-as-data.

David Stasavage  
Comparative political economy; monetary policy; link between democratic institutions and economic policy.

Joshua Tucker  
Comparative politics with an emphasis on mass politics, including elections and voting, the development of partisan attachment, public opinion formation, and, more recently, political representation and democratization.

Hye Young You  

Congyi Zhou  
Assistant Professor. Ph.D. 2015 (public policy), Chicago.  
Political economy; formal models; comparative politics; public policy.

FACULTY EMERITI

COURSES

POLITICAL PHILOSOPHY AND THEORY

History of Political and Social Thought
POL-GA 1100 / Staff / 4 points /
2019-20, 2020-21
Major political thinkers of past and present. Special reference to enduring problems in political theory.

Methods of Political and Social Analysis
POL-GA 2106 / 4 points / 2019-20 / 2020-21
Nature and functions of theory, particularly Marxist dialectic, that attempt to analyze political phenomena systematically, historical, sociological, psychological, and phenomenological research; classical and current works.

Communism
POL-GA 2140 / 4 points / 2019-20 / 2020-21
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 / 4 points / 2019-20, 2020-21
General seminar in political philosophy. The specific topic of the seminar varies, but this is an advanced seminar that assumes extensive background.

POLITICAL METHODOLOGY

Mathematics for Political Scientists
POL-GA 1110 / 4 points / 2019-20, 2020-21
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 / 4 points / 2019-20 / 2020-21
Introduces elementary statistical analysis and prepares the M.A. 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 / Staff / 4 points / 2019-20, 2020-21
Introduces elementary statistical analysis and prepares the Ph.D. student for POL-GA 1251. Topics include probability theory, distribution theory, estimation of simple statistical models, and hypothesis testing.

Game Theory I
POL-GA 1260 / Staff / 4 points / 2019-20, 2020-21
Survey of the main concepts and findings of game theory that are relevant to the study of politics.

Formal Modeling in Political Science
POL-GA 2105 / Staff / 4 points / 2019-20, 2020-21
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 / Staff / 4 points / 2019-20, 2020-21
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 / Staff / 4 points / 2019-20, 2020-21
Builds on POL-GA 1120. Provides working knowledge of some of the quantitative methods used in political science research. Emphasis is on using and critiquing the general linear model. Introduction to categorical data analysis and research methodology.

Math and Democracy: Designing Better Voting and Fair-Division Procedures
POL-GA 2170 / Staff / 4 points / 2019-20, 2020-21
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 / Staff / 4 points / 2019-20, 2020-21
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.

Introduction to Causal Analysis in Political Science
POL-GA 2252 / Staff / 2 points / 2019-20, 2020-21
Builds on POL-GA 2127. Provides students the skills necessary to conduct their own independent quantitative research, with a focus on understanding the causal implications of their analyses. By the end of course, students should be comfortable conducting their own independent research using observational or experimental data.

Game Theory II
POL-GA 2260 / Staff / 4 points / 2019-20, 2020-21
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
POL-GA 3200 / Staff / 4 points / 2019-20, 2020-21
The specific topic of the seminar varies, but this is an advanced seminar requiring extensive background.
automobiles, the city has undergone a
dramatic reordering by enabling people
to access new swaths of undeveloped
land on the periphery and fill in vacant
sites in existing cities. By tracing these
transportation revolutions, we can see
new settlement patterns and behaviors
emerge.

**Environmental Policy**
POL-GA 2331 / Staff / 4 points / 2020-21
In this class students will become familiar
with current issues in environmental
policy and will have an opportunity
to actively participate in the policy
process. Effective participation in the
policy process requires an in-depth
understanding of the relevant admin-
istrative laws, scientific research, and
economic analyses that are intended
to support these public decisions, all of
which will be covered in lectures and
class discussion.

**Urban Science for Data-Driven
Policy and Planning**
POL-GA 2342 / Staff / 4 points / 2020-21
This course introduces students to
the emerging field of urban science.
Students are exposed to a range of data
science and machine learning methods,
urban data sources (including social
media, geolocation data, 311 com-
plaints, energy use, and many others),
and urban policy and planning from
the perspective of data-driven deci-
sion-making. Issues of city governance,
structure, and history are presented to
understand how to identify and assess
urban problems, collect and organize
appropriate data, utilize suitable
analytical approaches, and ultimately
produce results that recognize the
constraints faced by city agencies and
policymakers.

**Methods of Policy Analysis**
POL-GA 2373 / Staff / 4 points / 2020-21
This course introduces policy analysis,
the discipline of thought that considers
how to make and implement choices
in the public interest, based on a
comparison of the advantages and
disadvantages of the options at hand,
including the possibility of inventing
new options.

**POLITICAL ECONOMY**

**Political Economy**
POL-GA 1400 / Staff / 4 points / 2019-20, 2020-21
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-Marxist
approaches. The course requires an
understanding of basic microeconomics.

**Political Economy**
POL-GA 1450 / Staff / 4 points / 2019-20, 2020-21
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 com-
parative electoral systems. The course
requires an understanding of mathemat-
ical background at the level of POL-GA
1110 or above.

**Political Economy of
Policy-Making**
POL-GA 2410 / Staff / 4 points / 2019-20, 2020-21
Conducts a systematic analysis of the
ways through which preferences of
individuals and groups are transformed
into policies in democratic societies.
Surveys models of politics and illum-
inates paradoxes and puzzles from a
rational choice perspective. Focuses on
the incentives and constraints faced by
political actors when choosing public
policies.

**Politics of Economic Growth**
POL-GA 2424 / Staff / 4 points / 2019-20, 2020-21
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 econom-
ics (microeconomics with calculus),
game-theory (perfect Bayesian equilib-
rium), and statistics (OLS) is assumed.

**Seminar in Political Economy**
POL-GA 3400 / Staff / 4 points / 2019-20, 2020-21
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 / 4 points / 2019-20,
2020-21
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 / Staff / 4 points / 2019-20, 2020-21
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 / Staff / 4 points / 2019-20, 2020-21
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
POL-GA 2536 / Staff / 4 points / 2019-20, 2020-21
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
POL-GA 2590 / Staff / 4 points / 2019-20, 2020-21
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
POL-GA 3500, 3501 / Staff / 4 points / 2019-20, 2020-21
General seminar in comparative politics. The specific topic of the seminar varies, but this is an advanced seminar requiring extensive background.

Planet of Cities: Evidence-Based Policy Responses to Global Urbanization
POL-GA 2566 / Staff / 4 points / 2019-20
The aim of this course is to provide students with an international perspective on urbanization and to introduce them to the theory, the evidence, and the practical tools necessary to formulate and put into practice effective policies that can respond to rapid urbanization in countries the world over, policies that can ensure that cities grow in a productive, inclusive, sustainable, and resilient manner in the decades to come.

INTERNATIONAL RELATIONS

International Relations: Cooperation and Political Economy
POL-GA 1750 / Staff / 4 points / 2019-20, 2020-21
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 / Staff / 4 points / 2019-20, 2020-21
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
POL-GA 2750 / Staff / 4 points / 2019-20, 2020-21
American foreign policy and the major international problems facing the United States today.

The Political Economy of North-South Relations
POL-GA 2770 / Staff / 4 points / 2019-20, 2020-21
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
POL-GA 2774 / Staff / 4 points / 2019-20, 2020-21
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
POL-GA 2775 / Staff / 4 points / 2019-20, 2020-21
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
POL-GA 2900 / Staff / 4 points / 2019-20, 2020-21
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 / Staff / 4 points / 2019-20, 2020-21
General seminar in international politics. The specific topic of the seminar varies, but this is an advanced course requiring extensive background.

INTERNERSHIP SUPERVISION

Internship Seminar
POL-GA 3995 / Staff / 2 points / 2019-20, 2020-21

THESIS SUPERVISION

Master’s Thesis Seminar
POL-GA 4000 / Staff / 2019-20 / 2020-21
Required capstone course for students in the M.A. program. Support for thesis-writing process.

READING AND RESEARCH

Dissertation Research
POL-GA 3951 / Staff / 4 points / 2019-20, 2020-21
Individual research related to the doctoral dissertation.

Reading and Research in Politics
POL-GA 3991, 3992, 3993 / Staff / 1-4 points each / 2019-20, 2020-21
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 / Staff / 2 points / 2019-20, 2020-21
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.
DEPARTMENT OF
Psychology

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6 Washington Place
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Phone: 212-998-7900
E-mail: psych.query@nyu.edu

Chair of the Department
Professor Bob Rehder
6 Washington Place, Room 604
New York, NY 10003-6634
Phone: 212-998-7820

Associate Chair of the Department
Professor Marjorie Rhodes

Coordinator of Cognition and Perception
Doctoral Program
Professor Michael Landy

Coordinator of Social Doctoral Program
Professor Tessa West

Interim Director of Master’s Program
Professor Gabriele Oettingen

PROGRAMS
AND
REQUIREMENTS

Master of Arts in Psychology
The Master of Arts degree in psychology is offered to students wishing to advance their status in a psychology-related occupation or to strengthen their knowledge and research skills in the field in preparation for later pursuit of the Ph.D. degree. It should be emphasized 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 158 in the verbal and at least 156 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 Test of English as a Foreign Language (TOEFL) or at least a score of 7.5 on the International English Language Testing System (IELTS). Most competitive applicants achieve a TOEFL score over 105. 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 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 required: 1) a total of three from core A (PSYCH-GA 2010 Principles of Learning; PSYCH-GA 2011 Sensation & Perception; PSYCH-GA 2012 Physiological Basis of Behavior; PSYCH-GA 2025 Cognitive Psychology; and PSYCH-GA 2027 Cognitive Neuroscience) and core B (PSYCH-GA 2014 Psychology of Social Behavior; PSYCH-GA 2015 Theories of Personality; PSYCH-GA 2020 Child Development; PSYCH-GA 2034 Foundations of Psychology / NYU Graduate School of Arts and Science / 2019-21
Psychopathology; and PSYCH-GA 2049 Affective Neuroscience), such that each core is sampled; and 2) one from core C (research: PSYCH-GA 2066 Clinical Research Methods, PSYCH-GA 2069 Consumer Research Methods; and PSYCH-GA 2126 Research Methods & Experience). Note that either PSYCH-GA 2027 Cognitive Neuroscience or PSYCH-GA 2049 Affective Neuroscience can be taken to meet a core requirement. If both are taken, one will count as an elective. 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 156 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 Test of English as a Foreign Language (TOEFL) or at least a score of 7.5 on the International English Language Testing System (IELTS). Most competitive applicants achieve a TOEFL score over 105. 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 core courses with a grade of B or better and must maintain an overall B average. Satisfactory completion of PSYCH-GA 2032 Introduction to Industrial/Organizational Psychology, two courses from core I: PSYCH-GA 2070 Personnel Selection, PSYCH-GA 2071 Performance Measurement and Rewards, and PSYCH-GA 2073 Training in Organizations, two courses from core O: PSYCH-GA 2072 Work Motivation and Attitudes, PSYCH-GA 2074 Organizational Development, and PSYCH-GA 2076 Leadership and Strategic Change, and a research course, normally PSYCH-GA 2067 Applied Research Methods 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). All students must complete
the program requirements with a grade of ‘B’ or better; 6-7 points of quantitative methods either
PSYCH-GA 2228 Intermediate Statistics, or PSYCH-GA 2211 Math Tools for Cognitive and
Neuroscience and a second quantitative course within Psychology, the Center for Data Science,
Computer Science, Mathematics, Economics, the PR/ISM Program or a course approved by
the program director; 9 points of core content courses; 9 points of cognition and perception
advanced electives; 17-18 points of general electives; 8 semesters of PSYCH-GA 3000 Doctoral
Research Laboratory; satisfactory completion of PSYCH-GA 3100 Doctoral Psychology First
Project and PSYCH-GA 3200 Doctoral Psychology Second Project; and presentation of an
acceptable dissertation. By the end of the Spring semester of year four, students should formulate
and defend their dissertation proposal to their three-member Faculty committee and receive
signed approval of their proposal before continuing research toward their final 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 matric-
ulant 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.

Courses: Five (5) courses are required for the Developmental Psychology, two (2) of which may
have been taken to satisfy core requirements and can also count toward the concentration,
reducing the total courses required to three (3).

Cognitive Development, PSYCH-GA 2209 (3 points)
Four other developmental electives (12 points)

The elective courses should be chosen in consultation with a developmental Faculty Advisor.
These five courses (15 points) may overlap with the Core Content and Advanced Elective Ph.D.
requirements, counting for both.

Students in the developmental concentration are required to write their dissertation on a
developmental topic with the supervision of a Developmental Faculty Advisor.

Students may also complete a concentration 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.

Courses: Students must take and pass six (6) quantitative courses with a grade of ‘B+’ or better. Two (2) of these are the two courses taken to satisfy the Quantitative Methods requirement. Three (3) of these courses replace the 9 points required in the Advanced Electives requirement. The final course replaces 3 points in the General Electives requirement. These courses may be chosen from those offered by the Department of Psychology or other departments, as approved by the Quantitative Concentration Mentor.

Mentor: All students pursuing the quantitative concentration must secure a mentor from among the provided mentor list. The mentor serves as a guide to taking appropriate courses for the concentration, for choices of quantitative courses to teach or serve as a Class Assistant for, and for advice on the quantitative components (i.e., data analysis or modeling) of their research papers. Students admitted to the concentration will usually have received an ‘A’ or an ‘A-’ in the first quantitative courses in the program (e.g., Math Tools or Intermediate Statistics).

Teaching: Experience in teaching quantitative psychology, either as a teaching assistant of a quantitative course, or as an instructor of a college level course on quantitative methods, or through equivalent experience. The student’s quantitative mentor must certify that the student satisfactorily prepared and presented lab sessions or course lectures.

Written Report: Demonstration of ability to communicate advanced quantitative material. The student must submit a written report to their Mentor that demonstrates competence in writing about quantitative psychology. This report might be a senior-authored empirical research paper that requires sophisticated quantitative methods, or it might be a review of quantitative models or methods. In certain cases it may constitute one of the chapters of the dissertation.

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 social 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 Intermediate Statistics and PSYCH-GA 2229 Regression, or courses approved by the program director; satisfactory completion of an oral or written comprehensive examination, 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.

Students may also specialize in quantitative psychology, which involves mathematical representations of behavioral data, using statistical analysis and mathematical models of psychological phenomena. All areas of psychology can be approached from a quantitative perspective, so it is possible to pursue a quantitative specialization from any of the doctoral specialty programs. Students take elective courses in advanced statistical and/or mathematical topics and demonstrate an ability to communicate mathematical approaches clearly.

**Facilities**

The Department of Psychology maintains laboratories, classrooms, project rooms, an MEG system, and a magnetic resonance (MR) neuroimaging facility in an 11-story building near Washington Square Park. Modern laboratories are continually improved through grants from foundations and federal agencies.

The Center for Brain Imaging (CBI) is a shared research center, dedicated for research and instruction in human neuroscience at NYU. The Center houses a Siemens Prisma 3T MRI scanner 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 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 subject 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.

FACULTY

Karen E. Adolph
Infant learning; perceptual-motor development; motor skill acquisition across the life span; posture and gait; exploratory activity; means-ends problem solving; social referencing.

David Amodio
Assistant Professor. Ph.D. 2006, Wisconsin (Madison); B.A. 1996, Macalester.
Behavioral regulation in the context of prejudice and stereotyping; social cognition; cognitive/affective neuroscience.

Susan M. Andersen
Social cognition, relationships; particularly how mental representations of significant others influence the self, motivation, emotion.

Emily Balcetis
Motivational influences on visual perception; accuracy and error in self and social judgments; cross cultural investigation of motives.

Elizabeth Bauer
Statistical reasoning, visual perception, experimental methodology.

David Bosch
Concepts and categories; abstraction; judgment and decision making; social cognition; consumer behavior; quantitative methods and research design.

Marisa Carrasco
Visual perception and attention; visual search; psychophysics.

Andrei Cimpian
Cognitive development with an emphasis on the mental representations that underlie children's explanations for what they observe around them, concepts of natural kinds and social groups, and motivation and achievement in school.

Edgar E. Coons
Professor (Psychology, Neural Science). Ph.D. 1964, Yale; B.A. 1951, Colorado College.
Behavioral analysis of neuronal mechanisms mediating hunger, reward, and pain; psychoneuroimmunology and stress; aesthetics.

Clayton Curtis
Working memory; inhibitory control; event-related functional magnetic resonance imaging (fMRI); psycho-physiology.

Maureen Craig
Assistant Professor. Ph.D. 2014, Northwestern; B.A. 2008, Purdue.
Understanding social and political attitudes and relations among members of different social groups.

Moira R. Dillon
Spatial Cognition; Mathematical Cognition; Abstract Thought; Drawing Production; Cognitive Development; Cognitive Science.

Jonathan B. Freeman
Split-second social perception—how we use facial cues to instantly categorize other people into social groups (e.g., gender and race) and perceive their personality traits and emotion.

Peter Gollwitzer
Identity goals; action phases and mindsets; planned goal striving; conscious vs. unconscious goals.

Todd Gureckis
Memory, learning, and decision processes; computational models as a tool for integrating and directing research.

Catherine Hartley
Characterizing the development and dynamics of the learning, memory, and decision-making processes that shape our behavior.

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

Madeline E. Heilman
Sex bias in work settings; dynamics of stereotyping; consequences of preferential selection procedures.
John T. Jost

Eric D. Knowles
Assistant Professor. Ph.D. 2003, California (Berkeley); B.A. 1995, Cornell. Intergroup relations, political psychology.

Brenden Lake
Assistant Professor (Psychology, Data Science). Ph.D. 2014, Massachusetts Institute of Technology; M.S. 2009, B.S. 2009, Stanford. Computational cognitive science; Machine Learning; Building machines that learn and think like people.

Michael S. Landy

Wei Ji Ma

Laurence T. Maloney

Alec Marantz
Professor (Psychology, Linguistics). Ph.D. 1981, Massachusetts Institute of Technology; B.A. 1978, Oberlin. Linguistic theory; syntax; morphology; neurolinguistics.

Brian McElree

Gabriele Oettingen

Denis G. Pelli

David Poeppel

Elizabeth Przybylinska
Clinical Assistant Professor. Ph.D. 2014, New York; B.A. 2005, Barnard. Social cognition; Interpersonal relationships; Transference; Self-regulation of automatic processes; Shared reality in close relationships; Existential psychology.

Liina Pylkkänen

Lawrence Ian Reed

Bob Rehder

Marjorie Rhodes

Pablo Ripollés

Patrick E. Shrut
Professor. Ph.D. 1976, Chicago; B.A. 1972, St. Louis. Coping and support in relationships; multivariate statistical models for social psychology; Diary and survey methodology.

Paul Squires
Clinical Associate Professor. Ph.D. 1980, Fordham; B.A. 1973, Manhattan College. Industrial-organizational psychology; AI and human capital analytics; research methods; psychometrics.

Yaacov Trope

James S. Uleman

Jay Van Bavel

Pascal Wallisch

Tessa West
Assistant Professor. Ph.D. 2008, Connecticut; B.A. 2003, California (Santa Barbara). Nature and dynamics of social perception; person perception at the level of the dyad and group.
Psychology / NYU Graduate School of Arts and Science / 2019-21

ASSOCIATED AND AFFILIATED FACULTY IN OTHER DEPARTMENTS

Diogo Almeida, NYU Abu Dhabi; Adam Alter, NYU Stern School of Business; Dora Angelaki, Center for Neural Science; Joshua Aronson, Applied Psychology (NYU Steinhardt School of Culture, Education, and Human Development); Sudha Arunachalam, Communicative Sciences & Disorders (NYU Steinhardt School of Culture, Education, and Human Development); Joselyn Belanger, NYU Abu Dhabi; Ned Block, Philosophy; Adam Buchwald, Communicative Sciences & Disorders (NYU Steinhardt School of Culture, Education, and Human Development); F. Xavier Castellanos, NYU School of Medicine; Olivia Cheung, NYU Abu Dhabi; Ailis Cournane, Linguistics; Lisa Davidson, Linguistics; Eric Dickson, Politics; Daryl Fougnie, NYU Abu Dhabi; Paul W. Gilmcher, Center for Neural Science; Jonathan Haidt, NYU Stern School of Business; Michael Hawken, Center for Neural Science; PJ Henry, NYU Abu Dhabi; James Higham, Anthropology; Diane Hughes, Applied Psychology (NYU Steinhardt School of Culture, Education, and Human Development); Roozbeh Kiani, Center for Neural Science; Lynne Kiorpes, Center for Neural Science; Justin Kruger, NYU Stern School of Business; Joseph E. LeDoux, Center for Neural Science; Susannah Levi, Communicative Sciences & Disorders (NYU Steinhardt School of Culture, Education, and Human Development); Zhong-Lin Lu, NYU Shanghai; Joe Magee, NYU Wagner School of Public Service; J. Anthony Movshon, Center for Neural Science; Amy K. Roy, NYU School of Medicine; Dan Sanes, Center for Neural Science; Daniel Schechter, NYU School of Medicine; Malcolm N. Semple, Center for Neural Science; Robert Shapley, Center for Neural Science; Eero Simoncelli, Center for Neural Science; Kartik Sreenivasan, NYU Abu Dhabi; Cathy Tamis-LeMonda, Applied Psychology (NYU Steinhardt School of Culture, Education, and Human Development); Thomas Thesen, NYU School of Medicine; Robert Volcic, NYU Abu Dhabi; Niobe Way, Applied Psychology (NYU Steinhardt School of Culture, Education, and Human Development).

FACULTY EMERITI

Doris R. Aaronson, Murray Glanzer, Leo Goldenberger, Martin Hoffman, Robert R. Holt, Delbert Jenkins, Lloyd Kaufman, Richard Koppenaal, T. James Matthews, Diane Ruble

COURSES

MASTER’S COURSES

Psychology of Music
PSYCH-GA 2002 / Staff / 3 points / 2019-20, 2020-21
This seminar presents an overview of the current and growing research in the psychology of music focusing on the cognition of music and on musical emotions. The study of music cognition and music perception reflects basic cognitive and perceptual processes because music is a projection of the mind. In addition to evaluating research on the perception of melody, harmony, and rhythm, this seminar reviews research on listening, learning, and performing music focusing on how musical training and musical emotions relate to these activities. We examine recent studies on the neurological basis of music focusing on those that address how music training and musical emotions affect the brain. Moreover, we draw parallels between music and language, and evaluate music’s communicative power in a variety of settings including advertising. In each class, we listen to musical examples that illustrate the research.

Principles of Learning
PSYCH-GA 2010 / Staff / 3 points / 2019-20, 2020-21
Examines major theories of learning with relevance to instrumental and Pavlovian conditioning, motivation, and affect. Explores relevant research on traditional and contemporary issues in learning. Emphasis is on human learning and behavior modification.

Sensation & Perception
PSYCH-GA 2011 / Staff / 3 points / 2019-20, 2020-21
Experimental foundations and theoretical approaches to problems of sensing, perceiving, and interpreting sensory information. Receptor function and physiology, discrimination, adaptation, attention, perceptual learning, and psychophysical methods of research and assessment.

Physiological Basis of Behavior
PSYCH-GA 2012 / Staff / 3 points / 2019-20, 2020-21
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 Media**  
PSYCH-GA 2013 / Staff / 3 points / 2019-20, 2020-21  
Has the persistent use of social media applications become internalized as part of our psychological DNA; an implicit social “operating system” triggering behavioral routines? How does social media engagement affect self-concept, self-esteem and mood regulation? What are the psychological mechanisms by which socially-networked groups drive change on the political, consumer advertising, and cultural landscapes? What is the difference between engagement, habit, and addiction to social media? Accelerated 24/7 communications alters the experience of psychological, temporal, and physical distance between people. Does this change the nature of what we experience as a “relationship,” a “family” or a “friend?”

**Psychology of Social Behavior**  
PSYCH-GA 2014 / Staff / 3 points / 2019-20, 2020-21  
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**  
PSYCH-GA 2015 / Staff / 3 points / 2019-20, 2020-21  
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.

**Master’s Statistics**  
PSYCH-GA 2016 / Staff / 3 points / 2019-20, 2020-21  
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.

**Philosophy, History, & Systems of Psychology**  
PSYCH-GA 2018 / Staff / 3 points / 2019-20, 2020-21  
The course will provide students with a broad perspective on the discipline of psychology through the study of relevant work in philosophy, examination of the history of the field, and consideration of some of the major systems for explaining human behavior. Consideration of philosophy will include issues directly related to work in psychology (e.g., mind-body relations), and discussion of implicit philosophical commitments reflected by efforts in the field. While a good number of broad philosophical and historical issues will be examined, two main themes will be addressed throughout the course: (1) issues about the place of meaning and interpretation in psychology, and (2) the role played by the culture (given that investigators and the people they study are members of a culture).

**Child Development**  
PSYCH-GA 2020 / Staff / 3 points / 2019-20, 2020-21  
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.

**Emotion and Its Development**  
PSYCH-GA 2021 / Staff / 3 points / 2019-20, 2020-21  
This course will examine human emotions from various theoretical perspectives including psychodynamic, phenomenological, biological, and cultural approaches. Topics include the development of emotional life from infancy through adulthood; the expression and development of specific emotions such as anger, anxiety, shame, joy, and romantic love; and the major cultural, spiritual, and religious traditions that have arisen to help us navigate the complexities of human emotional life.

**Cognitive Psychology**  
PSYCH-GA 2025 / Staff / 3 points / 2019-20, 2020-21  
Survey of what modern cognitive psychology says about problem solving and reasoning, memory, language, imagery, and pathology of language and thought.

**Cognitive Neuroscience**  
PSYCH-GA 2027 / Staff / 3 points / 2019-20, 2020-21  
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.

**Psychopharmacology**  
PSYCH-GA 2029 / Staff / 3 points / 2019-20, 2020-21  
The goal of this course is to provide students with an introduction to the
psychopharmacology of various medications, illicit drugs, and alcohol, as well as the medications’ clinical uses with children and adolescents. Agents to be covered include antidepressants, antipsychotics, anxiolytics, anticonvulsants, stimulants, narcotic analgesics, hallucinogens, and sedatives. Applications for the various drugs will be discussed. This course will presume some basic knowledge of the relevant concepts of neurobiology and neurotransmitters, but a brief review of these concepts will be included. Some familiarity with the DSM-5, as well as the medical model of mental illness, is expected.

**Biological Basis of Abnormal Behavior**
PSYCH-GA 2030 / Staff / 3 points / 2019-20, 2020-21 / Prerequisite: PSYCH-GA 2012, 2031, 2027, or 2049.

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**
PSYCH-GA 2031 / Staff / 3 points / 2019-20, 2020-21

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**
PSYCH-GA 2032 / Staff / 3 points / 2019-20, 2020-21

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**
PSYCH-GA 2034 / Staff / 3 points / 2019-20, 2020-21

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**
PSYCH-GA 2036 / Staff / 3 points / 2019-20, 2020-21

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**
PSYCH-GA 2037 / Staff / 3 points / 2019-20, 2020-21

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**
PSYCH-GA 2038 / Staff / 3 points / 2019-20, 2020-21

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.

**Clinical Forensic Practice**
PSYCH-GA 2039 / Staff / 3 points / 2019-20, 2020-21 / Prerequisite: PSYCH-GA 2038.

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 Topics in Psychology
PSYCH-GA 2040, 2041, 2043 / Staff / 3 points. 2019-20, 2020-21
This course will apply theory and research in psychology to understanding consumer behavior in terms of product/service perceptions, motivation, purchase decision, and consumer satisfaction. Cognitive and perceptual aspects of marketing campaigns and branding are covered. The consumer as part of a larger social context, including the influence of family, peers or cultural groups is covered. The impact of technology-based social media on consumer behavior is explored. Models of leadership and organizational psychology are presented as informing management practices for innovation, consumer loyalty, and rebranding.

Affective Neuroscience
PSYCH-GA 2049 / Staff / 3 points / 2019-20, 2020-21
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 / 2019-20, 2020-21
This course is an 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. The course examines how biological, psychological, and social factors interact with and affect development of illness, the promotion of good health and preventing illness. Topics will include: the treatment people receive for medical problems; how effectively people cope with and reduce stress pain, and; the recovery, rehabilitation, and psychosocial adjustment of patients with serious health problems. The course will also focus on the role of stress in illness and certain lifestyle factors.

Modern Psychological Treatments
PSYCH-GA 2052 / Staff / 3 points / 2019-20, 2020-21
This course aims to help the student acquire an understanding for the major theories of psychotherapy and counseling. Ten to twelve of the most widely used psychotherapies and psychological interventions will be examined and critiqued in this course. The examination will include a review of the underlying theory, a summary of supporting or refuting research, and instruction in how to actually perform each treatment. Every method will be demonstrated with a video of an actual clinical session conducted by the instructor or by a major figure in applied psychology. Students will learn to make their own assessments of psychological treatment techniques, utilizing process and outcome research.

Gender Roles
PSYCH-GA 2053 / Staff / 3 points / 2019-20, 2020-21
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.

Traumatic Stress Reactions
PSYCH-GA 2057 / Staff / 3 points / 2019-20, 2020-21
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.

Consumer Behavior
PSYCH-GA 2058 / Staff / 3 points / 2019-20, 2020-21
This foundation course applies theory and research in psychology to understanding consumer behavior in terms of product/service perceptions, motivation, purchase decision, and consumer satisfaction. Cognitive and perceptual aspects of marketing campaigns and branding are covered. The consumer as part of a larger social context, including the influence of family, peers or cultural groups is covered. The impact of technology-based social media on consumer behavior is explored. Models of leadership and organizational psychology are presented as informing management practices for innovation, consumer loyalty, and rebranding.
industrial/organizational settings, and scholastic aptitude and achievement.

Theories of Cognitive-Behavioral Therapy
PSYCH-GA 2062 / Staff / 3 points / 2019-20, 2020-21
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 Methods
PSYCH-GA 2066 / Staff / 3 points / 2019-20, 2020-21 / Prerequisites: PSYCH-GA 2016, 2032, or 2033.
Basic principles of research design, with emphasis on methods and strategies used in the area of clinical psychology.

Applied Research Methods
PSYCH-GA 2067 / Staff / 3 points / 2019-20, 2020-21 / Prerequisites: PSYCH-GA 2016 and 2032.
Development and design of field research and quasi-experimental techniques addressed to applied and theoretical questions: problems of control, selection of variables, non-obtrusive measures, sampling, etc. Evaluation research is emphasized.

Consumer Research Methods
PSYCH-GA 2069 / Staff / 3 points / 2019-20, 2020-21 / Prerequisites: PSYCH-GA 2016, 2211, 2229, or 2239.
The primary objective is for students to understand the critical elements of designing and conducting consumer research. To accomplish this objective, we will integrate insights from consumer behavior and marketing along with principles of research methodology. While the examples we discuss in class will be primarily taken from consumer research, the same core principles apply to any kind of social science research.

Personnel Selection
PSYCH-GA 2070 / Staff / 3 points / 2019-20, 2020-21 / Prerequisites: PSYCH-GA 2016, 2032, and 2067, or the equivalents.
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 / Staff / 3 points / 2019-20, 2020-21 / Prerequisites: PSYCH-GA 2032, 2016, and 2067.
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
PSYCH-GA 2072 / Staff / 3 points / 2019-20, 2020-21
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
PSYCH-GA 2073 / Staff / 3 points / 2019-20, 2020-21
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 / Staff / 3 points / 2019-20, 2020-21 / Prerequisite: PSYCH-GA 2032 or the equivalent.
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
PSYCH-GA 2075 / Staff / 3 points / 2019-20, 2020-21
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
PSYCH-GA 2076 / Staff / 3 points / 2019-20, 2020-21
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**
PSYCH-GA 2077 / Staff / 3 points / 2019-20, 2020-21
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**
PSYCH-GA 2078 / Staff / 3 points / 2019-20, 2020-21
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**
PSYCH-GA 2079 / Staff / 3 points / 2019-20, 2020-21 / **Prerequisite:** PSYCH-GA 2070 or 2073.
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.

**Group Dynamics**
PSYCH-GA 2083 / Staff / 3 points / 2019-20, 2020-21
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.

**Interpersonal Approaches to Psychopathology & Psychotherapy**
PSYCH-GA 2085 / Staff / 3 points / 2019-20, 2020-21 / **Prerequisite:** PSYCH-GA 2034.
Several major developments have contributed to increasing interest in recent years in approaches to psychopathology that focus on a person’s personal relationships and also approaches to psychotherapy that focus on those relationships and the therapist-patient relationship as well. These developments include research documenting that most patients seek therapy for interpersonal problems; recognition that the alliance between patient and therapist is the most reliable predictor of treatment outcome; increasing interest in personality disorders, in which interpersonal processes play key roles; and the fact that some interpersonal approaches to therapy have been designated empirically supported treatments. The course examines a variety of interpersonal approaches, with emphasis on several recent theoretical perspectives (adult attachment theory, models about ruptures and repairs of the therapeutic alliance, and other) that provide very helpful guides for research and practice. Substantial clinical material from actual psychotherapy cases is integrated in class discussions as a way of vividly illuminate readings about theory and research.

**Organizational Climate and Culture**
PSYCH-GA 2086 / Staff / 3 points / 2019-20, 2020-21
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.

**Psychology of Diversity**
PSYCH-GA 2088 / Staff / 3 points / 2019-20, 2020-21
The objective of this course is to provide students with knowledge and strategies for understanding and managing diversity issues in the workplace. We will review current theories and research on diversity, especially as they relate to the workplace. We will examine psychological principles and research as they relate to human behavior and how we perceive and interact with people who have different backgrounds, values, cultures,
experiences, and ideas. Additionally, there will be special emphasis on the dynamics of diversity in the workplace and the identification and examination of strategies to successfully manage diversity.

**Culture, Thought, and Emotion**  
PSYCH-GA 2089 / Staff / 3 points / 2019-20, 2020-21  
This course is designed to introduce students to the complex interrelationship between individual psychological life and culture. Such an approach helps us to understand diverse societies, but even more importantly, helps make explicit how ‘western-ness’ can shape the ways in which one thinks and feels. Sample topics include the relationships between culture and thought, emotion, biology, childhood and technology.

**Independent Study**  
PSYCH-GA 2110 / Staff / 3 points / 2019-20, 2020-21  
Supervised reading and/or research with a faculty member on a topic selected by the student.

**Fieldwork**  
PSYCH-GA 2125 / Staff / 3 points / 2019-20, 2020-21  
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 / Staff / 3 points / 2019-20, 2020-21 / Prerequisites: PSYCH-GA 2016, 2211, 2229, or 2239.  
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 / Staff / 3 points / 2019-20, 2020-21 / Prerequisites: one core C course.

**Master’s Seminar**  
PSYCH-GA 2199 / Staff / 3 points / 2019-20, 2020-21 / Prerequisites: PSYCH-GA 2016, 2211, or 2229.

**DOCTORAL COURSES**

**Categories and Concepts**  
PSYCH-GA 2207 / Lake / 3 points / 2019-20, 2020-21  
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**  
PSYCH-GA 2209 / Adolph, Cimpian, Dillon, Rhodes / 3 points / 2019-20, 2020-21  
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 short-comings of each theory and the pros and cons of different research strategies for investigating the central questions of cognitive development (charaterizing change, underlying change mechanisms, generality of change, and stability of behaviors across individuals and circumstances).

**Math Tools for Cognitive Science and Neuroscience**  
PSYCH-GA 2211 / Simoncelli, Landy / 3 points / 2019-20, 2020-21  
Intensive course in basic mathematical techniques for analysis and modeling of behavioral and neural data, including tools from linear systems and statistics.

**Neuroeconomics and Decision Making**  
PSYCH-GA 2212 / Maloney / 3 points / 2019-20, 2020-21  
This course examines decisions from theoretical, behavioral, and neural perspectives. A first goal of the course is to review normative and descriptive theories of decision under risk or uncertainty, decisions based on sampling, temporal discounting, visuo-motor analogues of decision, and decisions in multi-agent interactions. We will also explore learning in the context of decision problems, including reinforcement learning and foraging models. Finally, we will consider how all this work informs and is informed by research in humans and animals about the neural substrates for decisions. We will read both classical papers and very recent work, some chosen to reflect the interests of the participants.
Language Acquisition
PSYCH-GA.2214 / Staff / 3 points / 2019-20, 2020-21
Development of grammatical structure in children’s language; word learning; views of the nature of the acquisition process; what the study of language development says about the nature of language.

Research Methods in Social/Personality Psychology
PSYCH-GA 2217 / Heilman / 3 points / 2019-20, 2020-21
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.

Developmental Cognitive Neuroscience
PSYCH-GA 2220 / Hartley / 3 points / 2019-20, 2020-21
The overarching goal of this course is to examine how brain development and cognitive development are related. The course will explore how neuroscientific methods and discoveries can inform our knowledge about cognitive changes from infancy to adulthood, as well as how the study of cognitive development can inform our understanding of brain function.

Cognitive Neuroscience
PSYCH-GA.2221 / Curtis / 3 points / 2019-20, 2020-21
Provides a detailed background in four major areas: (1) neuroanatomy of the brain and spinal cord; (2) cognitive neuroscience, including discussions of consciousness, cognitive neuroscience techniques, as well as high-level sensory perception/ recognition; (3) learning memory and emotion, including conditioning and motivation; and (4) cellular mechanisms of plasticity.

Perception
PSYCH-GA 2223 / Landy, Heeger / 3 points / 2019-20, 2020-21
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.

Learning and Memory
PSYCH-GA 2225 / Gureckis / 3 points / 2019-20, 2020-21

Psycholinguistics
PSYCH-GA 2226 / McElree / 3 points / 2019-20, 2020-21
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
PSYCH-GA 2228 / Shout / 3 points / 2019-20, 2020-21
Review of introductory statistical methods, with special emphasis on sampling distributions, statistical inference and estimation, statistical power, and sample size estimation for common statistical tests. Methods include measures of association, t-tests, ANOVA, and chi-square. Use of statistical computer software.

Regression
PSYCH-GA 2229 / Shout / 3 points / 2019-20, 2020-21 / Prerequisite: PSYCH-GA 2228.
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 / Maloney / 3 points / 2019-20, 2020-21
 Covers topics in numerical analysis, probability theory, and mathematical statistics essential to developing Monte Carlo models of complex cognitive and neural processes and testing them empirically. Most homework assignments include programming exercises in the MATLAB language.

ANOVA
PSYCH-GA 2239 / Staff / 3 points / 2019-20, 2020-21 / Prerequisite: PSYCH-GA 2228.
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.

Psychometric Theory
PSYCH-GA 2243 / Shrout / 3 points / 2019-20, 2020-21
Theory and practice of measurement; classical test theory (reliability and validity); item response theory; latent trait methods, including factor analysis; and logistic latent trait models. Provides computer experience with methods.

Functional Magnetic Resonance Imaging Lab (fMRI)
PSYCH-GA 2245 / Heeger / 3 points / 2019-20, 2020-21
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**
PSYCH-GA 2247 / Shrout / West / 3 points / 2019-20, 2020-21 / Prerequisite: PSYCH-GA 2244.
Students apply and critique structural equation methods for studying relationships among multiple variables, including path analysis, confirmatory factor analysis, latent variable regression models, and methods designed for categorical data. Emphasis is on practical data analysis and public presentations of findings.

**Analysis of Change**
PSYCH-GA 2248 / Shrout / 3 points / 2019-20, 2020-21 / Prerequisite: PSYCH-GA 2229.
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.

**Person Perception: A Cognitive Approach**
PSYCH-GA 2286 / Uleman / 3 points / 2019-20, 2020-21
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.

**Doctoral Research Laboratory**
PSYCH-GA 3000 / Staff / 3 points
Successful progression through the doctoral program requires regular laboratory participation, consistent contact with the Faculty Advisor, and attendance at weekly meetings. Students are therefore required to enroll in Doctoral Research Laboratory, PSYCH-GA 3000, each semester (spring/Fall) in year one, two, three, and four of the program for a total of 24 points.

**Doctoral Psychology Second Project**
PSYCH-GA 3200 / Staff / 3 points / 2019-20, 2020-21
In Doctoral Psychology Second Project, PSYCH-GA 3200, students present their research in both oral form (a short research presentation of about 15 minutes) and written form (a paper of approximately 20 pages). For further progress in the program, these presentations must be deemed acceptable by a committee consisting of the student’s research advisor plus two other faculty, constituting the Advisory Committee. The composition of the Advisory Committee must be approved by the Program Coordinator.

**Dissertation Research**
PSYCH-GA 3301, 3302 / Staff / 1-6 points / 2019-20, 2020-21
Discussion of proposals and methodology for doctoral dissertation, planning of dissertation work, and reports of progress.

**Predoctoral Research in Psychology**
PSYCH-GA 3303, 3304 / Staff / 1-6 points / 2019-20, 2020-21
Research for one or two terms in addition to the doctoral research.

**Reading Course in Psychology**
PSYCH-GA 3305, 3306 / Staff / 3 points. 2019-20, 2020-21
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 / Staff / 1-6 points per term / 2019-20, 2020-21
Supervised research on a special problem apart from the doctoral thesis, in addition to PSYCH-GA 3303, 3304.
Prejudice and Stereotyping
PSYCH-GA 3380 / Amodio / Craig / 3 points. 2019-20, 2020-21
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
PSYCH-GA 3381 / Amodio, Freeman / 3 points / 2019-20, 2020-21
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 / Staff / 3 points / 2019-20, 2020-21
The department offers several seminars each term, reflecting the interest of advanced students or members of the faculty in contemporary problems in psychology theory, research, or practice.
Admission: The requirements for admission to the NYU Postdoctoral Program in Psychotherapy and Psychoanalysis are: a doctoral degree from a program in clinical psychology or a related area of study, two years of supervised experience in individual adult psychotherapy, and eligibility for state certification/licensing in a mental health discipline (i.e., psychology, psychiatry, social work, or psychoanalysis).

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 interim program director, Dr. Spyros Orfanos.

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 two points per semester is required. The program offers a range of two-point and one-point courses. The course of study begins with a two-point course covering the major psychoanalytic orientations and an introduction to clinical psychoanalysis. In the second semester, a one-point course on ethics is required. Candidates will follow with six points of Theory and Technique, six points of Psychoanalytic History and Foundations and six points of clinical case seminars. In addition, candidates are encouraged but not required to take one course each in Clinical Treatment of Specific Disorders; Development/Lifespan; Gender and Sexuality; and Race/Intersectionality/Spirituality/Politics. 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 co-chairs of the faculty in the Contemporary Freudian area of study, Dr. Stephen Solow (spsolow@aol.com) and Dr. Marjorie Kalb (margerykalb@gmail.com), or the chair of the track’s Faculty and Curriculum Committee, Dr. Sharone Bergner (sbergnerphd@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. Barry Cohen (bpcohen@verizon.net), 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. Susan Kraemer (sukraemer99@gmail.com) and Dr. Deborah Waxenberg (waxenbergd@aol.com), to discuss individual questions and planning.

Independent Area of Study: This curriculum offers courses that promote the process of contrasting and comparing the various orientations in the program as a whole or that address crucial psychoanalytic issues not covered by other curricula. 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. Steven Knoblauch (sknoblauch.phd@gmail.com) or Dr. Steven Axelrod (steveaxelrod5@gmail.com), 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:
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 as.nyu.edu/postdocpsychoanalytic.

FACULTY

Steven Axelrod
Sharone Bergner
Barry Cohen
Bruce Grellong
Margery Kalb
Psy.D. 2003, Pace; B.A. 1980, NYU.
Steven Knoblauch
Susan Kraemer
Spyros Orfanos
Stephen Solow
Ph.D. 1979, Yeshiva; B.A. 1967, Bucknell.
Deborah Waxenberg

COURSES

Introduction to Contemporary Psychoanalysis: Theory, Practice & Ethics
PD-GA 4547 / Salberg / 2 points / 2019-2020

The History and Development of Psychoanalysis Focusing on Specific Contributors: Special Topics
PD-GA 4580 / Kushner-Barash / 2 points / 2019-2020

Clinical Case Seminars—The Psychoanalytic Relationship
PD-GA 4581 / Locker / 2 points / 2019-2020

Clinical Treatment of Specific Disorders
PD-GA 4582 / Grossmark / 2 points / 2019-2020

Comparative Psychoanalysis
PD-GA 4584 / Bonovitz / 2 points / 2019-2020

Psychoanalytic Theory & Technique
PD-GA 4585 / Druck / 2 points / 2019-2020

Gender & Sexuality
PD-GA 4587 / Drescher / 2 point / 2019-2020

Developmental & Life Span Issues
PD-GA 4588 / Levy-Warren / 2 points / 2019-2020

Infancy & Psychoanalysis
PD-GA 4589 / PD-GA 4589 / Beebe / 2 points / 2019-2020
PROGRAM IN
Religious Studies

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Director of the Program
Associate Professor Angela Zito
Director of Graduate Studies
Assistant Professor Elayne Oliphant

PROGRAMS AND REQUIREMENTS

Master of Arts

This multidisciplinary program seeks to prepare students with both knowledge of a religious world and the tools to study that world, including language training where appropriate. The program for each candidate for the Master of Arts degree in religious studies consists of 32 points of course work (eight courses) in addition to either a thesis project or an exam. All students are required to take RELST-GA 1001, Theories and Methods in the Study of Religion (4 points). The other seven courses (28 points) are elective on religious life and practice 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. 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 M.A. Thesis Research, RELST-GA 2901 or 2902, (with departmental permission) for a grade 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) Introduction to Literary Reportage, JOUR-GA 2048 and (3) Portfolio Workshop I and II, JOUR-GA 1044, 1045. 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. Accompanying this long-form article in journalism, the student will write an essay that discusses, in terms of the theoretical and empirical work done in religious studies classes, how they conceptualized and researched the original article. It is hoped they will emerge with a sense of how their scholarly and journalistic training worked together.

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 Review of Religion and Media.

FACULTY

Adam H. Becker

Elayne Oliphant
Assistant Professor (Anthropology, Religious Studies). Ph.D. 2012 (anthropology), Chicago; M.A. 2005 (political economy), Carleton; B.A. 2003 (international development studies), Trent. Christianity in modern and contemporary Europe; France; contemporary religiosity and the secular; the visual economy of the public sphere; contemporary art; museum studies; capitalism; and xenophobia.

Hent de Vries
Professor (German, Religious Studies). Ph.D. 1989 (philosophy of religion), M.A. 1983 (religion), Leiden. Modern European thought; the history and critique of metaphysics; philosophies of religion; political theologies, concepts of violence, religion and media; the tradition of spiritual exercises and of moral perfectionism as well as on literature and the question of temporality.

Annette Yoshiko Reed

Angela Zito
Associate Professor (Anthropology, Religious Studies). Ph.D. 1989 (far eastern languages and civilizations), Chicago; B.A. 1974 (east asian studies), Pennsylvania State. Chinese religions and cultural history; religion and media; embodiment, gender, and ritual; the relationship of anthropology and history.

AFFILIATED FACULTY IN OTHER DEPARTMENTS

Ismail Fajrie Alatas, Middle Eastern and Islamic Studies; Brigitte Mirian Bedos-Rezak, History; Barbara Browning, Performance Studies; Christine Dang, Music; Hasia Diner, Hebrew and Judaic Studies; Georgina Dopico, Spanish and Portuguese; Daniel E. Fleming, Hebrew and Judaic Studies; Katherine Fleming, History; Michael Gilsenan, Middle Eastern and Islamic Studies; Faye Ginsburg, Anthropology,
Center for Media, Culture, and History; Alex P. Jassen, Hebrew and Judaic Studies; Deborah Kapchan, Performance Studies; Marion Katz, Middle Eastern and Islamic Studies; Aisha Khan, Anthropology; Barbara Kirshenblatt-Gimblett, Performance Studies; Barbara Kowlzig, Classics, Karen Ordahl Kupperman, History; David Levene, Classics; Paule Marshall, English; Fred Myers, Anthropology; Ann Pellegrini, Performance Studies and Social And Cultural Analysis; Erica Robles-Anderson, Media, Culture and Communication; Avital Ronell, German; Jeffrey L. Rubenstein, Hebrew and Judaic Studies; Lawrence H. Schiffman, Hebrew and Judaic Studies; Iddo Tavory, Sociology; Diana Taylor, Performance Studies; Sinclair Thomson, History; Evelyn Birge Vitz, French; Peter Wosh, History.

Theories and Methods in the Study of Religion
RELST-GA 1001 / Becker, de Vries, Oliphant, Reed, Zito / 4 points / 2019-20, 2020-21
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.

Secularism
RELST-GA 1250 / Oliphant / 4 points / 2019-20, 2020-21
We tend to think of the secular as an absence of sorts: the neutral emptiness that remains once religion is removed. In this course, we will explore how the secular is imagined, represented, and produced. Like religion, the secular requires and creates particular images, sensibilities, regulations, practices, and beliefs. Like religion, it also operates through the authorization of certain forms of knowledge and the refusal of other actions and ideas as impossible.

In everyday language, “secular” can imply a host of meanings, including atheist, profane, rational, or modern. We will work to give greater specificity to the concepts of secularism, secularization, and the secular. We will also address the presumed secularity of scholarly critique. What kinds of assumptions undergird scholarly inquiry? How do these assumptions limit the agents, practices, and connections deemed significant or plausible? Together, we will take up the task of articulating what it means to live in a “secular age”—a framework which, although often invisible or implicit, establishes and limits much of what we experience, expect, and encounter in our daily lives.

Religion, Gender, and Violence
RELST-GA 1320 / Pellegrini / 4 points / 2019-20, 2020-21
This seminar asks how religion contributes to social violence as well as to movements for peace and reconciliation. Throughout the semester, students will pay especial attention to the ways in which women are enlisted as both victims and agents of religiously-motivated violence. However, the keyword gender is not just a synonym for women. Gender as a category of analysis focuses attention on the social construction and organization of bodies and on the often violent hierarchalization of difference along the axes masculine/feminine. Gender is a social relation embedded in other social relations. How do religious beliefs and forms of belonging contribute to the social imagination and experience of gender, and vice versa? In what ways are gender relations implicated in religious violence? Drawing on critical theories of religion and recent work in gender studies and feminist post-colonial studies, this seminar will push students to examine questions of historical change, cultural variation, national/geographic difference, and moral complexity.

Topics in Religious Studies
RELST-GA 2467 / Becker, de Vries, Oliphant, Reed, Zito / 4 points / 2019-20, 2020-21
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.

Body, Performance & Religion
RELST-GA 2475 / Zito / 4 points / 2019-20, 2020-21
This course takes us beyond text-centered dogma, philosophy, and scriptures toward lived religion in everyday life and practice: The study of bodies in their materiality of corporal performance and
physical sensation. We will look at the body in various situations—gendered, sexualized, covered, naked, suffering, disabled, altered, missing, ecstatic, monstrous—and interrogate notions of representations and ideals: from the religious ban on representing the human body to divine anthropomorphism. Post-structuralist writers featured will include Foucault, Bourdieu, Merleau-Ponty, Mascia-Lees, Butler, Csordas, Strathern, Klassen, Erzen among many others. A variety of religious archives will be explored.

**Religion as Media**
RELST-GA 3397 / Zito / 4 points / 2019-20, 2020-21
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**
RELST-GA 2901, 2902 / 4 points / 2019-20, 2020-21

**Directed Study in Judaism**
RELST-GA 2931, 2932 / 1-4 points / 2019-20, 2020-21

**Directed Study in Islam**
RELST-GA 2941, 2942 / 1-4 points / 2019-20, 2020-21

**Directed Study in Asian Religion**
RELST-GA 2951, 2952 / 1-4 points / 2019-20, 2020-21

**Directed Study in Philosophy of Religion**
RELST-GA 2961, 2962 / 1-4 points / 2019-20, 2020-21

**Directed Study: Topics in Religion**
RELST-GA 2971, 2972 / 1-4 points / 2019-20, 2020-21

Religious Studies   /   NYU Graduate School of Arts and Science   /   2019-21
DEPARTMENT OF
Russian and Slavic Studies

as.nyu.edu/russianslavic
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Chair of the Department
Associate Professor Anne Lounsbery

Director of Graduate Studies
Assistant Professor Maya Vinokour

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, history, and film, the course of study can encompass a wide variety of specializations, from anthropology and politics to 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.

Students enrolled full-time can expect to complete the degree requirements in three semesters; part-time students may take two years. Students are required to take the following two courses in their first year of study: in fall term, Defining Russia (RUSSN-GA 2121), and in spring term, Grad Research Seminar and Practicum (RUSSN-GA 2137). In extraordinary circumstances, if a student is unable to take the Grad Research Seminar in the spring term of their first year, they should contact the director of graduate studies to make alternative arrangements.

International Relations Concentration: This concentration requires 34 points of coursework, with 14 credits being undertaken in international relations coursework. Students write a jointly supervised M.A. thesis (one advisor from the Program in International Relations and one affiliated with the Department of Russian & Slavic Studies), fulfill the principal requirements for the Russian Studies M.A. (the language requirement, Defining Russia RUSSN-GA 2121, and four other electives), and take the following courses in International Relations: INTRL 1600 Global and International History, INTRL 1700 International Politics: Concepts and Theories, INTRL 4000 M.A. Thesis Seminar (2 credits), and an international relations elective.
Master of Arts in Russian and Slavic Studies and Journalism

This is a 42-credit program, with 20 credits being taken in Russian and Slavic Studies and 22 in NYU’s Arthur L. Carter Journalism Institute, including a 2-credit directed reading for the Master’s thesis. For more information about curriculum of this program please refer to the Journalism section of this bulletin.

FACULTY

Irina Belodedova  
Senior Language Lecturer. M.A. 1983  
(Russian literature), New York; B.A. 1973, Kiev.  
Teaching methodology; computer-assisted language instruction; 20th-century Russian literature.

Eliot Borenstein  
Professor; Ph.D. 1993 (Slavic languages and literatures), M.A. 1989 (Slavic languages and literatures), Wisconsin (Madison); B.A. 1988 (Russian language and literature), Oberlin College.  
Russian modernism and postmodernism; critical theory and cultural studies; sexuality and culture; Central and East European literature.

Jane Burbank  
Russian history; legal culture; imperial politics; peasants.

Rossen Djagalov  
Assistant Professor. Ph.D. 2011 (comparative literature), Yale; B.A. (astrophysics, Russian) 2002, Williams.  
Soviet literary and cinematic engagements with the First, Second, and Third World; international leftist culture; Marxism and (post-)socialist cultural studies.

Gennady Estrikh  
Jewish intellectual history in the 19th and 20th centuries with an accent on Yiddish literary milieus; Publishing and civil-society organizations.

Boris Groys  
Modernist and postmodernist art and cultural theory; theories of media; philosophy; Moscow conceptualism; the Russian avant-garde.

Mikhail Iampolski  
Professor (Comparative Literature, Russian and Slavic Studies). Habil. 1991 (French philosophy and film studies), Moscow Institute of Film Studies; Ph.D. 1977, Russian Academy of Pedagogic Sciences; B.A. 1971, Moscow Pedagogical Institute.  
Theory of visual representation; the body in culture.

Ilya Kliger  
Truth discourse in 19th-century Russian and French novels; 19th- and 20th-century Russian and European intellectual history; history and theory of the novel; intersection of narrative theory and epistemology; aesthetics.

Yanni Kotsonis  
Professor (History, 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.

Ekaterina Korsunskaya  
Language teaching methodology; Russian folklore.

Anne Lounsbery  
Associate Professor; Chair. Ph.D. 1999 (comparative literature), M.A. 1995 (comparative literature), Harvard; B.A. 1986 (medieval studies, studio art), Brown.  
Nineteenth-century Russian literature; comparative Russian and American literary studies; history and theory of the novel; symbolic geographies; race and ethnicity; economics and literature.

Evelina Mendelevich  
Russian language pedagogy; online learning and instructional technology; psychological novel; contemporary Russian and Belarusian theatre

Anne O’Donnell  
Assistant Professor (History, Russian and Slavic Studies). Ph.D. 2014 (history), Princeton; M.A. 2006 (history), California (Berkeley); B.A. 2002 (history), Princeton.  
Revolutionary societies, material culture, information and governance.

Jillian Porter  
Visiting Assistant Professor (Russian and Slavic Studies, Comparative Literature). Ph.D. 2011 (Slavic languages and literatures), M.A. 2006 (Slavic languages and literatures), California (Berkeley); B.A. 2002, Sarah Lawrence.  
Russian/Soviet literature and film; economic criticism; affect studies; environmental humanities.
Maya Vinokour
Assistant Professor (Russian and Slavic Studies). Ph.D. 2016 (comparative literature and literary theory), M.A. 2011 (comparative literature and literary theory), Pennsylvania; B.A. 2008 (mathematics, Germanic studies), Chicago.
Russian literature and cultural history from the late nineteenth century to the present; Soviet labor culture, science fiction and film, and post-Soviet media.

FACULTY EMERITA
Charlotte Douglas
Stephen Cohen

COURSES

Defining Russia
RUSSN-GA 2121 / Djagalov / 4 points / 2019-20, 2020-21
An introduction to the study of Russian culture at the graduate level with an emphasis on interdisciplinary approaches. Each weekly segment explores a different problem through a combination of original sources and secondary texts. Faculty members who work on Russian topics in a variety of disciplines—including literature, history, politics, anthropology, and music, among others—conduct a series of guest seminars with the goal of providing an overview of important issues in Russian studies today.

Reading Post-Socialist Russia
RUSSN-GA 2135 / Vinokour / 4 points / 2019-20
What was post-socialism, and what comes next? This course will attempt to answer these and other relevant questions through an examination of Russian literature and film from 1991 to the present. We will pay special attention to themes of aestheticized violence, economic change, social collapse, and shifting expectations in the realms of gender and sexuality. Featured authors and directors will include, among others, Kira Muratova, Boris Akunin, Andrei Zvyagintsev, Vladimir Sorokin, Victor Pelevin, and Linor Goralik.

Grad Research Seminar and Practicum
RUSSN-GA 2137 / Staff / 4 points / 2019-20, 2020-21

Topics in Russian & Slavic Studies
RUSSN-GA 1001 / Iampolski / 4 points / 2019-20

Theories of The Novel and Russian Case Studies
RUSSN-GA 2123 / Kliger / 4 points / 2019-20
This seminar will explore major 20th century approaches to the sociology of literature, with special emphasis on the novel. Authors discussed in detail include George Lukács, Mikhail Bakhtin, Lucien Goldman, Pierre Bourdieu, Raymond Williams, Fredric Jameson, Pierre Macherey, and Franco Moretti. Russian case Studies: TBD

Marxist Aesthetics in Russia
RUSSN-GA 2139 / Groys / 4 points / 2019-20
The goal of this course is to describe and discuss the development of Marxist thought on art in Russia before and after the October Revolution. It begins with Plekhanov’s writings on Marxist aesthetics and follows its evolution through Russian avant-garde and Proletkult up to the theories of Socialist Realism in the 1930s. We will also be reading authors relevant to Russian Marxist art critique, including Lukacs, Brecht, and Adorno.
PROGRAMS AND REQUIREMENTS

Master of Arts in Social & Cultural Analysis

A total of 30 points of course credit—at least 22 taken within SCA—is required for the M.A. degree. M.A. students must complete the introductory American Studies Seminar, AMST-GA 3301 and SCA Pro-Seminar: The Art of Research, AMST-GA 3310. No more than 6 points may be transferred from other graduates schools. 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 40 to 60 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 30 points, of which at least 24 must be within SCA. No more than 6 points may be transferred from other graduates schools. Students must take Proseminar in Africana Studies, AFRS-GA 2000, and SCA Proseminar: The Art of Research, AMST-GA 3310. To qualify for the M.A. degree, students must either write a thesis (preferred) 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, SCA Proseminar: The Art of Research,
AMST-GA 3310, 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. For program requirements, please refer to 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. 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.

Matriculated students are required to submit a Degree Completion form and Field Exam Proposal form to the Director of Graduate Studies for approval once completing 32 points of course work, and by the fourth semester of matriculation.

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.

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**FACULTY**

**Awam Amkpa**
Associate Professor, Ph.D. 1993 (drama), Bristol; M.A. 1987 (drama), Ahmadu Bello; B.A. 1982 (dramatic arts), Obafemi Awolowo. African diasporic drama and film; transnationalism; postcolonial theory.

**Cristina Beltrán**
Associate Professor, Ph.D. (political science), Rutgers; B.A. 1992 (politics), California (Santa Cruz). Modern and contemporary political theory; Latino politics in the United States; democratic theory; feminist political theory; American political thought.

**Renée Blake**

**J. Michael Dash**
Professor (French, Social and Cultural Analysis). Ph.D. West Indies (Mona Jamaica); B.A West Indies. Francophone/Caribbean literature; literary theory; translation from French to English.

**David Dent**
Associate Professor (Social and Cultural Analysis, Journalism). M.S. 1982 (journalism), Columbia; B.A. 1981 (political science), Morehouse. African American culture, education, race, and the media; television reporting.

**Carolyn Dinshaw**
The Julius Silver, Roslyn S. Silver, and Enid Silver Winslow Professorship; Professor (Social and Cultural Analysis, English); Ph.D. 1982 (English literature), Princeton; A.B. 1978, Bryn Mawr. Medieval literature and culture; feminist studies; lesbian/gay/bisexual/transgender studies; history of sexuality; theories of history and historiography; mysticism; theories and experiences of temporality.
Lisa Duggan  
Professor; Ph.D. 1992, Pennsylvania. Modern U.S. politics and culture; history of women and gender; lesbian and gay studies; feminist and queer theory.

Sophie L. Gonick  
Assistant Professor; Ph.D. 2015, (city and regional planning), M.C.P. 2010 (city and regional planning), California (Berkeley); A.B. 2005, Harvard. Global Urbanism; Social Movements; Race and Gender; Debt and Finance; Urban Studies; History

Gayatri Gopinath  
Professor; Ph.D. 1998, M.A., 1998, Columbia; B.A. 1994, Wesleyan. Postcolonial literatures and cultures; South Asian diaspora studies; transnational feminist cultural studies; queer studies; Asian American studies; popular culture.

Ed Guerrero  
Associate Professor (Social and Cultural Analysis, Cinema Studies). Ph.D. 1989 (ethnic studies), California (Berkeley); M.F.A. 1972 (filmmaking and aesthetics) San Francisco Art Institute; B.A. 1972, (English literature), San Francisco State. Black cinema, black stardom & celebrity; Africa. Asia in cinema; science fiction & horror cinema, utopia/dystopia; mapping the Black Pacific; interrogations of the representational burden of race and difference.

Phillip Brian Harper  

Julie Livingston  
Professor (History, Social and Cultural Analysis). Ph.D. 2001, Emory. The body; gender; history and anthropology; medicine and public health; historical and ethnographic writing.

Cecilia Marquez  
Assistant Professor; Ph.D. 2016 (history), M.A. (American history), Virginia; B.A. (black and gender studies), Swarthmore. Latino/a history, comparative racial formations, southern history, immigration and ethnic history, and cultural studies.

Jennifer Morgan  

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

Michael Ralph  

Andrew Ross  
Professor; Ph.D. 1984, Kent (Canterbury); M.A. 1978 (literature), Aberdeen. Labor and work; urban and suburban studies; intellectual history; social and political theory; science; ecology and technology; cultural studies.

Maria Josefina Saldaña-Portillo  
Professor; Ph.D. (modern thought and literature), Stanford; B.A. (English), Yale. Latin American revolutionary literature and culture (Mexico, Central America); 20th-century U.S. and Latino literature and culture; ethnic studies; postcolonial theory; development studies; globalization studies.

Dean Itsuji Saranilio  
Associate Professor; Ph.D. 2009 (American culture), Michigan; M.A. 2003 (Asian American studies), California (Los Angeles); B.A. 2001 (ethnic studies), Hawaii (Mānoa). cultural politics at the intersection of diaspora and indigeneity; indigenous critical theory; cultural studies; settler colonial studies; U.S. militarism; asian american and pacific islander history; epistemology and decolonization; U.S. empire.

Sukhdev Sandhu  

Nikhil Pal Singh  
Professor (History, Social and Cultural Analysis). Ph.D. 1995, Yale. History of the contemporary United States; race and democracy; race and foreign policy; civil rights.

Thomas J. Sugrue  

John Kuo Wei Tchen  

Thuy Linh Nguyen Tu  
Associate Professor; Ph.D. 2003 (American studies), New York; B.A. 1994 (English), Bates College. Race and ethnicity; popular culture and visual culture; labor and migration; culture and economy.
COURSES

AFRICANA STUDIES

Proseminar in Africana Studies
AFRS-GA 2000 / Dash / 4 points / 2019-20, 2020-21
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.

Topics
AFRS-GA 3213 / Staff / 4 points / 2019-20, 2020-21
Topics course in Africana Studies offered by core faculty member.

Seminar: The Black Body and the Lens
AFRS-GA 2303 / Willis / 4 points / 2019-20, 2020-21
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. 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.

AMERICAN STUDIES

American Studies Seminar
AMST-GA 3301 / Staff / 4 points / 2019-20, 2020-21
This course introduces new graduate students in American Studies to the history of the field, and to the range of work currently in progress under its interdisciplinary umbrella. We’ll examine the shifting intellectual parameters and political interventions of American Studies scholarship over the past half century, in the US and globally, then focus on the kind of work produced within our NYU program specifically. We’ll address questions including: What theoretical frameworks and methodological approaches have shaped the field? How has the field intersected with other institutionally insurgent interdisciplinary fields, including (but not limited to) feminist and queer studies, labor studies, comparative ethnic and
diaspora studies, environmental studies and dis/ability studies?

SCA Proseminar: The Art of Research
AMST-GA 3310 / Staff / 4 points / 2019-20, 2020-21
This course circles around the questions, (1) what is critique and (2) what can critical writing be and do? Over the course of the semester, we will read a wide range of texts that self-consciously ask how to write about what we are thinking and writing about while we are thinking and writing. Our readings will be drawn from a number of disciplines and interdisciplines, but we will also range beyond the university “proper” to engage—and also practice—more public forms of communicating scholarly research. This workshop-style class offers students a chance to reflect on the kinds of critical writing that speaks to them and also affords a chance to develop their own writerly voices in tandem with their research interests.

Dissertation Proposal Workshop
AMST-GA 2306 / Staff / 4 points / 2019-20, 2020-21
The dissertation proposal workshop is restricted to doctoral students and only taken upon successful completion of at least one field exam in preparation for defending their dissertation proposal.

American Studies Exam Preparation
AMST-GA 2309 / Staff / 4 points / 2019-20, 2020-21
Restricted to doctoral students taking their first or second field exam.

Topics
AMST-GA 2901 / Staff / 4 points / 2019-20, 2020-21
Topics course in American Studies offered by a core faculty member.

Strategies in Social and Cultural Analysis
AMST-GA 3303 / Staff / 4 points / 2019-20, 2020-21
This course examines the practice and theory of research methods that are commonly used in social and cultural analysis. Through an experiential approach to a variety of methods, we will consider not only how research is conducted, but also how particular methods generate knowledge about social life. Rather than seeking a singular method through which we can fully ‘know’ the social world, we will concentrate on the unique perspectives that different methodologies contribute. In order to gain a comparative perspective on a variety of methods, the course is organized as an exploration of some features of the modern landscape of work. The readings span the era of industrialization and the transition to post-industrial employment.

Reading in American Studies
AMST-GA 3309 / Staff / 1-4 points / 2019-20, 2020-21
Restricted ordinarily to matriculated graduate students. Independent study.

Research in American Studies
AMST-GA 3310 / Staff / 1-4 points / 2019-20, 2020-21
Restricted ordinarily to matriculated graduate students. Independent study.
Masters 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 to contemporary social 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 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 whose language of undergraduate instruction was not English are also required to submit scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). 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 34 points, including the successful completion of an approved thesis. Students must have a cumulative GPA of at least 3.0. The M.A. degree requires seven core courses totaling 24 points, and elective coursework totaling 10 points. The seven core courses are Design of Social Research, SOC-GA 1301, Data Analysis, 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 doctoral course offerings, the AQR Internship Experience course, SOC-GA 1997, or other relevant courses in the University.

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. The Ph.D. degree requires 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 Sociology courses. Students must achieve a B or better in all required methods and theory courses. Up to 12 points may be reading or dissertation courses that involve individual work with a member of the faculty. The acceptability of courses outside sociology depends on the relevance of the work to sociology as judged by the Director of Graduate Studies. Credit for course work done at other universities 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.

Course Requirements: Students are required to take the First Year Proseminar, SOC-GA 3925, to orient them to doctoral study and being a professional sociologist. To satisfy the methods requirement, students take Introduction to Statistics, SOC-GA 2332, Introduction to Methods of Sociological Research, SOC-GA 2330, and one additional methods course. Students also take Classical Sociological Theory, SOC-GA 2111, to satisfy the theory requirement. Finally, students take a year-long Research and Writing Seminar, SOC-GA 3112 (4 points for each of two semesters), in which they conduct an original research project and write a paper for submission to a journal. This course begins in the second semester of their second year and concludes in the first semester of the third year.

Ph.D. Comprehensive Examination: Students select one of the broad areas of Sociology in which to take the written comprehensive examination, given by the end of the second year. Each student selects two Sociology faculty readers. The readers aid the student in preparing a reading list and studying for the exam, compose the exam, and determine whether the student has passed the exam.

Dissertation: The proposal for the dissertation and the dissertation itself are researched and written in consultation with a committee of at least three advisors. Students defend their proposal before their advisors who decide if they may proceed. Upon approval of the dissertation by the advisors, the dissertation is defended before an examining committee of five faculty members (including at least three dissertation advisors). At least four affirmative votes are required to pass.

FACULTY

**Gabriel Abend**
Economic sociology, theory, comparative/historical sociology.

**Alexander V. Barnard**
Assistant Professor. Ph.D. 2019, California (Berkeley); M.Phil. 2011 (development studies) Oxford; A.B. 2009 Princeton.
Medical sociology; theory; political sociology; comparative/historical sociology; mental health; law and society.

**Delia Baldassarri**
Professor. Ph.D. 2007, Columbia; Ph.D. 2006 (sociology and social research); B.A. 2002 Trento.
Economic sociology, political sociology, social networks.

**Siwei Cheng**
Social stratification, mobility, and inequality; life course; work and family; network analysis; quantitative methodology.

**Vivek Chibber**
Comparative/historical sociology; political sociology; economy and society.

**Sarah K. Cowan**
Assistant Professor. Ph.D. 2013 (sociology and demography), M.A. 2008 (sociology), M.A. 2007 (demography), California (Berkeley); B.A. 2002 (ethics, politics and economics), Yale.
Demography; survey research; social networks.

**Paul DiMaggio**
Culture, economic sociology, social inequality, organizations, social networks, technology.

**Linsey Edwards**
Stratification and inequality; neighborhoods; poverty; race and ethnicity; education; social policy; theory; mixed Methods.

**Paula England**
Gender; family; sexuality.

**Thomas Ertman**
Comparative/historical sociology; political sociology; theory.
Sociology / NYU Graduate School of Arts and Science / 2019-21

David W. Garland  
Arthur T. Vanderbilt Professor of Law;  
Professor; Ph.D. 1984 (sociological studies), Edinburgh; M.A. 1978 (criminology), Sheffield; LL.B. 1977, Edinburgh.  
Criminology; social control; theory.

Amanda Geller  
Clinical Associate Professor; Ph.D. 2007 (social policy analysis), Columbia. M.Eng. 2000 (operations research and industrial engineering), B.S. 1999 (operations research and industrial engineering), Cornell.  
Criminology; social disadvantage; family sociology

Kathleen Gerson  
Collegiate Professor; Ph.D. 1981, M.A. 1974, California (Berkeley); B.A. 1969, Stanford.  
Gender; family; work-family linkages.

Carly Knight  
Visiting Assistant Professor; Ph.D. 2018, M.A. 2013, Harvard; B.A. 2007 (economics) Duke.  
Economic sociology and organizations; sociology of Morality; computational text analysis; theory and epistemology.

Jeff Goodwin  
Social theory; social movements and revolutions; nationalism.

David F. Greenberg  
Professor; Ph.D. 1969 (physics), M.S. 1963 (physics), B.S. 1962 (physics), Chicago.  
Sociology of sex; criminology; sociology of law; deviance; quantitative methods; historical sociology.

Lynne Haney  
Professor; Ph.D. 1997, M.A. 1992, California (Berkeley); B.A. 1990, California (San Diego).  
Law/punishment, sex and gender, qualitative methodology, political sociology.

Ruth Horowitz  
Professor; Ph.D. 1975, M.A. 1972, Chicago; B.A. 1969, Temple.  
Deviance; ethnography, urban sociology, medical sociology.

Michael Hout  
Professor; Ph.D. 1976, M.A. 1973, Indiana; B.A. 1972 (sociology and history), Pittsburgh.  
Stratification; education; demography; religion.

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.

Guillermina Jasso  
Silver Professor; Ph.D. 1974, Johns Hopkins; M.A. 1970 (sociology and anthropology), Notre Dame; B.A. 1962, Our Lady of the Lake.  
Theory; international migration; social justice.

Colin Jerolmack  
Associate Professor; (Sociology, Environmental Studies) Ph.D. 2008, CUNY, M.A. 2005, Queens College; B.S. 2000 (psychology), Drexel.  
Community and urban sociology; environmental sociology; human-animal relations.

Iddo Tavory  
Ethnography, sociological theory, temporality, pragmatism, culture

Lawrence L. Wu  
Professor; Ph.D. 1987; B.A. 1980 (sociology and applied mathematics), Harvard.  
Family; demography; quantitative methodology.

Deirdre Royster  
Associate Professor; Ph.D. 1996, M.A. 1991, Johns Hopkins; B.S. 1987 (sociology and psychology), Virginia Polytechnic.  
Racism and racial stratification; economic sociology; urban political economy.

Patrick Sharkey  
Professor; Ph.D. 2007 (sociology and social policy), Harvard; B.A. 2000 (public policy and American institutions), Brown.  
Stratification and mobility; urban sociology; crime and violence.

Gianpaolo Baiocchi  
Gallatin School of Individualized Study; Beth Bechky, Stern School of Business;  
Rodney Benson, Steinhardt School of Culture, Education, and Human Development;  
Virginia Chang, 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

COURSES

CORE APPLIED QUANTITATIVE RESEARCH COURSES

Designs of Social Research
SOC-GA 1301 / Geller, Jackson / 4 points / 2019-20, 2020-21
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
SOC-GA 1401, 1402 / Greenberg, Hout / 4 points / 2019-20, 2020-21
The two-semester course in data analysis covers numerous specific statistical tools used in social science research. The course also 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
SOC-GA 1501, 1502 / Geller / 4 points / 2019-20, 2020-21
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).

Data Analysis Workshop
SOC-GA 1903 / Geller / 4 points / 2019-20, 2020-21
This course is designed to help AQR students gain experience with “real-world” data and research communication. Over the course of the semester, students will work collaboratively on a project using data from a large longitudinal survey and conducting analyses in Stata. In addition to a course paper, students will communicate research findings in a non-technical and an in class presentation, providing students with diverse experiences with communicating research findings.

AQR Masters Thesis
SOC-GA 1998 / Geller / 4 points / 2019-20, 2020-21
To complete the requirements for the MA 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 analysis of quantitative data (most often a secondary analysis) 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.

COURSES FOR THE DOCTORAL PROGRAM

SOCIOLOGICAL THEORY

Classical Sociological Theory (1848-1950)
SOC-GA 2111 / Garland, Lukes, Barnard / 4 points / 2019-20, 2020-21
An introduction to some of the central
texts and traditions that have shaped modern sociology. Discussions focus on a set of substantive and methodological questions—the work of theory; the nature of modernity; the sources of social order; the character of the state; the logic of the group; the nature of action and its relation to social structure. The foundational works of Marx, Durkheim, Weber, Simmel, and of others such as G.H. Mead, Robert Merton, Karl Polanyi and Norbert Elias will be discussed.

METHODS OF INQUIRY

**Qualitative Methods**
SOC-GA 2303 / 4 points / Gerson, Haney, Horowitz, Jerolmack, Tavory / 2019-20, 2020-21
Qualitative methods, including ethnographic observation and depth interviewing with open-ended responses, are presented. Coverage spans the formulation of a qualitative project as well as the collection and analysis of qualitative data. Students engage in exploratory research that may lead to a published article or dissertation project.

**Advanced Multivariate Statistics**
SOC-GA 2312 / Greenberg, Hout / 4 points / 2019-20, 2020-21
A sequel to SOC-GA 2332 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).

**Longitudinal Statistics**
SOC-GA 2314 / Greenberg / 4 points / 2020-21
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.

**Introduction to Methods of Sociological Research**
SOC-GA 2330 / Hout, Jackson, Klinenberg, Morning / 4 points / 2019-20, 2020-21 / Prerequisite: SOC-GA 2332 or permission of the instructor.
Provides an introduction to the methods of research in sociology. The focus is the relationship between theory and empirical evidence, and research design. Methods include ethnographic observation, in-depth interviewing, comparative research, sampling, conceptualization, measurement, and causal inference.

**Introduction to Statistics**
SOC-GA 2332 / Cheng, Sharkey / 4 points / 2019-20, 2020-21
Provides an introduction to statistics and quantitative methods for the social sciences. Covers the central concepts and techniques for analysis of quantitative data, including the general linear model in some of its varieties, such as ordinary-least-squares and logistic regression. Discusses limitations and critiques of quantitative methods. With the guidance of the instructor and teaching assistant, students carry out independent quantitative research projects and present them at the conclusion of the course.

**Sociology of Organizations**
SOC-GA 2132 / Kameo, DiMaggio / 4 points / 2019-20
Familiarizes students with classic and recent organizational scholarship; enables students to apply critical insights from the literature to empirical analyses of organizations; and provides an overview for the curious and a platform for independent work. Topics include bureaucracy; the Carnegie School and decision making; transaction cost analysis, resource dependence theory and structural holes; organizational ecology; neoinstitutional theory, network analysis and organizational fields; organizational sense-making; gender and racial inequality in organizations; technology and the labor process; innovation and macro-organizational change.

**Social Stratification and Inequality**
SOC-GA 2137 / Hout, Cheng / 4 points / 2020-21
Examines substantive, theoretical, and methodological topics in the field of social stratification. Reviews classical theoretical approaches to the questions of inequality and mobility; discusses patterns and sources of income, wealth, and class inequality, and the factors affecting mobility over the individual life-cycle and across generations; and surveys institutional determinants of stratification, including the role that education, the family, the labor market, and the state play in stratification dynamics.

**Demography**
SOC-GA 2139 / Cowan, Wu / 4 points / 2019-20
Overviews substantive field of demography, with an emphasis on the social aspects of population change, fertility,
mortality, migration, and population composition.

Social Movements
SOC-GA 2153 / Goodwin / 4 points / 2019-20
Assesses the adequacy of various theoretical perspectives on movements and revolutions as well as the practical wisdom which scholarship on movements has to offer to activists and citizens. Examines what leading scholars have to say about the material and social constraints on sustained collective action, how movements and rebellions nonetheless develop, and why movements, including revolutionary movements, win or lose.

Sociology of Sex and Gender
SOC-GA 2227 / England, Haney, Jackson / 4 points / 2020-21
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 Education
SOC-GA 2407 / 4 points / 2020-21
Sociological perspective on American education. Topics include equalization and inequality between the sexes in economic, political, and personal domains; cultural beliefs about gender; reproduction and child rearing; and sexuality.

Sociology of Culture
SOC-GA 2414 / DiMaggio, Klinenberg, Tavory / 2019-20, 2020-21
Survey of major approaches to the sociology of culture and the use of cultural theory in sociological analysis. Specific topics include cultural institutions, the relationship of popular to elite culture, different media of cultural communication and expression, historical transformations of culture (including debates over postmodernism), cultural hegemony and domination, and cultural politics. Authors whose works are studied include Raymond Williams, Stuart Hall, Pierre Bourdieu, Paul Gilroy, Paul DiMaggio, and Charles Taylor.

Sociology of Knowledge
SOC-GA 2422 / Abend, Morning / 4 points / 2020-21
Reviews and evaluates important perspectives on the relationship between knowledge and social structure. Focuses on a number of research strategies concerned with types of knowledge and knowledge-systems, codes and symbols, the manipulation of knowledge for social and political purposes, the study of ideologies, and the major factors in knowledge production.

Society and Economy
SOC-GA 2435 / Chibber, DiMaggio, Royster / 4 points / 2020-21
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.

Political Sociology
SOC-GA 2441 / Goodwin, Manza, Baldassari / 4 points / 2020-21
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.

Sociology of the Family
Focuses on theories and contemporary research on families both historically and in modern societies. Topics may include family change, the effects on family life of economic and cultural change, how labor and other activities are allocated between partners in heterosexual and same-sex marriages and other relationships, changes in the meaning of marriage and its connection to the bearing and rearing of children, effects of family structure and processes on children, work/family conflict, and the rise of non-traditional family forms.

Urban Sociology
SOC-GA 2463 / Klinenberg / 4 points / 2020-21
Examines the interplay between routines of city life and the historic, political, and economic contexts in which they play out. Attention goes to comparative cases of world urban development, tracing links within and across cities at different historic and regional circumstances.

Micro-Macro Processes
SOC-GA 3440 / Baldassarri, Jasso / 4 points / 2020-21
Examines how social life emerges from the interdependent behavior of multiple actors. Drawing from the analytical sociology research tradition, investigates the micro-level processes that bring about macro outcomes of interest. Topics include social influence, diffusion, segregation, cooperation and collective action, network externalities, status hierarchies, and social norms. Considers research using a variety of methods.
VARIABLE CONTENT COURSES

AQR Internship Course
SOC-GA 1997 / Geller / 1 or 2 points / 2019-20, 2020-21
This course allows students to receive course credit for off-campus internship work by documenting their work activities in a professional setting, and reflecting on their internship’s connection to broader principles of applied quantitative analysis. Course credit varies based on the number of hours worked and the number of writing assignments completed.

Apprenticeship I, II, III, IV, V, VI
SOC-GA 2321, 2322, 2323, 2324, 2325, 2326 / Staff / 1-4 points / 2019-20, 2020-21

Research and Writing Seminar
SOC-GA 3112 / Baldassarri, DiMaggio, England, Jerolmack, Manza, Tavory / 4 points / 2019-20, 2020-21
Guides students in conducting an original research project, and preparing a publishable paper based on the research.

Reading Course I, II, III, IV
SOC-GA 3915, 3916, 3917, 3918, 3919 / 1-4 points / 2019-20, 2020-21
These courses entail independent reading and study by students under a faculty member’s guidance.

Doctoral Dissertation I, II, III, IV
SOC-GA 3901, 3902, 3903, 3904 / 1-4 points each / 2019-20, 2020-21

First Year Proseminar
SOC-GA 3925 / Manza, Morning / 2 points / 2019-20, 2020-21
Provides a practical introduction to being a doctoral student in sociology, conducting and publishing research, and teaching. Open only to first-year doctoral students in Sociology.
PROGRAMS AND REQUIREMENTS

Master of Fine Arts in Creative Writing in Spanish

Our M.F.A. program offers instruction 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 creative writing thesis 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, and TOEFL scores or IELTS (for those whose native language is not English). An admissions committee consisting of the director of the Creative Writing Program, two clinical professor, and one 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, theater, and translation. Additional workshops will be added to the program as needed. The two elective courses may be in the Creative Writing Program, the Department of Spanish and Portuguese, or in another department, with an adviser’s approval. Students will also write a thesis with the counsel of a faculty member and a second reader at the second year of their course of study. Students write this final independent project consisting of between 50-80 pages for prose, 40-50 pages for theater or translation (including source and target languages), 30 pages for poetry. This final project may include, or may be an expansion of work begun during previous courses, but it should represent a culminating effort to shape stories, prose-pieces, a long narrative, a literary translation or a group of poems into a coherent, self-sufficient work.

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 Individual Readings, SPAN-GA 2891, and the Dissertation Proposal Workshop, SPAN-GA 3545, taken in both the fall and spring of the third year. 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.

Ph.D. candidacy requirements may be fulfilled only after the completion of 64 points. The candidacy requirement is a Comprehensive Examination 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 Examination, the student must enroll in Guided Individual Readings, 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.

Concentration in Medieval and Renaissance Studies: The concentration in Medieval and Renaissance Studies is interdisciplinary in nature and creates a framework and community for diverse approaches to the study of the Middle Ages and Renaissance. It complements doctoral students' work in their home departments with interdisciplinary study of the broad range of culture in the medieval and early modern periods, as well as of the theories and methods that attend them. The concentration is designed to train specialists who are firmly based in a traditional discipline but who can work across disciplinary boundaries, making use of varied theoretical approaches and methodological practices. The concentration consists of twenty credits distributed under the following courses: Proseminar in Medieval and Renaissance Studies, MEDI-GA 1100, Late Latin and Early Vernaculars, MEDI-GA 2100 or other approved course, and Medieval and Renaissance Studies Workshop, MEDI-GA 2000, 2 points per semester taken twice in an academic year.
Students must also take one approved course in the area of Medieval and Renaissance Media: Visual and Material Cultures, and one approved course in a medieval or early modern topic. At least one course, not counting either the Proseminar or Workshop, must be taken outside a student’s home department. In addition, students pursuing the concentration will present a paper at least once either in the Workshop or in a conference offered by the Medieval and Renaissance Center.

**FACULTY**

**Jens Andermann**
Professor. Ph.D.1998, M.A. 1994, Freie. Literature and culture of the Southern Cone and Brazil; cinema; museums and memory studies; environmental studies.

**Gabriela Basterra**
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, artificality, and agency; intelligibility in tragedy and modern subjectivity; the tension between ethics and politics; García Lorca; Emmanuel Levinas.

**María de Lourdes Dávila**

**Ana María Dopico**
Associate Professor (Comparative Literature, Spanish and Portuguese Languages and Literatures). Ph.D. 1997 (comparative literature), M.Phil. 1993 (comparative literature), M.A. 1988 (English and comparative literature), Columbia; B.A. 1985 (English, history), Tufts. Comparative literature of the Americas; literature and the nation; gender and culture; literature and cultural politics.

**Georgina Dopico**
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.

**Javier Elorrieta**
Clinical Associate Professor. Ph.D. 1996 (linguistics), Texas; 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**

**Licia Fiol-Matta**
Professor. Ph.D. 1995 (comparative literature), Yale; A.B. 1986 (comparative literature), Princeton. Modern and contemporary Hemispheric Latin American literature and culture; feminism; queer theory; music and popular culture.

**Sibylle Maria Fischer**
Associate Professor. Ph.D. (comparative literature/Spanish and Portuguese) Columbia; M.A. (Latin American studies, philosophy) Free. Caribbean history and culture; race in the Iberian Atlantic; culture and politics in 19th century Latin America; cultural, aesthetic, and political theory; revolution in Spanish America and the Caribbean.

**Gabriel Giorgi**
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. B.A. 1967 (Spanish) Oxford. Spanish cultural studies 18th century to present; literature, film, visual culture, popular culture, gender studies, memory studies, history of emotions.

**Jill Lane**

**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.

**Tomás Urayoán Noel**
Associate Professor (Spanish and Portuguese Languages and Literature, English). Ph.D. New York, 2008; M.A., Stanford 1999; B.A. (English), Puerto Rico (Río Piedras), 1998. U.S. Latino/a literatures and cultures; poetry and poetics of the Americas; media and performance studies; the Caribbean and its diasporas; modernisms and avant-gardes; translation studies; multi-ethnic New York City; creative writing.

**S.J. Pearce**
Associate Professor. Ph.D. 2011, M.A. 2009 Cornell; B.A. 2005 Yale. Hebrew and Arabic literature of Iberia; mester de clerecía; 12th- and 13th-century Castile; the translation movement; history and literature of the “tres culturas”.

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Spanish and Portuguese Languages and Literatures / NYU Graduate School of Arts and Science / 2019-21
Marta C. Peixoto
Brazilian literature; modern poetry; feminist theory; documentary film.

Dylon Robbins
Cultural and theoretical production of Brazil and Cuba; African Diasporas; intellectual and cultural histories, media, cinema, and popular music

Eduardo Subirats
Spanish intellectual history; the Counter-Reformation and the Conquest; the Enlightenment; avant-garde movements in Spain and Latin America; Spain’s transition to democracy.

Diana Taylor
Professor, (Performance Studies, Spanish and Portuguese Languages and Literatures). 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.

Laura Torres-Rodríguez
Associate Professor. Ph.D. 2012, M.A. 2008 (Hispanic studies), Pennsylvania; B.A. 2006 (Hispanic studies), Puerto Rico.
Mexican literature and visual culture since 1890; Latin American intellectual history; Orientalism and postcolonial theory; nationalism and colonialism; Latin American modernismo; aestheticism and popular culture; gender studies; poetry; Marxism in Latin America and Asia.

Zeb Tortorici
Associate Professor. Ph.D. 2010 (history), M.A. 2004 (history), B.A. 2000 (economics and history), California (Los Angeles).
Gender and sexuality in colonial Latin America; human-animal studies; queering archives; history of suicide; history of pornography.

María José Zubieta
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
Distinguished Writer in Residence.

Mariela Dreyfus
Aesthetics and Poetics of Modernism; French and Latin American Avant Garde; Body Politics in Latin American Poetry; Literary Translation.

Diameela Eltit
Global Distinguished Professor.

Lina Meruane
Clinical Assistant Professor. Ph.D. 2009 (Spanish and Portuguese), New York.
Latin American Literatures and Cultures; Gender Studies and Feminism; Global and Local Debates; Disease Studies.

Alejandro Moreno
Adjunct Instructor. Ph.D. 2016 (Spanish and Portuguese), 2009 M.F.A (creative writing in Spanish), New York.

Rubén Ríos Ávila
Non-fiction writing; Spanish Caribbean literature and cultural studies; neo-Baroque and queer studies; literary theory; literature and psychoanalysis.

Lila Zemborain
Poetry and visual arts; poetry and science; hybrid and feminist poetics.

FACULTY EMERITI

Helene M. Anderson, Kenneth Krabbenhoft, H. Salvador Martínez, Sylvia Molloy, Judith K. Némethy, Mary Louise Pratt.

COURSES

Foreign Language Teaching Workshop
SPAN-GA 1120 / Staff / 2 points / 2019-20, 2020-21
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 / Staff / 2 points / 2019-20, 2020-21
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.

**Professional Writing Practices I**  
SPAN-GA 2950 / Staff / 2 points / 2019-2019, 2020-21  
This course is taken in the Spring Semester of Year 1. It provides training in the following academic writing skills: writing an academic CV; writing a funding application; writing a conference paper.

**Professional Writing Practices II**  
SPAN-GA 2953 / Staff / 2 points / 2019-20, 2020-21  
This course is taken in the Spring Semester of Year 2. It follows on from Professional Writing Practices I, taken in Year 1, by providing a preparation in the following academic writing skills: writing a syllabus and submitting an article to an academic journal. The preparation in writing a syllabus will build on your classroom experience as language course instructors in your second year, as well as preparing you for your Comprehensive Exams in Fall of Year, which include producing a teaching list based on 2-3 syllabi. You will be encouraged to submit one or more articles to academic journals from your third year, so that you have a promising publication portfolio by the time you go on the job market in year 5 or 6.

**Seminar in Theory**  
SPAN-GA 2965 / Staff / 4 points / 2019-20, 2020-21  
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 / 4 points / 2019-20, 2020-21  
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 / Pearce / 4 points / 2019-20, 2020-21  
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**  
SPAN-GA 2891, 2893, 2894 / 1-4 points each / 2019-20, 2020-21

**Special Topics in Spanish Literature**  
SPAN-GA 2965, 2966, 2975, 2976 / Basterra, Dopico-Black, Fernández, Mendelson, Labanyi, Pearce, Subirats, Tanico / 4 points each / 2019-20, 2020-21  
Topics will include: Early Modern Spain; A History of Things; Poetry, Affects, Politics; History of the Emotions; Art and Power in the Age of Dictatorships, among others.

**Research**  
SPAN-GA 3991 / 3992 / Staff / 1-4 points each / 2019-20, 2020-21

**LATIN AMERICAN AND CARIBBEAN STUDIES**

**Latin American Theatre**  
SPAN-GA 2822 / Taylor / 4 points / 2019-20, 2020-21  
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**  
Topics will include Animalidad y política en la cultura hispanoamericana; High and Low: The Cultures of Latin American Modernism, Histories of Race in the Iberian Atlantic; Introduction to Latin American Literature; The Labor of Gender: A Mexican Perspective; Audible Geographies.

**BRAZILIAN STUDIES**

**Guided Individual Readings in Portuguese and Brazilian Literature**  
PORT-GA 2891, 2892, 2893, 2894 / Staff / 1-4 points each / 2019-20, 2020-21

**Special Topics in Brazilian and Portuguese Literature**  
PORT-GA 2967, 2968, 2977, 2978 / Andermann, Peixoto, Robbins, Subirats / 4 points each / 2019-20, 2020-21  
Topics will include The Environmental
Turn: Art and Space in Latin America since the Seventies, Reading Clarice Lispector; Em via de transe: Spirit Possession and Political Subjectivity in Brazil; Devouring and Being: anthropophagy and cannibalism through the “Ontological Turn.”

**Doctoral Research**
PORT-GA 3991 / 1-4 points

**LANGUAGE AND LINGUISTICS**

**Portuguese for Spanish Speakers**
PORT-GA 1104 / Staff / 0 points / 2019-20, 2020-21
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 / Staff / 4 points / 2019-20, 2020-21
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**
SPAN-GA 4002 / Dreyfus, Zemborain / 4 points / 2019-20, 2020-21
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**
SPAN-GA 4003 / Dreyfus, Zemborain / 4 points / 2019-20, 2020-21
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**
SPAN-GA 4101 / Staff / 4 points / 2019-20, 2020-21

**Workshop in Poetry**
SPAN-GA 4102 / Staff / 4 points / 2019-20, 2020-21

**Workshop in Creative Nonfiction**
SPAN-GA 4103 / Staff / 4 points / 2019-20, 2020-21

**Workshop in Literary Translation**
SPAN-GA 4104 / Staff / 4 points / 2019-20, 2020-21

**Variable Topics Workshop**
SPAN-GA 4105 / Staff / 4 points / 2019-20, 2020-21
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 23 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. In addition, students must enroll in at least two Seminars on the Interconnected Ancient World, ISAW-GA 3030 and/or ISAW-GA 3031 (8 points). No other 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 or successful completion of a course at an appropriate level.

Students are expected to gain teaching experience of a minimum of two semesters. This experience may be gained in a combination of Core Curriculum courses and departmental courses. With faculty approval, students may substitute a semester of museum practicum for one of the two required semesters of teaching experience.
Students must pass comprehensive doctoral examinations, to be taken during the third year of study. These consist of an initial written component, followed by an oral examination. The examinations 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 23) 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: The ISAW Library is a full-service, non-circulating library of approximately 45,000 volumes related to the history, language, literature, and material culture of the ancient world, from the Western Mediterranean across the Near East and Eurasia to Northern China. The strengths of the ISAW Library collection mirror the research and teaching interests of ISAW’s faculty and students: we have extensive holdings in Greek and Roman material culture and history, Egyptology, Mesopotamian Archaeology and Assyriology, Central Asian and Iranian Studies, and Early China.

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**FACULTY**

**Lorenzo d’Alfonso**  
Associate Professor of Western Asian Archaeology and History. Ph.D. 2002 (ancient Anatolian and Aegean studies), Florence; M.A. 1997 (ancient civilizations), Pavia.  
Social, juridical, and political history of Syria and Anatolia under the Hittite Empire and during its aftermath (16th-7th centuries BC).

**Claire Bubb**  
Assistant Professor of Classical Literature and Science. Ph.D. 2014 (classical philology), Harvard.  
Medicine and the biological sciences in the Graeco-Roman world, with a particular focus on Galen and Aristotle.

**Roderick B. Campbell**  
Associate Professor of East Asian Archaeology and History. Ph.D. 2007 (archaeology and Chinese history), Harvard.  
Ancient social-political organization, social violence, and history of late 2nd millennium BC north China and Shang China.

**Sebastian Heath**  
Clinical Associate Professor of Computational Humanities and Roman Archaeology. Ph.D. 2004 (classical art and archaeology), Michigan; A.B. (medieval studies) Brown.  
Digital humanities and Roman archaeology.

**Robert G. Hoyland**  
Professor of Late Antique and Early Islamic Middle Eastern History. D.Phil. 1994 (early Islamic history), Oxford.  
History, languages, and literature of the late antique and early Islamic Middle East.

**Alexander Jones**  
Professor of the History of the Exact Sciences in Antiquity. Ph.D. 1985 (history of mathematics), Brown; B.A. (classics), British Columbia.  
Ancient mathematical and physical sciences and their transmission.

**Antonis Kotsonas**  
Assistant Professor of Mediterranean History and Archaeology. Ph.D. 2005 (classical archaeology), Edinburgh; M.Phil. 2001 (classics), Cambridge; B.A. 2000 (history and archaeology), Crete.  

**Beate Pongratz-Leisten**  
Assyriology and ancient Near Eastern religions; conceptions of the divine; the formation of monotheism; translatable of cultures; the interaction between people of the ancient Near East; literature; scribal and intellectual culture.
Daniel T. Potts
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
Associate 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.

FACULTY EMERITI
Roger S. Bagnall
Emeritus Professor of Ancient History.

AFFILIATED FACULTY IN OTHER DEPARTMENTS
Adam Becker, Classics and Religious Studies; Brigitte Bedos-Rezak, History; Joan Breton Connelly, Classics; Pam Crabtree, Anthropology; Raffaella Cribiore, Classics; Daniel E. Fleming, Hebrew and Judaic Studies; Carmela Vircillo Franklin, Classics, Columbia University; Hallie Franks, Gallatin; Jonardon Ganeri, NYU Abu Dhabi; Ethan Harkness, Gallatin and East Asian Studies; Kathryn Howley, Institute of Fine Arts; John Hopkins, Fine Arts and Institute of Fine Arts; Fiona Kidd, NYU Abu Dhabi; Anne Hrychuk Kontokosta, Institute of Fine Arts; 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 Reimitz, History, Princeton University; Ann Macy Roth, Hebrew and Judaic Studies; Lawrence Schiffman, Hebrew and Judaic Studies; Hsueh-Man Shen, Institute of Fine Arts; Mark S. Smith, Biblical Studies, Princeton Theological Seminary; 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; Lu Zhao, NYU Shanghai

COURSES

Intro to Ancient Egyptian I
ISAW-GA 1000 / LeBlanc / 4 points / 2019-20

Intro to Ancient Egyptian II
ISAW-GA 1001 / Allon / 4 points / 2019-20

Advanced Ancient Egyptian I
ISAW-GA 1002 / LeBlanc / 4 points / 2020-21

Advanced Ancient Egyptian II
ISAW-GA 1003 / Allon / 4 points / 2020-21

Special Topics
ISAW-GA 3002 / Jones / 4 points / 2019-20, 2020-21

Directed Study of the Ancient World
ISAW-GA 3003 / Staff / 1-4 points / 2019-20, 2020-21

Special Topics: East Asia
ISAW-GA 3010 / Tseng, Harkness, Campbell / 4 points / 2019-20, 2020-21

Special Topics
ISAW-GA 3012 / Bubb, Campbell, Connelly, Hoyland, Bransbourg, Carò / 4 points / 2019-20, 2020-21

Special Topics
SAW-GA 3013 / Allon, Fitzgerald, Stark, Juliano, Kotsonas, d’Alfonso, Wolin / 4 points / 2019-20, 2020-21

Special Topics: Ancient Near East
ISAW-GA 3018 / Potts, Pongratz-Leisten / 4 points / 2019-20, 2020-21

Special Topics in Digital Humanities for the Ancient World
ISAW-GA 3023 / Heath / 2019-20, 2020-21

Introduction to Digital Humanities for the Ancient World
ISAW-GA 3024 / Heath, Elliott, Ratzan / 4 points / 2019-20

Seminar on the Interconnected Ancient World: Themes
ISAW-GA 3030 / Pongratz-Leisten, Campbell / 4 points / 2019-20, 2020-21

Seminar on the Interconnected Ancient World: Periods
ISAW-GA 3031 / d’Alfonso, Kotsonas / 4 points. 2019-20, 2020-21
The information in the following sections does not constitute the policies and procedures of the Graduate School of Arts and Science, but rather attempts to summarize some of those rules. The official Policies and Procedures Manual of the Graduate School of Arts and Science may be found on its website at gsas.nyu.edu/about-gsas/policies-and-procedures/policies-and-procedures-manual-and-forms and is the sole authority concerning the rules of the Graduate School. These rules are subject to change at the discretion of the Graduate School of Arts and Science.

**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 (TOEFL) or International English Language Testing System (IELTS)], are provided in the Programs, Requirements and Deadlines section of the GSAS Application Resource Center at 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 gsas.nyu.edu.

**Entering Student Application Deadlines**

Consult the Programs, Requirements and Deadlines section of the GSAS Application Resource Center at 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) or International English Language Testing System (IELTS). The Graduate School recommends that the applicant achieve a minimum TOEFL score of 100 on the internet-based test, and recommends a minimum overall band score of 7 for IELTS. 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 and IELTS standard for admission.

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, family 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 nyu.edu/ogs.

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. 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 given immigration status.

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 gsas.nyu.edu/admissions/gsas-application-resource-center.

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.

Visiting students attending during the summer should refer to the New York University Summer Sessions paragraphs below.

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 nyu.edu/admissions/visiting-students/academics/summer and also in the GSAS Application Resource Center at gsas.nyu.edu/admissions/gsas-application-resource-center/application-and-instructions/gsas-summer-session-2016-application-instructions.

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 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 gsas.nyu.edu/admissions/gsas-application-resource-center/application-and-instructions/gsas-summer-session-2016-application-instructions.

REGISTRATION

Continuous Registration

GSAS requires continuous enrollment of its students each fall and spring semester until the degree sought is granted. This can be accomplished by (1) registering for at least 1 point (or fraction thereof) each fall and spring until the degree is conferred; (2) taking an approved leave of absence, except in the semester of graduation; or (3) registering for Maintenance of Matriculation (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 2019-2020, $509 per semester) and the registration and services/academic support fees (in 2019-2020, approximately $1,078.00 for U.S. students and $1,258 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/academic support 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 maintenance 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 exemptions as well as detailed information about the health plans available, call 212-443-1020 or visit the Web site at nyu.edu/students/health-and-wellness/student-health-center/insurance-patient-accounts.

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 continued enrollment at the end of the period of the leave. 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.

DEGREE REQUIREMENTS

Master of Arts and Master of Science

Graduate School Requirements:

1. Completion of at least 30 points of graduate credit (at least 24 in residence at the Graduate School) and a cumulative GPA of B (3.0) or better.

2. Successful completion of (a) a comprehensive examination, (b) a thesis, and/or (c) an appropriate special project.

Programs may have more stringent standards, including a higher grade point average, a foreign language proficiency examination, and additional course work.

Time Limit for the Master’s Degree: All requirements must be completed no later than five years from the date of initial matriculation.

Master of 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 at least 70 points of graduate credit (at least 32 in residence at the Graduate School) and a cumulative GPA of B (3.0) or better. Almost all Graduate School programs require 72 points of graduate credit. Please check individual programs for the exact requirement.

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.

**UNIVERSITY POLICIES**

The following are selected policies of New York University. All University policies and procedures are listed online on the University’s website at nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/student-services. 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 gsas.nyu.edu/about-gsas/policies-and-procedures.

**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 nyu.edu/shc/about.immunization. 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 nyu.edu/students/health-and-wellness/student-health-center/next-stop-health-requirements/health-requirements.

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. 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 on 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 561 LaGuardia 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 visiting the Web site at nyu.edu/life/safety-health-wellness/public-safety/clery-act-reporting.
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 gsas.nyu.edu.

Guidelines for continuing students are available from departmental advisers in advance of the established deadline.

The Graduate School encourages all U.S. citizens and permanent residents to complete the Free Application for Federal Student Aid (FAFSA) to be considered for all forms of federal and state aid, including the Federal Work-Study Program and the various federal and private loan programs. NYU requires that the FAFSA be submitted online by linking to 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 gsas.nyu.edu/admissions/financial-aid and gsas.nyu.edu/financial-support/fellowships.

• Henry M. MacCracken Program
• Research Assistantships
• GSAS Tuition Incentive Program (TIP)
• GSAS/GAS Tuition Program
• Foreign Language and Area Studies (FLAS) Fellowships
• Penfield Fellowships for Studies in Diplomacy, International Affairs, and Belles Lettres
• Dean’s Dissertation Fellowships/GSAS Global Dissertation Fellowships
• Horizon Fellowship
• Louis Lerner Memorial Scholarship
• A. Ogden Butler Fellowship
• Douglas and Katharine Fryer Thesis Fellowship Awards
• Lane Cooper Fellowship
• Patricia Dunn Lehrman Fellowship
• James Arthur Dissertation Fellowship
• Robert Holmes Travel/Research Awards for African Scholarship
• Mainzer Summer Fellowship
• Dolores Zohrab Liebmann Fellowship
• New York University German Academic Exchange Scholarship (DAAD)
• New York University-Freie Universität Berlin Grant
• Howard Hughes Medical Institute International Student Research Fellowship
• Fulbright-Hays Doctoral Dissertation Research Abroad
• Fulbright U.S. Student Program
• 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

Financing Graduate Education / NYU Graduate School of Arts and Science / 2019-21
• 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. Applicants should submit the admissions application by the program's specified deadline date. In addition, master’s students are eligible for awards through the Graduate School’s Tuition Incentive Program (TIP). Recent graduates of the College of Arts and Science at NYU may be eligible for a tuition award through the GSAS/CAS Tuition Program. For more specific information regarding eligibility and the availability of fellowships, applicants should contact the director of graduate studies in the department or program, or contact Graduate Enrollment Services.

Funding for International Students

To secure a visa, international students must demonstrate that they have sufficient funding to complete the degree. International students who apply by the specified deadline date and are admitted to the Graduate School are automatically considered for Graduate School fellowships and scholarships as well as for research assistantships. Most loan programs are restricted to U.S. citizens and permanent residents. Many international students obtain support for their educational expenses from their government, a foundation, or a private agency. In many cases, these students are eligible to receive matching tuition funds through the Graduate School’s Tuition Incentive Program. Applicants should contact Graduate Enrollment Services for specific details.

Residential Life Staff Positions

The Office of Residential Life and Housing Services annually offers a limited number of professional staff positions to students who wish to work with residential undergraduate and graduate students to promote interpersonal connections, community, and academic enhancements within our residence halls. Students in these positions serve as peers who assess, organize, and implement social and educational activities within and around the residence halls. In addition, as representatives of the Department of Residential Education, RAs and CEAs are sources of information, support, and referral and enforce housing and residential educational policy. You may find detailed information at nyu.edu/life/living-at-nyu/on-campus-living/staff.

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 aid 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 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 at nyu.edu/students/student-information-and-resources/registration-records-and-graduation/veteran-benefits.

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

• Prevent nor delay the student’s enrollment;

• Assess a late penalty fee to the student;

• Require the student to secure alternative or additional funding;

• Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

However, to qualify for this provision, such students may be required to:

• Produce the Certificate of Eligibility by the first day of class;

• Provide written request to be certified;

• Provide additional information needed to properly certify the enrollment as described in other institutional policies.

Loan Programs

For information about Federal Loans and Private (Non-Federal) Alternative Loans please see Types of Financial Aid at nyu.edu/financial.aid.

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 nyu.edu/employees/benefit.

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; 212-998-4720; e-mail: ogs@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. A student must complete 70-72 points for the Ph.D. degree and 30-40 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 383 Lafayette 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 tuition and fees are announced on the Bursar’s webpage at nyu.edu/bursar/tuition.fees.

For information about the Mandatory Student Health Insurance Plan and the online enrollment/waiver process please visit the Student Health Insurance webpage at nyu.edu/health/insurance.

For information about the Stu-Dent Plan (dental service through NYU’s College of Dentistry) please visit dental.nyu.edu/patientcare/stu-dent-plan.

Dissertation publishing is free for traditional publishing filed electronically (However, costs can increase depending upon publishing option(s) selected via ProQuest). Copyright of dissertation (optional): $5.00

Optional Payment Plans
Payment plans can help manage your educational expenses. Options are described at nyu.edu/students/student-information-and-resources/bills-payments-and-refunds/methods-of-payment/payment-plans-old.

Arrears Policy
The University reserves the right to deny registration and withhold all information regarding the record of any student who is in arrears in the payment of tuition, fees, loans, or other charges (including charges for housing, dining, or other activities or services) for as long as any arrears remain.

Diploma Arrears Policy
Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the Bursar. Graduates with a diploma hold may contact the Office of the Bursar at 212-998-2806 to clear arrears or to discuss their financial status at the University.

Withdrawal and Refund of Tuition
Students receiving federal student aid who withdraw completely may be billed for remaining balances resulting from the mandatory return of funds to the U.S. government. The amount of federal aid “earned” up to that point is determined by the withdrawal date and a calculation based upon the federally prescribed formula. Generally, federal assistance is earned on a pro-rata basis.

For full details, refer to the Office of the Bursar, nyu.edu/bursar/refunds/withdrawal.
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
E-mail: gsas.admissions@nyu.edu
Web site: gsas.nyu.edu/admissions

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
E-mail: gmas.masterscollege@nyu.edu
Web site: gsas.nyu.edu/page/grad.masterscollege

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 and inclusive 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: gsas.studentaffairs@nyu.edu or gsas.academicaffairs@nyu.edu

The Office of Academic and Student Affairs 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.

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 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

Center for Student Life
Kimmel Center for University Life
60 Washington Square South, 7th Floor
Telephone: 212-998-4411
E-mail: student.life@nyu.edu
Web site: nyu.edu/src
Program Board
Kimmel Center for University Life
60 Washington Square South, 7th Floor
Telephone: 212-998-4700
E-mail: program.board@nyu.edu

NYU Box Office
566 LaGuardia Place
Telephone: 212-998-4941
Web site: nyu.edu/ticketcentral

Alumni Activities
Office of Alumni Relations
50 West Fourth Street
Telephone: 212-998-6912
E-mail: alumni.info@nyu.edu
Web site: alumni.nyu.edu

Athletics
NYU Athletics
Telephone: 212-998-2020
Web site: gonyuathletics.com

404 Fitness
404 Lafayette Street
Telephone: 212-998-2020

Palladium Athletic Facility
140 East 14th Street
Telephone: 212-992-8500

Bookstores
Main Bookstore
726 Broadway
Telephone: 212-998-4678
Web site: bkstr.com/nyustore

Career Services
Wasserman Center for Career Development
133 East 13th Street, 2nd Floor
Telephone: 212-998-4730
Fax: 212-995-3827
Web site: 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: nyu.edu/its

Counseling Services
Counseling and Wellness Services
726 Broadway, Suite 471
Telephone: 212-998-4780
E-mail: wellness.exchange@nyu.edu
Web site: nyu.edu/counseling

Dining
NYU Campus Dining Services
Telephone: 212-995-3030
Email: dining.services@nyu.edu

Disabilities, Services for Students with
Henry and Lucy Moses Center for Students with Disabilities
726 Broadway, 3rd Floor
Telephone: 212-998-4980
(voice and TTY)
Web site: nyu.edu/csd

Health
Wellness Exchange
726 Broadway, 3rd Floor
Telephone: 212-443-9999
Web site: nyu.edu/999

Student Health Center (SHC)
726 Broadway, 3rd and 4th Floors
Telephone: 212-443-1000
Web site: nyu.edu/health

Emergencies and After-Hours Crisis Response
For a life- or limb-threatening emergency, call 911.

For a non-life-threatening emergency, call Urgent Care Services at SHC, 212-443-1111. When the SHC is closed, call the NYU Department of Public Safety, 212-998-2222.

For mental health emergencies, call the Wellness Exchange hotline at 212-443-9999 or the NYU Department of Public Safety at 212-998-2222 to be connected to a crisis response coordinator.

Immunizations
Telephone: 212-443-1199

Insurance
Telephone: 212-443-1020
E-mail: health.insurance@nyu.edu
Web site: nyu.edu/health/insurance

Pharmacy Services
Telephone: 212-443-1050
Web site: nyu.edu/shc/pharmacy

Housing
Office of Residential Life and Housing Services
726 Broadway, 7th Floor
Telephone: 212-998-4600
Fax: 212-995-4099
E-mail: housing@nyu.edu
Web site: nyu.edu/housing

Off-Campus Services
60 Washington Square South, Room 210
Telephone: 212-998-4620

Summer Housing
Email: housing@nyu.edu
Web site: nyu.edu/summer/housing

International Students and Scholars
Office of Global Services (OGS)
383 Lafayette Street
Telephone: 212-998-4720
E-mail: ogs@nyu.edu
Web site: nyu.edu/ogs
Lesbian, Gay, Bisexual, and Transgender Students

NYU LGBTQ+ Center
Kimmel Center for University Life
60 Washington Square South, Suite 602
Telephone: 212-998-4424
E-mail: lgbtq.student.center@nyu.edu
Web site: nyu.edu/lgbt

Religious and Spiritual Resources

The Catholic Center at NYU
238 Thompson Street
Telephone: 212-995-3990
Web site: catholiccenternyu.org

Edgar M. Bronfman Center for Jewish Student Life at NYU
7 East 10th Street
Telephone: 212-998-4123
Web site: bronfmancenter.org

The Hindu Center at NYU
238 Thompson Street, Room 366
Web site: nyuhinducenter.org

The Islamic Center
238 Thompson Street, 4th Floor
Telephone: 212-998-4712
Web site: icnyu.org

Center for Spiritual Life
238 Thompson Street, 4th Floor
Telephone: 212-998-4959
E-mail: spiritual.life@nyu.edu

For a complete list of student religious and spiritual clubs and organizations at NYU, visit nyu.edu/src

Safety on Campus

Department of Public Safety
561 LaGuardia Place
Telephone: 212-998-2222; 212-998-2220 (TTY)
E-mail: public.safety@nyu.edu
Web site: nyu.edu/public.safety
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 varies NYU community service programs, 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.

More than a dozen student groups in the Graduate School of Arts and Science (GSAS) volunteer each semester addressing a broad range of issues, from science and advocacy to diversity and inclusion. Signature programs include the Alliance for Diversity in Science and Engineering (ADSE@NYU), NYU Minorities and Philosophy (MAP), and the Scientist Action and Advocacy Network (ScAAN).

**ACTIVITIES**

As part of NYU’s America Reads and Counts program, student tutors have provided literacy assistance to New York City public schools for more than 20 years. NYU’s chapter is the largest in the country and currently serves over 70 public schools in the Bronx, Brooklyn, and Manhattan, providing more than 87,000 hours of service annually.

For over 20 years, members of the Dean’s Service Honor Corps within the College of Arts and Science (CAS) have taken part in ongoing community service projects throughout each year. Up to 100 students provide after-school tutoring, mentorship, college readiness and preparedness, and professional skill-building workshops within several nonprofit organizations that serve at-risk youth, including the Door and the GO Project.

Since 2006, the Jumpstart at NYU Program has trained NYU students to work within local preschool classrooms to teach language and literacy skills. The program works with nonprofit organizations on the Lower East Side and has served more than 1,000 academically at-risk preschoolers living in New York City.

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

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Dean of Liberal Studies

Gene Andrew Jarrett, A.B., A.M., Ph.D.
Seryl Kushner Dean, College of Arts and Science

Standing Committees
Advisory Committee on Policy and Planning
Advisory Committee on Promotion and Tenure
Committee on Student Discipline
Committee on Undergraduate Curriculum
Committee on Graduate Curriculum and Financial Aid
Committee on Grievance
Committee on Nominations and Elections
Committee on Undergraduate Academic Standards
Committee on Information, Technology, and Library Services
Committee on Committees and Rules

University Directory / NYU Graduate School of Arts and Science / 2019-21
GRADUATE SCHOOL OF ARTS AND SCIENCE

Administration

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Vice Dean

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Assistant Dean, Academic Affairs

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Assistant Dean of Enrollment Services and Director, GSAS Master’s College

Aida Gureghian, B.A., M.Phil., Ph.D.
Assistant Dean, Students

Dean Emerita

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Faculty Committee on Honors and Awards

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(Chair) (ABD, Psychology)

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(PhD, Sociology)

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(MS, PhD, Mathematics)

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(MA, Politics)

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(MA, Comparative Literature; MA, XE: Experimental Humanities and Social Engagement)

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(PhD, Economics)

Joe Quinlan
(MA, Irish Studies)

Stephen Roach
(MA, PhD, Economics)

Yodsadhorn (Calvin) Vinitwatanakun
(MS, Mathematics in Finance)

Nina Augello
(Member Emerita) (MA, English)

Graduate Program Committee

The Graduate Program Committee (GPC) reviews and recommends to the Provost the approval of proposals from colleges, schools, and portal campuses with respect to new graduate programs granting master’s and doctoral degrees. The Committee evaluates all master’s and doctoral program proposals to ensure that the University’s colleges, schools, and portal campuses maintain comparable standards of work for the degrees. It ensures that there has been consultation with the relevant colleges, schools, and/or portal campuses; and that there is minimal curricular overlap between or among the units. The Committee also may formulate recommendations to the Provost on other matters that relate to graduate education in the University. The committee is advisory to the Provost and is co-chaired by the GSAS Dean and the Vice Provost for Faculty, Arts, Humanities, and Diversity.
# Degree and Certificate Programs

as Registered by the New York State Education Department

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<th>Department or Program</th>
<th>Degrees Offered</th>
<th>HEGIS(^1) Number</th>
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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, the Ph.D. in Comparative Literature, and the M.A. and 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 most stand-alone master’s degrees offered by the Graduate School of Arts and Science. The HEGIS code listed is for the M.S. in library science portion of the dual degree program.
5. May be earned as part of a dual degree with any GSAS master’s or doctoral degree.
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, M)
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 Web site at mta.info.
Contact

Graduate School of Arts and Science
New York University
6 Washington Square North
New York, NY 10003-6668
Web site: gsas.nyu.edu

Phillip Brian Harper, B.A., M.A., M.F.A., Ph.D.
Dean

Lynne Kiorpes, B.S., Ph.D.
Vice Dean

Roberta S. Popik, B.A., M.S., Ph.D.
Associate Dean for Graduate Enrollment Services and Chief of Staff to the GSAS Dean

Allan Corns, B.A., B.S., M.A.
Assistant Dean, Academic Affairs

David P. Giovanella, B.A., M.A.
Assistant Dean of Enrollment Services
Director of the Master's College

Aida Gureghian, B.A., M.Phil., Ph.D.
Assistant Dean, Students

Li Cao, B.A.
Assistant Director of Academic Affairs

Cristel Jusino Diaz, B.A., M.A., Ph.D.
Assistant Director of Student Affairs

Abby Williams, B.A., M.A.
Assistant Director of Fellowships and Awards

Graduate Enrollment Services
Mailing Address:
Graduate School of Arts and Science
New York University
P.O. Box 907
New York, NY 10276-0907

Street Address (do not use for mail):
Graduate School of Arts and Science
One-half Fifth Avenue
New York, NY 10003

Dean's Office
212-998-8040
E-mail: gsas.dean@nyu.edu

Graduate Enrollment Services
(including financial aid)
212-998-8050
E-mail: gsas.admissions@nyu.edu

Office of Academic and Student Affairs
212-998-8060
E-mail: gsas.studentaffairs@nyu.edu or gsas.academicaffairs@nyu.edu

Master's College
212-992-7960
E-mail: gsas.masterscollege@nyu.edu

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