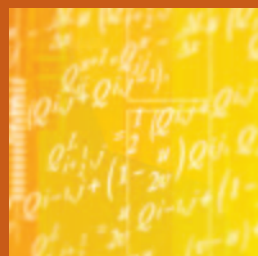


New York University Bulletin



Graduate School of
Arts and Science
www.nyu.edu/gsas



2005-2007

Message from the Dean

The paths of human possibility for students, as they create and recreate their lives, make this an exciting time for the Graduate School of Arts and Science at New York University. As advocates for advanced inquiry and creativity, we greatly prize the curious and exceptionally competent student.

We value this moment to introduce students and others to the intellectual vision of the Graduate School and the programs and faculty that embody that vision. The bulletin's offerings demonstrate that graduate schools are the intellectual nerve center of the modern university. Graduate schools make groundbreaking discoveries, investigate ideas old and new, and prepare the next generation of scholars, researchers, thinkers, and teachers. As a matter of fact, New York University was a pioneer in graduate education. In 1866, New York University became the second university in the United States to offer an earned doctorate. In 1886, it formally opened a graduate division. Today, the Graduate School of Arts and Science (GSAS) houses 48 programs that offer doctoral and master's degrees and enrolls over 4,600 students annually. The pioneering continues.

As we chart the course of our Graduate School for a new century, we must fuse the strengths of today with a vision of tomorrow's possibilities. To achieve this fusion, GSAS calls on the abundant creative energies of New York City. Even more important, the Graduate School draws on the extraordinary New York University faculty to work with students to become intellectual leaders—no matter what career they might eventually choose. Graduate education depends first and foremost on an institution's faculty and students, on the brains that power the school.

Buoyed by its city, rooted in its faculty, the Graduate School of Arts and Science shares this bulletin with those who seek a range of graduate degrees, a balance of disciplinary and interdisciplinary work, and the core values of intellectual communities: rigorous inquiry, life-long discovery of ideas, and a commitment to the ethics of scholarship.

Sincerely,


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



NEW YORK UNIVERSITY BULLETIN
2005 - 2007



*Graduate School of
Arts and Science*

ANNOUNCEMENT FOR
THE 120TH AND 121ST SESSIONS

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

WEB SITE: *www.nyu.edu/gsas*

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

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





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Administration, Departments, Programs

Administration

Catharine R. Stimpson, B.A.; B.A.,
M.A. [Cantab.], Ph.D.; hon.: D.H.L.,
Hum.D., Litt.D., LL.D.
Dean

T. James Matthews, B.A., M.A.,
Ph.D.
Vice Dean

Roberta S. Popik, B.A., M.S., Ph.D.
*Associate Dean for Graduate Enrollment
Services*

J. David Slocum, B.A., M.A., Ph.D.
*Associate Dean for Academic and Student
Life*

Graduate Departments

Anthropology, Professor Fred R. Myers,
Chair

Biology, Professor Gloria M. Coruzzi,
Chair

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

Chemistry, Professor Nicholas E.
Geacintov, *Chair*

Cinema Studies, Associate Professor
Chris Straayer, *Chair*

Classics, Professor Michael Peachin, *Chair*

Comparative Literature, Associate
Professor Nancy Rutenberg, *Chair* (on
leave in 2005-2006); Professor Timothy J.
Reiss, *Acting Chair* (2005-2006)

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

East Asian Studies, Professor Moss
Roberts, *Chair*

Economics, Professor Mark Gertler,
Chair

English, Professor John D. Guillory,
Chair

Institute of Fine Arts, Professor Mariët
Westermann, *Director*

French, Professor Judith Miller, *Chair*

German, Associate Professor Ulrich Baer,
Chair

Hebrew and Judaic Studies, Professor
Laurence H. Schiffman, *Chair*

History, Professor Michael A. Gomez,
Chair

Italian Studies, Associate Professor Ruth
Ben-Ghiat, *Chair*

Journalism, Associate Professor Brooke
Kroeger, *Chair*

Linguistics, Professor Anna Szabolcsi,
Chair

Mathematics, Professor Jalal Shatah,
Chair

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

Music, Professor Michael Beckerman,
Chair

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

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

Philosophy, Professor Stephen Schiffer,
Chair

Physics, Professor Allen Mincer, *Chair*

Politics, Professor Bruce Bueno de
Mesquita, *Chair*

Psychology, Professor Marisa Carrasco,
Chair

Russian and Slavic Studies, Associate
Professor Eliot Borenstein, *Chair*

Sociology, Professor Lawrence L. Wu,
Chair

**Spanish and Portuguese Languages
and Literatures**, Associate Professor
James D. Fernández, *Chair*

Interdisciplinary Programs

Africana Studies, Professor Deborah
Willis, *Interim Director*

American Studies, Associate Professor
Walter Johnson, *Director*

**Ancient Near Eastern and Egyptian
Studies**, Mark S. Smith, *Director of
Graduate Studies*

Atmosphere Ocean Science, Associate
Professor Oliver Bühler, *Director*

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

Biology, Oral, Professor Andrew I.
Spielman, *Director*

Biomedical Sciences, Professor
Diomedes Logothetis, *Dean, Graduate
School of Biological Sciences*

Computational Biology, Professor
Tamar Schlick, *Director*

Culture and Media, Professor Faye
Ginsburg, *Director*

Environmental Health Sciences,
Professor Max Costa, *Director*

**European and Mediterranean
Studies**, Associate Professor K. Fleming,
Director

French Studies, Professor Edward
Berenson, *Director*

Hellenic Studies, Associate Professor
K. Fleming, *Director*

Humanities and Social Thought,
Robin Nagle, *Director*

**Latin American and Caribbean
Studies**, Professor George Yúdice, *Director*

Law and Society, Professor Lewis A.
Kornhauser, *Director*

Museum Studies, Bruce J. Altsbuler,
Director

Near Eastern Studies, Professor Farhad
Kazemi, *Director*

Poetics and Theory, Professor Anselm
Haverkamp, *Director*

Psychotherapy and Psychoanalysis,
Lewis Aron, *Director*

Religious Studies, Associate Professor
Angela Zito, *Director*



History of the Graduate School

The Graduate School of Arts and Science was founded in 1886 by Henry Mitchell MacCracken, a professor of philosophy and logic and vice chancellor at New York University. MacCracken believed that universities should respond to the needs of modernity by giving unprecedented priority to advanced research and professional training. Guided by MacCracken's vision, New York University became the second university in America to award a Ph.D. on the basis of academic performance and examination.

In addition to the emphasis on excellence in research, MacCracken recognized the urban environment as

both source and inspiration for academic life. He believed that the University's best interests lay in its interactions with the city. By the early 1900s, the Graduate School had introduced courses concerned with major global issues, and the curriculum reflected movement toward progressive values.

MacCracken's new vision of graduate training attracted ever-growing numbers of young women and men to doctoral programs. The first female graduate students entered the University in 1888. Today, women constitute over half of the 4,100 master's and Ph.D. graduate students

enrolled in 48 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.



New York University and New York

New York University Libraries

The striking, 12-story *Elmer Holmes Bobst Library*, designed by Philip Johnson and Richard Foster, is the flagship of an eight-library, 4.6 million-volume system that provides students and faculty members with access to the world's scholarship and serves as a center for the University community's intellectual life. Located on Washington Square, the Bobst Library houses more than 3.4 million volumes, 34 thousand journal subscriptions, and over 5 million microforms and provides access to thousands of electronic resources both on site and to the NYU community around the world via the Internet. The library is visited by more than 6,000 users per day, and almost one million books circulate annually.

Bobst Library offers three specialized reference centers, 28 miles of open-stack shelving, and more than 2,000 seats for study. The stacks are open until midnight. The newly renovated Brine Library Commons, located on the two lower levels, provides students with wireless access, hundreds of computer workstations, three computer classrooms, group and individual study spaces, and 24-hour access for study.

The Avery Fisher Center for Music and Media, one of the world's largest academic media centers, has over 100 audio and video viewing carrels and 4 media-enhanced classrooms; students and researchers use more than 53,000 audio and video recordings per year. The Studio for Digital Projects and Research offers a constantly evolving, leading-edge resource for faculty and student projects and promotes and supports access to digital resources for teaching, learning, research, and arts events.

Bobst Library is also home to significant special collections such as the Fales Collection of English and American Literature, one of the best collections of English and American fiction in the United States. Fales contains the unique Downtown Collection, archives documenting the

downtown New York literary and arts scene from the 1970s to the present, focusing on the developments of post-modern writing and dance, performance art, outsider art, and the downtown music scene. Bobst Library houses the Tamiment Library, one of the finest collections in the world for scholarly research in labor history, socialism, anarchism, communism, and American radicalism. Tamiment includes the Robert F. Wagner Labor Archives, which holds the Jewish Labor Committee Archives and the historical records of more than 130 New York City labor organizations.

The library supports students throughout all phases of their university study and research, including instructional sessions, term paper clinics, and online tutorials. Subject specialist librarians work directly with students, at the reference centers and by appointment, to assist with specific research needs. Digital library services continue to expand, providing students and faculty with library access anywhere any time, whether on campus or off site. In addition to e-journals and other electronic resources, the library offers e-mail reference service, electronic reserves, and streaming audio services.

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

Complementing the collections of the Division of Libraries are the *Frederick L. Ehrman Medical Library* of

NYU's School of Medicine and the Dental Center's *Waldman Memorial Library*. The *Law Library* serves the programs of the School of Law and is strong in a variety of areas, including legal history, biography, jurisprudence, and copyright, taxation, criminal, labor, business, and international law as well as such legal specialties as urban affairs, poverty law, and consumerism.

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

GREY ART GALLERY

The *Grey Art Gallery*, the University's fine arts museum, presents three to four innovative exhibitions each year that encompass all aspects of the visual arts: painting and sculpture, prints and drawings, photography, architecture and decorative arts, video, film, and performance. The gallery also sponsors lectures, seminars, symposia, and film series in conjunction with its exhibitions. Admission to the gallery is free for NYU staff, faculty, and students.

The *New York University Art Collection*, founded in 1958, consists of more than 5,000 works in a wide range of media. The collection is comprised primarily of late-19th-century and 20th-century works; its particular strengths are American painting from the 1940s to the present and 20th-century European prints. A unique segment of the NYU Art Collection is the Abby Weed Grey Collection of Contemporary Asian and Middle Eastern Art, which totals some 1,000 works in various media representing countries from Turkey to Japan.

The Larger Campus

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

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

Students also, either through course work or in outside activities, tend to be involved in the vigorous and varied life of the city. Research for term papers in

the humanities and social sciences may take them to such diverse places as the American Museum of Natural History, the Museum of Modern Art, a garment factory, a deteriorating neighborhood, or a foreign consulate.

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

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

University apartment buildings provide housing for nearly 2,000 members of the faculty and administration, and University student residence halls accommodate over 11,500 men and women. Many more faculty and students reside in private housing in the area.

A Private University

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

The University is committed to a policy of equal treatment and opportunity in every aspect of its relations with its faculty, students, and staff members, without regard to age, citizenship status, color, disability, marital or parental status, national origin, race, religion, sex, sexual orientation, or veteran status.

Inquiries regarding the application of the federal laws and regulations concerning affirmative action and antidiscrimination policies and procedures at New York University may be referred to Dr. Sharon Weinberg, Vice Provost for Faculty Affairs, New York University, Elmer Holmes Bobst Library, 70 Washington Square South, New York, NY 10012-1091, 212-998-2370, for faculty and employees, and to Thomas Grace, Director of Judicial Affairs and Title IX and VI Officer, Office of the Vice President for Student Affairs, New York University, 60 Washington Square South, Suite 601, New York, NY 10012-1019, 212-998-4403, for stu-

dents. Inquiries may also be referred to the director of the Office of Federal Contract Compliance, U.S. Department of Labor.

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





Academic Calendar

ACADEMIC YEAR 2005-2006

Fall Term

September 2005

5 Monday

University holiday: Labor Day

6 Tuesday

First day of classes

16 Friday

Final dissertations due in the Office of Academic and Student Life for September 2005 degrees

October 2005

3 Monday

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

7 Friday

Graduation application deadline via TorchTone, 212-995-4747, for January 2006 degrees

10 Monday

No classes scheduled

November 2005

4 Friday

Graduate School of Arts and Science Foreign Language Proficiency Examination

23 Wednesday (runs on a Monday schedule)

Legislative day*

24 Thursday-26 Saturday

Thanksgiving recess

December 2005

2 Friday

Preliminary dissertations due in the Office of Academic and Student Life for January 2006 degrees

13 Tuesday (runs on a Thursday schedule)

Legislative day†

14 Wednesday

Last day of classes

15 Thursday

Reading day

16 Friday

Fall semester examination period begins

23 Friday

Fall semester examination period ends

24 Saturday

Winter recess begins

*All Monday classes will meet on Wednesday, November 23. Therefore, Wednesday classes do not meet on this day.

†All Thursday classes will meet on Tuesday, December 13. Therefore, Tuesday classes do not meet on this day.

Spring Term

January 2006

3 Tuesday

University offices reopen

4 Wednesday

Application deadline for fall 2006 admission with financial aid (some departments have an earlier deadline; see the GSAS *Application Appendix* for details)

13 Friday

Final dissertations due in the Office of Academic and Student Life for January 2006 degrees

16 Monday

University holiday: Martin Luther King Day

17 Tuesday

First day of classes

February 2006

3 Friday

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

3 Friday

Graduation application deadline via TorchTone, 212-995-4747, for May 2006 degrees

20 Monday

University holiday: Presidents' Day

March 2006

3 Friday

Graduate School of Arts and Science Foreign Language Proficiency Examination

13 Monday

Spring recess begins

17 Friday

Preliminary dissertations due in the Office of Academic and Student Life for May 2006 degrees

18 Saturday

Spring recess ends

May 2006

1 Monday

Last day of classes

2 Tuesday

Reading day

3 Wednesday

Spring semester examination period begins

5 Friday

Final dissertations due in the Office of Academic and Student Life for May 2006 degrees

8 Monday

Graduate School of Arts and Science Convocation

10 Wednesday

Spring semester examination period ends

11 Thursday

New York University Commencement

Summer Session

May 2006

15 Monday

Summer session I begins

29 Monday

University holiday: Memorial Day

June 2006

9 Friday

Graduation application deadline via TorchTone, 212-995-4747, for September 2006 degrees

23 Friday

Summer session I ends

26 Monday

Summer session II begins

July 2006

3 Monday

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

4 Tuesday

University holiday: Independence Day

August 2006

4 Friday

Preliminary dissertations due in the Office of Academic and Student Life for September 2006 degrees

4 Friday

Summer session II ends

11 Friday

Graduate School of Arts and Science Foreign Language Proficiency Examination

ACADEMIC YEAR 2006-2007

Fall Term

September 2006

4 Monday

University holiday: Labor Day

5 Tuesday

First day of classes

15 Friday

Final dissertations due in the Office of Academic and Student Life for September 2006 degrees

October 2006

2 Monday

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

6 Friday

Graduation application deadline via TorchTone, 212-995-4747, for January 2007 degrees

9 Monday

No classes scheduled

November 2006

3 Friday

Graduate School of Arts and Science Foreign Language Proficiency Examination

22 Wednesday (runs on a Monday schedule)

Legislative day*

23 Thursday-25 Saturday

Thanksgiving recess

December 2006

1 Friday

Preliminary dissertations due in the Office of Academic and Student Life for January 2007 degrees

12 Tuesday (runs on a Thursday schedule)

Legislative day†

13 Wednesday

Last day of classes

14 Thursday

Reading day

15 Friday

Fall semester examination period begins

22 Friday

Fall semester examination period ends

23 Saturday

Winter recess begins

*All Monday classes will meet on Wednesday, November 22. Therefore, Wednesday classes do not meet on this day.

†All Thursday classes will meet on Tuesday, December 12. Therefore, Tuesday classes do not meet on this day.

Spring Term

January 2007

2 Tuesday

University offices reopen

4 Thursday

Application deadline for fall 2007 admission with financial aid (some departments have an earlier deadline; see the *GSAS Application Appendix* for details)

12 Friday

Final dissertations due in the Office of Academic and Student Life for January 2007 degrees

15 Monday

University holiday: Martin Luther King Day

16 Tuesday

First day of classes

February 2007

2 Friday

Graduation application deadline via TorchTone, 212-995-4747, for May 2007 degrees

2 Friday

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

19 Monday

University holiday: Presidents' Day

March 2007

2 Friday

Graduate School of Arts and Science Foreign Language Proficiency Examination

12 Monday

Spring recess begins

16 Friday

Preliminary dissertations due in the Office of Academic and Student Life for May 2007 degrees

17 Saturday

Spring recess ends

April 2007

30 Monday

Last day of classes

May 2007

Date to be announced

Graduate School of Arts and Science Convocation

1 Tuesday

Reading day

2 Wednesday

Spring semester examination period begins

4 Friday

Final dissertations due in the Office of Academic and Student Life for May 2007 degrees

9 Wednesday

Spring semester examination period ends

10 Thursday

New York University Commencement

Summer Session

May 2007

14 Monday

Summer session I begins

28 Monday

University holiday: Memorial Day

June 2007

8 Friday

Graduation application deadline via TorchTone, 212-995-4747, for September 2007 degrees

22 Friday

Summer session I ends

25 Monday

Summer session II begins

July 2007

2 Monday

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

4 Wednesday

University holiday: Independence Day

August 2007

3 Friday

Preliminary dissertations due in the Office of Academic and Student Life for September 2007 degrees

3 Friday

Summer session II ends

10 Friday

Graduate School of Arts and Science Foreign Language Proficiency Examination





INTERIM DIRECTOR OF THE
PROGRAM:

Professor Deborah Willis

The Program in
Africana Studies
offers a multicon-
tinental and

interdisciplinary approach to the
study of black culture, litera-
ture, and politics. The Master of
Arts program prepares students
for further research leading to
the Ph.D. degree in history, lit-
erature, American studies,
anthropology, political science,

sociology, and cinema studies,
and for careers in education,
cultural institutions, and public
affairs. Students may choose
one of two tracks: Pan-African
history and thought or black
urban studies.

Faculty

J. Michael Dash, *Professor, French*
(*Africana Studies*). Ph.D. 1973, B.A.
1969 (modern languages), West Indies
(Mona, Jamaica).

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

Manthia Diawara, *Professor,*
Comparative Literature (Africana
Studies); *Director, Institute of African*
American Affairs. Ph.D. 1985 (*compara-*
tive literature), Indiana; M.A. 1978 (*lit-*
erature), B.A. 1976 (*literature*),
American.

Black American film; literary and cul-
tural studies; black film in Africa and
Europe.

Deborah Willis, *Professor, Photography*
and Imaging, Tisch School of the Arts;
Interim Director, Program in Africana
Studies. Ph.D. 2002, George Mason;
M.A. 1986, CUNY; M.F.A. 1980,
Pratt Institute; B.F.A. 1975,
Philadelphia College of Art.

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

AFFILIATED FACULTY

Renée Blake, *Assistant Professor,*
Linguistics. Ph.D. 1997 (*linguistics*),
M.A. 1993 (*linguistics*), B.S., 1987
(*biology*), Stanford.

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

William Easterly, *Professor, Economics.*
Ph.D. 1985 (*economics*), Massachusetts
Institute of Technology; B.A. 1979 (*econ-*
omics), Bowling Green.

Economic development; economic
growth; African development; ethnic
conflict; American race relations; for-
eign aid; international macroeconomics.

Michael Gomez, *Professor, History,*
Middle Eastern and Islamic Studies.
Ph.D. 1985 (*African history*), M.A.
1982 (*African history*), B.A. 1981
(*U.S. history*), Chicago.

African diaspora; Islam in West Africa;
African American social movements;
Islam in the Americas; Islamic Iberia;
slavery, colonialism, liberation.

Ed Guerrero, *Associate Professor, Cinema*
Studies. Ph.D. 1989 (*ethnic studies*),
California (Berkeley); M.F.A. 1972
(*filmmaking*), San Francisco Art Institute;
B.A. 1972 (*English*), San Francisco State.

Black film criticism, history, and the-
ory; cinematic aesthetics of "differ-
ence"; critical economies of emergent
cinemas; fantastic otherness in sci-fi
and horror.

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

Politics of representation; vernacular
modernisms; cinema and society;
African American and African litera-
ture; cultural symbolism; African dias-
pora film and literature; cultural
criticism; modernism and aesthetics.

Leonard Wantchekon, *Associate*
Professor, Politics. Ph.D. 1995,
Northwestern; M.A. 1992, British
Columbia and Laval.

Political economy, development;
applied game theory; comparative poli-
tics; political methodology.

OTHER AFFILIATED FACULTY

Gerard L. Aching, *Spanish and*
Portuguese Languages and Literatures;
Awam Amkpa, *Tisch School of the Arts*;
Thomas O. Beidelman, *Anthropology*;
Derrick Bell, *School of Law*; **Kamau**
Brathwaite, *Comparative Literature*;
Paulette Caldwell, *School of Law*;
Arlene Dávila, *Anthropology (American*
Studies); **David Dent**, *Journalism*;
Angela Dillard, *Gallatin School of*
Individualized Study; **Troy Duster**,
Sociology; **Ada Ferrer**, *History*; **Phillip**
Brian Harper, *English (American*
Studies); **Martha Hodes**, *History*;
Richard Hull, *History*; **Adelbert H.**
Jenkins, *Psychology*; **Walter Johnson**,
History; **Barbara Krauthamer**,
History; **Paule Marshall**, *English*;
Elizabeth McHenry, *English*; **Pamela**
Newkirk, *Journalism*; **Yaw Nyarko**,
Economics; **Jeffrey Sammons**, *History*;
Mary Schmidt-Campbell, *Tisch School*
of the Arts; **John Singler**, *Linguistics*;
Robert P. Stam, *Cinema Studies*;
Constance Sutton, *Anthropology*;
George Yúdice, *Spanish and Portuguese*
Languages and Literatures (American
Studies).

Program and Requirements

Admission: Students are expected to have a broad background in black studies, African studies, or Caribbean studies. Proficiency in at least one foreign language (African or European) is desired of students opting for the Pan-African track.

MASTER OF ARTS

Students are required to satisfactorily complete 32 points of graduate course

work. In their first semester, they must take the core introductory Proseminar in Black History and Culture (4 points). Students then must take 20 points in their particular area of study or track (those who elect to write a thesis count the 8 points of their thesis toward these 20 points). The remaining two courses or 8 points are taken outside the track.

To qualify for the M.A. degree, stu-

dents must either write a thesis or take a comprehensive (oral or written) examination at the conclusion of their final semester of work. Internships in institutions in New York City (such as museums, etc.) may be taken for 4 points. Students are assigned advisers to assist them in arranging courses for their area of study and in the supervision of their thesis or comprehensive exam.

Courses

Proseminar in Black History and Culture G11.2000 *Core requirement. 4 points.*

Introduces incoming M.A. students in the Program in Africana Studies to significant areas and topics of research as well as the primary methods of inquiry that have defined the study of black culture and history since the mid-19th century. Topics include Pan-Africanism, the Harlem Renaissance, black migration, black feminism, and black cultural studies.

Ethnography and the Global City G11.2102 *4 points.*

Introduces students to the theory and practice of ethnographic research in contemporary urban settings. Particular emphasis is directed toward examining theoretical and methodological issues associated with the study of complex "global" cities. How, for example, do we frame and investigate questions of cultural identity, social inequality, and political agency in cities that are nodal points in the transnational circulation of capital, commodities, labor, and cultural forms?

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

Seminar on the struggle for cultural and political autonomy in the United States among African Americans, primarily in the urban North, who rejected the church-based nonviolent Civil Rights Movement. Focuses on the "Negro" or African side of what W. E. B. DuBois called Afro-American "double-consciousness."

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

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

Topics in Postcoloniality G11.2645 *4 points.*

Explores and interrogates the notion of the "postcolonial" in relation to certain key aspects of contemporary African and/or Caribbean societies, cultures, and histories. Individual areas of investigation include theories of Africa and Africans, Caribbean literary theory, modern postcolonial theory and its applicability and relevance to recent developments in the African continent and its diaspora, new identity formations, African and Caribbean cultural studies, nationalism and the nation-state, creolization, and theories of resistance.

African Literature and Culture G11.2803 *4 points.*

Deals with ethnicity, identity, and the nation-state in African literature. Analyzes the connections between storytelling and inclusion in history and shows that African attempts to narrate identity, religious belonging, and nationalism are pursuits of historical recognition. Crucially, explores these definitions and their power to bring Africans into relation with historicity.

Locations of Africa G11.2964 *4 points.*

Focuses on specific regions and peoples on the African continent, providing in-depth historical, anthropological, sociological, and aesthetic considerations of their cultures and forms of social organization—as well as how they have been constructed, classified, and otherwise misread by Western ethnographers and anthropologists.

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

ANTHROPOLOGY

World Cultures: Afro-America G14.1320 *4 points.*

Urban Anthropology G14.2345 *4 points.*

CINEMA STUDIES

Third World Cinema H72.1107 *4 points.*

Brazilian Cinema I H72.2117 *4 points.*

COMPARATIVE LITERATURE

Topics in Caribbean Literature I: Caliban and Prospero in the Development of Caribbean Literature G29.2650 *4 points.*

Construction of the Self in African Literature G29.3611 *4 points.*

Topics in Black Literature G29.3625 *4 points.*

FRENCH STUDIES

France and Francophone Africa G46.2412 *4 points.*

HISTORY

African American History G57.1782 *4 points.*

History of West Africa G57.2028 *4 points.*

African Culture and Experience in North America G57.2029 *4 points.*

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

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

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



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DIRECTOR OF THE PROGRAM:
Associate Professor Walter Johnson

DIRECTOR OF GRADUATE STUDIES:
Associate Professor Adam Green

The Program in American Studies offers courses of study leading to the degrees of Master of Arts and Doctor of Philosophy. It is designed to prepare students for advanced work and teaching in American studies. Interdepartmental by definition, the student's course of study is

arranged with the director of the program and the director of graduate studies and includes seminars offered in the program and selected courses offered in the following departments, programs, and institutes: Africana Studies, Anthropology, Cinema Studies, Comparative Literature, English, Fine Arts, History, Humanities and Social Thought (the Draper Program), Journalism, Music, Performance Studies, Philosophy, Politics, and Sociology.

The program's committee is made up of faculty from many of these departments. The program interprets "American" in a broad sense to include assessments of the historical role of the United States in the Americas and, more generally, in world affairs. Inasmuch as the program has a regional focus, special attention is given to studies in urbanism and to New York in particular, a global city that comprises many world cultures.

Faculty

Arlene Dávila, *Associate Professor, Anthropology (American Studies)*. Ph.D. 1996 (*cultural anthropology*), CUNY; M.A. 1990 (*anthropology and museum studies*), New York; B.A. 1987 (*anthropology*), Tufts.

Race and ethnicity; popular culture; nationalism; media studies; globalization; the politics of museum and visual representation; urban studies; Puerto Ricans and Latinos in the United States.

Lisa Duggan, *Associate Professor, History (American Studies, Gender and Sexuality)*. Ph.D. 1992 (*modern American history*), Pennsylvania; M.A. 1979 (*women's history*), Sarah Lawrence College; B.A. 1976 (*social and political theory and women's studies*), Virginia.

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

Adam Green, *Associate Professor, History (American Studies)*. Ph.D. 1998 (*history*), Yale; B.A. 1985 (*history*), Chicago.

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

Phillip Brian Harper, *Professor, English (American Studies)*. Ph.D. 1988 (*English*), M.A. 1986 (*English*), M.F.A. 1985 (*creative writing*), Cornell; B.A. 1981 (*creative writing/literature*), Michigan.

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

Walter Johnson, *Associate Professor, History (American Studies); Director, Program in American Studies*. Ph.D. 1995 (*American history*), M.A. 1992 (*American history*), Princeton; Postgraduate Diploma (*history*), Cambridge; B.A. 1988 (*history*), Amherst College.

Nineteenth-century America; capitalism; race; slavery.

Crystal Parikh, *Assistant Professor, English (American Studies)*. Ph.D. 2000 (*English*), M.A. 1995 (*English*), Maryland; B.A. 1992 (*English and religious studies*), Miami.

Asian American literature and studies; Latino/Chicano literature and

studies; feminist and race theory; postcolonial studies; 20th-century American literature.

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

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

George Yúdice, *Professor, Spanish and Portuguese Languages and Literatures (American Studies); Director, Center for Latin American and Caribbean Studies*. Ph.D. 1977 (*Romance languages*), Princeton; M.A. 1971 (*Spanish and Portuguese*), Illinois; B.A. 1970 (*Spanish and chemistry*), Hunter College (CUNY).

Transnational politics and culture; globalization; civil society.

AFFILIATED FACULTY

Thomas Bender, *History*; Manthia Diawara, *Comparative Literature (Africana Studies)*; Troy Duster, *Sociology*; Ada Ferrer, *History*; Faye Ginsburg, *Anthropology*; Jeff Goodwin, *Sociology*; Linda Gordon,

History; Christine Harrington, *Politics*; Barbara Kirshenblatt-Gimblett, *Performance Studies*; Barbara Krauthamer, *History*; Emily Martin, *Anthropology*; Randy Martin, *Art and Public Policy, Tisch School of the Arts*; Elizabeth McHenry, *English*; José Esteban Muñoz, *Performance Studies*;

Cyrus Patell, *English*; Rayna Rapp, *Anthropology*; Robert P. Stam, *Cinema Studies*; John Kuo Wei Tchen, *History (Asian/Pacific/American Studies)*; Daniel Walkowitz, *History*; Ellen Willis, *Journalism*; Marilyn Young, *History*.

Program and Requirements

Admission: Admission to graduate studies in the Program in American Studies is based on academic records and letters of recommendation. The Graduate Record Examination (GRE) is required of all students.

The basis of the program is multidisciplinary; therefore it tends to admit exceptional students who are attuned to working across disciplines.

MASTER OF ARTS

Course of Study: The terminal M.A. program does not lead directly to Ph.D. enrollment, though M.A. students may apply for Ph.D. study along with the general Ph.D. applicant pool in any given year. A total of 32 points of course credit—at least 24 taken in residence at NYU—is required for the M.A. degree. M.A. students must complete the introductory American studies seminar, a research seminar, and three other courses taught by core program faculty, and they must demonstrate reading proficiency in a foreign language.

DOCTOR OF PHILOSOPHY

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

Degree Requirements: To qualify for the doctorate, a student must satisfactorily complete graduate studies totaling at least 72 points, with a minimum of 32 points at the doctoral

level in residence at New York University; pass qualifying examinations; and present an acceptable dissertation. Students who have completed relevant graduate courses elsewhere may request that such courses be credited to degree requirements within the second semester of study. Credits may be earned through courses, independent study, and group study.

Course of Study: All students must take the introductory Seminar in American Studies (G13.3301), Group Research Seminar (G13.2319), and Individual Research Seminar (G13.2306). Beyond this, students work with the director of the program, the director of graduate studies, and committee advisers to establish their course of study; at least 24 points (generally six courses) in addition to those entailed by the required seminars must be earned in courses offered by the program's core faculty. The program offers a range of six fields: (1) culture, work, and consumption; (2) identity, citizenship, and social formation; (3) media, communications, and expressive culture; (4) social and political theory; (5) science, technology, and society; and (6) urban and community studies.

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

Foreign Language Requirements: Every matriculant must satisfy the doctoral foreign language proficiency requirement. This may be done in one of three ways: (1) demonstrate proficiency at an intermediate level in a second foreign language as described in the *Degree Requirements* section of this bulletin; (2) demonstrate advanced proficiency in the same language offered at the master's level in

the Graduate School foreign language proficiency examination; or (3) in special cases, complete a yearlong course (with a grade of B or better) in statistics, computer methodology, or a technical skill related to the student's research, in addition to demonstrating proficiency in a first foreign language at the master's level.

Qualifying Examination: Matriculated students who have completed or are completing the appropriate courses and have already demonstrated knowledge of the two foreign languages must pass the qualifying examinations. Each candidate for the Ph.D. must satisfy the requirements set by the faculty committee in two fields. For each field, the candidate prepares a substantial research essay dealing with a wide range of literature in the field, considering questions and topics central to a course of reading set in consultation with field examiners. An oral session may be conducted after the work is complete.

Dissertation: When the student has completed at least one year in residence and all course and language requirements, passed the qualifying examinations, proposed an acceptable subject for the dissertation, and been recommended by the program, he or she is formally admitted to candidacy for the doctorate, and an advisory committee is appointed. While most committees are comprised of members from the Program Committee, students are permitted to work with any appropriate member of the NYU faculty. Approval of the dissertation by the committee and a defense of the dissertation examination complete the requirements for the degree.

FELLOWSHIPS, PRIZES, AND AWARDS

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

Courses

Gender, Race, and Imperialism G13.2303	The Cultural Contradictions of Globalization G13.2321	Politics of Legal Order G53.2355 <i>Harrington.</i>
Individual Research Seminar G13.2306	U.S. Ethnography: History, Topics, and Theory G13.2322	Reporting Social Worlds G54.1186 <i>Willis.</i>
U.S. and the Long 20th Century G13.2307	Migrations, Populations, and Ideas G13.2324	Industrialization and the Working Class G57.1022 <i>Walkowitz.</i>
Inter-American Studies G13.2308	Seminar in American Studies G13.3301	Welfare, Citizenship, and Gender G57.2006 <i>Gordon.</i>
Technology and Nature G13.2310	Introductory analysis of topics central to the six fields offered by the pro- gram.	Modern City Culture G57.2754 <i>Bender.</i>
Social Theories of Citizenship G13.2311	Reading in American Studies G13.3309 <i>Restricted ordinarily to matriculated doctoral candidates.</i> Independent study.	The Cold War G57.2779 <i>Young.</i>
American Capitalism G13.2304	Research in American Studies G13.3310 <i>Restricted ordinarily to matriculated doctoral candidates.</i> Independent study.	19th-Century Caribbean G57.2800 <i>Ferrer.</i>
Anatomizing American Literature G13.2312	<i>TYPICAL CROSS-LISTED COURSES</i>	Social Movements G93.2153 <i>Goodwin.</i>
Marxist Thought and Critical Practice G13.2313	African Literature and Culture G11.2803 <i>Diawara.</i>	Sociology of Knowledge G93.2422 <i>Duster.</i>
Queer Historiographies G13.2314	The Anthropology of the United States G14.1330 <i>Ginsburg.</i>	Sexuality on Stage H42.2236 <i>Muñoz.</i>
Literary into Cultural Studies G13.2315	Modern Afro-American Novelists G41.1750 <i>McHenry.</i>	Topics in Performing Culture: World's Fairs H42.2320 <i>Kirshenblatt- Gimblett.</i>
Race in the Americas G13.2316	Colloquium in American Literature G41.2834 <i>Patell.</i>	Cultural Theory and the Documentary H72.2001
Cultural Policy G13.2318		Multiculturalism and Film H72.3005 <i>Stam.</i>
Group Research Seminar G13.2319		
Urban and Suburban Studies G13.2320		



PROGRAM IN

Ancient Near Eastern and Egyptian Studies

HEYMAN HALL • 51 WASHINGTON SQUARE SOUTH, ROOM 101 • NEW YORK, NY 10012-1075 • 212-998-8980

DIRECTOR OF GRADUATE STUDIES:
Mark S. Smith

The Program in Ancient Near Eastern and Egyptian Studies

offers M.A. and Ph.D. degrees with preparation for research and college-level teaching in these fields. Members of the program are drawn from different disciplines and work in various areas of ancient Near Eastern studies.

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

Faculty

Pamela J. Crabtree, Associate Professor, Anthropology. Ph.D. 1982 (anthropology), M.A. 1975 (anthropology), Pennsylvania; B.A. 1972 (art history and economics), Barnard College.

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

Daniel E. Fleming, Professor, Hebrew and Judaic Studies. Ph.D. 1990 (Near Eastern languages and civilization), Harvard; M.Div. 1985 (Bible), Gordon-Conwell Theological Seminary; B.S. 1979 (geology), Stanford.

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

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

Egyptian cultural history; ancient Egyptian religion; Egyptian lexicography.

Donald P. Hansen, Craig Hugh Smyth Professor of Fine Arts. Ph.D. 1959, M.A. 1954, Harvard; B.A. 1953, Dartmouth College.

Ancient Near Eastern art and archaeology.

Günther Kopcke, Avalon Foundation Professor of the Humanities, Institute of Fine Arts. Ph.D. 1962, Ludwig Maximilians Universität (Munich, Germany).

Prehistoric to early classical Greece; circum-Mediterranean studies; Roman and early medieval civilization in Europe north of the Alps.

David O'Connor, Lila Acheson Wallace Professor of Ancient Egyptian Art, Institute of Fine Arts. Ph.D. 1969, Cambridge; Postgrad. Dip. 1962, London; B.A. 1958, Sydney.

Ancient Egyptian art and archaeology.

Francis E. Peters, Professor, Middle Eastern and Islamic Studies (Religious Studies), History. Ph.D. 1961 (Islamic studies), Princeton; M.A. 1952 (philosophy and Greek), B.A. 1950 (classics), St. Louis.

Islamic history and religion; comparative Judaism, Christianity, and Islam; the Haj.

Christopher Ratté, Associate Professor, Classics, Fine Arts; Codirector, Aphrodisias Excavations. Ph.D. 1989, M.A. 1984 (classical archaeology), California (Berkeley); B.A. 1981, Harvard.

Greek and Roman art and architecture; archaeology of Anatolia.

Ann Macy Roth, Clinical Associate Professor, Hebrew and Judaic Studies, Fine Arts. Ph.D. 1985 (Egyptology), B.A. 1975 (Egyptology), Chicago.

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

Jeffrey L. Rubenstein, Professor, Hebrew and Judaic Studies. Ph.D. 1992 (religion), Columbia; M.A. 1987 (Talmud and Rabbinics), Jewish Theological Seminary; B.A. 1985 (religion), Oberlin College.

Rabbinic literature; ancient Judaism; Jewish law.

Lawrence H. Schiffman, Ethel and Irwin A. Edelman Professor of Hebrew and Judaic Studies; Chair, Skirball Department of Hebrew and Judaic Studies. Ph.D. 1974 (Near Eastern and Judaic studies), M.A. 1970, B.A. 1970 (Near Eastern and Judaic studies), Brandeis. Dead Sea Scrolls; Jewish religious, political, and social history in late antiquity; history of Jewish law and Talmudic literature.

Mark S. Smith, Skirball Professor of Bible and Ancient Near Eastern Studies. Ph.D. 1985, M.Phil. 1983, M.A. 1982 (Near Eastern languages), Yale; M.T.S. 1980 (Old Testament), Harvard; M.A. 1979 (theology), Catholic University of America; B.A. 1976 (English), Johns Hopkins.

Ancient Israelite religion and culture; the Hebrew Bible; Hebrew grammar; the Dead Sea Scrolls; the Ugaritic texts.

Rita P. Wright, Associate Professor, Anthropology. Ph.D. 1984 (anthropology and archaeology), M.A. 1978 (anthropology and archaeology), Harvard; B.A. 1975 (anthropology), Wellesley College.

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

Programs and Requirements

MASTER OF ARTS

The M.A. degree in ancient Near Eastern and Egyptian studies is awarded to students who have completed at least 32 points of graduate work (a minimum of 24 points in residence at New York University) in consultation with a major field adviser. Language requirements include two years of one ancient Near Eastern language for students with specialization in textual evidence, or one year of one language for students with an archaeology specialization. Either French or German is also required, with the agreement of the student's primary adviser. Students may complete the master's degree by either (1) taking a major field subject area exam to be given and evaluated by the principal adviser and one other faculty member or (2) writing a master's thesis. The topic of the thesis must be approved in advance by the principal adviser, and the completed thesis must be read and approved by that adviser and one other reader.

DOCTOR OF PHILOSOPHY

Doctoral students must complete 72 points of course work if they enter without a master's degree, and they are eligible to transfer a maximum of 40 points of credit if they enter with a master's degree. Students must also pass written qualifying subject area examinations in major and minor fields and an evidence-based exam in the major field. At present, these major fields may include Assyriology, ancient Syria-Palestine, ancient Egypt, and ancient Near Eastern archaeology. Minor fields may overlap with these major fields and also may include Near Eastern late antiquity, covering the Hellenistic and Roman periods.

Students must also do basic ancient language course work according to their particular study area. For those focusing on text specialization, this includes two ancient Near Eastern languages with two years of graduate-level study or the equivalent in each language, or three years of study for

the primary language in the major field and one year of study for a second field. For those focusing on an archaeology specialization, this includes one ancient language with two years of graduate-level study or the equivalent. All students must pass reading examinations in French and German as well.

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

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

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

Courses

HEBREW AND JUDAIC STUDIES

Akkadian I, II G78.1101, 1102
Identical to G77.1361, 1362. Fleming. 3 points per term.

Introduction to cuneiform script and to the Akkadian language, with emphasis on grammatical structure.

Akkadian III, IV G78.1103, 1104
Identical to G77.1363, 1364. Prerequisite: G78.1102 or the equivalent. Fleming. 3 points per term.
Reading of Akkadian literature.

Ugaritic I, II G78.1115, 1116
Fleming, Smith. 3 points per term.
Introduction to the Ugaritic language and texts, providing important background for further study in the Semitic languages.

Aramaic I: Biblical Aramaic
G78.1117 *Identical to G77.1378. Prerequisite: one year of classical Hebrew or the equivalent. Smith. 3 points.*
Introduction to the various phases of Aramaic. Readings are selected from early and imperial documents, including Elephantine and inscriptions.

Aramaic II: Qumran Aramaic
G78.1118 *Identical to G77.1379. Students are encouraged but not required to take Aramaic I prior to enrolling in Aramaic II. Schiffman. 3 points.*
Introduction to the Aramaic documents found at Qumran and contemporary sites. This represents the intermediate phase of Aramaic and Bar Kokhba texts.

Aramaic III: Syriac Aramaic
G78.1119 *Schiffman. 3 points.*
Introduction to sources preserved by the early Christian communities of the ancient and medieval Near East in Syriac.

Aramaic IV: Talmudic Aramaic
G78.1120 *Schiffman. 3 points.*
Introduction to Galilean and Babylonian Jewish Aramaic and related texts.

Northwest Semitic Inscriptions
G78.2107 *Identical to G77.1381. Prerequisite: one year of classical Hebrew or the equivalent. Fleming. 3 points.*
Reading and analysis of Canaanite, Phoenician, Hebrew, and Aramaic inscriptions, with emphasis on philological problems and the importance of these texts for the history of the ancient Near East.

Archaeology of Israel G78.2105
Identical to G77.1601. Fleming. 3 points.
Study of the archaeology of the land of Israel in antiquity. Emphasis is on discoveries that illuminate the background of the Bible.

Historical Grammar of Classical Hebrew G78.1060 *Smith. 3 points.*
Traces the major features of phonology and morphology from the Canaanite language (ca. 1200) to the various stages of biblical Hebrew and then to Hebrew and Mishnah. Includes readings from different states of biblical and inscriptional Hebrew from the Iron, Persian, and Hellenistic periods, as well as Hebrew texts of the Dead Sea Scrolls and later Jewish literature.

History of Israelite Religion
G78.1215 *Fleming, Smith. 3 points.*
Treats the biblical, archaeological, and comparative ancient Near Eastern evidence for Israelite religion in its origins, change, and conflict. Emphasis is on questions of definition and focus.

Seminar: History of the Ancient Near East G78.2601 *Identical to G77.1600 and G27.2601. Fleming, Smith. 3 points.*
History of Egypt, Canaan, and Mesopotamia, and the relevance of this history in the emergence of ancient Israel.

Topics in Ancient Near Eastern Literature G78.3305 *Fleming, Smith.* 3 points.

Study of a selected literary category that is found in both the Bible and other ancient Near Eastern writings, with attention to distinctive character and interconnections.

MIDDLE EASTERN STUDIES

Introduction to Ancient Egyptian I, II G77.1359, 1360 *Identical to G78.1111, 1112. Goelet.* 4 points per term.

Introduction to hieroglyphics; readings in ancient Egyptian texts.

Advanced Egyptian I, II G77.1390, 1391 *Identical to G43.3817.*

Prerequisite: G77.1360 or the equivalent. Goelet. 4 points per term.

Advanced readings in ancient Egyptian texts.

ANTHROPOLOGY

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

Anthropological Anthropology G14.1020 *Crabtree, White, Wright.* 4 points.

Emphasis is on the development of archaeology as a discipline and the discipline's concern with the discovery of worldwide patterns of sociocultural change.

Biological Anthropology G14.1030 *Di Fiore, Disotell, Harrison, Jolly.* 4 points.

Introduces the biological and evolutionary perspective on the human species and provides the basic skills and knowledge that serve as an introduction to the more advanced courses in the subdiscipline. After reviewing the elements of genetic and evolution-

ary theory, the course examines the diversity of modern primates, outlines the course of human evolution, and touches upon the diversity of modern human populations.

Linguistic Anthropology G14.1040 *Schieffelin, Kulick.* 4 points.

Introduces and examines the interdependence of anthropology and the study of language both substantively and methodologically. Topics include the relationship between language, thought, and culture; the role of language in social interactions; the acquisition of linguistic and social knowledge; and language and speech in ethnographic perspective.

Gender Issues in Archaeology G14.1201 *Wright.* 4 points.

Focuses on recent theoretical and methodological advances in the study of gender in prehistory. Topics include the ideological biases in the interpretation of rules attributed to women and men in prehistory; the impact of major historical transformations known from the archaeological record; and the effects of long-term historical processes on the lives of women and men.

Historical Archaeology G14.1205 *Crabtree.* 4 points.

Development and present status of the field of historical archaeology, stressing the relationship of historical archaeology with anthropology and history. Theoretical orientation is followed with methodological applications for the identification, excavation, and analysis of archaeological materials found in historical contexts, comparing these with techniques used with prehistoric materials. North American examples from the earliest contact period to the present. Field trips in the New York area.

Prehistory of South Asia G14.1207 *Wright.* 4 points.

Provides an in-depth study of South Asia from the earliest sedentary settlements in the region through the development of food-producing economies, urbanization, and state-level societies in the third millennium BC. Focuses on processes that led to the development of the Indus Valley civilization and its collapse, and the growth of

societies on its margins (the Indo-Iranian Borderlands, Central Asia, and the Arabian Peninsula).

Prehistory of the Near East and Egypt I G14.1208 *Crabtree.* 4 points.

Surveys the prehistory of the Near East and Egypt from the earliest occupation to the domestication of plants and animals, covering the period from over one million to eight thousand years ago.

Prehistory of the Near East and Egypt II G14.1209 *Wright.* 4 points.

Covers the period from about ten thousand to four thousand years ago, the prehistoric to Ur III (Mesopotamia and Old Kingdom periods in Egypt). The course is comparative and concentrates on archaeological evidence, although written documentation is considered. Origins of agriculture; development of towns, villages, and cities; invention of new technologies; and emergence of state-level societies.

Ancient Societies II: Cities and States G14.2212 *Crabtree, Wright.* 4 points.

Critical evaluation of evidence for the origins and development of cultural complexity that culminated in urban settlements and state systems of political organization. Compares the processes by which complex systems developed independently in several areas of the Old and New Worlds. Examines anthropological theories concerning the evolution of the state as well as our understanding of the complexities of modern state systems.

Archaeological Theory G14.2213 *Crabtree, White, Wright.* 4 points.

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

Archaeological Methods and Techniques G14.2214 *Crabtree, White, Wright. 4 points.*

Examines how archaeologists bridge the gap between the theoretical goals of anthropology and a static database. Includes the relationship between theory and method, excavation techniques, sampling strategies, survey design, chronology building, taphonomy, faunal analysis, typological constructs, functional analysis of artifacts, and quantitative manipulation of archaeological data.

INSTITUTE OF FINE ARTS

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

Prehistoric Art of the Old World

Egyptian Art

Ancient Near Eastern Art

Aegean Art

Greek Art

Early Christian and Early Byzantine Art

Transhistorical Studies

Theory and Criticism

Curatorial Studies

Fundamental Conservation Courses

Advanced Conservation Courses



RUFUS D. SMITH HALL • 25 WAVERLY PLACE, 1ST FLOOR • NEW YORK, NY 10003-6790 • 212-998-8550

CHAIR OF THE DEPARTMENT:

Professor Fred R. Myers

DIRECTOR OF GRADUATE STUDIES:

Associate Professor Susan Carol Rogers

Anthropologists are concerned with every aspect of human life, past and present. This view makes anthropology a complex discipline, its theories and methods transcending the usual boundaries of natural science, social science, and the humanities.

Cultural anthropologists in the department share a belief that study and research must be firmly grounded in rigorous training in general social and cultural theory, both in contemporary writings and in the classics of anthropology and sociology. The faculty also believe that basic ethnography remains the cornerstone on which all cultural anthropology rests and are concerned with the representation of anthropological knowledge in writing and film. There is a commitment to an understanding of complex societies that is informed by a comparative perspective and knowledge of small-scale societies. Recent field research by faculty and students has been conducted in Africa, Australia, Oceania, East Asia, India, the Middle East, Europe, South America, the Caribbean, Mexico, and the United States. Faculty interests converge around gender

relations; personhood; religion and belief systems; expressive culture and performance; the anthropology of history; colonialism; nationalism; the cultural context of social and political institutions in complex societies; transnational processes; science and health; and urban life. Much faculty research focuses on the mediation of identities through popular and public cultural forms—such as art, television, indigenous media, urban space, regional cultures, and ideologies of language use—in a variety of changing social contexts.

Linguistic anthropology focuses on how language is used to create and maintain the social relations and symbolic systems that constitute everyday life. Students are encouraged to carry out ethnographic studies of language use in communities and institutions both within and outside New York City.

Archaeologists in the department are committed to the belief that the material remains of ancient societies provide significant insights into the dynamics of sociocultural evolution. The department has developed an archaeology program that focuses on key transformations in cultural evolution; the origins of art and symbolism; archaeology and gender; the emergence of food production; class inequality and urbanism; and the development and collapse of chieftaincies and

early states. A diversity of theoretical perspectives, including cultural ecology, political economy, and symbolic archaeology, are represented and encouraged. The geographic scope of faculty research includes the Near East, Egypt, South Asia, Europe, and North America.

The biological anthropologists in the department are involved in research on primate socioecology, comparative primate morphology, molecular anthropology, paleoanthropology, primate paleontology, and skeletal morphology. In addition to these specialist areas, faculty research is unified by a conceptual and intellectual foundation in genetics, evolutionary theory, ecology, and behavior. These are core themes in a common enterprise that can be referred to as *evolutionary primatology*—the study of human beings and other primates within an evolutionary context. Faculty research is based on a solid foundation of traditional approaches and concepts in physical anthropology, an appreciation of the multidisciplinary of the subdiscipline, and technical and theoretical proficiency in newly emerging specialty areas. The research and training program in our department is distinguished by its unique commitment to integrating laboratory-based and field-based research. We have state-of-the-art laboratories in population genetics

and molecular systematics and in paleoanthropology, with superb facilities for both research and teaching in these areas. The faculty's research takes them and their students to primatological and paleoanthropological field sites in Nicaragua, Costa Rica, Venezuela, Bolivia, Greece, Gabon, Cameroon, Zambia,

Tanzania, Ethiopia, Malaysia, Indonesia, and China.

The department is committed to comparative research that seeks theories allowing for the enormous diversity in human life. The program offers a holistic approach to the study of humans and exposes students to the traditional subdisciplines while ensuring

that they also receive intensive training in particular problems within one subfield. Students are encouraged to explore the related fields of biological sciences, earth sciences, ancient and contemporary languages, film, history, and the humanities to enrich their understanding of particular problems.

Faculty

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

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

Susan Antón, *Associate Professor*. Ph.D. 1994, M.A. 1991, B.A. 1987, *California (Berkeley)*.

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

Shara Bailey, *Assistant Professor*. Ph.D. 2002, M.A. 1995 (*physical anthropology*), *Arizona State*; B.A. 1992 (*psychology/anthropology*), *Temple*.

Paleoanthropology; dental morphology/morphometrics; Middle-Late Pleistocene and Plio-Pleistocene hominids; modern human origins.

Thomas O. Beidelman, *Professor*. M.A. 1963 (*social anthropology*), *D.Phil.* 1961, *Oxford*; M.A. 1956 (*anthropology*), B.A. 1953 (*social psychology*), *Illinois*.

Social anthropology; religion; colonial history; Africa and New York City.

Pamela J. Crabtree, *Associate Professor*. Ph.D. 1982 (*anthropology*), M.A. 1975 (*anthropology*), *Pennsylvania*; B.A. 1972 (*art history and economics*), *Barnard College*.

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

Arlene Dávila, *Associate Professor*, *Anthropology (American Studies)*. Ph.D. 1996 (*cultural anthropology*), *CUNY*; M.A. (*sociocultural anthropology*), *New York*; B.A. (*anthropology and political science*), *Tufts*.

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

Anthony Di Fiore, *Assistant Professor*. Ph.D. 1997 (*anthropology*), *California (Davis)*; B.S. 1990 (*biology*), *Cornell*.

Biological anthropology; primate behavior and ecology; population genetics; South America.

Todd R. Disotell, *Associate Professor*. Ph.D. 1992 (*anthropology*), M.A. 1987 (*anthropology*), *Harvard*; B.A. 1985 (*anthropology*), *Cornell*.

Primate evolution; molecular evolution; analytical techniques of phylogenetic systematics; history of biological anthropology.

Tejaswini Ganti, *Assistant Professor*. Ph.D. 2000, *New York*; M.A. 1994 (*anthropology*), *Pennsylvania*; B.A. 1991 (*political science*), *Northwestern*.

Bollywood film; South Asia; popular culture; postcolonial theory; visual culture/visual anthropology; nationalism; theories of globalization.

Michael 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 and sociology of Islam; history and anthropology; narrative theory; anthropology of power and violence.

Faye Ginsburg, *David B. Kriser Professor of Anthropology*; *Director, Program in Culture and Media*; *Director, Center for Media, Culture, and History*. Ph.D. 1986 (*anthropology*), *CUNY*; B.A. 1976 (*archaeology and art history*), *Barnard College*.

Culture and media; gender and reproduction; indigenous media; disability; cultural activism; United States.

Bruce Grant, *Associate Professor*. Ph.D. 1993, M.A. 1989, *Rice*; B.A. 1985, *McGill*.

The former Soviet Union, Siberia, Caucasus; Azerbaijan; (post-)Soviet nationality policies; state culture; nationalism; religion; shamanism; Islam; historiography; hermeneutics; cinema; modernism; histories of anthropology.

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

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

Jeff D. Himpele, *Assistant Professor*. Ph.D. 1996, *Princeton*; B.A. 1989, *Chicago*.

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

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

Aisha Khan, *Associate Professor. Ph.D.* 1995, *CUNY*; *M.A.* 1982, *B.A.* 1977, *San Francisco State*.

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

Don Kulick, *Professor. Ph.D.* 1990, *Stockholm*; *B.A.* 1983, *Lund (Sweden)*.

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

Emily Martin, *Professor, Anthropology (Institute for the History of the Production of Knowledge). Ph.D.* 1971, *Cornell*; *B.A.* 1966 (*anthropology*), *Michigan*.

Anthropology of science and medicine; gender; money and other measures of value; ethnography of work; China and the United States.

Sally Engle Merry, *Professor, Anthropology, Law and Society. Ph.D.* 1978, *Brandeis*; *M.A.* 1967, *Yale*; *B.A.* 1966, *Wellesley College*.

Anthropology of law; human rights; transnationalism; gender and race; colonialism; the United States.

Fred R. Myers, *Professor; Silver Professor; Chair, Department of Anthropology. Ph.D.* 1976 (*anthropology*), *M.A.* 1972 (*anthropology*), *Bryn Mawr College*; *B.A.* 1970 (*religion*), *Amherst College*.

Hunters and gatherers; art and material culture; Fourth World peoples; Australia and Oceania.

Rayna Rapp, *Professor. Ph.D.* 1973 (*anthropology*), *M.S.* 1969 (*anthropology*), *B.S.* 1968 (*anthropology*), *Michigan*.

Gender; reproduction; health and culture; science and technology; United States and Europe.

Susan Carol Rogers, *Associate Professor. Ph.D.* 1979 (*anthropology*), *M.A.* 1973 (*anthropology*), *Northwestern*; *M.S.* 1983 (*agricultural economics*), *Illinois (Urbana-Champaign)*; *B.A.* 1972 (*anthropology*), *Brown*.

Sociocultural anthropology; French society and culture; rural development; tourism; Europeanist ethnography and history.

Bambi B. Schieffelin, *Professor. Ph.D.* 1979 (*anthropology*), *M.A.* 1977 (*developmental psychology*), *B.S.* 1967 (*anthropology and comparative literature*), *Columbia*.

Linguistic anthropology; language ideology; Papua New Guinea and the Caribbean.

Lok C. D. Siu, *Assistant Professor, Anthropology (Asian/Pacific/American Studies). Ph.D.* 2000 (*anthropology*), *M.A.* 1995 (*anthropology*), *Stanford*; *B.A.* 1992 (*anthropology*), *California (Berkeley)*.

Transnationalism; nationalism; identity and community formation; Chinese diaspora; Latin America.

Randall K. White, *Professor. Ph.D.* 1980 (*anthropology*), *Toronto*; *B.A.* 1976, *Alberta*.

Paleolithic Europe; prehistoric art; archaeological approaches to reconstructing technologies of ancient hunter-gatherers.

Rita P. Wright, *Associate Professor. Ph.D.* 1984 (*anthropology and archaeology*), *M.A.* 1978 (*anthropology and archaeology*), *Harvard*; *B.A.* 1975 (*anthropology*), *Wellesley College*.

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

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; gender and embodiment; performance and subjectivity; China.

RESEARCH ASSOCIATES

Douglas V. Campana, *Ph.D.* 1980, *M.A.* 1973, *B.A.* 1972, *Columbia*.

Near Eastern prehistory; bone technology; faunal analysis; computer applications in archaeology.

Anne-Marie Cantwell, *Ph.D.* 1977, *M.A.* 1970, *New York*; *B.A.* 1965, *Columbia*.

Archaeology; Northeastern United States.

Geoff Emberling, *Ph.D.* 1995, *M.A.* 1991, *Michigan (Ann Arbor)*; *B.A.* 1987, *Harvard*.

Archaeology; Mesopotamia; early states; ethnicity.

Anne Pike-Tay, *Ph.D.* 1989, *M.A.* 1984, *New York*; *B.A.* 1978, *Mount Saint Vincent*.

European paleolithic; zooarchaeology; hunter-gatherer ethnology; material culture.

Joseph Schuldenrein, *Ph.D.* 1983, *M.A.* 1976, *Chicago*; *B.A.* 1971, *SUNY (Stony Brook)*.

Geoarchaeology; North America; South and Southwest Asia.

Elizabeth Weatherford, *M.A.* 1971, *New School*; *B.A.* 1966 (*history*), *Duke*.
History of Native American involvement in film, video, and audio production.

AFFILIATED FACULTY IN OTHER DEPARTMENTS

Timothy G. Bromage, *Kriser Dental Center*; **Allen Feldman**, *Culture and Communication*; **Deborah Anne Kapchan**, *Performance Studies*.

VISITING FACULTY

Renato Rosaldo, *Visiting Professor. Ph.D.* 1971, *B.A.* 1963, *Harvard*.

Social theory and ethnography; cultural citizenship; cultural studies; history; U.S. Latinos; Latin America; island Southeast Asia.

FACULTY EMERITUS

Owen M. Lynch.

Programs and Requirements

Admission: Admission to graduate study is based on academic records, scholarly recommendations, and scores on the Graduate Record Examination. The department offers the Master of Arts and Doctor of Philosophy degrees with specialization in various subdisciplines. The department offers one stand-alone M.A. program in biological anthropology (track in human skeletal biology). In all other cases, the M.A. is awarded as a step in fulfillment of requirements for the Ph.D. Applicants should apply directly to the Ph.D. program. They will be formally admitted to the Ph.D. program, however, only after the requirements outlined below have been fulfilled.

MASTER OF ARTS

A total of 36 points of course work is required for the M.A. degree, 12 of these being in the core courses. All students in each of the subdisciplines are required to take certain departmental core courses. It is recognized, however, that even at the master's level, students usually have defined their subdisciplines of interest. Hence, each student follows within a subdiscipline a structured program to assure competence in anthropology by the time the M.A. degree is completed. The requirements for each of the subdisciplines are described below.

Human Skeletal Biology: All students must take the following courses or their approved equivalents: (1) Departmental Seminar (G14.1000) or Ph.D. Seminar I (G14.3210); (2) Human Osteology (G14.1516); (3) Interpreting Human Skeletal Morphology (G14.1520); and (4) Biological Variation Among Human Populations (G14.1517) or Human Genetics and Biology (G14.339X). In addition, students must take at least one field training or internship course.

Biological Anthropology: All students in the Ph.D. program must take (1) Departmental Seminar (G14.1000) or an alternative course approved by the director of graduate studies and their M.A. advisory committee; (2) all three of the New York Consortium for Evolutionary Primatology (NYCEP) core courses; and (3) Seminar: Physical Anthropology I (G14.3217) or II (G14.3218) or an equivalent seminar approved by their M.A. advisory committee.

Archaeological Anthropology: All students must take (1) Departmental Seminar (G14.1000) or an alternative course approved by the director of

graduate studies and their M.A. advisory committee, Anthropological Archaeology (G14.1020), and Biological Anthropology (G14.1030) as their core courses (in semesters when G14.1030 is not offered, students should consult the director of graduate studies or their M.A. advisory committee); (2) either History of Anthropology (G14.1636) or a course in the history of archaeology; (3) one archaeology course focusing on a specific geographic region; (4) one course in archaeological methods; and (5) a supervised field trip experience approved by their M.A. advisory committee.

Cultural and Linguistic Anthropology: All students must take (1) Departmental Seminar (G14.1000) or an alternative course approved by the director of graduate studies and their M.A. advisory committee, Social Anthropology Theory and Practice (G14.1010), and Linguistic Anthropology (G14.1040) as their core courses; (2) an Ethnographic Traditions course, chosen in consultation with their M.A. advisory committee; and (3) History of Anthropology (G14.1636).

On entering the M.A. program, each student is assigned an advisory committee consisting of three faculty members who meet with the student once each semester to plan the student's course work for the following semester. The department evaluates all M.A. graduate courses taken at other universities, and credit may be transferred within the limits set by the Graduate School of Arts and Science.

No later than the middle of the term in which all M.A. course work has been completed, usually the third semester of full-time course work, the student selects an M.A. paper committee, consisting of a supervisor and a reader, from among the faculty. The topic of the paper is selected in consultation with the M.A. paper committee, and this committee must approve the M.A. paper before the master's degree is awarded. **Note:** Students in the master's program may take no more than 8 points in research or reading courses.

During the second year of graduate study, students petition to enter the Ph.D. program, as described below. No student may register for more than 12 points beyond the M.A. until the master's paper has been accepted and she or he has provisional entry to the doctoral program.

DOCTOR OF PHILOSOPHY

There are two ways to apply for admission into the Ph.D. program. Students who already have a master's degree in anthropology apply for admission directly through the Graduate School of Arts and Science. Students enrolled in the M.A. program petition for entry into the Ph.D. program at the beginning of the fourth semester in residence. To petition, a student must develop a program of study that has been approved by his or her Ph.D. committee, consisting of three faculty members in the department who formally agree to supervise the student's research. The head of the Ph.D. committee is the student's main dissertation adviser. A successful petition consists of a written statement indicating a plan of study and research, formulated in consultation with the proposed Ph.D. committee and then approved by the entire departmental faculty. Final acceptance is conditional upon successful completion of the master's course work and master's paper. These course points are then applied toward the Ph.D., which requires a total of 72 points. Students who have been formally admitted to the Ph.D. program may take a maximum of 24 points in research courses.

On completion of 64 points or more of course work, a student must take the written Ph.D. comprehensive examinations. These examinations cover work in three areas of specialization. The Ph.D. committee may also set other course requirements, depending on the particular needs of the student. The language requirement must be fulfilled as well as an oral defense of the dissertation proposal. Once these requirements are completed, the student has achieved Ph.D. candidacy and may pursue dissertation research. At this time, the student files for the degree of M.Phil. After completion of the dissertation, the student defends the dissertation at a final oral examination conducted by members of the Ph.D. committee and two additional scholars. Three members of the examining committee must be from the anthropology faculty.

LANGUAGE REQUIREMENTS

The department requires that all students in the Ph.D. program demonstrate proficiency in one foreign language. The language is usually chosen from Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Russian, or Spanish. Petitions to take

other languages should be made to the director of graduate studies.

Students at the master's level are not required to demonstrate competence in a foreign language, but the department recommends that such competence be developed.

URBAN ANTHROPOLOGY

The special area of study in urban anthropology is open to students in the departmental curriculum but has no specific requirements. It emphasizes application of anthropological methodology to the problems of urban society in the United States and abroad. New York City provides excellent training conditions for studies of urban life, as well as access to urban institutions and agencies at the local, state, national, and international levels.

CERTIFICATE PROGRAM IN CULTURE AND MEDIA

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

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

The certificate program provides a focused course of graduate studies integrating production with theory and research. Training in this program will enable students to pursue the following:

1. Production of work in 16 mm film and state-of-the-art digital video based on their own research, resulting in a half-hour documentary.
2. Ethnographic research into the uses and meanings of media in a range of communities and cultures. Students from the program have been doing Ph.D. research on the development of media in diverse settings, from the emergence of media in Papua New Guinea, to circulation of religious media in northern Nigeria, to the use of media in linking the Tibetan diaspora.
3. Teaching the history, theory, and production of ethnographic documentary and related issues in cinema and media studies.

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

The program's philosophy takes a broad approach to the relationships between culture and media in a number of domains including a critical approach to ethnographic film's significance for the fields of anthropology and cinema/media studies; problems in representation of cultures through media; the development of media in indigenous, diaspora, and non-Western communities; the emerging social and cultural formations shaped by new media practices; and the political economy shaping the production, distribution, and consumption of media worldwide.

Curriculum: The program requires approximately one additional semester beyond the M.A. degree and consists of an original project and eight courses, two of which may be counted toward the M.A. degree, two toward the Ph.D. Courses include seminars that critically address the history and theory of ethnographic film and issues in culture and media, production courses in film and/or video in the film school, culture theory and the documentary, and electives on topics such as Third World cinema and feminist film criticism. Students may not take courses in the culture and media program unless they are pursuing an M.A. or a Ph.D. in cinema studies or a Ph.D. in anthropology at NYU. Students with prior training in media may be able to substitute other courses from the extensive curriculum offered in cinema studies, anthropology, or media production—including other forms such as photography and new media.

Internships: The program also arranges supervised internships for course credit, tailored to individual research and professional interests. Students work in a variety of programming and production positions for institutions such as the Margaret Mead Film Festival, the Museum of the American Indian, the Asia Society, and the Jewish Museum.

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

MASTER'S PROGRAM IN HUMAN SKELETAL BIOLOGY

This program prepares graduates to apply the principles and techniques of skeletal biology and genetic research in physical 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). The program can also be 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.

An integral part of the program is hands-on, semester-long professional internships developed according to student interest. These opportunities range from those in genetics (departmental labs and the medical examiner's office), osteology and odontology (departmental labs, NYU College of Dentistry, the American Museum of Natural History, and the medical examiner's office), and field recovery training (departmental or other field schools). Ideally, student research projects evolve from these internships into M.A. theses. Yearly skeletal biology colloquia bring visiting scientists for talks and workshops.

THE NYCEP PROGRAM

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

In addition to the departmental requirements, students in biological anthropology must take three NYCEP core courses. These are the foundational courses Primate Behavior, Ecology, and Conservation; Evolutionary Morphology; and Genetics and Evolutionary Theory. Students also gain practical experience through required internships, where they work individually on research projects with NYCEP faculty. Most

students are provided the opportunity to travel abroad during the summer to conduct research at active field sites.

JOINT PH.D. PROGRAM IN ANTHROPOLOGY AND FRENCH STUDIES

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

Students must be admitted to both the Department of Anthropology and the Institute of French Studies. Fluency in French is required. Students normally begin by completing the M.A. in French studies and petitioning for admission into the Ph.D. program in anthropology in the fall of the second year in residence. A total of 72 points is required for the joint degree, with at least 36 points in anthropology, including courses cross-listed between the department and the Institute. Course requirements include a two-course sequence in 19th- and 20th-century French history, two additional core courses in French studies, the core courses in social anthropology and linguistic anthropology, History of Anthropology (G14.1636), one non-Western area anthropology course, and three theory and methods courses in anthropology. Formal exchange agreements with the Ecole des Hautes Etudes en Sciences Sociales and the Ecole Normale Supérieure, Paris, permit students to take some of their course work in France during the third year of study. See the *Institute of French Studies* section of this bulletin for further details.

ANTHROPOLOGY WITH A FOCUS IN NEAR EASTERN STUDIES

The Department of Anthropology offers Ph.D. candidates a special area of study with a focus in Near Eastern studies. This emphasis enables anthropologists to acquire systematic training in a Near Eastern language as well as knowledge of the literature, history, and civilization of the Near East. It is intended for both sociocultural anthropologists and archaeologists.

Requirements include the M.A. core courses in anthropology, one course in Near Eastern archaeology, two courses in the anthropology of the Near East,

and four courses in the Near Eastern field chosen outside the Department of Anthropology (usually in the history, literature, and civilization of the Near East). Language competence in both written and spoken versions of one of the area languages is also required.

CENTER FOR LATIN AMERICAN AND CARIBBEAN STUDIES

The Department of Anthropology is actively connected with the Center for Latin American and Caribbean Studies (CLACS) of the Graduate School of Arts and Science. CLACS brings together University faculty specializing in Latin American and Caribbean research. Anthropology faculty members offer courses and guidance to students in this program, and anthropology students may construct special programs of study and research that utilize the resources offered by CLACS. The Center forms a consortium with the Institute for Latin American Studies at Columbia University that sponsors joint courses and conferences that New York University students may attend.

KING JUAN CARLOS I CENTER FOR THE STUDY OF SPAIN AND THE SPANISH-SPEAKING WORLD

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

SPECIAL RESOURCES AND FACILITIES IN BIOLOGICAL ANTHROPOLOGY

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

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

scientists investigating the geology and paleontology of the fossil hominid locality of Laetoli in Tanzania.

A number of other departments and schools at New York University provide resources of collaboration and instruction. These include the Departments of Biology and Chemistry, the Program in Neuroscience, and the various academic departments of the School of Medicine and the College of Dentistry. In addition, the department's ties to various institutions abroad and in the United States greatly enhance research opportunities available to students interested in primatology, paleoanthropology, and skeletal biology. International links are maintained with academic institutions in Ethiopia, Tanzania, Kenya, China, Malaysia, Ecuador, and Europe.

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

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

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

SPECIAL RESOURCES AND FACILITIES IN ARCHAEOLOGY

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

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

Britain, Israel, Pakistan, and the former Soviet Union.

SPECIAL RESOURCES AND FACILITIES IN CULTURE AND MEDIA

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

In addition, some of the best film, video, and broadcast libraries are available in New York City, including the Donnell Film Library, the Museum of Modern Art Film Library, the Museum of Broadcasting, and the film and video collection of the Museum of the American Indian.

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

CENTER FOR MEDIA, CULTURE, AND HISTORY

The program works closely with the Center for Media, Culture, and History, directed by Professor Faye Ginsburg. The Center sponsors fellows, screenings, lectures, and conferences and integrates concerns of faculty and students from the Departments of Anthropology, Cinema Studies, History, and Performance Studies as well as other programs. The Center addresses issues of representation, social change, and identity construction embedded in the development of film, television, video, and new media

worldwide. For more information about the Center, visit their Web site at www.nyu.edu/gsas/program/media.

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

DISTINGUISHED LECTURES AND COLLOQUIA

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

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

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

Courses

Two-Part Courses: A hyphen indicates a full-year course with credit granted only for completing both terms. A comma indicates credit is granted for completing each term.

CORE COURSES

These courses are required of M.A. students. They are open to graduate students from other departments only with the permission of the instructor.

Departmental Seminar: Integrating Perspectives in Anthropology
G14.1000 *Subfield core course. Staff. 4 points.*

A problem-focused course required of all graduate students in anthropology. Emphasis is on exploring distinctive interdisciplinary approaches to anthropological issues. Theme and faculty vary.

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

Anthropological Archaeology
G14.1020 *Core course in anthropological archaeology. Crabtree, White, Wright. 4 points.*
Emphasis is on the development of archaeology as a discipline and the discipline's concern with the discovery of worldwide patterns of sociocultural change.

Biological Anthropology G14.1030
Core course in biological anthropology. Di Fiore, Disotell, Harrison, Jolly. 4 points.
Introduces the biological and evolutionary perspective on the human species and provides the basic skills and knowledge that serve as an introduction to the more advanced courses in the sub-discipline. After reviewing the elements of genetic and evolutionary theory, examines the diversity of modern primates, outlines the course of human evolution, and touches upon the diversity of modern human populations.

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

ANTHROPOLOGICAL ARCHAEOLOGY

Civilization in the New World G14.1200 4 points.

Emphasis is on the origin and development of prehistoric Amerindian civilizations of South America, Mesoamerica, and North America. Analyzes settlement patterns and systems and characteristics of New World urban centers.

Gender Issues in Archaeology G14.1201 Wright. 4 points.

Focuses on recent theoretical and methodological advances in the study of gender in prehistory. Topics include the ideological biases in the interpretation of rules attributed to women and men in prehistory; the impact of major historical transformations known from the archaeological record; and the effects of long-term historical processes on the lives of women and men.

Historical Archaeology G14.1205 Crabtree. 4 points.

Development and present status of the field of historical archaeology, stressing the relationship of historical archaeology with anthropology and history. Theoretical orientation is followed with methodological applications for the identification, excavation, and analysis of archaeological materials found in historical contexts, comparing these with the techniques used with prehistoric materials. North American examples from the earliest contact period to the present. Field trips in the New York area.

Fieldwork in Historical Archaeology G14.1206 Does not fulfill the field course requirement for specialists in archaeology at the M.A. level. 4 points.

Examines the theory and techniques of archaeological data collection through readings, classroom instruction, and fieldwork. Approximately eight all-day field sessions are conducted on weekends at one or more archaeological sites in the New York City area, chosen for the special complexities of excavation at sites of the historic period.

Prehistory of South Asia G14.1207 Wright. 4 points.

Provides an in-depth study of South Asia from the earliest sedentary settlements in the region through the development of food-producing economies, urbanization, and state-level societies in the third millennium BC. Focuses on processes that led to the development of the Indus Valley civilization

and its collapse, and the growth of societies on its margins (the Indo-Iranian Borderlands, Central Asia, and the Arabian Peninsula).

Prehistory of the Near East and Egypt I G14.1208 Crabtree. 4 points.

Surveys the prehistory of the Near East and Egypt from the earliest occupation to the domestication of plants and animals, covering the period from over one million to eight thousand years ago.

Prehistory of the Near East and Egypt II G14.1209 Wright. 4 points.

Covers the period from about ten thousand to four thousand years ago, the prehistoric to Ur III (Mesopotamia and Old Kingdom periods in Egypt). The course is comparative and concentrates on archaeological evidence, although written documentation is considered. Origins of agriculture; development of towns, villages, and cities; invention of new technologies; and emergence of state-level societies.

African Prehistory G14.1210 White. 4 points.

Africa has played a major role in modeling our current conceptions of human biological and cultural evolution. This course surveys African prehistory beginning with the earliest evidence for stone tool use. Addresses recent controversies, including arguments that Africa presents the earliest evidence for cereal domestication and representational art. Outlines independent development of complex societies.

European Prehistory I G14.1211 White. 4 points.

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

Faunal Analysis for Archaeology G14.1212 Prerequisite: G14.1020 or permission of instructor. Crabtree. 4 points.

Studies techniques used to identify animal remains found in archaeological sites. Practical laboratory work is emphasized. Topics include ethnoarchaeology, taphonomy, and paleoecology.

European Prehistory II G14.1213 Crabtree. 4 points.

Surveys the archaeology of temperate Europe from the end of the Ice Age to the arrival of the Romans. Topics include Mesolithic hunter-gatherers and post-Pleistocene adaptations; the origins of agriculture in Europe; the development of metal technology; the emergence of social inequality; and the beginnings of urbanism in the later Iron Age.

Ceramic Analysis for Archaeology G14.1221 Prerequisite: G14.1020 or permission of the instructor. Wright. 4 points.

Ceramics are the most abundant, diverse, and imperishable objects of material culture present in the archaeological record. This course approaches ceramic analysis from experimental, ethnoarchaeological, and archaeological perspectives. Topics include the scope and potential of ceramic analysis, range of theoretical and methodological approaches, and analytical techniques archaeologists employ in their study. Students have "hands-on" experience with ceramics and formulate a research design for the study of ceramics in a specific geographical and (pre)historical context.

Technology in Preindustrial Societies G14.2210 White, Wright. 4 points.

The craftsperson in society; a culture-historical and functional analysis of technology in the nonindustrial world. Consideration of prehistoric and contemporary examples, problems, and technologies.

Ancient Societies I: Hunters and Gatherers G14.2211 White. 4 points.

Old World origins of culture, comparative analysis of Old and New World hunting and gathering societies. Emphasis is on interpretation of settlement patterns and settlement systems, economic systems (including subsistence and trade), and religion.

Ancient Societies II: Cities and States G14.2212 Crabtree, Wright. 4 points.

Critical evaluation of evidence for the origins and development of cultural complexity that culminated in urban settlements and state systems of political organization. Compares the processes by which complex systems developed independently in several areas of the Old and New Worlds. Examines anthropological theories concerning the evolution of the state as well as our

understanding of the complexities of modern state systems.

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

Archaeological Methods and Techniques G14.2214 *Crabtree, White, Wright. 4 points.*
Examines how archaeologists bridge the gap between the theoretical goals of anthropology and a static database. Includes the relationship between theory and method, excavation techniques, sampling strategies, survey design, chronology building, taphonomy, faunal analysis, typological constructs, functional analysis of artifacts, and quantitative manipulation of archaeological data.

Fieldwork in Archaeology G14.2550 *Required for M.A. and Ph.D. students in anthropological archaeology. Summer session only. 4 points.*
Students live and work at selected prehistoric and historic sites in eastern North America. Following classroom preparation at field school headquarters, students learn excavation and recording techniques while working on the site. The final week is devoted to laboratory analysis of the excavated materials and the preparation of preliminary reports and papers. Special attention to sampling design and conservation archaeology.

Seminar: Archaeology and the Environment G14.3215 *Crabtree, White. 4 points.*
Use of archaeological data, artifacts, and other materials for understanding past human-environmental relationships; materials that should be collected; methods for analysis. Relationships between archaeologically known cultures and the environmental setting in which these cultures are found.

Seminar: Archaeology of North America G14.3216 *4 points.*
Discussion and analysis of archaeological sequences from several North American regions. Presentation and discussion of various attempts to syn-

thesize the cultural prehistory of this region from Paleoindian through Archaic to Mississippian periods.

Colloquium: History and Historical Archaeology I, II G14.3500, 3501
Required for all students in the doctoral concentration in history and historical archaeology. Team-taught by the Departments of Anthropology and History. 2 points per term.
Offers advanced students the opportunity to discuss a broad range of pertinent topics from historical, anthropological, and cross-disciplinary perspectives. Designed to aid students in defining dissertation research questions and producing dissertation proposals.

CULTURAL AND SOCIAL ANTHROPOLOGY

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

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

Video Production Seminar I, II G14.1218, 1219 *Open only to students in the Program in Culture and Media. Limited to 10 students. Prerequisites: G14.1215, H72.1998, and permission of the instructor. Ginsburg, Himpele. 4 points per term.*

Yearlong seminar in ethnographic documentary video production using state-of-the-art digital video equipment for students in the Program in Culture and Media. The first portion of the course is dedicated to instruction, exercises, and reading familiarizing students with fundamentals of video production and their application to a broad conception of ethnographic and documentary approaches. Assignments undertaken in the fall raise representational, methodological, and ethical issues in approaching and working through an ethnographic and documentary project. Students develop a topic and field site for their project early in the fall term, begin their shooting, and complete a short (5- to 10-minute) edited tape by the end of the semester. This work should demonstrate competence in shooting and editing using digital camera/audio

and Final Cut Pro nonlinear editing systems. Students devote the spring semester to intensive work on the project, continuing to shoot and edit, presenting work to the class, and completing their (approximately 20-minute) ethnographic documentaries. Student work is presented and critiqued during class sessions, and attendance and participation in group critiques and lab sessions is mandatory. Students should come into the class with project ideas already well-developed. Students who have not completed the work assigned in the first semester are not allowed to register for the second semester. There is no lab fee, but students are expected to provide their own videotapes. In addition to class time, there are regular technical lab sessions on the use of equipment.

Culture, Meaning, and Society

G14.1222 *Open to nonanthropology graduate students; undergraduate senior anthropology honors majors; and undergraduate linguistics-anthropology joint majors. Staff. 4 points.*

Explores what is involved in studying the various symbolic systems in use in various societies—both Western and non-Western—considering the role of these expressive systems in myth, ritual, literature, and art. Also reviews the history and development of a specifically anthropological perspective on the nature of symbolic processes. Close examination of important theoretical discussions is combined with extended case studies from ethnographic literature, allowing the nonspecialist to become familiar not only with the details of symbolic systems in use in a number of actual communities, but with anthropology's emerging claim to a special kind of perspective, and a special kind of method, for their study.

Ethnographic Traditions: North American Indians G14.1313 *Staff. 4 points.*

The native peoples of North America were numerous and diverse when Europeans first contacted them. This course explores various problems in economic adaptation, historical development, religious change, and/or political organization through selected Indian groups. Groups are discussed in depth to build a richer understanding of the contemporary Indian situation.

Ethnographic Traditions: Latin America G14.1314 *Abercrombie. 4 points.*

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

Ethnographic Traditions: East Asia G14.1315 *Zito. 4 points.*

Traditional societies and contemporary problems of how traditional beliefs and behavior have been modified by modern changes. Topics: caste system and theories of inequality; world religions (Buddhism and Islam) as locally received; the impact of cash economy and markets on subsistence agriculture; the relation of religious beliefs to family and community structure; national culture and the international demands of industry, bureaucracy, and education. Includes Thailand, Indonesia, China, and Japan.

Ethnographic Traditions: Sub-Saharan Africa G14.1316 *Beidelman. 4 points.*

Surveys a range of peoples and problems examined as they relate to specific ethnographies; lineage theory, interpretations of cosmology and ritual, oral history, and varying forms of subsistence and their relation to social organization. Also considered: the effects of Christianity and Islam, colonialism, and modern economic and political development as these relate to basic social theory.

Ethnographic Traditions: Europe G14.1317 *Rogers. 4 points.*

How basic anthropological concepts about culture, methodology, and local studies allow new interpretations of traditional and contemporary European societies. Topics: community studies; the changing forms of family and kinship; culture and bureaucracy; patronage; Christianity in different locales; elites; and the relations between history, education, and culture.

Ethnographic Traditions: India G14.1318 *Staff. 4 points.*

Surveys the societies and cultures of the Indian subcontinent. Relationship

of Hinduism, Buddhism, and Islam to the Indian world view and to caste, village society, and modern urban life. Special attention to problems raised for anthropological theory by Indian studies.

Ethnographic Traditions: The Caribbean G14.1319 *Khan. 4 points.*

Comparisons of the Hispanic and Afro-Creole regions. Slavery, plantation structures, racial class stratifications, political-religious traditions, community family patterns, and the problems of postcolonial development are analyzed from an anthropological perspective.

Ethnographic Traditions: The Middle East G14.1321 *Gilsenan. 4 points.*

Images of the Islamic world and Middle Eastern "Orient" have been crucial in Western social thought. This course covers the contributions of the study of the region to anthropological thought. Topics: systems of thought, complex societies, and civilizations; Islam, Judaism, and Christianity as locally received; changing conceptions of tribalism, cult, male and female, ethnicity, trust and responsibility, nation and the person, intellectuals, revolutionaries, reformers and prophets, colonial rule, imperial design, independence, the implications of oil wealth, learning, and intensive labor migration.

Anthropology for Middle Eastern Studies G14.1322 *Intended primarily for graduate students and advanced undergraduates majoring in fields other than anthropology. Gilsenan. 4 points.*

Assesses the contribution of anthropological research to the study of Middle Eastern history, politics, literature, and civilization. Special attention to applying anthropologically oriented techniques to research problems.

Theories of Modernity G14.1323 *Limited to 15 students. Prerequisite: G14.1010 or permission of the instructor. Grant. 4 points.*

Analyzes classic social theories of modernity, anthropological debates about the grand dichotomy, and contemporary critical theory. Questions the nature and significance of features attributed to modernity: rational thought, scientific knowledge, individuality, political development, and sexual liberation. Explores the roles the modern and nonmodern have played in the social theory, the politi-

cal process, and the lives of people in the non-Western world and examines "alternative modernities."

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

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

Ethnographic Traditions: The Pacific G14.1325 *Myers, Schieffelin. 4 points.*

The South Pacific has played a central ethnographic role in the development of anthropological theory. The writings of Malinowski, Fortune, Bateson, and Mead in the 1920s and 1930s brought into focus problems of gender, kinship, exchange, ritual, and politics. Recent ethnographic data raises new questions about these topics, provoking a critical rethinking. This course focuses on Melanesia, Polynesia, or Micronesia and uses a comparative approach to examine egalitarian societies, chiefdoms, and "early" states.

Problems in Contemporary French Society G14.1328 *Identical to G42.1328 and G46.1810. Rogers. 4 points.*

Introduction to the analysis of French society: social structures and postwar processes of social reproduction and transformation. Subjects include family organization, class, gender, generational differences, ethnicity, and regionalism. Local-level ethnographies, life histories, and national-scale studies are used to explore relationships

between individual experience, local variation, and national trends.

French Social Theory and the Social Text G14.1329 *Identical to G46.3700. Rogers. 4 points.*

Examines attempts over the course of the 20th century to define a *science de l'homme*. The seminar, based on textual analysis, focuses on identifying theories at work in the text, the interaction between different domains (history, philosophy, anthropology, literary criticism), and the genealogy of specifically French social theory in the 20th century.

Constructing America: Seminar on the Anthropology of the United States G14.1330 *Dávila, Ginsburg. 4 points.*

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

Art and Society G14.1630 *Myers. 4 points.*

Considers art and aesthetic practice as both specific historical categories and as a dimension of human activity. Considers non-Western societies but shows relation to broader theories of aesthetics, iconography, and style, with reference to art everywhere. Considers mainly visual and plastic arts but also oral literature and crafts.

Complex Social Systems G14.1632 *Beidelman, Rogers. 4 points.*

Analyzes complex forms of social organization in relation to world-level ideologies and organizational techniques: bureaucracies, industrialism, Christianity, Islam, Buddhism, capitalism, the nation-state, and intellectual elites. Covers past and contemporary societies (including Western Europe, the Far East, colonial and independent sub-Saharan Africa, and the Middle East) and ideas of Weber, Marx, Durkheim, Simmel,

Bendix, Furnival, Parsons, Troeltsch, and Sombart.

Political Systems G14.1633 *Beidelman, Merry, Myers, Rapp, Siu. 4 points.*

Analyzes political structures, politics, and political culture (symbols and ideology) in different egalitarian and hierarchical settings. Culturally defined forms of autonomy, dominance-subordination, and inequality in the context of varying ways of controlling material resources and organizing people. The power dimensions of rituals, speech events, gender relations, ethnicity, and other cultural activities. Forms of governing and resisting are compared in such societies as tribal and centralized states, colonial and postcolonial nations, and transnational organizations.

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

Cultures of Elites G14.1635 *Prerequisite: G14.1010 or permission of the instructor. Staff. 4 points.*

Compares several approaches to the study of elites and upper classes. Emphasis is on a cultural approach, gaining knowledge of elites' views of themselves and their world as vital to understanding the direction, pace, and shape of change in societies. Contrasts Western with non-Western elites to clarify variations in speed, type, and character of development in their societies. Discusses implications of the ways elite culture is transmitted and reproduced.

History of Anthropology G14.1636 *Beidelman, Myers, Rapp, Rogers. 4 points.* The history of anthropology is rooted in philosophical questions concerning the relationship between human

beings and the formation of society. This course surveys these issues as they relate to the development of method and theory. Focuses on French, British, and American anthropology and how they contributed to the development of the modern discipline. Covers key figures Franz Boas, Emile Durkheim, Marcel Mauss, Bronislaw Malinowski, and Radcliffe-Brown. Issues: cultural relativism, relation between biology and culture, functionalism, and structuralism.

Anthropological Perspectives on New Social Movements G14.1637 *Ginsburg*. 4 points.

Examines forms of collective action referred to as “new social movements” (e.g., women’s grassroots and international movements, youth, environmental justice, human rights, and other forms of urban movements), which display new patterns of political action and organization that researchers have associated with the rise and spread of global capitalism. Analyzes case studies of select social movements and their related theoretical literature.

Race and Power G14.1638 *Khan, staff*. 4 points.

Examines the formation and deployment of the category “race” in historical and cross-cultural perspectives. Investigates how racism operates within systems of complementary exclusions tied to gender, class, national, and imperial identities. Topics include race in the construction of colonial and postcolonial hierarchies and ideologies; the production of “whiteness” in U.S. cultural politics; global (re)articulation of race cum ethnocultural identities; and the environmental justice movement as a contemporary terrain of struggle in the elaboration of a politics of difference.

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

Follow-up to core course G14.1010. Considers selected classics and contemporary works derived from them, showing the interplay between past and current theory. Emphasis varies with the instructor. Themes include systems of thought, exchange theory, political and economic domination, social organization and kinship, bureaucracy, and history.

Ethnography: Theory and Techniques G14.2312 *Beidelman, Ginsburg, Martin, Myers, Rogers*. 4 points.

Examines various classic and contemporary ethnographies with two broad aims: how the collection of field data relates both to theory and to methodology and how such research has influenced the history of cultural anthropology.

Anthropology of Religion G14.2330 *Beidelman, Khan, Myers, Zito*. 4 points.

The study of religion has been central to the anthropological understanding of systems and thought, categorization, and belief in both “simple” and complex societies. The study of ritual, myth, symbolism, and sacrifice also has major implications for secular activities: politics, bureaucracies, and notions of responsibility and obligation. Examples are drawn from Australian Aborigines, Africans, Classical Greeks, the Americas, Islam, Buddhism, European Christianity, and Judaism.

Cultural and Social Change

G14.2340 *Abercrombie, Ginsburg, Grant*. 4 points.

Analyzes the social and cultural factors that affect the course of colonization, independence, modernization, and the transition to postindustrial societies. Ideologies of domination, missionaries, aid programs, education, wealth, and progress are critically assessed in cross-cultural and social historical perspectives.

Social Organization G14.2341

Beidelman, Myers, Rapp, Rogers. 4 points.

Comparative analysis of family and kinship organizations and of the nature and social functions of such organizations in their social and historical contexts. Specific examples are drawn from classic studies of kinship and social organization.

Symbolic Anthropology G14.2342

Ginsburg, Grant, Kulick, Myers. 4 points.

Considers the relationships between the formal properties of signs and their place in social life. Examines methodologies of interpretation (hermeneutic problems locating and interpreting cultural meanings), issues in the poetics of meaning, and rhetorical approaches to signification. Also explores classical anthropological approaches to the study of symbols and meaning in light of recent work in semiotics, literary criticism, Marxist theory, structuralism, phenomenology, philosophy of language, and poststructuralist critique.

Anthropology and Economic Analysis G14.2343 *Beidelman, Rogers*. 4 points.

Economic institutions and economic behavior in prehistoric and contemporary societies. Anthropological studies of economic behavior. Relationships between anthropological studies of economic systems and classic economic theory. Applicability of economic theory to the methods and data of social anthropology.

Urban Anthropology G14.2345

Staff. 4 points.

Critical survey of various models and conceptual frameworks used by anthropologists in the study of urban society. Definitions of urbanism, the preindustrial city, culture, central place theory, and networks. Emphasis on interplay between comparative ethnography and theory development.

Sex/Gender Systems: Issues and Theory G14.2346 *Ginsburg, Kulick, Martin, Rapp*. 4 points.

Implications of new research on gender for anthropological models of society and culture and for theories concerning production, wealth, and exchange; stratification, domination, and inequality; kinship and family roles; and the role of gender constructs in cultural ideologies.

Ethnographic Methods G14.2700

Martin, Rapp, Schieffelin. 4 points.

Examines theories and methods of ethnographic research, paying particular attention to the role of language. In addition to readings, students have the opportunity to design and carry out ethnographic research projects in New York City.

Seminar: Urban Anthropology

G14.3212 *Staff*. 4 points.

Complex social systems, urban social systems, and problems of the comparative study of cities.

Seminar: Modernization and Social and Cultural Change G14.3213

Staff. 4 points.

Changes in the culture and social patterns of colonial and contemporary postcolonial societies in the context of changes in the relationship between Western and Third World societies. Covers political, economic, and cultural factors, and the institutional forms through which the two-way processes of change are mediated.

Medical Anthropology G14.3214
Martin, Rapp. 4 points.

Overview of central issues in medical anthropology. Focuses on the relationship of theory to practice. Examines problems in international health, occupational health, health care delivery, and clinical issues, illustrating the roles of anthropologists at the interface of the medical and social sciences. Implications of cross-cultural variation and commonality in health institutions; behavior and beliefs for change in health care systems. Students critique the literature in a particular area of medical anthropology; research projects utilize the New York University hospital and medical school.

Seminars: Ethnographic Areas
G14.3490 to 3499 4 points per term.
Geographic or cultural areas selected.

LINGUISTIC ANTHROPOLOGY

Language and Problem Solving: The Legal Process and Narrated Self G14.1702 *Schieffelin. 4 points.*
Analysis of language as a particular type of problem-solving activity. Language is viewed as a significant form of social action and, as such, is a resource for participants and researchers. Grounded in comparative materials, theories, and methodologies drawn from the literature on studies of dispute resolution, symbolic interaction, political economy of language, narrative, and the "narrated self," the course explores how two speech genres—disputing and narrating—come together in the context of small claims court, an important legal institution in contemporary American society. Introduction to research in the ethnography of speaking, pragmatics, conversation analysis, narrative analysis, and interpretive sociolinguistics.

Language Ideologies, Social Change, and Language Use
G14.2701 *Kulick, Schieffelin. 4 points.*
Language choice is one of the principal arenas of struggle in achieving individual and group status in multicultural societies. This course explores various approaches to analyzing language ideologies and their relation to language choice and use in multilingual societies undergoing social change. Through study of language practices and language-related institutions, students examine how authority, identity, and power are contested, reformulated, and changed and how (or whether) linguistic diversity is valued.

Acquisition of Cultural Practices
G14.2702 *Kulick, Schieffelin. 4 points.*
Critically explores the notion of "practice" from a number of perspectives, including symbolic interactionism, phenomenology, ethnomethodology, language socialization, and contemporary social theory, utilizing ethnographic studies on the acquisition of a variety of cultural practices, including speech and gender practices, across a range of societies and contexts. Analyzes selected social practices in terms of how they are framed, keyed, and constituted through speech and other expressive resources, through use of video and transcription.

BIOLOGICAL ANTHROPOLOGY

Paleobiology of the Primates
G14.1512 *Harrison, Jolly. 4 points.*
Detailed survey of current problems and debates in the study of primate evolution. Considers the practical and theoretical issues concerned with evaluating the fossil evidence. Problems include those relating to phylogenetic interpretation, taxonomy, and paleobiological and paleoecological reconstruction.

Population Genetics G14.1513
Disotell, Jolly. 4 points.
In order to understand evolutionary change over time, population geneticists describe the generic compositions of living populations according to the laws of probability. This course examines the assumptions about mating patterns and evolutionary forces that are part of these probabilistic models and investigates the potential of such models for explaining variability and measuring evolutionary change in living populations.

Primate Behavior G14.1514
Di Fiore, Jolly. 4 points.
Examines the diversity of primate social organization from an ethological perspective. Starting with a review of the basic observational and analytical methods of ethology, examines the structure of primate behavior, the determinants of patterns of spatial grouping and social interaction, and the ontogeny of the individual behavioral repertory. These data are then related to the explanatory frameworks provided by socioecological and socio-biological theory.

Comparative Morphology of the Primates G14.1515 *Harrison, Jolly. 4 points.*
Detailed review of the comparative anatomy and behavior of the living

primates. Surveys the morphology of the musculoskeletal system, the dentition, the viscera, the nervous system (including the brain and sensory organs), and the reproductive system. These structural/functional systems are examined from an ecological and behavioral perspective, and their significance for assessing taxonomic and phylogenetic relationships is reviewed.

Skeletal Morphology G14.1516
Harrison. 4 points.
An in-depth survey of the various ways in which biological anthropologists employ human osteology, the study of bones and the skeleton. In addition to presenting a detailed review of the anatomy of the human skeleton and its associated musculature, examines a series of thematic issues and topics that emphasize the multidisciplinary nature of the study of skeletal morphology. Topics include bone biology and development, comparative osteology, biomechanics, bioarchaeology, forensic anthropology, and taphonomy.

Biological Variation Among Human Populations G14.1517
Disotell, Jolly. 4 points.
Despite the significance of culture in human adaptation, genetic variation and biological adaptability continue to affect human survival and reproduction in important ways. This course explores genetic, physiological, morphological, and behavioral variability in human populations today; its role in human adaptation; and its significance to our understanding of human evolution.

Natural History of the Primates
G14.1518 *Di Fiore, Jolly. 4 points.*
Designed to provide a rigorous introduction to primate ecology. Starts with a consideration of the methods of tropical ecological research and with a review of the major features of tropical ecosystems. Covers the extensive literature on the ecology of wild monkeys, apes, and prosimians and examines this information in the light of theoretical models of optimum foraging strategy, predator-prey relationships, and ecosystem diversity.

Fossil Evidence for Hominid Evolution G14.1519 *Harrison. 4 points.*
Detailed review of the fossil remains that document the major stages of human evolution from the Miocene through the Pleistocene. Emphasis is on the morphology and paleobiology

of hominid species, rationale for taxonomic decisions, and interpretation of phylogeny.

Interpreting the Skeleton G14.1520
Prerequisite: strong knowledge of fragmentary human skeletal anatomy. Antón. 4 points.

Provides an intensive introduction to the methods and techniques used to reconstruct soft tissue anatomy and behavior from the human skeleton. Focuses on techniques and applications to all areas of skeletal biology including bioarchaeology, paleoanthropology, forensic, and anthropology. Addresses bone biology, developmental processes, and soft tissue anatomy. Students learn (1) fundamentals of aging, sexing, and individuating human skeletal remains, (2) how to estimate stature, weight, and, to the extent possible, geographic ancestry, (3) how to recognize and evaluate pre- and postmortem modification, including evidence of disease and activity.

Paleopathology G14.2516 *Disotell. 4 points.*

The study of disease in prehistory provides important epidemiological data for the study of contemporary disease and critical information about the health status and evolutionary success of ancient human populations. This course reviews skeletal responses to age, hormonal stimuli, nutrition, trauma, and infection; their distribution in prehistoric populations; and the medical and evolutionary signifi-

cance of such patterns of health and disease.

Human Evolution: Problems and Perspectives G14.2519 *Harrison, Jolly. 4 points.*

Major problems raised by contemporary theories of human evolution. Analysis of problems of systematics, phylogeny, natural selection, and variation from the points of view of classic as well as contemporary research.

Primate Evolution: Problems and Perspectives G14.2520 *Disotell, Harrison, Jolly. 4 points.*

Detailed examination of current problems in the study of primate evolution. Considers the practical and theoretical problems concerned with evaluating fossil evidence. Students review the evidence critically and formulate ideas or propose further areas of research. Topics include analyses of key problems in phylogenetic interpretation, taxonomy, and dating.

Seminar: Physical Anthropology I, II G14.3217, 3218 *Di Fiore, Disotell, Harrison, Jolly. 4 points per term.*

Designed for advanced graduate students and faculty who present and discuss their research and current topics in the literature.

GENERAL SEMINARS

Proseminars in Anthropology

G14.1930 to 1935 *Open to undergraduate majors as well as graduate students. 4 points per term.*

Proseminars are designed to enable faculty and graduate and undergraduate students to explore special topics of interest not covered in sufficient detail in the standard curriculum. These reflect interests of faculty and consequently provide valuable insights into topics and problems of current concern within anthropology. Sample topics: research in exchange theory, language acquisition, new perspectives in ethnographic film, and primate social organization. Majors are encouraged to enroll in some of these courses to gain insight into new directions characterizing anthropological research and analysis. Consult current departmental course information guides.

Ph.D. Seminar G14.3210, 3211
4 points per term.

Professionalization seminars.

Topical Seminar G14.3390 to 3399
4 points per term.

Theoretical topics selected by students and faculty in consideration.

Reading in Anthropology G14.3910 to 3914 *Variable points.*

Research in Anthropology
G14.3990 to 3999 *4 points per term.*



CENTER FOR

Atmosphere Ocean Science

251 MERCER STREET • NEW YORK, NY 10012-1185 • 212-998-3231
WEB SITE: <http://caos.cims.nyu.edu>

DIRECTOR OF THE CENTER:
Associate Professor Oliver Bühler

The Center for Atmosphere Ocean Science (CAOS) is an interdisciplinary research and graduate program within the Courant Institute of Mathematical Sciences. The mission of the Center is to bridge the gap between the theoretical advances in those branches of applied mathematics relevant to

geophysical flows and the understanding of phenomena observed in the climate system. The research expertise within the Courant Institute that is directly relevant to the kinds of problems addressed within atmospheric and oceanic sciences includes partial differential equations, numerical analysis, turbulence, fluid dynamics, dynamical systems and chaos, statistical mechanics, adaptive meshes, visualization, and data mining. Associated and core fac-

ulty in CAOS are active members of the international science community in all of the scientific disciplines intersecting with the mission of the Center, including dynamical meteorology, physical oceanography, and climate dynamics. The placement of the Center within the Courant environment, and the diverse constituent faculty of the Center itself, creates the potential for important advances in the climate sciences.

Faculty

Oliver Bühler, *Associate Professor, Mathematics (Atmosphere Ocean Science); Director, Center for Atmosphere Ocean Science. Ph.D. 1996 (applied mathematics), Cambridge; Diplom 1992 (applied physics), Technical University of Berlin; M.S.E. 1990 (aerospace engineering), Michigan.*

Geophysical fluid dynamics; waves and vortices in the atmosphere and ocean; statistical mechanics; sea ice dynamics.

David M. Holland, *Associate Professor, Mathematics (Atmosphere Ocean Science). Ph.D. 1993 (atmospheric and oceanic sciences), McGill; M.S. 1986 (physical oceanography), B.S. 1984 (physics), Memorial.*

Ice and ocean modeling; climate dynamics.

Richard Kleeman, *Professor, Mathematics (Atmosphere Ocean Science). Ph.D. 1986 (mathematical physics), Adelaide (Australia); B.S. 1980 (theoretical physics), Australian National.* Stochastic modeling; predictability and climate dynamics.

Olivier Pauluis, *Assistant Professor, Mathematics (Atmosphere Ocean Science). Ph.D. 2000 (atmospheric and oceanic sciences), Princeton; Licence d'Ingénieur Civil en Mathématiques Appliquées 1995, Catholic University of Louvain (Belgium).* Climate; atmospheric dynamics; tropical meteorology.

K. Shafer Smith, *Assistant Professor, Mathematics (Atmosphere Ocean Science). Ph.D. 1999 (physics), California (Santa Cruz); B.S. 1992 (physics and mathematics), Indiana.*

Large-scale atmospheric and oceanic dynamics; climate dynamics; geostrophic turbulence; waves and instabilities; balanced dynamics.

AFFILIATED FACULTY

W. Stephen Childress, *Professor, Mathematics. Ph.D. 1961 (aeronautics and mathematics), California Institute of Technology; M.S.E. 1958 (aeronautical engineering), B.S.E. 1956 (aeronautical engineering), Princeton.*

Fluid dynamics and convection.

Andrew J. Majda, *Samuel F. B. Morse Professor of Arts and Science; Professor, Mathematics. Ph.D. 1973 (mathematics), M.S. 1971 (mathematics), Stanford; B.S. 1970 (mathematics), Purdue.*

Stochastic modeling; tropical atmosphere and deep ocean convection; turbulent and mixing process.

Esteban G. Tabak, *Professor, Mathematics. Ph.D. 1992 (mathematics), Massachusetts Institute of Technology; Civ.Eng. 1988 (hydraulics), Buenos Aires.*

Geophysical fluid dynamics; deep ocean mixing.

Program and Requirements

DOCTOR OF PHILOSOPHY

Ph.D. candidates are expected to be full-time students. The program normally requires four years of full-time study, although well-prepared students could complete the requirements in three years. The requirements for the Ph.D. are the following:

1. A total of 72 points: 48 points of course credits (16 courses), 20 points of research credits, and 4 points of seminar credits.
2. A grade of A on written comprehensive examinations in linear algebra, advanced calculus, and geophysical fluid dynamics and an oral examina-

tion in basic physical principles and applied mathematics.

3. The passing of oral doctoral examinations.
4. Successful oral defense of the Ph.D. dissertation.

Courses

The curriculum for the atmosphere ocean science (AOS) program provides a balance between mathematics and physical science. It aims to prepare students for research and teaching in all aspects of the modern applied mathematics needed in AOS, while providing courses in the physics needed in AO modeling. The program is sufficiently flexible to accommodate students with special interests in theoretical AOS and numerical aspects of AOS. The program includes courses designed especially for AOS students, as well as a subset of core mathematics courses.

The following are current courses specific to the program in atmosphere ocean science. In addition, up to two elective courses may be taken at Columbia University in the graduate division of the Department of Earth and Environmental Sciences with the approval of the director of CAOS.

Nonlinear Waves in the Atmosphere and Ocean

G63.2830.001 3 points.

This course introduces students to nonlinear wave theories and develops several contemporary applications in atmosphere ocean science.

Climate Dynamics G63.2830.002

3 points.

The earth's climate system is controlled by the interaction between ocean and atmosphere. This course introduces students to the basic dynamics underlying this coupled system and illustrates its consequences using the El Niño phenomenon.

Introduction to Atmospheric Science G63.2830.003

3 points.

The atmosphere is an example of geophysical fluid that exhibits a number of interesting mean circulations and instabilities. This course provides a mathematically oriented survey of these results that gives students significant dynamical insight into the general circulation of the earth's atmosphere.

Introduction to Physical Oceanography G63.2840.002

3 points.

This course introduces students to the application of mathematics and physics to the science of physical oceanography. The lectures discuss and illustrate the role of the oceans in the earth's climate, the basic equations of motion, boundary conditions, geostrophic flow, planetary boundary layers, barotropic and baroclinic circulation, vorticity, surface gravity waves, inertial motions, and tides.

Geophysical Fluid Dynamics

G63.2862.002 3 points.

This course covers the basics of geophysical flows, including the thermodynamics of the ocean and atmosphere, the effects of strong stratification and fast rotation, scale separation, the geostrophic balance, potential vorticity, long waves, moist convection, and the thermohaline circulation.



PROGRAMS IN

Basic Medical Sciences/ The Sackler Institute

School of Medicine and the Graduate School of Arts and Science

AT THE SACKLER INSTITUTE OF GRADUATE BIOMEDICAL SCIENCES • ADMINISTRATIVE OFFICE:
NEW YORK UNIVERSITY SCHOOL OF MEDICINE • 550 FIRST AVENUE • NEW YORK, NY 10016-6497
212-263-5648 • FAX: 212-263-7600 • E-MAIL: sackler-info@med.nyu.edu • WEB SITE: www.med.nyu.edu/sackler

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

The Sackler Institute of Graduate Biomedical Sciences at New York University School of Medicine, a division of the Graduate School of Arts and Science of New York University, offers programs in the basic medical sciences, leading to the

Ph.D. degree and, in coordination with the Medical Scientist Training Program, combined M.D.-Ph.D. degrees. The Institute encompasses the basic medical sciences departments at the School of Medicine (biochemistry, cell biology, microbiology, medical and molecular parasitology, pathology, pharmacology, and physiology and neuroscience) and offers interdisciplinary training programs in cellular and molecular biology,

computational biology, developmental genetics, infectious diseases and basic microbiological mechanisms, molecular oncology and immunology, molecular pharmacology and signal transduction, neuroscience and physiology, and structural biology. Programs are individually administered and have their own requirements (see individual programs).

Faculty

Professors: Milton Adesnik, Michael Artman, Leon Axel, Robert Baker, Ross Basch, Claudio Basilico, Joel Belasco, Nina Bhardwaj, Thomas Blanck, Martin Blaser, Stewart Bloomfield, Steven Burakoff, Steven Burden, Moses Chao, Mitchell Chesler, Nicholas Cowan, Pamela Cowin, Bruce N. Cronstein, Karen Day, Joel Ernst, Edward Fisher, David Fishman, Glenn Fishman, Blas Frangione, Esther Gardner, G. Nigel Godson, Oded Gonen, Robert Grossman, Joseph Helpern, Dean E. Hillman, Daniel Javitt, Alexandra Joyner, Hannah L. Klein, Edwin Kolodny, Gert Kreibich, Anil Lalwani, Vivian Lee, Sylvia Lee-Huang, Ruth Lehmann, David E. Levy, Dan Littman, Rodolfo Llinás, Richard Margolis, Daniel Meruelo, Ralph Nixon, Richard P. Novick, Ruth S. Nussenzweig, Victor N. Nussenzweig, Seth Orlow, Harry Ostrer, Angel Pellicer, Mark R. Philips, Julia M. Phillips-Quagliata, Daniel Rifkin, David Ron, Jack Rosenbluth, David Roth, Bernardo

Rudy, David D. Sabatini, James L. Salzer, Herbert H. Samuels, Robert Schneider, Eric J. Simon, John I. Simpson, Edward Skolnik, Mutsuyuki Sugimori, Tung-Tien (Henry) Sun, George Teebor, Jerome Vanderberg, Jan T. Vilcek, Paul Witkovsky, Edward B. Ziff, Susan Zolla-Pazner.

Associate Professors: James A. Borowiec, Peter Brooks, Kenneth Carr, Allen B. Clarkson Jr., William Coetzee, Karen Duff, Michael Dustin, Brian Dynlacht, Dan Eichinger, Gordon Fishell, Ute Frevert-Clarkson, Alan B. Frey, Michael Garabedian, Jorge Ghiso, Leslie I. Gold, Bruce Hanna, George Holz, Stevan Hubbard, Jens Jensen, Glyn Johnson, Juan Jose Lafaille, Gwo-Shu Mary Lee, Efrat Levy, Salim Merali, Paolo Mignatti, Moosa Mohammadi, Ian Mohr, Elizabeth Nardin, Elizabeth W. Newcomb, Evgeny Nudler, Joel D. Oppenheim, Michele Pagano, Guillermo Perez-Perez, Margaret Rice, Tamar Schlick, Frederick M. Stanley, David Stokes, Naoko

Tanese, Jessica Treisman, Moriya Tsuji, Daniel Turnbull, Paul Walden, Da-Neng Wang, Kerry Walton, Angus Wilson, E. Lynette Wilson, Thomas Wisniewski, David Zagzag.

Assistant Professors: Erika A. Bach, Qun Chen, Scott Clark, Andrew Darwin, K. Heran Darwin, Gregory David, Irina Derkach, Andreas Diefenbach, Hodaka Fujii, Wen-Biao Gan, Lawrence Gardner, Stephen Ginsberg, Seth Guller, David Gutstein, Catarina Hioe, Kyonsoo Hong, Hung-Teh Kao, Yuval Kluger, Xiang-Peng Kong, Suman Laal, Eric Lang, Peng Lee, Susan Logan, Cindy Loomis, Alka Mansukhani, Paul Mathews, John Munger, Jeremy Nance, Thomas Neubert, Phillipe Nyambi, Alexander Petrenko, Suzana Petanceska, Jayne Raper, Mindong Ren, Ana Rodriguez, Helen Sink, Photini Sinnis, Susan Smith, Hans-Georg Wisniewski, Jeffrey Ye, Deborah Yelon.

Programs and Requirements

Admission: Only full-time students are admitted into the Sackler Institute to a Ph.D. or an M.D.-Ph.D. program. Applicants for admission must have at least a bachelor's degree, or its equivalent, from a college or university of recognized standing and have a strong background in the biological, chemical, and physical sciences. Evaluation for admission to the programs offered by the Sackler Institute is carried out by each individual program admissions committee and is based on previous academic achievement, letters of recommendation, assessment of the applicant's scientific potential, and scores on the Graduate Record Examination (GRE). It is highly recommended that applicants also take an advanced GRE test in either biology or chemistry. Personal interviews are always requested of applicants who reside in the United States.

Loans and Stipends: All graduate students are supported by either assistantships or traineeships, which carry stipends of \$26,000 for the 2005-2006 academic year, in addition to coverage of all tuition fees and health insurance costs. Financial support is provided for the entire duration of study. No teaching or laboratory assisting is required for the receipt of financial aid. Low-interest housing loans of \$1,500 a year are also available for qualified students, as are loans for the purchase of personal computers.

Deadline for Applications: Applicants are encouraged to submit application forms and all supporting materials by January 4. Applications received after this date are considered at the individual discretion of the admissions committee of the program to which the student directs his or her application.

DOCTOR OF PHILOSOPHY

The Doctor of Philosophy degree signifies that the recipient is capable of conducting independent research, has a broad basic knowledge of all areas of basic medical sciences, and has a comprehensive knowledge of one area in particular. To qualify for the doctorate, a student must satisfactorily complete graduate courses totaling at least 72 points (a minimum of 32 in residence at New York University), satisfy the curricular requirements of the individual program, pass a qualifying examination, and present an acceptable

dissertation to an appointed thesis committee. A total of 32 points must be completed in courses and tutorials; the remaining points may be obtained in research and/or seminars. The qualifying examination is usually administered at the end of the fourth term of full-time study and the completion of at least 32 points. The examination may include both written and oral sections and is designed to cover the student's field of concentration and related subjects. Individual programs may set special requirements concerning their qualifying examination. When the dissertation is completed and approved by the student's research adviser and examination committee, a formal public oral examination is held at which the candidate presents and defends the results of his or her research before a faculty committee.

INDIVIDUAL PROGRAMS

Information regarding the Sackler Institute's graduate school programs can be found on the Web site at www.med.nyu.edu/sackler. To apply, go directly to <http://apply.embark.com/grad/sackler>. For additional inquiries, contact

Sackler Institute
New York University School of Medicine
550 First Avenue
New York, NY 10016-6497
Telephone: 212-263-5648
Fax: 212-263-7600
E-mail: sackler-info@med.nyu.edu

Open Program: When applying for admission to the Sackler Institute, students have the option of either applying directly to individual training programs or entering an "open program." This latter option allows students the opportunity of performing research rotations during their first academic year in any laboratory of a member of the graduate faculty in the Sackler Institute, regardless of their departmental or program affiliation. Students then select a thesis adviser and program affiliation by the end of their first academic year. This is accomplished with the help of a graduate advisory committee, exposure to all research possibilities through a series of faculty seminars, and participation in elective courses in the various disciplines.

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

Director: Daniel B. Rifkin, Ph.D.
Graduate Advisers:
E. Lynette Wilson, Ph.D., Department of Cell Biology
Telephone: 212-263-7684
E-mail: wilsoe01@popmail.med.nyu.edu
Edward Ziff, Ph.D., Department of Biochemistry
Telephone: 212-263-5774
E-mail: edward.ziff@med.nyu.edu

Training in Developmental Genetics: The purpose of developmental genetics training is to offer graduate students research opportunities in the areas of developmental biology with a special focus on molecular and genetic approaches. Students and postdoctoral fellows have the opportunity to carry out research with investigators working with a variety of organisms, including *Drosophila*, *C. elegans*, *Xenopus*, *Arabidopsis*, mouse, chicken, and zebrafish. The research program allows the study of diverse developmental processes such as pattern formation, cell determination, cell lineage, and cell-cell interactions. A unique feature of this program is that it brings together investigators from the School of Medicine and the Department of Biology to provide a comprehensive focus on developmental genetics. Students may apply either through the Department of Biology or the Sackler Institute.

Director: Ruth Lehmann, Ph.D.
Graduate Adviser: Jessica Treisman, Ph.D.
Telephone: 212-263-1031
E-mail: treisman@saturn.med.nyu.edu

Training Program in Infectious Diseases and Basic Microbiological Mechanisms: This program is composed of two subprograms, which prepare doctoral candidates in the biology of infectious disease processes: (1) Medical and Molecular Parasitology and (2) Microbiology. Training is offered in the fields of prokaryotic and eukaryotic microbial and molecular genetics; mechanisms of pathogenicity and host resistance to infectious agents; AIDS, retrovirology, and oncogenic viruses; growth factors; cytokines; mechanisms of signal transduction; the biochemistry, cell, and molecular biology of malarial parasites, trypanosomes, and pneumocystis; and the immunological phenomena associated with malarial and trypanosomal infections. The curriculum emphasizes the molecular aspects of pathogenesis with courses in biochemistry, cellular and molecular biology, genetics, immunology, microbiology, microbial pathogenesis, parasitology, and virology. Applicants should have a strong background in biology, chemistry, biochemistry, molecular biology, and genetics.

Director: Claudio Basilico, M.D.
Graduate Advisers:
Dan Eichinger, Ph.D., Department of Medical and Molecular Parasitology
Telephone: 212-263-8160
E-mail: eichid01@popmail.med.nyu.edu
Michael Garabedian, Ph.D., Department of Microbiology
Telephone: 212-263-7662
E-mail: garabm01@popmail.med.nyu.edu
Ian Mohr, Ph.D., Department of Microbiology
Telephone: 212-263-0415
E-mail: mobri01@popmail.med.nyu.edu

Training in Molecular Oncology and Immunology: This specialization trains doctoral candidates in the areas of molecular oncology, viral oncology, virus-cell interaction, immunochemistry, cellular immunology, and molecular genetics. Research experience may be acquired in the following areas: tumor virus-cell interaction; regulation of gene expression; oncogenes and tumor suppressor genes; DNA repair; lymphomas; cell differentiation; molecular biology of immunoglobulin genes; immunogenetics; autoimmune disease; interferon, interleukins, and growth factors; complement; AIDS; and various problems in cellular,

tumor, and parasite immunology. Studies in these areas use sophisticated methods, including gene transfer, gene cloning, and transgenic mouse and hybridoma technology. Courses are given in the areas of biochemistry, cellular and molecular biology, immunology, molecular oncology, pathology, and virology.

Director: Angel Pellicer, M.D.
Graduate Advisers:
David Levy, Ph.D.
Telephone: 212-263-8192
E-mail: levyd01@popmail.med.nyu.edu
Susan Smith, Ph.D.
Telephone: 212-263-2540
E-mail: smithsu@saturn.med.nyu.edu

Training Program in Molecular Pharmacology and Signal Transduction: This program trains doctoral candidates in molecular and biochemical pharmacology and neurobiology. Training is offered in growth-factor-mediated signal transduction, tyrosine kinase receptors, receptor phosphatases, G-protein coupled receptor signaling, steroid/thyroid hormone nuclear receptors, exocytosis mechanisms, and proteolytic processing of receptors and ligands. The curriculum includes courses in molecular pharmacology, biochemistry, cellular and molecular biology, neurosciences, and signal transduction. Applicants should have a strong background in biology, chemistry, or the physical sciences.

Director: Herbert H. Samuels, M.D.
Graduate Adviser: Erika Bach, Ph.D.
Telephone: 212-263-5963
E-mail: bache02@popmail.med.nyu.edu

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

Director: Rodolfo Llinás, M.D.
Graduate Adviser: Stewart A. Bloomfield, Ph.D.
Telephone: 212-263-5770
E-mail: blooms01@med.nyu.edu

Training Program in Structural Biology: This unique program, operated in conjunction with the National Institutes of Health (NIH) through the

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

NYU Program Director: David Stokes, Ph.D.
NYU Graduate Adviser: Da-Neng Wang, Ph.D.
Telephone: 212-263-8634
E-mail: sb-grad@saturn.med.nyu.edu
NIH Program Director: David Davies, Ph.D.
NIH Graduate Adviser: Sriram Subramaniam
Telephone: 301-496-4295
E-mail: David.Davies@nih.gov or ssl@nih.gov

M.D.-Ph.D. Program (Medical Scientist Training Program, or MSTP): This program provides a select group of aspiring medical scientists not only with the broad biomedical and clinical insights of a physician but also with the rigorous research training in a specific discipline that is characteristic of a Ph.D. degree program in basic science.

M.D.-Ph.D. students are simultaneously registered in the School of Medicine and the Graduate School of Arts and Science (GSAS) of New York University. They must meet all the requirements for the Ph.D. degree in GSAS and for the M.D. degree in the School of Medicine. The program allows a limited number of students the opportunity to pursue a combined degree in medicine and the social sciences.

In a typical program, the first 18 to 24 months are devoted to a preclinical basic sciences curriculum similar to that pursued by candidates for the

M.D. degree. The student then enters a graduate program in which he or she takes advanced graduate courses and pursues a research project. M.D.-Ph.D. students usually take their qualifying examinations at the end of the third year or the beginning of their fourth year. Following the completion of studies toward the Ph.D. degree, the student takes an accelerated special clinical program and completes the remaining requirements for the M.D. degree in 13 to 18 months. Completion of the requirements for the M.D.-Ph.D. usually takes six to seven years.

All M.D.-Ph.D. candidates receive full financial support, which includes tuition, fees, and an annual stipend (\$26,000 for 2005-2006). Admission to the M.D.-Ph.D. program is highly competitive, and the selection committee pays special attention to the research experience of the candidate and to the quality of his or her scientific preparation. A description of the candidate's research experience and letters of recommendation from all research supervisors are essential com-

ponents of the M.D.-Ph.D. application.

To apply for admission to the program, applicants must

1. Complete the online AMCAS application at www.aamc.org/students/amcas and indicate that they are applying to the M.D.-Ph.D. program at NYU. The deadline is October 15, 2005.
2. Complete the online NYU M.D.-Ph.D. program supplemental application at <http://tools.med.nyu.edu/amcasmdphd>. The deadline is also October 15, 2005. Note: This application will be online starting July 15, 2005.

After the above applications have been completed and received, if it is determined that a candidate meets the criteria for consideration for admission to the M.D.-Ph.D. program at NYU, he or she will be requested to complete the NYU secondary application.

The AMCAS application and the NYU M.D.-Ph.D. program supplemental application (items 1 and 2 above) must be submitted by October 15, and letters of recommendation must be received by November 15 in

order to be considered for admission to the M.D.-Ph.D. program.

Note: The letters of recommendation for the M.D.-Ph.D. program must address the applicant's potential as a research scientist and thus are separate from and will differ from the letters of recommendation submitted for medical school admission. Applicants should have their letters of recommendation for the M.D.-Ph.D. program sent directly to

New York University School of Medicine
The MSTP Admissions Committee
c/o Ms. Arlene Kohler
Medical Scientist Training Program
550 First Avenue
New York, NY 10016-6481

For more information, contact the Medical Scientist Training Program toll-free at 888-698-6787.

Director: Rodney Ulane, Ph.D.
Administrative Officer: Ms. Arlene Kohler
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Faculty Research Interests by Department

Whereas there is significant overlap and multiplicity in the various training programs, the research faculty are listed below according to their primary departmental affiliation except for the Program in Developmental Genetics, which comprises members of the Departments of Biology at the main campus (indicated by *) and Cell Biology at the School of Medicine.

BIOCHEMISTRY

Borowiec: stress-dependent regulation of the cell cycle. **Cowan:** protein folding in the eukaryotic cytosol. **Godson:** structure and function of *E. coli* and human primase. **Guller:** placental extracellular matrix proteins in placenta and fetal membranes. **Hong:** mechanisms of axon guidance and synaptic modification. **Klein:** genomic instability of DNA damage checkpoints. **Kong:** structural studies of DNA replication proteins. **Lee-Huang:** novel anti-HIV and antitumor agents. **Nudler:** mechanisms of transcription elongation and its regulation. **Walden:** molecular pathogenesis of prostate disease. **Ziff:** molecular mechanisms of synaptic regulation.

CELL BIOLOGY

Adesnik: control of exocytotic and endocytic protein transport. **Brooks:** regulation of invasive cellular

processes. **Chao:** mechanisms of neurotrophin receptor signaling. **Cowin:** cell adhesion and Wnt signaling. **Fishman:** ovarian metastasis, regulation of ovarian metastasis, proteomics, cellular motility, matrix metalloproteinases, lysophospholipids. **Frey:** T cell immune responses. **Gutstein:** molecular cardiology. **Kluger:** bioinformatics. **Kreibich:** synthesis, assembly, and sorting of membrane proteins. **Mignatti:** molecular mechanisms of angiogenesis. **Munger:** regulation of TGF- β activity by integrins. **Nance:** morphogenetic movements that occur during development. **Orlow:** molecular and cellular basis of pigmentation. **Philips:** membrane targeting of GTPases. **Ren:** rab GTPases and biogenesis of lysosome-related organelles. **Rifkin:** control of TGF- β presentation in normal and pathophysiology. **Ron:** cellular adaptations to unfolded and misfolded proteins. **Sabatini:** protein sorting in eukaryotic cells. **Salzer:** axon-glia interactions in myelinated nerves. **Stokes:** structural studies of ion pumps and adhesive junctions. **Wang:** structural studies of membrane transporters. **E. Wilson:** basic fibroblast growth factor in hematopoiesis.

DEVELOPMENTAL GENETICS

Burden: signaling at the vertebrate nerve-muscle synapse. **Clark:** axon guidance and degeneration in *C. elegans*. **Fishell:** mechanisms of neural patterning in mammalian forebrain. **Fitch*:** developmental genetics of tail development in *C. elegans*. **E. Hubbard*:** gonad development in *C. elegans*. **Joyner:** patterning of the nervous system in mammals. **Lehmann:** germ line development in *Drosophila*. **Loomis:** molecular mechanisms underlying skin and limb patterning. **Nance:** morphogenetic movements that occur during development. **Rushlow*:** dorso-ventral axis formation in *Drosophila*. **Sink:** molecular genetic basis of neuromuscular development. **Small*:** segmentation in *Drosophila*. **Treisman:** pattern formation in the *Drosophila* visual system. **Yelon:** patterning the zebrafish heart.

MEDICAL AND MOLECULAR PARASITOLOGY

Clarkson: parasite biochemistry, cell biology, and chemotherapy. **Day:** malaria. **Eichinger:** pathogenic mechanisms of protozoan parasites. **Frevert-Clarkson:** molecular interactions of malarial sporozoites and host cells. **Merali:** properties of *P. carinii* as basis for chemotherapy. **Nardin:** mechanisms of immunity to malaria parasites. **R. Nussenzweig:** develop-

ment of experimental basis for a human malaria vaccine. **Raper:** African trypanosome lytic factors: novel mediators of human innate immunity. **Rodriguez:** malaria liver infection and initiation of immune response. **Sinnis:** cell invasion by *Plasmodium* sporozoites. **Tsuji:** induction of protective T cells against malaria and HIV.

MICROBIOLOGY

Basilico: cell proliferation control in normal and cancer cells. **Belasco:** posttranscriptional gene regulation. **Blaser:** the biology of bacterial persistence in mammalian hosts. **A. Darwin:** genetic analysis of *Yersinia enterocolitica* virulence. **K. H. Darwin:** TB pathogenesis. **Derkatch:** biogenesis, variability, and physiological role of prions. **Ernst:** immunity to tuberculosis. **Garabedian:** signal transduction and transcriptional regulation by steroid receptors. **Hanna:** clinical microbiology and the challenge of tuberculosis. **Littman:** T lymphocyte development and retroviral pathogenesis. **Mansukhani:** FGFs and FGF receptors in development and oncogenesis. **Mohr:** interactions between herpes viruses and their host cells. **Novick:** molecular basis of virulence in *Staphylococcus aureus*. **Perez-Perez:** epidemiology and pathophysiology of enteric bacterial infections. **Schneider:** altered regulation of gene expression in carcinogenesis and cell stress. **Tanese:** transcriptional regulation in eukaryotes. **Vilcek:** mechanisms of cytokine actions. **A. Wilson:** viral control of cellular proliferation. **H.-G. Wisniewski:** the role of TSG-6 in inflammation.

PATHOLOGY

Basch: regulation of stem cell growth and differentiation. **Bhardwaj:** immunobiology of antigen presenting cells. **Burakoff:** mechanisms of signaling pathways. **Cronstein:** adenosine receptors in health and disease. **Diefenbach:** innate immune recognition. **Dustin:** formation and regulation of the immune synapse. **Frangione:** molecular basis of Alzheimer's disease. **Ghiso:** role of amyloid deposits in neurodegeneration. **Gold:** mechanisms of escape from growth regulation in hormone-driven cancers. **Hanna:** clinical microbiology and the challenge of tuberculosis. **Hioe:** role of antibodies in HIV immunity and pathogenesis.

Laal: pathogenesis of *M. tuberculosis* infection in humans. **Lafaille:** molecular pathogenesis of autoimmune and allergic diseases. **M. Lee:** molecular genetics and cell biology of the African trypanosomes. **D. Levy:** cytokine signaling; signal transduction, and gene expression. **Littman:** T lymphocyte development and retroviral pathogenesis. **Meruelo:** genetic predispositions to tumorigenesis and potential treatments. **Newcomb:** molecular genetics of human cancer. **V. Nussenzweig:** immunobiology of intracellular protozoan parasites. **Nyambi:** genetic and antigenic relatedness of HIV Type 1. **Ostrer:** genetic basis of disease. **Pagano:** cell cycle control and cancer. **Pellicer:** molecular alterations in tumor formation. **Roth:** V(D)G recombination, DNA repair and lymphomagenesis. **Smith:** mechanisms of telomere function. **Teebor:** molecular genetics and enzymology of DNA excision repair. **Turnbull:** *in vivo* microimaging of transgenic mice. **Zagzag:** mechanisms of cerebral vasulogenesis and angiogenesis. **Zolla-Pazner:** development and characterization of human monoclonal antibodies.

PHARMACOLOGY

Artman: regulation of contractile function in the immature heart. **Bach:** roles of the Jak-STAT pathway in *Drosophila*. **Burden:** synapse formation. **Carr:** neurobiology of ingestive behavior and drug addiction. **Clark:** axon guidance and degeneration in *C. elegans*. **David:** Chromatin modification and its impact on regulation of gene expression and nuclear structure. **Gardner:** mechanism and significance of hypoxic regulation of the cell cycle. **S. Hubbard:** structural studies of receptor tyrosine kinases. **E. Levy:** molecular pathology of cerebral amyloidosis and hemorrhage. **Logan:** growth regulation through the androgen receptor. **Margolis:** structure and functions of nervous tissue proteoglycans. **Mohammadi:** structural and functional studies of fibroblast growth factor (FGF) receptor regulation. **Neubert:** analysis of proteins by mass spectrometry. **Petrenko:** regulation of neurotransmitter release. **Samuels:** transcriptional regulation by nuclear receptors. **Simon:** neuropeptides and their receptors. **Sink:** molecular genetic basis of neuromuscular development. **Skolnik:** insulin receptor and

MAP kinase signaling pathways. **Stanley:** insulin increased gene transcription. **Sun:** keratins as markers for epithelial differentiation. **Ye:** molecular basis of telomere structure and function.

PHYSIOLOGY AND NEUROSCIENCE

Axel: cardiovascular MR imaging. **Baker:** neurogenetic behavioral physiology of developing brainstem postural and gaze control systems. **Blanck:** volatile anesthetics modify Ca²⁺ homeostasis. **Bloomfield:** propagation and integration of visual signals in mammalian retina. **Chen:** development of magnetic resonance imaging (MRI) radiology techniques. **Chesler:** regulation and modulation of pH in the brain. **Coetzee:** potassium channels in the cardiovascular system. **Duff:** mechanisms involved in the pathogenesis of neurodegenerative diseases. **Gan:** structural plasticity of synapses *in vivo*. **Gardner:** sensory functions of the hand. **Ginsberg:** neurodegeneration and lesion-induced synaptic plasticity. **Gonen:** functional MRI on human brains. **Grossman:** magnetic resonance evaluation of multiple sclerosis. **Helpert:** magnetic resonance imaging of the brain. **Hillman:** molecular organizations; neuronal integration and synaptic plasticity. **Holz:** molecular physiology of stimulus-secretion coupling. **Javitt:** cognitive/neurophysiological abnormalities in schizophrenia. **Jensen:** quantitative MRI in brain and liver; development of MRI techniques to measure tissue/organ function. **Johnson:** mathematical models on the effect of microscopic magnetic field inhomogeneities on NMR signal decay. **Kao:** dementia. **Kolodny:** neurogenetics, lysosomal diseases, and gene therapy. **Lang:** neuronal basis of motor coordination. **V. Lee:** functional body and cardiovascular MRI. **Llinás:** intrinsic properties of neurons. **Mathews:** the role of endosomal-lysosomal system in neurodegeneration (Alzheimer's disease). **Petanceska:** the role of microglia in establishing Alzheimer's disease plaque pathology. **Rice:** neurochemistry and neurophysiology of dopamine and CNS antioxidant network. **Rosenbluth:** pathology of dysmyelination and demyelination. **Rudy:** molecular mechanisms regulating neuronal excitability. **Simpson:** sensorimotor integration, eye move-

ments, and the cerebellum. **Sugimori:** ionic mechanism of the cerebellum Purkinje cell. **Walton:** postnatal

development of the mammalian nervous system. **Witkovsky:** dopamine-induced modulation of retinal

function. **T. Wisniewski:** pathogenesis of Alzheimer's disease and other cerebral amyloidoses.

Courses

Enrollment is primarily limited to students matriculated at the Sackler Institute. Students in other GSAS programs can enroll in Sackler courses with permission of the instructor. Check the class schedule (available in the basic medical sciences office) for up-to-date information on courses before registering. Students should familiarize themselves with the separate calendars used by the School of Medicine and the Graduate School of Arts and Science since certain basic medical sciences courses begin before or after the opening of the regular term in the Graduate School of Arts and Science. Courses are offered on the School of Medicine campus unless otherwise indicated.

Two-Part Courses: A hyphen indicates a full-year course with credit granted only for completing both terms. A comma indicates credit is granted for completing each term.

Scientific Methods: Survival Techniques for Young Investigators in Biomedical Research G16.1999 *Required of all first-year Ph.D. and M.D.-Ph.D. students. Sun. 0 points.* This noncredit five-session course assists graduate students in learning how to select a good project, get their experiments to work reproducibly and predictably, analyze scientific literature actively, write scientific papers, and become an effective seminar speaker.

Scientific Integrity and the Responsible Conduct of Research G16.2000 *Required of all first-year Ph.D., M.D.-Ph.D., and honor students; postdoctoral trainees; and clinical research fellows at NYUSOM. Dr. Oppenheim and Ms. Debra Stalk coordinate the course. Assisted by a number of faculty volunteers, they are responsible for inviting guest lecturers. 0 points.* This noncredit ethics course meets weekly during the spring semester for approximately 1 1/2 hours. Written materials including bibliographies and other resources related to the topic are given out each week. To evaluate the trainees' comprehension and retention of information presented during the course, a written examination is given and must be passed.

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

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

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

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

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

Introduction to the anatomy, cell biology, molecular structure, and physiology of neurons and glial cells. Equips students with the skills necessary to read the contemporary neuroscience literature as well as provides a grounding in the fundamental concepts of cellular neurobiology. Emphasis is on basic cellular and molecular mechanisms used by neurons to receive, integrate, and transmit information. Subjects covered include the fine structural anatomy and electrophysiological properties of neurons and glia, the role of ion channels in intracellular and intercellular communication, mechanisms of synaptic transmission and integration, biochemistry and physiology of neurotransmitters, and regulation of neuronal function by gene expression.

Introduction to Integrative, Developmental, and Cognitive Neuroscience G16.2006 *Offered every spring. Lecture and conference. Gardner, staff. 6 points.*

Introduction to neuroanatomy, neurophysiology, developmental biology, and behavioral function of the vertebrate nervous system. The structure and function of sensory, motor, integrative, and cognitive systems of the peripheral and central systems are analyzed using electrophysiological, behavioral, genetic, morphological, molecular, and computational techniques. Emphasis is on integration of cellular and molecular neurobiological properties of individual neurons with network and computational organization of the major systems of the brain. Subjects covered include information processing and coding mechanisms used by vision, hearing, touch, proprioceptive, and chemical senses; neural control of movement by cerebral, cerebellar, brain stem, and spinal circuits; molecular and electrophysiological mechanisms underlying the development, maturation, and aging of individual neurons and neuron systems; and the neurobiology of cognitive function in higher brain centers.

Neuroscience G16.2009 *School of Medicine course. Prerequisite: G16.2503. Lecture, laboratory, and conference. Rey, Walton, staff. 6 points.*

Molecular Parasitology G16.2010 *Lecture and conference. Rodriguez, staff. 3 points.*

Broad overview of the variety, the mechanisms of pathogenesis, and the health impact of parasites that cause disease in humans. Parasites covered in different years may vary, but they include those causing malaria, trypanosomiasis, toxoplasmosis, and amebiasis, as well as examples of opportunistic or emerging parasites. An in-depth analysis of current areas of immunological and molecular research being conducted on these disease-causing parasites is presented in a combined reading and lecture format in which students and course coordinators review background and assigned literature on a given topic, followed by a lecture from an active researcher in that area. Students then meet with the speaker for further informal discussion.

Cell Biology of Tissues and Organs G16.2013 *School of Medicine course. Prerequisites: G16.2103 and G16.2104, or permission of the instructor. Lecture and laboratory. Rosenfeld, staff. 4.5 points.*

Gross Anatomy G16.2014 *School of Medicine course. Lecture and conference. Bogart, staff. 6 points.*

Medical Microbiology G16.2202 *Offered every fall. Lecture, laboratory, and conference. Vilcek, staff. 3 points.*

This course is roughly divided into two sections: virology and bacteriology/mycology. The virology section covers viral structure, classification, and replication; viral pathogenesis; antiviral drugs; viral oncogenesis; host-parasite interactions; and methods of prevention. The bacteriology/mycology section covers bacterial structure, function, and classification; microbial adaptation (genetics, genetics of pathogenesis, and antibiotic resistance); mechanisms of microbial pathogenesis; antibiotic design and targets; host-parasite interactions; epidemiology of infectious disease; and methods of prevention.

Molecular Virology G16.2210 *Offered in the spring of odd-numbered years. Prerequisites: biochemistry and microbiology (G16.2202 or equivalent). Lecture and conference. Mohr, staff. 4 points.*

Topics include classification of viruses, structure of virions, chemistry and physical chemistry of the virion and its components, assay of virus infectivity and other viral-specific properties, replication of RNA and DNA viruses, and host-cell response to virus infections.

Genetics G16.2213 *Offered every fall. Klein, staff. 6 points.*

Transmission genetics in diploid organisms. Principles and methods of genetic analysis in diploid organisms—including *Drosophila*, worms, zebrafish, plants, mice, and humans—are emphasized. Classes include lectures, problem solving, and discussion of primary literature. Topics include linkage, gene interactions, mapping, mutagenesis, clonal analysis, sex determination, transgenic studies, use of mosaics, imprinting, and methods of study in human genetics.

Introductory Immunology G16.2306 *Offered in the spring of odd-numbered years. Dustin, staff. 4 points.* Topics range from the basics of the anatomy of the immune system and cellular interactions in the immune response through current understanding of the mechanisms of antigen processing and signal transduction in lymphoid cells. Areas covered are immunochemistry, cellular immunology, and immunogenetics, including structure and function of immunoglobulins and complement components; networks and idiotype regulation; cell cooperation, tolerance, and suppression; immune response genes and the major histocompatibility complex; immunoglobulin genes; immunological mediators of inflammation; immunological disease; and tumor immunology.

Advanced Immunology G16.2308 *Offered in the fall of odd-numbered years. Prerequisite: G16.2306 or the equivalent. Lecture and conference. Lafaille, staff. 4 points.*

Topics include tolerance and autoimmunity, innate immunity, antigen processing/presentation, V(D)J recombination, T cell development and thymic selection, costimulation and anergy, B cell tolerance, signaling in lymphocytes, T helper cell differentiation, immunological memory and vac-

cines, regulatory T cells, oral tolerance, and genetics of susceptibility to autoimmune disease.

General Pathology G16.2309 *School of Medicine course. Prerequisite: G16.2013. Lecture, laboratory, and conference. Defendi, staff. 6 points.*

Molecular Oncology G16.2318 *Offered in the spring of even-numbered years. Prerequisite: G16.2103. Lecture. Pellicer, Teebor. 4 points.* Studies the molecular basis of cancer. Topics include somatic mutations and DNA repair mechanisms; viral systems relevant to cellular transformation and human cancer; the pathogenesis of cancer as a consequence of alterations in oncogenes; growth factor genes and tumor suppressor genes, with emphasis on the function of their normal counterparts; tumor progression; mechanisms of metastasis; and tumor immunology.

Principles in Pharmacology G16.2401 *Stern, staff. 3 points.* This course is a combination of lectures, workshops, and seminars. The lectures and workshops are part of the Medical Pharmacology course for medical students. Topics include pharmacokinetics, pharmacodynamics, drug metabolism, drug receptors, and log dose response curves and autonomic. The seminars, for graduate students only, are designed to illustrate how the general principles of pharmacology apply to clinically important areas. For example, since the function of the cardiovascular system is dependent on the autonomic system and a number of cardiovascular diseases are responsive to autonomic drugs, it will be possible to provide an in-depth understanding of the mechanism of action of autonomic drugs. Topics covered are cardiovascular pharmacology, endocrine pharmacology, and oncologic pharmacology.

Molecular Signaling and Drug Development G16.2404 *Lecture and conference. Stanley. 4 points.* This course, divided into two parts, focuses on modern drug design and discovery. In the first part, lectures relating to modern drug design discuss structure/function analysis, rational drug design, combinatorial chemistry, automation, target discovery, and gene-based therapies. In the second part, lectures relating to drug discovery as it applies to biology and medicine discuss peptides as inhibitors of amyloidosis, receptors and AIDS, angiogenic

inhibitors, anti-obesity peptides, vaccine development for malaria, inflammation, anticancer drugs, and factors that control neuronal survival/death. Each student is expected to write a research paper related to one of these topics. One session is devoted to business considerations in drug development, including interactions between academia and industry. At the end of the course, each student writes a plan for developing a new drug that is related to topics in the course or that utilizes methodology discussed in the course. This plan includes a short introduction, a description of the experimental design, and a discussion of the expected outcomes.

Molecular Pharmacology of Receptors G16.2406 *E. Levy*. 3 points.

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

Mammalian Physiology G16.2503 *School of Medicine course*. Prerequisites: *vertebrate or human anatomy, biochemistry, and histology*. Lecture, laboratory, and conference. *Rey, Walton, staff*. 9 points.

Tutorials in Medical Sciences G16.2603-2611 1.5-4 points per term. Advanced instruction on a limited topic.

Bioinformatics G16.2604 *Brown*. 4 points.

This practical course in bioinformatics emphasizes the use of computers as a tool in molecular biology research. The course devotes approximately equal time to applications available on the Web and to those available at the School of Medicine's Research Computing Resource. Rather than teach specific commands, discussions emphasize underlying principles that enable scientists to make better use of computer programs.

Developmental Genetics I, II G16.2608, 2609 *Lecture and laboratory. Lehmann, staff*. 6 points each term. Fundamental questions, concepts, and methodologies of modern inquiry into the genetic and epigenetic mechanisms of development are explored through lectures, readings in the primary literature, and laboratory work. Topics include embryonic axis determination, region-specific gene expression, cell specification through cell-cell interaction, gastrulation, and organogenesis.

Tutorial in Neuroanatomy G16.2611 *Hillman, staff*. 3 points. Covers the gross and microscopic structure of the nervous system, with an emphasis on the human brain and spinal cord. Exposes the student to the framework of the nervous system as a context for future, more focused research and teaching. After an introduction to principles, includes gross anatomy and development, major subdivisions, spinal sensory and motor pathways, brainstem and reticular formation, pyramidal/extrapyramidal motor systems, special senses, and functional anatomy of the forebrain (thalamus and cortex). Lecture and text materials are supplemented with dissection and case studies.

Fundamental Concepts of Magnetic Resonance Imaging G16.4404 Prerequisites: *calculus, linear algebra, general physics, general chemistry, electromagnetism I and II (optional)*. *Chen*. 3 points. Magnetic resonance imaging is a fast-growing interdisciplinary field. In this course, students learn how the knowledge they gain from their education in physics, chemistry, mathematics, and computer science can be utilized to further understand the biomedical sciences.

RESEARCH

Individual investigations may be undertaken in each department in the areas of research listed below and in related fields. The number of points for each course is at the discretion of the adviser.

Research in Biochemistry G16.3101-3102 *Borowiec, Chao, Cowan, Godson, Guller, Hong, Klein, Kong, Lee-Huang, Neubert, Walden, Ziff*. 1-12 points per term.

Research in Cell Biology G16.3007-3008 *Adesnik, Burden, Chao, Cowin, Fisher, Fishman, Frey, Gutstein, Kluger, Kreibich, Mignatti, Munger, Nance, Orlov, Philips, Ren, Rifkin, Ron, Sabatini, Salzer, Stokes, Sun, Wang, E. Wilson*. 1-12 points per term.

Research in Developmental Genetics G16.3403 *Benfey, Burden, Clark, Fishell, Fitch, Hubbard, Joyner, Lehmann, Loomis, Nance, Rushlo, Sink, Small, Treisman, Yelon*. 1-12 points per term.

Research in Microbiology G16.3201-3202 *Basilico, Belasco, Blaser, A. Darwin, K. H. Darwin, Derkach, Ernst, Garabedian, Littman, Mansukhani, Mohr, Novick, Perez-Perez, Schneider, Tanese, Vilcek, A. Wilson, H.-G. Wisniewski*. 1-12 points per term.

Research in Parasitology G16.3701-3702 *Clarkson, Day, Eichinger, Frevert-Clarkson, Nardin, R. Nussenzweig, Raper, A. Rodriguez, Simnis, Tsuji*. 1-12 points per term.

Research in Pathology G16.3301-3302 *Basch, Bhardwaj, Burakoff, Cronstein, Diefenbach, Dustin, Dynlacht, Fujii, Gbiso, Gold, Hanna, Hioe, Laal, J. Lafaille, D. Levy, Littman, Meruelo, Newcomb, V. Nussenzweig, Nyambi, Ostrer, Pellicer, Phillips-Quagliata, S. Smith, Teebor, Turnbull, Zagzag, Zolla-Pazner*. 1-12 points per term.

Research in Pharmacology G16.3401-3402 *Bach, Burden, Carr, Clark, Coetzee, David, Fishman, Gardner, Hubbard, E. Levy, Logan, Margolis, Mohammadi, Neubert, Samuels, Simon, Sink, Skolnik, Stanley, Sun, Ye*. 1-12 points per term.

Research in Physiology and Neuroscience G16.3501-3502 *Axel, Baker, Blanck, Bloomfield, Burden, Chao, Chen, Chesler, Clark, Coetzee, Duff, Fishman, Gan, Gardner, Ginsberg, Gonen, Grossman, Helpern, Hillman, Holz, Javitt, Jensen, Johnson, Joyner, Kao, Kolodny, Lalwani, V. Lee, Llinás, Mathews, Petanceska, Rice, Rosenbluth, Robinson, Rudy, Salzer, Simpson, Sink, Sugimori, Walton, T. Wisniewski, Witkovsky.* 1-12 points per term.

Research in Structural Biology G16.3715 *Belasco, Brown, Cowan, Gonen, Helpern, Hubbard, Jerschow, Kallenbach, Kong, Mobammadi, Neubert, Schlick, Seeman, Stokes, Turnbull, Wang.* 1-12 points per term.

SEMINARS

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

Seminar in Cell Biology G16.3115, 3116 *E. Wilson, staff.* 1.5 points per term.

Seminar in Developmental Genetics G16.3404 *Joyner, staff.* 1.5 points per term.

Seminar in Microbiology G16.3211, 3212 *Garabedian, staff.* 1.5 points per term.

Seminar in Parasitology G16.3711, 3712 *Eichinger, staff.* 1.5 points per term.

Seminar in Pathology G16.3311, 3312 *D. Levy, staff.* 1.5 points per term.

Seminar in Pharmacology G16.3411, 3412 *Staff.* 1.5 points per term.

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

Seminar in Structural Biology G16.3713 *Stokes, staff.* 1.5 points per term.



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CHAIR OF THE DEPARTMENT:

*Professor Gloria M. Coruzzi*DIRECTOR OF GRADUATE
STUDIES, M.S.:*Associate Professor Christine A. Rushlow*DIRECTOR OF GRADUATE
STUDIES, PH.D.:*Associate Professor Stephen J. Small*

The Department of Biology offers programs leading to the degrees of Master of Science and Doctor of Philosophy. The range of advanced courses and programs of research allows students to obtain a broad base of education in the biological sciences while specializing in fields such as genomics and bioinformatics, neurobiology, microbiology, cell biology and cancer, molecular evolution, plant biology, molecular genetics, developmental biology, physiology, immunology, and environmental science. The programs stress the development of quantitative, mechanistic, and integrative skills in preparation for academic, research, or applied careers.

The Center for Comparative Functional Genomics is a highlight of the department's new growth and development, which draws on the complementary strengths of biology/genomics and bioinformatics at NYU's Department of Biology and NYU's Courant Institute of Mathematical Sciences. A goal of the Center is to use compara-

tive genomic and bioinformatic approaches to understand how changes in biological regulatory mechanisms have evolved to lead to species diversity. The intellectual platform upon which this vision rests is the pairing of molecular conservation at the genomic level with the dramatic diversity of life.

The Master of Science degree program, designed for full-time and part-time students, provides a comprehensive foundation in modern biological science. Specialized master's-level tracks in biological sciences, computers in biologic research, and recombinant DNA technology are available. For more information, contact the coordinator of student advisement or consult the *Graduate Student Handbook*, which is available online (www.nyu.edu/fas/dept/biology/graduate/GSHB.pdf) or from the department.

The M.S. program in biomedical journalism, offered jointly by the Department of Biology and the Department of Journalism, is designed to train journalists with a special background and expertise in biomedical sciences. Specialty training in print, broadcast, and Web journalism is available. Admission to the program must be granted by both departments. Graduate Record Examination (GRE) scores are required from each applicant.

The M.S.-M.B.A. program, offered jointly by the Graduate School of Arts and Science and the Leonard N. Stern School of Business, leads to an M.S. degree in biology (GSAS) and an M.B.A. (Stern). This program meets a need for academic preparation and training of scientist-managers and research directors for the biotechnology and pharmacology industry, academic industrial liaison personnel, investment specialists for the financial sector, and government regulatory personnel. The Graduate Management Admission Test (GMAT) and GRE are required for the application process, and each program's prerequisites must be met.

The Doctor of Philosophy degree program, a full-time course of study, is designed to develop independent research scientists. Students undertake independent research under the guidance of a faculty sponsor and have access to state-of-the-art laboratories, sophisticated instrumentation and advanced computer facilities, and extensive library holdings. Predoctoral colloquia enable students to keep abreast of significant developments in their fields of research, while seminars by distinguished visitors, speaking on a variety of topics, add breadth to the educational programs offered by the department.

A collaborative doctoral program between the Department of Biology and the Program in Environmental Health Sciences is offered in cooperation with the Nelson Institute of Environmental Medicine. It is designed for students who wish to obtain a solid foundation in biology while specializing in environmental health. Courses are offered both at the Washington Square campus and at off-campus facilities in Sterling Forest, Tuxedo, New York.

Biotic Resources Integrating Development, Genetics, Evolution, and Systematics (BRIDGES) is a specialized training track in molecular evolution. Students in this track are trained to use molecular approaches to understand the evolution and diversity of

plants and animal species and aspects related to the conservation and curation of these biotic resources. The BRIDGES track was developed jointly by faculty at New York University and its affiliated institutions, the New York Botanical Garden (NYBG) and the American Museum of Natural History (AMNH), which curate and study large collections of plant and animal species.

The Developmental Genetics (DG) track offers students a curriculum focused on the use of genetic approaches to understand developmental mechanisms. Students conduct research with investigators working in a variety of genetic systems, including *Drosophila*, *C. elegans*, *Xenopus*, *Arabidopsis*, mouse, chicken, and zebrafish, and studying diverse develop-

mental processes, such as pattern formation, cell determination, cell lineage, and cell-cell interactions. This track brings together investigators from the Department of Biology and the New York University School of Medicine to provide a comprehensive program focused in developmental genetics.

The graduate program in basic sciences (College of Dentistry) is part of the graduate program of the Department of Biology, Graduate School of Arts and Science, and focuses on oral biology. Students who carry out their research with a faculty member of the College of Dentistry are subject to the degree requirements in the Department of Biology. For further details, see the *Oral Biology (College of Dentistry)* section of this bulletin.

Faculty

Chiye Aoki, *Associate Professor, Neural Science, Biology*. Ph.D. 1985 (*neuroscience*), *Rockefeller*; B.A. 1978, *Barnard College*.

The role of postnatal experience in the formation of chemical synapses in the cerebral cortex.

Efrain C. Azmitia, *Professor, Biology, Neural Science*. Ph.D. 1978 (*neuroscience*), *Rockefeller*; M.A. 1973 (*anatomy*), *Cambridge*; B.A. 1968 (*biology*), *Washington*.

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

Justin Blau, *Assistant Professor*. Ph.D. 1996 (*molecular biology*), *London*; B.A. 1991 (*natural sciences*), *Cambridge*.

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

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

Population and molecular genetics in animal model systems, with current

research on evolution of cave fishes and regressive evolution of eye development; genetic variation at the Xmrk melanoma locus in fishes of the genus *Xiphophorus*; molecular phylogenetic reconstruction using RAPD techniques.

Suse Broyde, *Professor*. Ph.D. 1963 (*physical chemistry*), *Polytechnic (Brooklyn)*; B.S. (*chemistry*) 1958, *City College (CUNY)*.

Molecular structure, especially conformations of nucleic acids; distortion of normal DNA conformations under the influence of polycyclic aromatic chemical carcinogens; interaction of a carcinogenic agent with DNA as the initiating event of carcinogenesis leading to a somatic mutation that ultimately causes cell transformation; influence of adduct conformation on whether or not a given carcinogen-DNA adduct causes a mutation or replication; elucidation on a molecular level of how the conformation of DNA is altered by a carcinogen.

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

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

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

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

Rob DeSalle, *Distinguished Research Scientist in Residence*. Ph.D. 1984 (*biology*), *Washington*; B.A. 1976 (*biological sciences*), *Chicago*. *Associate Curator, American Museum of Natural History*. Entomology.

Claude Desplan, *Professor; Silver Professor. Ph.D. 1983 (biochemistry), Paris VII; Agrégation 1975 (physiology and biochemistry), Ecole Normale Supérieure, Saint Cloud (France).*

Axis determination in the early *Drosophila* embryo and its evolution in arthropods; embryonic patterning; specification of photoreceptors in the compound eye; patterning of rhodopsin gene expression for color vision.

Patrick Eichenberger, *Assistant Professor. Ph.D. 1997 (molecular biology), M.S. 1996 (molecular biology), B.S. 1992 (biochemistry), Geneva (Switzerland).*

Comparative and functional genomics of endospore-forming bacteria.

David H. A. Fitch, *Associate Professor. Ph.D. 1986 (genetics), Connecticut; B.A. 1980 (biology), Dartmouth College.*

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

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

Bioinformatics; functional genomics; integration of biological data.

Todd Holmes, *Associate Professor. Ph.D. 1994 (neurobiology), Massachusetts Institute of Technology; B.A. 1988 (biology), California (San Diego).*

Signal transduction and ion channel regulation; interaction of cellular biochemical signaling with cellular electrical signaling; engineering ion channels to exhibit novel properties.

E. Jane Albert Hubbard, *Assistant Professor. Ph.D. 1993 (genetics and development), M.S. 1990 (genetics and development), Columbia; M.S. 1987 (zoology), Hawaii; B.A. 1981 (biology), Cornell.*

Application of molecular and genetics techniques to the analysis of basic mechanisms of development using *Caenorhabditis elegans* gonadogenesis as a model system.

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

Molecular biology.

Fabio Piano, *Assistant Professor. Ph.D. 1995 (biology), New York; Laurea 1995 (biology), Florence; M.Phil. 1993 (biology), M.S. 1991 (biology), B.S. 1988 (biology), New York.*

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

Nikolaus Rajewsky, *Assistant Professor, Biology, Mathematics. Ph.D. 1997 (theoretical physics), Diploma 1995 (theoretical physics), B.S. 1993 (mathematics and physics), Cologne (Germany).*

Bioinformatics; developing strategies for identifying regulatory elements in genomic sequences and for analysis of genomic expression data.

Michael R. Rampino, *Associate Professor. Ph.D. 1978 (geological sciences), Columbia; B.A. 1968 (geology), Hunter College (CUNY).*

Earth and atmospheric sciences; global biogeochemical cycles; planetary science.

Carol Shoshkes Reiss, *Professor. Ph.D. 1978 (microbiology), Mt. Sinai Graduate School of Biomedical Sciences (CUNY); M.S. 1973 (human genetics), Sarah Lawrence College; B.A. 1972 (biology), Bryn Mawr College.*

Viral and cellular immunology; neuroimmunology; disease pathogenesis.

Alexander D. Reyes, *Assistant Professor. Ph.D. 1990 (physiology and biophysics), Washington; B.A. 1984 (chemistry), Chicago.*

Biophysical basis of information process in single neurons; synaptic interaction of neurons in cortical networks.

Christine A. Rushlow, *Associate Professor. Ph.D. 1983 (genetics), B.A. 1977 (biology/chemistry), Connecticut.*

Developmental genetics.

Dan H. Sanes, *Professor, Neural Science, Biology; Director, Center for Neural Science. Ph.D. 1984 (biology), M.S. 1981 (biology), Princeton; B.S. 1978 (zoology), Massachusetts (Amherst).*

Development of synapse function; auditory maturation and plasticity.

David A. Scicchitano, *Associate Professor. Ph.D. 1986 (physiology), Pennsylvania State; B.A. 1981 (chemistry), Susquehanna.*

Interactions of chemical and physical agents with DNA and processing of the resulting damage by cells; DNA repair

heterogeneity that is typified by the preferential removal of DNA damage from active genetic loci; effect of site-specific DNA damage on transcription by a variety of RNA polymerases.

Walter N. Scott, *Professor. M.D. 1960, Louisville; B.S. 1956, Western Kentucky.*

Physiology of the vertebrate kidney, which is responsible for maintaining water and ion balance of the body; regulation of the transport and permeability of ions and water through epithelial membranes and the modulation of these fluxes by hormones; in particular, intracellular signaling processes involved in these tissue responses.

Robert M. Shapley, *Natalie B. Clews Spencer Professor of the Sciences; Professor, Neural Science, Psychology, Biology; Director, Theoretical Neurobiology Program, Center for Neural Science. Ph.D. 1970 (biophysics), Rockefeller; B.A. 1965 (chemistry and physics), Harvard.*

Neurophysiology; visual perception; theoretical neuroscience.

Mark L. Siegal, *Assistant Professor. Ph.D. 1998, Harvard; B.S. 1993, Brown.*

Genomic, genetic, and computational approaches to the evolution of development, with a focus on sexual differentiation in *Drosophila*.

Stephen J. Small, *Margaret and Herman Sokol Associate Professor. Ph.D. 1988 (developmental biology), Cincinnati; B.A. 1973, Thomas More College.*

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

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

Microbial ecology and environmental microbiology and virology, with emphasis on the role of surfaces in the activity, ecology, and population dynamics of microorganisms, especially in soil; fate, gene transfer, and effects of genetically modified microbes in natural environments; persistence and ecological effects of the insecticidal toxins from *Bacillus thuringiensis* in soil.

Ignatius Tan, *Clinical Assistant Professor; Head of Electron Microscopy Facility. Ph.D. 1997 (cell biology), Fordham; M.S. 1986 (bioengineer), Polytechnic (Brooklyn); B.A. 1981 (biology), St. Thomas.*

Implications of gap junctions on cell differentiation and development using the testis as a model; determining gap junction's role in the formation of specific communication compartments and how gap junctions regulate and support specific spermatogenic cells.

Daniel Tranchina, *Professor, Biology, Mathematics, Neural Science. Ph.D. 1981 (neurobiology), Rockefeller; B.A. 1975 (neurobiology), SUNY (Binghamton).*

Neurophysiology and biophysics of vision; intracellular and extracellular recording from retinal neurons; neural mechanisms underlying visual perception; mathematical modeling of information processing in the visual system.

William Velhagen Jr., *Clinical Assistant Professor. Ph.D. 1995 (zoology), Duke; B.S. 1984 (biology), Philippines.*

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

Tyler Volk, *Associate Professor. Ph.D. 1984 (atmospheric science), M.S. 1982 (applied science), New York; B.S. 1971 (architecture), Michigan.*

Role of life in earth's biogeochemical cycles, past, present, and future; modeling crop growth and development for productivity optimization; patterns of form and function that span a variety of disciplines in the sciences and humanities.

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

Kenneth M. Cameron, *Ph.D. 1996 (biology), North Carolina (Chapel Hill); B.S. 1989 (biology), Rhodes College. Assistant Curator, New York Botanical Garden.*

Systematics and evolutionary issues related to Orchidaceae.

Douglas Daly, *Ph.D. 1987 (biology/botany), CUNY; B.A. 1977 (botany), Harvard. B. A. Krukoff Curator of Amazonian Botany, New York Botanical Garden.*

Systematics and economic botany.

Giuseppe Macino, *Professorship 1986 (cell biology), Rome. Professor, Cell Biology, University of Rome, Italy. Cell biology.*

Robert A. Martienssen, *Ph.D. 1986 (plant molecular genetics), B.A. 1982 (natural sciences), Cambridge. Professor, Cold Spring Harbor Laboratory.*

Plant genetics; transposons; development; gene regulation; DNA methylation.

W. Richard McCombie, *Ph.D. 1982 (cellular and molecular biology), Michigan (Ann Arbor); B.A. 1977 (biology), Wabash College. Associate Professor, Cold Spring Harbor Laboratory.*

Genome structure; DNA sequencing; computational molecular biology; Human Genome Project.

Paula M. Mikkelsen, *Ph.D. 1994 (biological sciences), Florida Institute of Technology; B.S. 1976 (biological sciences), Bates College. Assistant Curator, Malacology Division of Invertebrate Zoology, American Museum of Natural History.*

Systematics; life histories and phylogeny of marine bivalve mollusks.

Timothy Motley, *Ph.D. 1996 (botany, ecology, evolution, and conservation biology), Hawaii; M.S. 1989 (botany), B.S. 1987 (botany), Eastern Illinois. Assistant Curator, Cullman Program for Molecular Systematic Studies, New York Botanical Garden.*

Plant systematics; population genetics; reproductive and evolutionary biology.

Howard C. Rosenbaum, *Ph.D. 1999 (biology), M.S. 1993 (biology), Yale; B.A. 1990 (biology), Hamilton College. Conservation Biologist, Wildlife Conservation Society.*

Conservation biology.

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

Botany and phylogenetic systematics.

Timothy P. Tully, *Ph.D. 1981 (genetics), B.S. 1976 (biology and psychology), Illinois. Senior Staff Scientist, Cold Spring Harbor Laboratories.*

Genetic determinants of behavior.

Ward C. Wheeler, *Ph.D. 1988 (organismic and evolutionary biology), M.S. 1988 (biology), Harvard; B.S. 1985 (biology), Yale. Associate Curator, American Museum of Natural History.*

Molecular evolution; invertebrate zoology.

TEACHING ASSOCIATES (affiliates who teach courses)

Michael Balick, *Ph.D. 1980 (biology), M.A. 1976 (biology), Harvard; B.S. 1975 (agriculture and plant science), Delaware. Director and Philecology Curator, Institute of Economic Botany, New York Botanical Garden. Economic botany.*

Richard Burger, *Ph.D. 1969 (biology), Princeton; B.A. 1962 (biology), Adelphi. Associate Investigator, Public Health Research Institute.*

Molecular biology.

Anthony Cerami, *Ph.D. 1967 (biology), Rockefeller; B.S. 1962 (biology), Rutgers.*

Immunology, immunopharmacology, cytokines, parasitology, and biopharmaceutical fields.

Karl A. Drlica, *Ph.D. 1971 (molecular biology), California (Berkeley); B.A. 1964 (entomology), Oregon State. Member, Public Health Research Institute.*

Molecular biology.

David Dubnau, *Ph.D. 1961 (developmental biology), M.A. 1958 (developmental biology), Columbia; B.A. 1956 (biology), Lafayette. Member, Public Health Research Institute.*

Microbiology.

Paul B. Fisher, *Ph.D. 1974 (cell biology, virology, and somatic cell genetics), M.A. 1971, Lehigh College (CUNY); B.A. 1968 (biology major/chemistry minor), Hunter College (CUNY). Professor of Clinical Pathology, Director of Neuro-Oncology Research, Chornow Research Scientist, Columbia University, College of Physicians and Surgeons.*

Oncogenes; suppressors and cancer cell biology.

Kathleen Kinnally, *Professor, Basic Science and Craniofacial Biology, New York University College of Dentistry. Ph.D. 1977 (biology), B.S. 1974 (biology), SUNY (Albany); A.S./R.N. 1971 (nursing), Nassau Community College. Biophysics and cancer biology.*

Jane McCutcheon, *Assistant Professor, Basic Science and Craniofacial Biology, New York University College of Dentistry. Ph.D. 1991 (cellular immunology), D.D.S. 1984, Iowa. Cellular immunology.*

Leonard E. Mindich, *Ph.D.* 1962 (*genetics*), *Rockefeller*; *B.S.* 1957 (*microbiology*), *Cornell*. Member, *Public Health Research Institute*.

Microbiology.

Richard P. Novick, *M.D.* 1959, *New York*; *B.S.* 1954 (*psychology*), *Yale*. Professor, *Microbiology and Medicine*, *New York University School of Medicine*. Plasmid biology.

Christine Padoch, *Ph.D.* 1978 (*anthropology*), *Columbia*; *B.A.* 1969 (*anthropology*), *Barnard College*. Senior Curator, *Institute of Economic Botany*, *New York Botanical Garden*.

Agricultural and agroforestry systems.

William S. F. Schuster, *Ph.D.* 1989 (*biology*), *Colorado*; *M.S.* 1983 (*ecology*), *Pennsylvania State*; *B.A.* 1978 (*biology*), *Columbia*. Executive Director, *Black Rock Forest Consortium*.

Ecological genetics.

Issar Smith, *Ph.D.* 1961 (*developmental biology*), *M.A.* 1957 (*developmental biology*), *Columbia*; *B.A.* 1955 (*biology*), *City College (CUNY)*. Member, *Public Health Research Institute*.

Microbiology.

Peter P. Tolias, *Ph.D.* 1987 (*microbiology and immunology*), *B.S.* 1981 (*microbiology and immunology*), *McGill (Montreal)*; *Diplôme des Etudes Collegiales* 1978 (*health sciences*), *Marianopolis College (Montreal)*. *Johnson & Johnson*.

Functional genomics and developmental biology.

Edward B. Ziff, *Ph.D.* 1969 (*neurobiology*), *Princeton*; *B.S.* 1963 (*chemistry*), *Columbia*. Professor, *Biochemistry*, *New York University School of Medicine*.

Mechanisms of growth control and gene regulation in animal cells and their DNA viruses.

FACULTY EMERITI

Herndon G. Dowling, **Calvin J. Heusser**, **Henry I. Hirshfield**, **Jyotirmay Mitra**, **Fleur L. Strand**.

Programs and Requirements

Admission: In addition to the general Graduate School of Arts and Science requirements for admission, applicants are expected to have an average of B or better in the sciences and to have completed the equivalent of an undergraduate major in biology. Admission to graduate study is based on academic records, recommendations, assessments of the applicant's scientific potential, and scores on the Graduate Record Examination (GRE). The GRE general test is required of all applicants to the M.S. and Ph.D. programs. The advanced GRE test in biology is recommended of all applicants to the Ph.D. program. Consideration is given to applicants with an undergraduate major other than biology; remedial work to make up any undergraduate deficiencies may be taken prior to, or concurrent with, the master's program but must be completed within the first year in the Ph.D. program.

Applications for graduate study are accepted on a continuing basis. M.S. students may begin study in the fall, spring, or summer semester; however, Ph.D. students may start only in the fall semester.

All students with international credentials whose native language is not English should refer to the *Admission to Degree Programs* section of this bulletin regarding the required Test of English as a Foreign Language (TOEFL). In some cases, prior to taking graduate courses, students may be required to enroll in noncredit English courses at their own expense.

In special cases, a student may be accepted as a nonmatriculant. A non-degree student may take up to 12

points in the Department of Biology before applying for matriculated status in the M.S. or Ph.D. program. The application for matriculation is only considered if the student has received a B or better in each course included in the 12 points. Deadlines for applying for nonmatriculant status are the same as for the M.S. program.

Seminars: All faculty and doctoral students attend the weekly departmental seminar, at which scholars from other institutions discuss their research findings. In addition, the department sponsors special topical seminars throughout the year.

Special Notes: Although master's students may start their program in any semester, some courses are full-year courses and must be started in the fall.

Full-time students are expected to carry three courses or the equivalent in approved research per semester. All students in both programs are expected to maintain a B or better average each term.

Permission must be received from the director of graduate studies for any course work taken outside of the department.

MASTER OF SCIENCE

The Master of Science program offers three courses of study: general biology, computers in biologic research, and recombinant DNA technology. In addition, biomedical journalism is offered jointly with the Department of Journalism, and a combined M.S.-M.B.A. program is offered jointly with the New York University Leonard N. Stern School of Business. The options

are described in the *Graduate Student Handbook*, available on request from the Department of Biology. Courses numbered in the 1000-level and 2000-level ranges are open to students in the M.S. program.

Degree Requirements: Students are awarded a Master of Science degree on (1) completion of 36 points with an average of B or better and (2) satisfactory completion of a research paper. Of the 36 points required, 24 must be from the Department of Biology at New York University. All entering M.S. students are required to take Bio Core 1 (G23.1001) and Bio Core 2 (G23.1002). Students working within one of the special M.S. programs may be required to take additional courses.

DOCTOR OF PHILOSOPHY

The department accepts a limited number of outstanding students into the Ph.D. program, which is a full-time program. The Ph.D. degree is a research degree. To qualify for the doctorate, a student must satisfactorily complete graduate studies totaling at least 72 points (at least 36 in residence at New York University), pass a qualifying examination, and present an acceptable dissertation. Each doctoral student is expected to have teaching experience at the college level; students gain this experience through teaching assistantships within the department.

Course of Study: Of the 72 points required, a minimum of 36 points must be in courses at the 1000 and 2000 levels; after review and approval by the director of graduate studies, up

to one-half of these 36 points may be transferred from outside the department. The remaining points may be selected from courses generally at the 3000 level. Doctoral students are required to complete Bio Core 1-4 (G23.1001, G23.1002, G23.2003, and G23.2004), Statistics in Biology (G23.2030), and The Art of Scientific Investigation (G23.3001). Students doing animal research must also take Laboratory Animal Science (G23.1119) prior to any work with animals. Doctoral students must also satisfactorily complete, during the first year of residence, the required Predoctoral Colloquium: Laboratory Rotation (G23.3034-3035). All Ph.D. students are required to participate in Predoctoral Colloquium: Graduate Student Seminar (G23.3015) every semester.

Students in the special collaborative Program in Environmental Health Sciences (EHS) select courses based on their interests with the advice and guidance of faculty from both departments. For additional information regarding the EHS program, students should contact Professor Suse Broyde in the department.

Students with an interest in BRIDGES should complete G23.1072, G23.1073, and all courses that doctoral students are required to complete. Further information on BRIDGES can be obtained from Professor David Fitch.

Students with an interest in developmental genetics should complete G23.2130, 2131 and all courses that doctoral students are required to complete. Further information on developmental genetics can be obtained from Professor Stephen J. Small.

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

Qualifying Examination/Admission to Candidacy: The written Ph.D. qualifying examination (preliminary examination) is generally taken at the end of the first year of full-time study, that is, in the spring semester of a student's first year. The examination consists of two parts. The first part is an independent and original research proposal on a topic related to the theme of the spring seminar series. The pro-

posal is submitted to an examination committee consisting of three faculty members. The proposal may not be in the area of the student's thesis research. The second part is an oral examination before the examination committee, which is intended to test further the student's understanding of the topics contained in the written proposal. Satisfactory completion of the qualifying examination constitutes admission to Ph.D. candidacy.

By the end of the spring semester, the student must secure a faculty sponsor and a research advisory committee of at least three faculty members from within the department who have formally agreed to supervise the dissertation research. A dissertation proposal for the completion of original biological research must be filed and approved by the sponsor (generally during the semester following successful completion of the written qualifying examination). The student must then pass an oral examination on the research proposal before the student's examining committee.

Doctoral Dissertation: The plan of study and the dissertation research are formulated in consultation with the faculty sponsor and the research advisory committee. The dissertation must represent original, independent research in a significant area of biology at a level comparable to research published in recognized journals or as professional monographs. When the dissertation is completed and has been approved by the sponsor and by the research advisory committee, the candidate defends the results of the research before a faculty committee and invited outside examiners with expertise in the field of research. No less than six months may lapse between the oral proposal examination and the dissertation defense.

FACILITIES AND LIBRARIES

The department currently occupies six contiguous floors in the Silver Center complex at Washington Square and is fully equipped to conduct contemporary biological research. Facilities for study in environmental biology are available through a collaboration between the department and the

Institute of Environmental Medicine at Sterling Forest, Tuxedo, New York.

The Elmer Holmes Bobst Library, covering a full city block at the southeast corner of Washington Square and housing more than 3.4 million volumes, 34 thousand journals, and over 5 million microforms, is one of the country's largest open-stack research libraries. The Dr. Jerome S. Coles Science Library, located on the ninth and tenth floors, is an open-stack reference, journal, and circulating collection. Some of the subject strengths in the life sciences collection include molecular biology, genetics, plant physiology and plant biochemistry, zoology, physiology, biochemistry, microbiology, biophysics, and neural science. Many of the most commonly used journals are available online through the library.

DEPARTMENTAL FINANCIAL AID

Entering Ph.D. students are usually awarded an initial package of five years of financial aid that includes an annual stipend and tuition remission of up to 24 points. Generally, this takes the form of a teaching assistantship for the first two years of study and fellowships or research assistantships thereafter. Application must be made for teaching assistantships for continuing students. Research assistantships are available in departmental faculty laboratories and through the University for advanced students. All students are expected to take the initiative to apply for all internal and external fellowships, scholarships, and loans.

All students are urged to inquire at the Graduate Enrollment Services office or the Office of Financial Aid early in the fall of the year before they wish to enter the graduate program for information regarding government, foundation, private, or overseas awards for support of graduate study.

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

Courses

Courses numbered on the 1000 level are open to advanced undergraduate students and recommended as introductory courses for entering graduate students. Courses on the 2000 level are advanced courses open to students in the M.S. and the Ph.D. programs. Courses on the 3000 level are usually open only to students in the Ph.D. program.

Note: Most courses are given during the day. It is not possible to complete either the M.S. or the Ph.D. program by taking courses only in the evening.

Two-Part Courses: A hyphen indicates a full-year course with credit granted only for completing both terms. A comma indicates credit is granted for completing each term.

The following courses are lectures unless otherwise indicated.

Bio Core 1: Molecules and Cells G23.1001 *Undergraduate students may enroll with permission of the instructor. Lecture. Staff. 4 points.*

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

Bio Core 2: Genes, Systems, and Evolution G23.1002 *Prerequisite: G23.1001. 4 points.*

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

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

Discusses some of the basic concepts of environmental science and major global environmental problems, such as global warming, soil erosion, overpopulation, and loss of biota. Another part of the course focuses on environmental health problems, such as exposure to lead, mercury, halogenated hydrocarbons, asbestos, and radon. Other lectures are devoted to carcinogenesis, air pollution, toxic wastes, epidemiology, and risk assessment.

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

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

Advanced Immunology G23.1011 *Lecture. Reiss. 4 points.*

Introduction to immunology and its literature. Focuses on the mechanisms that govern the immune response and also trains students in reading and evaluating primary research articles that are published in peer-reviewed journals.

Advanced Topics in Cellular and Molecular Immunology G23.1020 *Prerequisite: V23.0050, G23.1011, or permission of the instructor. Reiss. 4 points.* In-depth exploration of topics in cellular and molecular aspects of immunity, including cellular interactions, antigen processing and presentation, pathogenesis, viral immunology, and cytokines.

Microbiology G23.1027 *Prerequisites: college courses in organic chemistry and some advanced biology. Recommended: biochemistry or physiology. Stotzky. 4 points.* Introduction to the evolution, morphology, physiology, biochemistry, genetics, and ecology of the protists. Emphasis is on bacteria, fungi, and viruses, although algae and protozoa are considered. Explores the similarities

and differences between prokaryotic and eukaryotic cells and the microbiology of natural habitats.

Scanning Electron Microscopic Techniques G23.1029 *Enrollment limited. Prerequisite: permission of the instructor. Lecture and laboratory. Tan. 4 points.*

Provides a working knowledge and experience in scanning electron microscopy. Emphasis is on understanding the operation of the SEM (including routine maintenance), the design of the SEM, interaction of beam and specimen, a variety of specimen preparation techniques, photographic techniques for microscopy, and photographic procedures for presentation of data. A functional perspective of the ultrastructure as seen through the SEM is also studied.

Special Topics in Physiology G23.1031 *Prerequisite: college course in animal physiology. Scott. 4 points.*

Designed for students with a background in mammalian physiology. Topics include reproduction biology, regulation of ion and water excretion, maintenance and control of cardiovascular function, and respiratory physiology.

Electron Microscopic Techniques G23.1033 *Enrollment limited.*

Prerequisite: permission of the instructor. Lecture and laboratory. Tan. 4 points.

Introduction to the principles and techniques of electron microscopy as applied to biological systems. The theory of tissue preparation by various means and the relationship between cell structure and function are examined through the microscope. Laboratory includes methods of preparation of animal (or plant) tissue for visualization of profiles in the transmission electron microscope.

Experimental Microbiology G23.1037 *Enrollment limited.*

Prerequisite: G23.1027 or equivalent (corequisite with permission of the instructor). Laboratory. Stotzky. 4 points.

Acquaints students with general principles and procedures of microbiology and advanced experimental techniques. Students are expected to undertake individual laboratory projects and to make use of original literature.

Biochemistry I, II G23.1046, 1047
Identical to G25.1881, 1882.

Prerequisites: V25.0243 and V25.0244, or equivalent courses in organic chemistry for G23.1046; G23.1046 for G23.1047.

Kallenbach, staff. 4 points per term.

Two-semester course taught jointly by faculty from the Departments of Biology and Chemistry. Topics include organic and physical chemistry of proteins, lipids, carbohydrates, and nucleic acids; enzyme kinetics and mechanisms; membranes and transport; bioenergetics and intermediary metabolism; molecular genetics and regulation.

Cell Biology G23.1051 *Pre- or corequisites:* G23.1046, 1047. 4 points.

Examination of the molecular mechanisms underlying cell proliferation and differentiation. Five topics are chosen for discussion: signal transduction, regulation of cell cycle, cytoskeleton, cell-cell and cell-matrix interaction, and intracellular transport. The importance of these issues in the understanding of development, immunity, and cancer is emphasized.

Techniques in Microbiology

G23.1057 *Not open to students who have taken courses in techniques in microbiology. Corequisites:* G23.1027 or equivalent, and permission of the instructor.

Laboratory. Stotzky. 2 points.

Basic techniques in microbiology.

Introduction to the general procedures of microbiology.

Tropical Field Ecology G23.1065

Meets in Mexico in March during spring recess. Prerequisite: permission of the instructor. *Borowsky. 2 points.*

The fauna and flora of tropical Mexico with emphasis on the freshwater fish and birds of the area. Habitats studied include cloud and tropical deciduous forests, desert and river edge, and limestone caves.

Principles of Evolution G23.1069

Prerequisite: genetics or permission of the instructor. *Fitch. 4 points.*

Patterns of evolution and adaptation as seen in the paleontological record; speciation, extinction, and the geographic distribution of populations; the basics of population genetics and molecular evolution. Elements of numerical taxonomy and recent developments in phylogenetic systematics.

Ecological Botany G23.1070 *Taught at Black Rock Forest, a 3,800-acre teaching and research facility affiliated with NYU and located about 35 miles north of New York City. Lecture and laboratory. Maenza-Gmelch. 4 points.*

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

Molecular Controls of Organismal Form and Function G23.1072

Prerequisites: V23.0011, 0012, V23.0021, 0022, V25.0101-0102, and V25.0103-0104, or permission of the instructor. *Coruzzi, Desplan. 4 points.*

Covers metabolism, signaling, and development, highlighting use of molecular and genetic studies in model plant and animal systems.

Biotic Resources: Integrative Approaches to Biodiversity and Conservation G23.1073 *DeSalle. 4 points.*

Covers population genetics, conservation biology, and biogeography.

Neotropical Field Botany G23.1074

Prerequisites: G23.1072 and 1073, or equivalent. *Lecture and fieldwork. 2 points.*

Intensive course providing a practical knowledge of botanical field techniques and an introduction to the plant communities of the neotropics, with field exercises to expose students to different neotropical environments, each with its unique flora and concomitant collection challenges. A basic knowledge of field collection methodology is essential for students who wish to conduct botanical research of their own design.

Economic Botany G23.1075

Prerequisite: permission of the instructor. *Lecture and laboratory. 4 points.*

Intensive course offering students a working knowledge of currently and historically used plant products and portions of the plant kingdom with significant economic potential. Topics are organized by use categories rather than by phylogenetic arrangement. Plant sources of food, medicines, stimulants, fibers, resins, waxes, spices, perfumes, dyes, tannins, construction materials, and many other products are addressed, as is the need to conserve scarce resources. Discusses both Western and non-Western plant-use practices.

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

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

Genes and Animal Behavior

G23.1082 *Lecture. Blau. 4 points.*

Survey of principles and patterns of animal behavior. Covers classical ethological research of Lorenz and others and modern research on the molecular basis of behavior, especially in model systems. Behaviors studied include reproductive behavior, rhythmic behavior, learning and memory, and feeding behavior.

Neuronal Plasticity G23.1101

Prerequisite: V23.0021, 0022 or V23.0100. *Lecture. Azmitia. 4 points.*

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

Molecular Pharmacology in Biology and Medicine G23.1103

Prerequisites: V23.0011, 0012 or equivalent, and G23.1046, 1047; *undergraduates must obtain permission of instructor. Lecture. 4 points.*

Detailed examination of mechanisms of drug action at organismal, tissue, cellular, and molecular levels, emphasizing receptors, receptor-effector coupling, neurotransmitters, and autonomic and central nervous system pharmacology.

Laboratory Animal Science

G23.1119 *Prerequisite:* permission of the instructor. *Lecture and laboratory. Novotney. 4 points.*

Laboratory animal science and experimental methods important for life science students in their future research and teaching activities. Topics include ethics of animal use, federal and New

York State regulations governing use of animals in research, animal models and experimental design, analgesia and euthanasia, principles of surgery and postsurgical care, diseases of laboratory animals, pathology and post-mortem techniques, occupational health, animal room environment, and facility design.

Laboratory in Molecular Biology I, II, III, IV G23.1122, 1123, 1124, 1125 *Corequisites: biochemistry and permission of the instructor. Must be taken in sequence. Laboratory. Kiron, Rusblow. 4 points.*

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.

Advanced Genetics G23.1126 *Prerequisites: V23.0030 or equivalent, and for students not enrolled in Ph.D. program in biology, permission of the instructor. Hubbard. 4 points.*

In-depth study of experimental genetics from Mendel to the present, emphasizing methods and logic of the genetic approach to biological research. Covers classical experiments on inheritance, chromosomes and genetic linkage, genetic variability, mutagenesis, DNA, and the nature of the genetic code. Special topics from both classic and recent literature include (but are not limited to) genetic screens, epistasis analysis, suppressors/enhancers, and mosaic analysis.

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

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

Genomics G23.1128 *Prerequisites: V23.0021-0022. Lecture. Piano. 4 points.*

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

Evolutionary Genetics and Genomics G23.1129 *Prerequisites: V23.0030, G23.1069, and permission of the instructor. Lecture. Borowsky. 4 points.* The genetic and genomic mechanisms underlying evolutionary change, including the genetics of adaptation and character regression; evolution of complex characters and traits such as organ systems, the senses, and patterns of behavior; methods for the study of quantitative trait locus (QTL) variation and multifactorial systems.

Earth Biology G23.1201 *Volk. 4 points.*

Global sciences of life: biogeochemical cycles, biodiversity, evolution, and human impacts. Topics: atmospheric and oceanographic sciences; cycles of carbon, nitrogen, phosphorous, oxygen, and sulfur; terrestrial and marine ecosystem structure; ranges and richness of species; human-induced shifts in land-use patterns and climate (greenhouse effect).

Mammalogy G23.1318 *Lecture, laboratory, and fieldwork. 4 points.* Surveys the class Mammalia with emphasis on the North American fauna. Covers the fossil and living order of mammals, including aspects of their anatomy, physiology, and ecology.

Fundamentals of Electrophysiology G23.1400 *Tranchina. 4 points.* Introduction to analysis of the physical mechanisms underlying electrical signaling in nerve and muscle cells. Gives students interested in research in the neural sciences and physiological psychology an understanding of signal processing in the nervous system.

Mathematics in Medicine and Biology G23.1501 *Identical to V63.0030. Prerequisite: one semester of calculus or permission of the instructor. Peskin, Tranchina. 4 points.* Discussion of topics of medical importance using mathematics as a tool: control of the heart, optimal principles in the lung, cell membranes, electrophysiology, countercurrent exchange in the kidney, acid-base balance, muscle, cardiac catheterization; computer diagnosis. Material from the physical sciences and mathematics is introduced and developed.

Computers in Medicine and Biology G23.1502 *Identical to V63.0032. Prerequisite: G23.1501 or permission of the instructor. Recommended: familiarity with a programming language such as FORTRAN or BASIC. Peskin, Tranchina. 4 points.* Introduces students of biology or mathematics to the use of computers as tools for modeling physiological phenomena. Each student constructs two computer models selected from the following: circulation, gas exchange in the lung, control of cell volume, and the renal countercurrent mechanism.

Bio Core 3: Molecules and Cells G23.2003 *Open to Ph.D. students only. M.S. students may enroll only with authorization of the instructor. Prerequisite: G23.1001. Discussion-based course. 4 points.*

This intensive team-taught course complements the lecture course Bio Core 1 by providing in-depth discussions of modern papers on topics related to those addressed in Bio Core 1, i.e., molecular and cellular biology from molecular structure and function of proteins/nucleic acids to cell division and apoptosis. These discussions are led by the same faculty who teach the corresponding lectures in Bio Core 1 and who have deep expertise in each area. This course is part of the suite of courses Bio Core 1-4.

Bio Core 4: Genes, Systems, and Evolution G23.2004 *Open to Ph.D. students only. M.S. students may enroll only with authorization of the instructor. Prerequisite: G23.1002. Discussion-based course. 4 points.*

This intensive team-taught course complements the lecture course Bio Core 2 by providing in-depth discussions of modern papers on topics related to those addressed in Bio Core 2, i.e., genetics, systematics, genomics, systems biology, development, plants, immunology, neurobiology, evolution, and geobiology.

These discussions are led by the same faculty who teach the corresponding lectures in Bio Core 2 and who have deep expertise in each area. This course is part of the suite of courses Bio Core 1-4.

Structure-Function Relationships in Cellular Macromolecules

G23.2017 *Prerequisites: college-level molecular and cell biology or biochemistry, physics, general chemistry, and organic chemistry. Lecture. Broyde. 4 points.* Cellular macromolecules, particularly nucleic acids and proteins, are the key molecules that provide cells with functional diversity. The nucleic acids DNA and RNA act as the informational storage and transmission molecules of cells, while proteins execute and regulate most cellular activities and provide crucial structural elements. The tools of the biochemist and molecular biologist have provided scientists with unprecedented structural detail of these macromolecules, so much so that an understanding of the critical relationships between macromolecular structure and macromolecular function can now be made. This course emphasizes key structure-function relationships for DNA, RNA, and proteins. The detailed structures of these molecules are examined; important methods and tools used to elucidate their structural elements are described; and the relationship between microstructure and function are emphasized.

DNA Replication, Damage, and Repair **G23.2018** *Identical to G16.2324 and G48.2018. Prerequisite: biochemistry. Tang. 4 points.*

The basic processes involved in DNA replication, damage formation, and processing, with an emphasis on eukaryotic cells. Topics include DNA structure and the chemistry of adduct formation, DNA polymerase structure and function, DNA replication mechanisms and fidelity, the enzymology of DNA repair, and mechanisms of mutagenesis.

Signal Transduction and Cell Cycle **G23.2019** *Prerequisite: G23.1051 or permission of the instructor. May be repeated for credit with permission of the instructor. 2 points.*

Continuation of Cell Biology (G23.1051). Discusses the cellular principles governing cell growth and differentiation. Examines the experimental systems used for the study of eukaryotic signal transduction and the regulation of cell cycle in current literature.

Infectious Disease Pathogenesis

G23.2020 *Prerequisites: V23.0050 or G23.1011 or G16.2306 or equivalent, and G23.1027 or equivalent. Seminar. Reiss. 4 points.*

Examines critical issues in the interaction of viruses, bacteria, fungi, and other organisms with mammalian hosts that result in infectious diseases. Focuses on the underlying mechanisms of the evasion of normal pathways.

Communication Skills for Biomedical Scientists **G23.2025**

Identical to G48.2025. Prerequisite: permission of the instructor. Nadziejko. 4 points.

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

Statistics in Biology **G23.2030**

Prerequisites: college algebra and/or calculus. Lecture and laboratory. Tranchina. 4 points.

Advanced course on techniques of statistical analysis and experimental design that are useful in research and in the interpretation of biology literature. Principles of statistical inference, the design of experiments, and analysis of data are taught using examples drawn from the literature. Covers the use of common parametric and non-parametric distributions for the description of data and the testing of hypotheses.

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

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

Molecular and Genetic Toxicology

G23.2040 *Identical to G48.2040. Prerequisite: biochemistry. Klein. 4 points.* Analyzes the modes by which organisms handle damage to DNA by physical and chemical agents, the mechanisms of converting damage to mutations, and the theoretical basis for carcinogenesis screening methods utilizing mutagenesis. Topics include systems for mutagenesis testing, mutational spectra, and inducible responses to DNA damage.

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

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

Neuropeptides **G23.2103**

Prerequisite: an introductory course in neural science, V23.0025, V23.0048, G23.2247, or permission of the instructor. 4 points.

The regulatory function of peptides released by or affecting the nervous system. Discusses peptides as hormones, endogenous opiates, neurotransmitters, and neuromodulators. Considers central, peripheral, developmental, and behavioral effects.

Fundamentals of Developmental Genetics I, II **G23.2130, 2131** *Open only to Ph.D. students in biology or at Sackler. Prerequisite: permission of the instructor. Lecture and laboratory. Fitch and staff. 4 points per term.*

Explores fundamental questions, concepts, and methodologies of modern inquiry into the genetic and epigenetic mechanisms of development through lectures, readings in the primary literature, and laboratory work.

Topics include embryonic axis determination, region-specific gene expression, cell specification through cell-cell interaction, gastrulation, and organogenesis.

Vertebrate Physiology G23.2219

Prerequisites: college courses in vertebrate anatomy and physiology. Recommended: biochemistry. 4 points.

Regulation of water balance, circulation, reproduction, and respiration, with emphasis on neuroendocrine control mechanisms.

Developmental Neurobiology G23.2221

Prerequisite: permission of the instructor. Lecture. Desplan. 4 points.

Recent advances in genetic model systems as well as the development of new tools in vertebrate embryology have allowed much insight into the development of the central nervous system (CNS). This course focuses on the development of well-studied central nervous systems through a comparison of invertebrate and vertebrate species. It provides an in-depth description of the molecular and cellular mechanisms that pattern the CNS. Topics include cell specification, synapse formation, and use-dependent plasticity.

Topics in Genetic and Molecular Neurobiology G23.2222

Prerequisite: undergraduates must have permission of instructor. Seminar. Holmes. 2 points. Molecular, cellular, and genetic approaches to solving problems in neurobiology are increasingly successful. This course examines the interface of genetics, molecular biology, and behavior. Special topics focus each year on a particular research area in neurobiology. Emphasis is on using different approaches to examine a research area to encourage students to look at a scientific problem using a wide array of technical approaches.

Endocrine Physiology G23.2247

Prerequisites: college courses in vertebrate anatomy, embryology, and physiology, or equivalents. Scott. 4 points.

Analyzes the regulatory mechanisms for the synthesis and secretion of the principal vertebrate hormones. Studies the hormonal control of major physiological systems, with emphasis on the physiological aspects of the endocrines.

Plant Systematics G23.2269

Prerequisite: G23.1072 or equivalent, or permission of the instructor. Lecture, laboratory, and fieldwork. Stevenson. 4 points.

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

Radiological Health G23.2301

Identical to G48.2301. N. Cohen. 4 points.

Introduction to the physical and biological processes of radioactivity and health effects from radiation exposure. Current principles and philosophies of radiation protection, with reference to the commercial and medical use of radionuclides and electrical sources of radiation.

Radiobiology G23.2302

Identical to G48.2302. Burns. 4 points. The acute and chronic biological effects of ionizing radiation. Topics include chemical effects and linear energy transfer, target theory, chromosomal and genetic effects, acute cellular responses, physiological and hematological effects, carcinogenesis, treatment of radiation damage, and the biological basis for radiation safety practices.

Introduction to Biostatistics G23.2303

Identical to G48.2303. 4 points.

Introduction to probability and statistical methods utilized in the analysis and interpretation of experimental and epidemiologic data. Statistical techniques associated with the normal, binomial, Poisson, t , F , and chi-squared distributions, plus an introduction to nonparametric methods. Applications in biology, medicine, and the health sciences.

Toxicology of the Nervous System G23.2308

Identical to G48.2308. Prerequisite: G23.1006, G23.2310, or permission of the instructor. Evans. 4 points.

Topics reflect current research on the nervous system's response to toxic chemicals and drugs. Typical toxicants include chemical warfare agents, metals, solvents, and pesticides. Nervous system functions are studied using behavioral, physiological, and biochemical responses. Students learn to critically evaluate research publications in this field.

Principles of Toxicology I G23.2310

Identical to G48.2310. Prerequisites: biochemistry and cell biology, or permission of the instructor. Chen. 4 points.

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

Organ System Toxicology G23.2311

Identical to G48.2311. Prerequisite: G23.1006, G23.2310, or permission of the instructor. Zelikoff. 4 points.

Overview of the types of injury that may be produced in specific mammalian organs and organ systems by exposure to chemical toxicants.

Environmental Immunotoxicology G23.2315

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

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

Aquatic Toxicology G23.2316

Identical to G48.2316. Wirgin. 4 points.

Study of the physical, chemical, and biological interactions that determine transport and effects of pollutants in aquatic ecosystems. Principles of bioavailability and bioaccumulation of organic and inorganic chemical contaminants and mechanisms of toxic effects in marine, estuarine, and freshwater organisms.

Special Topics in Math Biology

G23.2851, 2852 *Identical to G63.2851, 2852.*

Recent topics: viruses and procaryotes, mathematical immunology, molecular modeling, genome analysis, computational genomics, neuronal networks.

Special Topics in Mathematical

Physiology G23.2855, 2856 *Identical to G63.2855, 2856. 3 points per term.*

Topics include mathematical aspects of neurophysiology, hearing, and vision; mathematical aspects of heart physiology and biofluid dynamics. The appropriate mathematical tools are developed as necessary.

The Art of Scientific Investigation

G23.3001 *Required course for all biology students entering the Ph.D. program. Blau. 2 points.*

This course in the ethics and communication of scientific research is designed to complement the more information-based courses offered by the Department of Biology and equips Ph.D. students with the necessary skills to conduct research ethically and to be aware of the ethical and societal implications of their research. The course also trains students in effective scientific communication: paper writing, presenting research to specialist and nonspecialist audiences and in fellowship and grant writing.

Advanced Neural Science

G23.3003-3004 *Prerequisite: permission of the instructor. 4 points per term.*

Research-oriented course on selected topics in the neural sciences. Pays special attention to the theoretical and practical considerations of contemporary methods. Discusses current multidisciplinary topics in detail.

Molecular Neural Science Journal

Club G23.3008 *May be repeated for credit with permission of the instructor. Seminar. Azmitia. 2 points.*

Students critically discuss selected papers from current neural science literature.

Immunology Journal Club

G23.3013 *May be repeated for credit with permission of the instructor. Seminar. Reiss. 2 points.*

Students critically discuss selected papers from current immunology literature.

Predocutorial Colloquium: Graduate

Student Seminar G23.3015 *Open only to Ph.D. students. Seminar. 2 points.*

Students gain experience in the preparation and presentation of formal scientific seminars.

Advanced Topics in Cell Biology

G23.3016 *May be repeated for credit with permission of the instructor. Seminar. 2 points.*

Students critically discuss selected papers from current cell biology literature.

Special Topics in Developmental

Biology G23.3017 *May be repeated for credit with permission of the instructor. Seminar. Small. 2 points.*

Students critically discuss selected papers from current developmental biology literature.

Molecular Evolution Journal Club

G23.3018 *May be repeated for credit with permission of the instructor. Seminar. Fitch. 2 points.*

Students critically discuss selected papers from current molecular evolution literature.

Current Topics in Genetics

G23.3020 *May be repeated for credit with permission of the instructor. Seminar. Rusblow. 2 points.*

Students critically discuss recent papers in genetics with emphasis on new discoveries that affect human health.

Predocutorial Colloquium:

Laboratory Rotation G23.3034-3035

Open only to Ph.D. students. Two-semester course required of all first-year Ph.D. students. Lecture and laboratory. 2 and 4 points, respectively.

First term: Students attend orientation sessions with individual faculty to discuss current departmental research.

Second term: Each student arranges to complete three projects (six to eight weeks in duration), each under the supervision of a different faculty member, in the department's laboratories.

Research G23.3303, 3304

Prerequisite: permission of the sponsor.

1-6 points per term.

Individual research projects carried out under the supervision of the faculty.

Reading Course in Biology

G23.3305, 3306 *Prerequisite: permission of the sponsor. 1-6 points per term.*

Reading and analysis of selected literature in a specific area of biology under the supervision of the faculty. Gives students intensive coverage of material that is appropriate for their individual research needs.

Thesis Preparation G23.3307, 3308

Prerequisite: permission of the sponsor.

1-6 points per term.



Oral Biology

College of Dentistry

COLLEGE OF DENTISTRY • 345 EAST 24TH STREET • NEW YORK, NY 10010-4086
212-998-8200; 212-998-9545 • WEB SITE: www.nyu.edu/dental/advanceded/oralbiology/index.html

DIRECTOR OF THE PROGRAM:
Professor Andrew I. Spielman

PROGRAM COORDINATORS:
Professor Peter G. Sacks
Professor Kathleen Kinnally

The faculty of the research track in oral biology at the New York

University College of Dentistry, through the Graduate School of Arts and Science Department of Biology, offers courses and a

research track leading to the Master of Science degree in biology. This track is open to full-time students, alone or combined with advanced clinical training. The purpose of the track is to provide a comprehensive foundation in areas of modern oral biological sciences appropriate for careers in teaching and research. Students have the opportunity to specialize in areas such as bone cell metabolism, cancer biology, connective tissue biochemistry,

oral immunology, periodontal and caries microbiology, chemical carcinogenesis, mechanisms of mineralization, periodontal wound healing, saliva and salivation, taste mechanisms, and tumor immunology. The courses are taught at the College of Dentistry in these areas of research and are supplemented with pertinent basic courses offered in the Graduate School of Arts and Science.

Faculty

Robert Boylan, Associate Professor (periodontal pathogens); **Ronald G. Craig**, Associate Professor (periodontal wound healing); **John S. Evans**, Associate Professor (biomineralization); **Joseph B. Guttenplan**, Professor (chemical carcinogenesis); **Kathleen Kinnally**, Professor (mitochondrial electrophysiology, programmed cell death); **Racquel Z. LeGeros**, Professor (mechanisms of mineralization); **Yihong Li**,

Associate Professor (caries research); **Jane A. McCutcheon**, Associate Professor (molecular immunology); **Douglas Morse**, Associate Professor (epidemiology of oral cancer and precancer); **Joan Phelan**, Professor (HIV and oral health in women); **Peter G. Sacks**, Professor (cancer biology); **Jonathan Ship**, Professor (oral health and aging); **David Sirois**, Associate Professor (clinical aspects of oral cancer); **Andrew I. Spielman**,

Professor (peripheral mechanisms of taste); **Cristina Teixeira**, Assistant Professor (growth plate chondrocyte differentiation, maturation, and apoptosis); **Louis Terracio**, Professor (muscle tissue engineering).

Additional faculty and their research areas can be found at www.nyu.edu/dental/research/faculty/index.html.

Admission and Requirements

The research track is open to candidates with a baccalaureate or equivalent or with a professional degree in the health sciences. Candidates are chosen based on their academic records and letters of recommendation and an assessment of their scientific potential. All candidates must meet the requirements of the Department of Biology of the Graduate School of Arts and Science. Candidates should have a strong background in biology, chemistry, mathematics, and physics.

Applicants whose native language is not English must submit the Test of English as a Foreign Language (TOEFL) scores. Scores of less than 230 are generally not acceptable. A supervisor who is a member of the graduate faculty is assigned to each student to closely monitor the student's progress.

Students are awarded the M.S. degree on (1) completion of 36 points with an average of B or better, of which 8 points must be based on an

original research thesis that is mandatory, and (2) successful defense of original research.

FINANCIAL AID

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

Courses

The curriculum is based on the individual student's background, interests, and future career goals. All M.S. students are required to take the full-year intensive team-taught core lecture course Bio Core 1 and 2 (G23.1001 and G23.1002) and the introductory course to dental laboratory research Current Laboratory Techniques in Oral Biology (G23.2062). It is strongly suggested that students take Biochemistry I, II (G23.1046, 1047) and Introduction to Biostatistics (G23.2030). Advisement on further course selection should be sought from the student's research adviser and thesis committee.

Bio Core 1: Molecules and Cells

G23.1001 4 points.

A survey of the major topics of up-to-date molecular and cellular biology, starting with molecular structure and function of proteins and polynucleic acids and ending with cell division and apoptosis.

Bio Core 2: Genes, Systems, and Evolution

G23.1002 4 points.

A survey of the major topics of modern biology, including genetics, systematics, genomics, systems biology, developmental genetics, plant biology, immunology, neurobiology, population genetics, evolution, and geobiology.

Current Laboratory Techniques in Oral Biology

G23.2062 *Prerequisites:*

basic biochemistry and cell biology.

Kinnally and Sacks. 3 points.

Familiarizes students with basic techniques used in oral biology.

Emphasizes aspects related to tissue culture, protein, and nucleic acid purification and analysis.

Biochemistry I, II

G23.1046, 1047

Prerequisites: V25.0243 and V25.0244, or equivalent courses in organic chemistry for G23.1046; G23.1046 for G23.1047. *Kallenbach, staff. 4 points per term.*

Two-semester course taught jointly by faculty from the Departments of

Biology and Chemistry. Topics include organic and physical chemistry of proteins, lipids, carbohydrates, and nucleic acids; enzyme kinetics and mechanisms; membranes and transport; bioenergetics, intermediary metabolism; molecular genetics and regulation.

Introduction to Biostatistics

G23.2030 4 points.

Introduction to probability and statistical methods utilized in the analysis and interpretation of experimental and epidemiologic data. Statistical techniques associated with the normal, binomial, Poisson, t , F , and chi-squared distributions, plus an introduction to nonparametric methods. Applications in biology, medicine, and the health sciences.



DEPARTMENT OF

Biomaterials Science

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CHAIR OF THE DEPARTMENT:

Professor Van P. Thompson

ASSOCIATE CHAIR OF THE
DEPARTMENT:

Professor Racquel Z. LeGeros

DIRECTOR OF GRADUATE
STUDIES:

Professor Van P. Thompson

CODIRECTOR OF GRADUATE
STUDIES:

Associate Professor John L. Ricci

The Department of Biomaterials Science of the Graduate School of Arts and Science is also known as the Department of Biomaterials and Biomimetics of the New York University College of Dentistry. The course of study offered by the department includes a research thesis defense and leads to a Master of Science degree in biomaterials science. Specialized courses are available through a collaborative arrangement with the Othmer Department of Chemical and Biological Sciences and Engineering at Polytechnic University in Brooklyn.

The mission of the M.S. program is to provide education and training in biomaterials science and state-of-the art technology and ultimately contribute to improving human health through biomaterials-based

treatment modalities. To achieve this, goals include the following:

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

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

The Department of Biomaterials Science is involved in materials science research in

areas of metallurgy, polymer chemistry, and ceramics related to biomaterials. The areas of present activity are in resin and ceramic biomaterials, dental cements, dental resins, dental and orthopedic implant surfaces and coatings, calcium phosphate-based biomaterials, biomineralization, cell/material interactions, and tissue engineering. The following research equipment is available for graduate student research projects: an extensively equipped image analysis lab; mechanical testing equipment (Instron; Romulus IV universal material tester; Chatillon tensile tester with Bencor multi-t attachment; Enduratec Elf 3300 biaxial fatigue testing systems with mouth motion wear simulation); a thermocycling device; a Sabri oral simulating wear test apparatus; environmental scanning electron microscopes (SEM) with backscattered electron imaging systems; transmission (TEM) electron microscope; X-ray diffraction (XRD); energy dispersive X-ray analysis (EDAX); Fourier transform infrared (FT-IR) spectroscopy; inductive coupled plasma (ICP); and thermogravimetry (TGA/DTA/DSC).

Faculty

Timothy Bromage, Professor, Biomaterials and Biomimetics, Basic Science. Ph.D. 1986 (*biological anthropology*), M.A. 1980 (*biological anthropology*), Toronto; B.A. 1978 (*anthropology, biology, geology*), California State (Sonoma).

Comparative bone and skeletal development and environmental reconstruction; craniofacial development and architecture; human paleontology; skeletal changes in outer space; light and scanning electron microscopy; digital image processing; skeletal abnormalities resulting from gene knockout mouse experimentation; African Pliocene and Mediterranean Pleistocene fieldwork.

Elizabeth A. Clark, Adjunct Instructor, Biomaterials and Biomimetics. M.S. 1987, Connecticut.

Cell and molecular biology; cell and tissue response to biomaterials; general dental biomaterials testing and application.

Gary Robert Goldstein, Professor, Prosthodontics, Biomaterials and Biomimetics. Diplomate 1985, American Board of Prosthodontics; Certificate 1972 (*prosthodontics*), D.D.S. 1969, New York.

Dental implants; restorative materials; biotechnical devices.

John P. LeGeros, Adjunct Professor, Biomaterials and Biomimetics; Director, Technology Transfer; Codirector, Calcium Phosphate Research Laboratory. Ph.D. 1969, Western Ontario; M.S., B.S. 1956, South Dakota State.

Implant coating technology (plasma-spray, electrochemical deposition); implant or device surface modifications; calcium-phosphate-based biomaterials (bioceramics) and implant coatings.

Racquel Zapanta LeGeros, Leonard Linkow Professor of Implant Dentistry. Professor, Biomaterials and Biomimetics; Associate Chair, Department of Biomaterials and Biomimetics; Director, Calcium Phosphate Research Laboratory. Ph.D. 1967 (*biochemistry*), M.S. 1957 (*organic chemistry*), New York; B.S. 1954 (*chemistry*), Adamson (Philippines).

Calcium phosphates associated with normal (enamel, dentin, bone) and pathological calcifications (e.g., dental calculus, vascular calcifications) or diseased states (e.g., dental caries, osteoporosis); preparation and characterization of calcium phosphate-based biomaterials (bioceramics, composites, cements, scaffolds, implant coatings); implant surface modifications; biomineralization; tissue engineering.

Bapanaiah Penugonda, Associate Professor, General Dentistry. M.S. 1982 (*dental materials science*), New York; B.D.S. 1974 (*bachelor of dental surgery*), Osmania (Hyderabad, India).

Clinical research; evaluation and development of dental restorative biomaterials.

Mitchell S. Pines, Clinical Professor, Biomaterials and Biomimetics. D.D.S. 1975, New York; B.S. 1971 (*aerospace engineering*), Pittsburgh.

Dental implants; dental restorative materials; dental casting alloys.

Dianne Rekow, Professor, Basic Science, Craniofacial Biology, Orthodontics; Director, Translational Research. Ph.D. (1988 *biomedical engineering*), M.S.M.E. 1979, Minnesota; M.B.A. 1978, St. Thomas; B.S.M.E. 1970, B.S. 1966 (*physics and mathematics*), Minnesota.

Performance and properties of brittle materials; tissue response to scaffolds, machinable ceramics; optimizing performance and properties.

John L. Ricci, Associate Professor, Biomaterials and Biomimetics. Ph.D. 1984 (*anatomy*), Medicine and Dentistry (New Jersey); B.S. 1977, Muhlenberg College.

Cell and tissue response to permanent and resorbable biomaterials and medical devices; effects of surface microstructure

and other surface modifications on cell and tissue response; bone and soft tissue repair and regeneration.

Teresita Salgado, Adjunct Clinical Assistant Professor, Biomaterials and Biomimetics. M.S. 1999, D.D.S. 1988, New York; B.S. 1979, University of the East (Philippines).

Titanium surface modifications; tooth surface modifications.

Cristina M. C. Teixeira, Assistant Professor, Orthodontics, Craniofacial Biology, Basic Science. Ph.D. 2001, D.M.D. 2001, Certificate 1997 (*Orthodontics*), M.S. 1997, D.D.S. 1992, Porto (Portugal).

Cell and molecular biology of growth plate chondrocyte differentiation, maturation, and apoptosis; mechanism of Pι-induced apoptosis in chondrocyte and the role of mitochondria in this process, nitrous oxide in chondrogenesis, endothelial nitric oxide synthase (eNOS) in knockout mouse with marked limb defects; studies of overexpression of nitric oxide synthesis affecting endochondral bone formation and tissue engineering of endochondral bone.

Van P. Thompson, Professor; Chair, Department of Biomaterials and Biomimetics. D.D.S. 1979, Maryland; Ph.D. 1971, B.S. 1966, Rensselaer Polytechnic Institute.

Materials and design research in fixed restorative dentistry; resin-bonded bridges and prostheses; damage accumulation in dental crowns; crown design; properties of enamel and dentin; tissue engineering and tissue response to scaffolds.

Hanna Lujon Upton, Adjunct Assistant Professor, Biomaterials and Biomimetics. Ph.D. 1995 (*organic/polymer chemistry*), B.S. 1987 (*chemistry*), New York.

Polymer synthesis, hydrogels, dental restorative materials research.

Yu Zhang, Assistant Professor, Biomaterials and Biomimetics. Ph.D. 2002, Monash (Australia).

Materials and design research in dental ceramics; bioactive glass materials.

Program and Requirements

ADMISSION

The Graduate School of Arts and Science (GSAS) M.S. program in biomaterials science offers admission to

applicants who hold a bachelor's degree (or equivalent foreign credentials, D.D.S., D.M.D., or M.D.) and who show promise of superior scholarly achievement. Successful applicants

will have (1) distinguished academic records; (2) strong recommendations from instructors or others qualified to evaluate academic ability; and (3) well-articulated research goals. GSAS

requires all applicants to take the Graduate Record Examination (GRE). The admissions committee of the Department of Biomaterials and Biomimetics will take the scores into consideration when evaluating the applicant. All accepted applicants are expected to demonstrate the ability to understand and communicate in English, both orally and in written form. To evaluate proficiency, GSAS requires applicants whose native language is not English to take the Test of English as a Foreign Language (TOEFL). The admissions committee of the Department of Biomaterials and Biomimetics will take the score into consideration when evaluating the applicant. Applications for graduate study are accepted on a continuing basis. M.S. students may begin their study in the fall or spring semester. However, some courses are full-year courses and must be started in the fall semester. All students must apply for fall admission by May 1 and by October 1 for the spring semester. Remedial work to make up any undergraduate deficiencies may be taken prior to, or concurrent with, the master's program, but in the latter case, must be completed within the first year.

APPLICATION

Application forms and further detailed information regarding the admission process may be obtained from the *GSAS Application for Admission and Financial Aid*, available at www.nyu.edu/gsas/Admissions/ObtainApp.html. Foreign applicants should also review the OISS Web site at www.nyu.edu/oiss/newStudents/immigrationInitial.html. All applications and support materials must be directly submitted to GSAS. Please do not send applications and supporting documents to the Department of Biomaterials and Biomimetics. Applications may be completed online or mailed to New York University, Graduate School of Arts and Science, Graduate Enrollment Services, P.O. Box 907, New York, NY 10276-0907. For specific questions related to the M.S. biomaterials program, please contact Rana Cullers FitzGerald, Program Administrator, Department of Biomaterials and Biomimetics, 345 East 24th Street, Room 804S, New York, NY 10010-4086; e-mail: gsas.graduate.biomaterials@nyu.edu.

LENGTH OF PROGRAM

Completion of the M.S. program in biomaterials requires 36 credit hours

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

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

Courses

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

*Principles of Biomaterials Science G17.1000 Course directors: J. LeGeros, V. Thompson. 3 points.

Covers the scientific principles underlying the area of materials science, including concepts of kinetics, thermodynamics, diffusion, and quantum mechanics, etc., as they relate to the structure and properties of materials. Also discusses the role of interfaces on absorption, nucleation, phase diagrams of interest to materials scientists, the role of dislocations and other defects in the macroscopic formation associated with materials, the solidification of metals and alloys, and mechanisms of strengthening alloys.

*Metal and Ceramic Biomaterials G17.1001 Course directors: J. LeGeros, M. Pines. 3 points.

Covers the structure and properties of metals and alloys generally used in dentistry and medicine and their criteria for clinical applications. Also discusses fundamental processes involving deformation, precipitation, order-disorder transformations, principles involving phase diagrams, recent advances in the development of titanium and titanium and other alloys for dental and orthopedic implants, low golds, and nonprecious alloys.

*Polymers and Biopolymers G17.1002 Course director: H. Upton. 3 points.

Covers the chemistry, structure, and properties of polymers used in dentistry and medicine, both inorganic and organic. Topics include the science of large macromolecules, molecular weights and measurements, polymerization mechanisms, mechanical properties of polymers, thermoplastic and thermosetting resins, chemistry of

polysiloxanes, emulsion and suspension polymerization, polymers associated with restorative materials, ionic polymers, silicones, polymethylmethacrylate, BIS-GMA, reinforced polymers, composites, etc.

*Bioceramics G17.1003 Course directors: R. LeGeros, J. LeGeros. 3 points.

Covers the preparation, structure, chemical compositions, and thermal and mechanical properties of crystalline and glassy phases of ceramics used in dentistry and medicine.

*Testing Methods in Biomaterials G17.1004 Lecture and laboratory. Course directors: M. Pines, J. Ricci. 2 points.

Covers the principles governing tensile tests, compressive tests, creep tests, thermal and setting expansions, corrosion and tarnish tests, microstructural examination, and familiarization with the testing and use of instruments.

***Biomaterials-Tissue Interface I, II** G17.1005, 1006 *Course directors: R. LeGeros, J. Ricci. 3 points per semester.* Provides background knowledge on the response of cells *in vitro* and tissues *in vivo* to different types of biomaterials used in dentistry and medicine. Covers surface chemistry of biomaterials, protein interaction with surfaces, effects of surface chemistry and microstructure on cell and tissue response, and other topics.

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

Introduction to Electron Microscopy G17.1008 *Lecture and laboratory. Course directors: M. Pines, J. Ricci. 3 points.* Covers the physical construction of the scanning electron microscope and the theory of its use, the signals emitted when a high-velocity beam of electrons is allowed to scan a specimen target, and principles of resolution and contrast. Also covers the principles and uses of backscattered electron imaging and X-ray microanalysis. Familiarizes students with specimen preparation, instrumental use for microstructural examination, and interpretation. Provides hands-on experience.

***Physical and Chemical Methods in Biomaterials** G17.1011 *Lecture and laboratory. Course directors: J. LeGeros, J. Ricci. 3 points.* Introduces students to the principles and techniques used in the study of materials and hard tissues, including X-ray diffraction, infrared spectroscopy, inductive coupled plasma, and mechanical testing. Provides hands-on experience.

***Experimental Design in Biomaterials Research I, II** G17.1012, 1013 *Course director: J. LeGeros. 3 points first semester; 2 points second semester.* Covers mathematical and statistical tools that are useful in biomaterials research. Trains students to (1) evaluate the technical and economic feasibility of a study; (2) design research protocols taking into account required statistical power and sample size; (3) use appropriate statistical analysis tools; and (4) interpret the significance of the experimental results. Also covers reliability, live testing, and Weibull analysis.

Seminars in Biomaterials G17.1015 *Course directors: B. Penugonda, J. Ricci. 3 points.* Covers aspects of the materials used in clinical dentistry and medicine including restorative materials, alloys, cements, impression materials, gypsum products, and cell-biomaterial interactions.

Imaging Science G17.1016 *Course directors: T. Bromage, M. Pines, J. Ricci. 4 points.* Highlights basic principles of preparation and imaging relevant to biomaterials research, particularly as they relate to 2-D and 3-D transmitted and reflected light microscopy and scanning electron microscopy of bone and tooth microanatomy. Provides stu-

dents with the opportunity to work with samples, the purpose being to integrate preparation methods for some specific imaging mode(s). Also exposes students to and perform digital processing, analysis, and measurements of images acquired from their prepared samples.

Readings in Biomaterials and Biomimetics G17.2000 *Course directors: J. LeGeros, R. LeGeros, J. Ricci, V. Thompson. 1-4 points.* Covers reviews of scientific literature related to biomaterials and biomimetics. Requires students to prepare extensive reviews of selected topics.

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

***Research in Biomaterials** G17.3000 *Course director: R. LeGeros. 26 points per term.* Additional credits for thesis research.

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



PROGRAMS IN

Biomedical Sciences

Mount Sinai School of Medicine of NYU

AT THE MOUNT SINAI SCHOOL OF MEDICINE OF NYU • GRADUATE SCHOOL OF BIOLOGICAL SCIENCES
1 GUSTAVE L. LEVY PLACE, ANNENBERG BUILDING, ROOM 5-206, BOX 1022 • NEW YORK, NY 10029-6574
212-241-6546 • FAX: 212-241-0651 • E-MAIL: grads@mssm.edu • WEB SITE: www.mssm.edu/gradschool

DEAN, GRADUATE SCHOOL OF
BIOLOGICAL SCIENCES:

Professor Diomedes Logothetis

The Graduate
School of
Biological Sciences
at the Mount Sinai

School of Medicine of NYU offers graduate education in diverse, cutting-edge areas of biomedically important basic sciences through its Ph.D. program and M.D.-Ph.D. program. The program model for predoctoral education reflects the multidisciplinary nature of contemporary biomedical sciences. It also pro-

vides an environment in which students can learn to recognize and maximize creative opportunities for translation of basic research findings into insights and therapies applying to human disease. All Ph.D. and M.D.-Ph.D. students enter without a formal commitment to a particular training area. Initially, they take the Core Curriculum as well as Introduction to Journal Club and Responsible Conduct in Research, while pursuing a laboratory rotation sequence and beginning an individualized curriculum that relates to their specific interests. After choosing a

research mentor from over 170 highly collaborative research preceptors, students select one of six Multidisciplinary Training Areas: Biophysics, Structural Biology, and Biomathematics; Genetics and Genomic Sciences; Mechanisms of Disease and Therapy (includes areas of concentration such as cancer biology, gene therapy, immunobiology, infectious disease, pathobiology, pharmacology, and diverse aspects of systems physiology); Microbiology; Molecular, Cellular, Biochemical, and Developmental Sciences; and Neurosciences.

Representative Courses

Biochemistry and Molecular
Biology G300 *Fall. 4 credits.*

Cell and Developmental Biology
G305 *Spring. 4 credits.*

Responsible Conduct of Research
G312 *Fall. 1 credit.*

Introduction to Journal Club I, II
G315, G316 *Fall (I), spring (II).
1 credit per term.*

Biostatistics Concepts and
Applications G320 *Fall. 3 credits.*

Mathematical Modeling G325
Spring. 3 credits.

Computational Structural Biology
G335 *Spring. 3 credits.*

Fundamentals of Immunobiology
G340 *Spring. 3 credits.*

Special Topics in Pharmacology
G345 *Fall. 2 credits.*

Systems and Organizational
Neurobiology G350 *Fall. 4 credits.*

Cellular and Molecular
Neurobiology G351 *Spring. 4 credits.*

Neural Basis of Behavioral
Plasticity and Cognitive Processes
G355 *Spring. 4 credits.*

Electron Microscopy G360 *Fall.
2 credits.*

Introduction to Computer
Modeling and Macromolecules
G365 *Fall or spring. 3 credits.*

Cellular Physiology and Ion
Channels G375 *Fall. 2-5 credits.*

Genetics and Genomic Sciences
G380 *Fall. 1-3 credits.*

Genetics and Genomic Sciences
G381 *Spring. 1-3 credits.*

Disease and Therapy for Integrated
Systems G385 *Spring. 1-3 credits.*

Molecular Mechanisms of Disease
G386 *Fall. 1-3 credits.*

Survey of Biophysics, Structural
Biology, Bioinformatics G390
Spring. 3 credits.

Methods in the Biomedical Sciences
G395 *Spring. 2 credits.*

Dean's Lectures G590 *Fall or spring.
1 credit.*

Medical Scientist's Research
Seminar G595 *Fall or spring. 1 credit.*

Developmental Biology G600 *Fall.
3 credits.*

Advanced Topics in Molecular and Cellular Biochemistry and Developmental Science G605
Spring. 1-3 credits.

Advanced Signal Transduction G610 *Spring. 4 credits.*

Advanced Molecular and Cellular Immunobiology G615 *Fall. 1-3 credits.*

Advanced Virology G620 *Fall or spring. 2 credits.*

Advanced Topics in Cancer Biology G625 *Spring. 3 credits.*

Advanced Topics in Gene Therapy G630 *Fall. 2 credits.*

Advanced Topics in Human Genetics G635 *Fall. 3 credits.*

Conceptual Foundations of Biostatistical Inference G640 *Fall. 3 credits.*

Probability Theory for Biomedical Problems G645 *Fall. 3 credits.*

Computational Molecular Biology G650 *Fall. 3 credits.*

Biophysics of Proteins and Nucleic Acids G660 *Fall. 3 credits.*

Biophysics of Membranes and Membrane Proteins G665 *Spring. 3 credits.*

Integrative Physiology of Disease Processes G670 *Fall. 2 credits.*

Bacterial Physiology and Pathogenesis G671 *Spring. 3 credits.*

Advanced Topics in Physiology G675 *Fall. 2 credits.*

Advanced Topics in Pharmacology G677 *Fall. 5 credits.*

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

Neurophysiology G680 *Fall. 3 credits.*

Neuroendocrinology G681 *Fall. 3 credits.*

Developmental Neurobiology G685 *Spring. 3 credits.*

Advanced Neuroanatomy G690 *Spring. 4 credits.*

Neurobiology of Aging and Adult Development G695 *Spring. 3 credits.*



CHAIR OF THE DEPARTMENT:
Professor Nicholas E. Geacintov

DIRECTOR OF GRADUATE
STUDIES:
Associate Professor Mark Tuckerman
mark.tuckerman@nyu.edu

Chemistry at New York University has a long and distinguished tradition. The American Chemical Society was founded in 1876 in the original University building at Washington Square, and the head of the chemistry department, John W. Draper, served as its first president. Draper was an early pioneer in the development of photography, working with Samuel F. B. Morse. In 2001, the

American Chemical Society officially designated the site on which the chemistry department is located as a Historical Chemical Landmark. Robert Morrison and Robert Boyd, who both taught in the department, coauthored a textbook on organic chemistry that has trained a whole generation of chemists. Gertrude Elion, winner of the 1988 Nobel Prize in Physiology or Medicine, received her M.S. from New York University. New York University's programs in chemistry have trained thousands of B.S., M.S., and Ph.D. students since awarding its first Ph.D. in 1866.

The department has about 18 faculty members directing research, approximately 70 full-time graduate students, and a substantial number of postdoctoral fellows and affiliated scientists. Seminars and colloquia are a regular part of the departmental programs, and visiting scientists and students from all parts of the country and abroad present the results of current research. Distinguished guest speakers are drawn from academic and industrial institutions throughout the world. These visits expose graduate students to diverse and cutting-edge research work and allow them to exchange ideas with leading scientists.

Faculty

Paramjit S. Arora, *Assistant Professor*. Ph.D. 1999 (chemistry), California (Irvine); B.S. 1992 (chemistry), California (Berkeley).

Organic chemistry, bioorganic chemistry and molecular recognition.

Zlatko Bačić, *Professor*. Ph.D. 1981 (chemistry), Utah; B.S. 1977 (chemistry), Zagreb (Croatia).

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

Henry C. Brenner, *Associate Professor*. Ph.D. 1972 (chemistry), Chicago; B.S. 1968 (chemistry), Massachusetts Institute of Technology.

Physical chemistry: luminescence and energy transfer in condensed phases; optical and magnetic resonance studies of molecular crystals and biological systems.

Ronald J. Callahan, *Clinical Associate Professor*. Ph.D. 1989 (organic chemistry), M.S. 1980 (chemistry), New York; B.A. 1977 (chemistry), Queens College (CUNY).

Development of chemistry teaching programs.

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

Organic chemistry; stereochemistry; coordination chemistry; metalloprotein models.

Young-Tae Chang, *Assistant Professor*. Ph.D. 1996, M.S. 1994, B.S. 1991 (chemistry), Pohang University of Science and Technology (Korea).

Combinatorial and bioorganic chemistry; chemical biology; and functional genomics.

John Spencer Evans, *Associate Professor*. Ph.D. 1993 (chemistry), California Institute of Technology; D.D.S. 1982, Illinois; B.S. 1978, Northwestern.

Biomimetic or "nature"-based materials; macromolecule-interfacial interactions; biomineralization; nuclear magnetic resonance spectroscopy; protein structure determination; mass spectrometry; and computational chemistry.

Paul J. Gans, *Professor*. Ph.D. 1959 (chemistry and chemical physics), Case Institute of Technology; B.S. 1954 (chemistry), Ohio State.

Theoretical chemistry; determination of conformational and thermodynamic properties of macromolecules by Monte Carlo simulation.

Nicholas E. Geacintov, *Professor; Chair, Department of Chemistry*. Ph.D. 1961 (physical and polymer chemistry), M.S. 1959 (physical and polymer chemistry), B.S. 1957 (physical and polymer chemistry), Syracuse.

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

Burt Goldberg, *Clinical Associate Professor*. Ph.D. 1989, Cardiff (Wales); M.Phil. 1984, Mount Sinai School of Medicine; B.S. 1974, Pace. Development of chemistry teaching programs.

John M. Halpin, *Clinical Associate Professor*. Ph.D. 1994 (physical chemistry), M.S. 1986 (chemistry), B.S. 1984 (chemistry), New York. Development of chemistry teaching programs.

Alexej Jerschow, *Assistant Professor*. Ph.D. 1997, B.S. 1994, Linz (Austria). NMR spectroscopy, imaging, and microscopy; theory and applications in materials sciences, biophysics, and quantum computation.

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

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

Philip S. Lukeman, *Clinical Assistant Professor*. Ph.D. 1999 (chemistry), Cambridge; B.S. 1994 (chemistry), Leicester. Development of chemistry teaching programs.

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

Johannes Schelvis, *Assistant Professor*. Ph.D. 1995 (biophysics), Leiden (Netherlands); B.S. 1990 (physics), Free University (Amsterdam).

Biophysical chemistry: steady-state and time-resolved vibrational and optical spectroscopy of biological systems, structure-function relationship in proteins, and enzyme catalysis.

Tamar Schlick, *Professor, Chemistry, Computer Science, Mathematics*. Ph.D. 1987 (applied mathematics), M.S. 1985 (mathematics), New York; B.S. 1982 (mathematics), Wayne State.

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

David I. Schuster, *Professor*. Ph.D. 1961 (chemistry and physics), California Institute of Technology; B.A. 1956 (chemistry), Columbia.

Mechanisms of photochemical reactions; thermal and photochemical routes to new derivatives of C60 and C70; purification, characterization, and cloning of sigma receptor proteins.

Nadrian C. Seeman, *Professor*. Ph.D. 1970 (biochemistry and crystallography), Pittsburgh; B.S. 1966 (biochemistry), Chicago.

Structure and topology of branched, knotted, and catenated DNA molecules, as they relate to genetic recombination and to nanotechnology.

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

Nucleic acid chemistry; mutagenesis; carcinogenesis.

Mark Tuckerman, *Associate Professor*. Ph.D. 1993 (physics), M.Phil. 1988 (physics), Columbia; B.S. 1986 (physics), California (Berkeley).

Theoretical statistical mechanics and methodology of classical and ab initio molecular dynamics; applications to biological and materials science.

Alexander V. Vologodskii, *Research Professor*. D.Sc. 1985 (physics and mathematics), Moscow; Ph.D. 1975 (physics and

mathematics), M.S. 1972 (molecular biophysics), Moscow Physical-Technical Institute. Statistical-mechanical properties of DNA; supercoiling; catenanes.

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

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

AFFILIATED FACULTY

Suse Broyde, *Professor, Biology*. Ph.D. 1963 (physical chemistry), Polytechnic (Brooklyn); B.S. (chemistry) 1958, City College (CUNY).

Molecular structure, especially conformations of nucleic acids; distortion of normal DNA conformations under the influence of polycyclic aromatic chemical carcinogens; interaction of a carcinogenic agent with DNA as the initiating event of carcinogenesis leading to a somatic mutation that ultimately causes cell transformation; influence of adduct conformation on whether or not a given carcinogen-DNA adduct causes a mutation or replication; elucidation on a molecular level of how the conformation of DNA is altered by a carcinogen.

ADJUNCT FACULTY

Janice Cutler, *Adjunct Professor*. Ph.D. 1946, B.S. 1937, New York.

FACULTY EMERITI

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

Programs and Requirements

Admission: In addition to general Graduate School of Arts and Science requirements for admission, applicants are expected to have completed an undergraduate degree in chemistry or

a related field with superior grades in science courses. The Graduate Record Examination (GRE) scores from the general test and the advanced chemistry (or other appropriate advanced-

level area) test are required.

Students whose native language is not English must submit the score from either the Test of Spoken English (TSE) or the Test of English as a

Foreign Language (TOEFL).

Students beginning graduate study are usually accepted only for September admission.

Part-time candidates for the M.S. degree are accepted only if they are able to attend classes in the daytime, since very few courses are offered in the evening.

MASTER OF SCIENCE

Requirements: Students must satisfactorily complete 32 points (at least 24 in residence at New York University) with a GPA of B (3.0) or better, and one of the following alternatives: (1) presentation of a seminar on an advanced topic in the major field; (2) preparation of an interpretative review of the literature of a selected area of chemistry; (3) preparation of a dissertation based on original research; (4) passing an oral examination in the major field.

The suggested courses in each field are

Organic Chemistry: G25.1311, G25.1312, G25.1313, G25.1314, G25.1326, G25.2232, G25.2264.

Bioorganic Chemistry: G25.1311, G25.1313, G25.1326, G25.1881, G25.1882, G25.2884.

Biomolecular Chemistry: G25.1814, G25.1815, G25.1818, G25.1881, G25.1882, G25.2601, G25.2671.

Theoretical/Physical Chemistry: G25.2600, G25.2601, G25.2626, G25.2641, G25.2651, G25.2665, G25.2666, G25.2680, G25.2690.

DOCTOR OF PHILOSOPHY

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

Since graduate students arrive with a variety of backgrounds, many with M.S. degrees from other institutions in the United States and abroad, the program of courses for each student is designed in consultation with the director of graduate studies, taking each student's specific background, experience, and interests into account.

While there are no specific course requirements for the Ph.D. in chemistry, students in the Ph.D. program may choose to participate in one of the following three tracks. Each track represents an area of study reflecting both the current research foci of the faculty and the evolving interests of students and is designed to provide a more

structured academic experience. Each track provides a guideline for 24 of the 72 points required for the degree.

These tracks may also be modified in consultation with the adviser and the director of graduate studies to better fit the individual needs of students.

Note: Except where noted, each of the following courses carries 4 points.

Organic/Bioorganic Chemistry Track:

Organic Reactions (G25.1311)
Structure and Theory in Organic Chemistry (G25.1313)
Organic Analysis (G25.1326)
and 12 points selected from the following:
Special Topics in Organic Chemistry (G25.2261, 2262)
Organic Photochemistry (G25.2281)
Bioorganic Chemistry (G25.2884)
Strategies in Synthetic Organic Chemistry (G25.1312), 2 points
Organic Reaction Mechanisms (G25.1314), 2 points
Total Synthesis (G25.2232), 2 points
Combinatorial Chemistry (G25.2264), 2 points

Biomolecular/Biophysical Chemistry Track:

Biophysical Chemistry (G25.1814)
Macromolecular Chemistry (G25.1815)
Advanced Biophysical Chemistry (G25.1818)
Biochemistry I (G25.1881)
Biochemistry II (G25.1882)
Biomolecular Modeling (G25.2601)

Theoretical/Physical Chemistry Track:

Statistical Mechanics (G25.2600)
Biomolecular Modeling (G25.2601)
Mathematical Methods in Chemistry (G25.2626)
Chemical Dynamics (G25.2641)
Advanced Statistical Mechanics (G25.2651)
Quantum Mechanics (G25.2665)
Quantum Chemistry and Dynamics (G25.2666)
NMR Spectroscopy (G25.2680), 2 points
Applied Infrared Spectroscopy (G25.2690), 2 points

Students must satisfactorily complete at least 72 points derived from courses and research, at least 32 of which must be taken in residence at New York University. Students usually gain laboratory research experience in one or more groups during their first year. This laboratory experience provides students with direct exposure to techniques and methodology used in the various labs and helps them to choose a thesis adviser.

In order to gain matriculation into the Ph.D. program in chemistry, a student must pass the Ph.D. qualifying

examination at the beginning of the spring semester of their second year. The exam is designed to ensure that students are ready to embark on serious research and scholarship. It consists of a written report (5-10 pages) and an oral examination before their divisional faculty. If performance is not satisfactory, one more attempt is allowed at the end of the second year. Students who pass are graduated to the status of a Ph.D. candidate.

The Ph.D. program in chemistry requires two additional oral/written examinations. At the end of the third year of graduate study, students are required to pass a research progress examination, in which students give a 30-minute presentation on their research to date before their thesis advisory committee. At the beginning of the fourth year of graduate study, a written and oral original research proposal examination must be passed. The exam tests student skills in scientific writing, reasoning analysis, integration of scientific concepts, interpretation of data in the literature, and creativity in the design of new experiments. Feedback on student abstracts submitted prior to the exam is intended to help students identify promising research directions. The final written proposal (10-12 pages) and oral examination are evaluated by an appointed committee. A passing grade must be achieved at least nine months before the thesis defense. The thesis defense, performed before the thesis advisory committee, is the last step of the Ph.D. program.

All doctoral candidates are expected to participate in the seminar program offered by their division and to attend the departmental colloquia presented by distinguished visiting scientists.

Doctoral Dissertation: The heart of the doctoral program is the research leading to the preparation of the dissertation. The accumulation of high grades in formal courses, while important, is secondary to the demonstration of a capacity for original thinking and the completion of an investigation that contributes significantly to chemical knowledge. When a student is formally admitted to matriculation for the doctorate, a committee consisting of the research adviser and two other faculty members is selected to advise the candidate and monitor the progress of the research by meeting with the student at scheduled intervals and whenever requested by the student. When the dissertation is completed, it is read by the research

committee and two additional faculty. Up to two outside readers who are experts in the field of the dissertation research may be appointed as dissertation readers. A public oral defense of the approved dissertation is then held.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears

in the *Financing Graduate Education* section of the *GSAS Application for Admission and Financial Aid*.

Courses

Most courses are lecture oriented; others emphasize individual study with attention to the needs of each student. For additional information about a particular course, see the instructor.

Two-Part Courses: A hyphen indicates a full-year course with credit granted only for completing both terms. A comma indicates credit is granted for completing each term. The following courses are lectures unless otherwise indicated.

Inorganic Chemistry G25.1111 4 points.

Study of the inorganic elements, concentrating on the transition metals, in which the structure of their compounds, spectra, and reactivity is discussed in light of recent advances in both theory and experiment. The importance of the inorganic elements in such fields as biochemistry and catalysis is discussed.

Organometallic Chemistry G25.1112 4 points.

Study of the structure, bonding, and reactions of organometallic complexes, with particular emphasis on the mechanism of reactions and the characterization of compounds by spectroscopic means. Application of organometallic reagents in organic synthesis and industrial catalysis is discussed.

Organic Reactions G25.1311 4 points.

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.

Strategies in Synthetic Organic Chemistry G25.1312 *Prerequisite:* G25.1311. 2 points.

Analysis of modern strategies and methodologies for the synthesis of organic compounds.

Structure and Theory in Organic Chemistry G25.1313 4 points.

Structure and bonding in organic molecules, including MO calculations, perturbation methods, and aromaticity; stereochemistry and conforma-

tional analysis; pericyclic reactions; thermochemistry and kinetics; transition state theory and activation parameters; acids and bases; and methods for the determination of mechanisms.

Organic Reaction Mechanisms G25.1314 *Prerequisite:* G25.1313. 2 points.

Discussion of the mechanisms of organic reactions, primarily in solution. Topics include nucleophilic and electrophilic substitution reactions, molecular rearrangements, electrophilic and nucleophilic addition reactions, elimination, carbanions, free radicals, and photochemistry.

Organic Analysis G25.1326 4 points.

Application of spectroscopic methods to the determination of the structure of organic molecules. Structure determination is approached through problem solving using IR, UV, MS, NMR, and spectroscopy. Particular emphasis is given to ^1H and ^{13}C NMR.

Instrumental Analysis G25.1413

Lecture and laboratory. 4 points.
Principles and application of instrumental methods in chemistry.

Computers for Working Scientists G25.1417 4 points.

Topics include computations, data collection, data processing, modeling, optimization, data storage and retrieval, and graphics. This is not a course in programming; it emphasizes the use of libraries of programs and subroutines. Implementation on PCs and mainframe machines is demonstrated.

Physical Chemistry for Biomedical Sciences G25.1650 *Identical to* G23.1011. *Prerequisites:* one year of physics and one semester of calculus. 4 points.

Basic principles of physical chemistry. Thermodynamics, chemical kinetics (particularly enzyme kinetics), surface phenomena, and the theory of the chemical bond and molecular structure. Emphasis is on applications to areas of major interest in the biological, health, and food sciences.

Biophysical Chemistry G25.1814 4 points.

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

Macromolecular Chemistry

G25.1815 *Seeman.* 4 points.

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

Advanced Biophysical Chemistry G25.1818 4 points.

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

Concepts in Magnetic Resonance

G25.1851 *Prerequisites:* equivalents of one year of physical and one year of organic chemistry (undergraduate level), or permission of the instructor. *Evans.* 4 points.

Broad introduction to techniques of molecular structure determination by electron and nuclear magnetic resonance methods. Spin theory and wave functions, resonance, relaxation, and coupling, followed by an overview of simple and complex NMR experiments for isotropic (solution) and anisotropic (solid) spins.

Biochemistry I, II G25.1881, 1882 *Identical to* G23.1046, 1047.

Prerequisites: V25.0243 and V25.0244, or equivalent courses in organic chemistry for G25.1881; G25.1881 for G25.1882. *Kallenbach, staff.* 4 points per term.

Two-semester course taught jointly by faculty from the Departments of Biology and Chemistry. Topics include organic and physical chemistry of proteins, lipids, carbohydrates, and nucleic acids; enzyme kinetics and mechanisms; membranes and transport; bioenergetics and intermediary metabolism; molecular genetics and regulation.

Experimental Biochemistry

G25.1885 *Prerequisite: G25.1881. Laboratory. 4 points.*

Experiments and instruction in analytical techniques, including chromatography, spectrophotometry, and electrophoresis; isolation and characterization of biomolecules; kinetic analysis of enzymatic activity; and analysis of protein-protein and protein-DNA interactions that direct basic biochemical pathways.

Total Synthesis G25.2232

Prerequisite: G25.1312. 2 points.

Modern synthetic methods in organic chemistry centering on significant synthesis. Each synthesis is examined with respect to synthetic strategy, mechanisms of individual steps, and the scope of specialized reagents.

Special Topics in Organic

Chemistry G25.2261, 2262 4 points per term.

Topics of current interest in organic chemistry are covered in depth by four faculty members. Topics include the use of spectroscopic technique by research chemists; mass spectroscopy, NMR, and infrared spectrometry through a problem-solving approach; and topics from current literature and research areas to complement the core courses.

Combinatorial Chemistry G25.2264 2 points.

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

Chemistry of Nucleic Acids

G25.2271 *Prerequisite: G25.1881. 4 points.*

Structure and physical and chemical properties of the nucleic acids from an organic chemical viewpoint.

Organic Photochemistry G25.2281

Prerequisite: G25.1314. 4 points.

Description of the generation, structure, and chemical transformation of electronic excited states of organic molecules.

Statistical Mechanics G25.2600

4 points.

Introduction to the fundamentals of statistical mechanics. Topics include classical mechanics in the Lagrangian and Hamiltonian formulations and its relation to classical statistical mechanics, phase space and partition functions, and the development of

thermodynamics. Methods of molecular dynamics and Monte Carlo simulations are also discussed.

Biomolecular Modeling G25.2601

Prerequisite: basic programming experience. 4 points.

A full-scale introduction to biomolecular modeling and simulation with the goal of assisting students to develop a practical understanding of computational methods (strengths, limitations, applicability) and competence in applying these methods to biomolecules.

Mathematical Methods G25.2626

4 points.

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

Physical Organic Chemistry

G25.2637 *Prerequisite: G25.1314. 4 points.*

Linear free energy relationships, acidity functions, solvation phenomena, and other topics of current interest.

Chemical Dynamics G25.2641

4 points.

Review of chemical thermodynamics; molecular motion and collisions, kinetic theory of gases and dense phases, transport properties, chemical kinetics; applications of kinetics such as exciton transport and fusion, fluorescence quenching, enzyme catalysis, and oscillating reactions.

Advanced Statistical Mechanics

G25.2651 *Prerequisite: G25.2600 4 points.*

Continuation of the Statistical Mechanics course. Topics include advanced concepts in ensemble theory, distribution function theory of liquids, quantum statistical mechanics in the eigenvalue and path-integral formulations, time-dependent statistical mechanics, linear response theory and spectroscopy, and critical phenomena.

Quantum Mechanics G25.2665

4 points.

Quantum mechanics of elementary systems; includes perturbation theory, particle in a box, the one-electron atom, harmonic oscillators, and the elements of atomic and molecular structure.

Quantum Chemistry and Dynamics

G25.2666 *Prerequisite: G25.2665. 4 points.*

Representation theory, time-dependent and time-independent perturbation theory, rotational and vibrational levels in molecules, many-electron systems, interaction of electric and magnetic fields with atoms and molecules, quantum treatment of many-electron systems, and techniques of quantum chemistry.

Special Topics in Physical

Chemistry G25.2671, 2672 4 points per term.

NMR Spectroscopy G25.2680

2 points.

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

Applied Infrared Spectroscopy

G25.2690 *2 points.*

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

Bioorganic Chemistry G25.2884

4 points.

Covers a broad range of topics at the interface between organic chemistry and biology, based on the most recent advances in bioorganic chemistry, chemical biology functional genomics, and molecular evolution.

Research G25.2931, 2932

1-12 points per term.

Physical Chemistry Seminar

G25.3011 *2 points.*

Organic Chemistry Seminar

G25.3012 *2 points.*

Biomolecular Chemistry Seminar

G25.3013 *2 points.*



DEPARTMENT OF

Cinema Studies

Tisch School of the Arts

721 BROADWAY, 6TH FLOOR • NEW YORK, NY 10003-6807 • 212-998-1600

CHAIR OF THE DEPARTMENT:

Associate Professor Chris Straayer

DIRECTOR OF GRADUATE STUDIES:

Associate Professor Richard Allen

The Department of Cinema Studies is one of the first university departments devoted to the history, theory, and aesthetics of film and the moving image. The approach to cinema is interdisciplinary and international in scope and is concerned with understanding motion pictures in terms of the material practices that produce them and within which they circulate. While film constitutes the primary object of study, the depart-

ment also considers other media that fall within the realm of sound/image studies (e.g., broadcast television, video art, and online technologies) to be within its purview.

Three graduate programs are offered in the department: the M.A. Program in Cinema Studies, the M.A. Program in Moving Image Archiving and Preservation, and the Ph.D. Program in Cinema Studies.

Graduate students may take a production course only in the summer through the Department of Film and Television. Students enrolled in the Certificate Program in Culture and Media are required to take further production courses during the academic year.

Most courses in cinema studies include extensive film screenings that are supplemented by a weekly cinemathèque. Students also have access to extensive film and film-related resources in the department's George Amberg Study Center. In addition, the Elmer Holmes Bobst Library houses a substantial video collection that is located in the Avery Fisher Center for Music and Media. Other New York City institutions such as the Museum of Modern Art, the Library of the Performing Arts at Lincoln Center, and the Anthology Film Archives offer further invaluable resources for the film student.

Faculty

Richard Allen, *Associate Professor*. Ph.D. 1989 (*theatre arts*), *California (Los Angeles)*; M.A. 1983 (*film studies*), *East Anglia*; B.A. 1981 (*philosophy, politics, and economics*), *Oxford*.

Film theory and aesthetics; American cinema.

Howard Besser, *Professor; Director, Moving Image Archiving and Preservation Program*. Ph.D. 1988 (*library and information studies*), *M.L.S. 1977, B.A. 1976 (media), California (Berkeley)*.
New media; archiving and preservation.

Ed Guerrero, *Associate 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.

Mona Jimenez, *Research Assistant Professor*. B.A. 1990 (*studio art with video concentration*), *SUNY (Brockport)*.

Independent media; electronic media; archiving and preservation.

Jonathan R. Kahana, *Assistant Professor*. Ph.D. 2001 (*English*), *Rutgers*; M.A. 1992 (*English*), *Minnesota*; B.A. 1990 (*English*), *B.F.A. 1988 (film production), York*.

History and theory of documentary film.

Antonia Lant, *Associate Professor*. Ph.D. 1986 (*history of art*), *M.Phil. 1983, Yale*; B.A. (*honors*) 1979 (*history of art*), *Leeds*.

Silent film history; feminist film criticism and filmmaking; 19th-century art history.

Anna McCarthy, *Associate Professor*. Ph.D. 1995, M.A. 1991, *Northwestern*; B.A. 1989, *Wesleyan*.

Media and television studies; film genres.

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

William G. Simon, *Associate Professor*. Ph.D. 1973 (*cinema studies*), *New York*; B.S. 1965 (*film and communication arts*), *Boston*.
Film and narratology; Orson Welles; history of Italian film.

Robert Sklar, *Professor*. Ph.D. 1965 (*history of American civilization*), *Harvard*; B.A. 1958, *Princeton*.

Film and culture; historiographic methods of cinema studies.

Robert P. Stam, *Professor*. Ph.D. 1976 (*comparative literature*), *California (Berkeley)*; M.A. 1966 (*English literature*), *Indiana*.

Third World film; U.S. independent film; semiotics.

Chris Straayer, *Associate Professor; Chair, Department of Cinema Studies. Ph.D. 1988 (radio, television, and film), Northwestern; M.A. 1979 (feminist studies).*

Film theory; sex and gender; video art; queer theory.

Allen Weiss, *Associate Teacher, Cinema Studies, Performance Studies. Ph.D. 1989 (cinema studies), New York; Ph.D. 1980 (philosophy), SUNY (Stony Brook); B.A. 1974 (philosophy), Queens College (CUNY).*

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

Zhang Zhen, *Assistant Professor. Ph.D. 1998, Chicago; M.A. 1993, Iowa; B.A. 1991, Temple (Tokyo).*

Chinese cinema; film history; silent film.

AFFILIATED FACULTY IN OTHER DEPARTMENTS

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

VISITING FACULTY

The department regularly invites faculty to teach courses. Visiting faculty have included Joseph Anderson, John

Belton, Richard Dyer, Thomas Elsaesser, Luke Gibbons, Christine Gledhill, John Handhardt, Joke Hermes, Kyoko Hirano, J. Hoberman, David James, Isaac Julien, Gertrude Koch, Moya Luckett, William Luhr, Babette Mangolte, Ranjani Mazumdar, Laura Mulvey, Charles Musser, Richard Pena, M. M. Serra, Jeff Smith, Juan Suarez, Radha Subramanyam, Linda Tadic, Patty White, Peter Wollen, Sarah Ziebell Mann, and Slovaj Zizek. The department also holds colloquia throughout the year with scholars and filmmakers as guest speakers.

FACULTY EMERITA

Annette Michelson.

Programs and Requirements

The M.A. Program in Cinema Studies is a self-contained curriculum that provides the student with an advanced course of study in the history, theory, and criticism of film and the moving image. Students also have the opportunity to pursue internships for credit at film libraries and archives in the city or in the film and media industries in order to further their professional development. Many lecture classes are offered in the evening for the convenience of working students. Graduates of the program have gone on to successful careers as film curators, programmers, preservationists, critics, and educators as well as filmmakers, screenwriters, and industry professionals.

The M.A. Program in Moving Image Archiving and Preservation is a two-year course of study that provides moving image archivists with an international, comprehensive education in the theories, methods, and practices of moving image archiving and preservation and includes, in addition to film, the study of video, broadcast television, and digital media. The curriculum covers all aspects of moving image archiving, including film history/historiography and film style; conservation, preservation, and storage; legal issues and copyright; laboratory techniques; moving image cataloging; curatorial work; programming; museum studies; use of new digital technologies; and access to archival holdings. This program takes full advantage of the New York City area resources. Students work with archives, museums, libraries, labs, and arts organizations. They do internships and practicums with New York City organizations dur-

ing two academic years and with repositories either in New York or elsewhere during the intervening summer. They also have the opportunity to engage with other programs at New York University, such as the Program in Museum Studies, the paper-based archives program in the Department of History, and the conservation program of the Institute of Fine Arts. Although the program trains students to deal with all types of moving image material in all settings, it also pays attention to problems posed by works that have no institutional stewardship (orphan, independent, avant-garde, documentary, noninstitutional Web sites, etc.). The program also addresses the ties between the practices of moving image archiving and the practices of scholarly research.

The Ph.D. Program in Cinema Studies prepares students to develop teaching competence and to pursue research in cinema and media studies. The curriculum draws on the methods of a number of disciplines, including art history, cultural studies, American studies, psychoanalytic theory, and philosophy and involves intensive seminar-level study in film theory, history, and research methods. Graduates of the program have gone onto positions of academic leadership in the field.

Admission: Although instruction, administration, and financial aid are provided by the Tisch School of the Arts (TSOA), graduate degrees in cinema studies are conferred by New York University through the Graduate School of Arts and Science (GSAS). Admission is granted by both schools. Applications are processed by the

Tisch School of the Arts. Students should request an application from the Office of Graduate Admissions, Tisch School of the Arts, New York University, 721 Broadway, 8th Floor, New York, NY 10003-6807; 212-998-1900. (Please note that the GSAS application is not acceptable, and all applicants must use the TSOA application.) The M.A. degree in moving image archiving and preservation is conferred by New York University through the Tisch School of the Arts, and admission is granted by Tisch.

Applicants must submit a full application, transcripts, three letters of recommendation, and GRE scores. In addition to materials required by the Tisch Office of Graduate Admissions, the applicant should send the following:

1. A written sample (10-20 pages) of the applicant's work. This need not be on a film subject. However, a humanities paper is preferred to a science paper. The paper (more than one may be submitted) is evaluated for the potential it shows.
2. A short personal essay (500 words) describing the applicant's educational goals. This essay should include how one's experience, whether in school or out, relates to one's goals as a student in the Department of Cinema Studies. Applicants to the M.A. Program in Moving Image Archiving and Preservation should demonstrate an interest in the history and preservation of the moving image.

All material—application forms, letters of recommendation, transcripts, and essays—should be sent to the Office of Graduate Admissions, Tisch

School of the Arts, New York University, 721 Broadway, 8th Floor, New York, NY 10003-6807. An application is not complete until all the above required materials have been submitted. It is the applicant's responsibility to ensure that the appropriate documents are received as quickly as possible.

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

MASTER OF ARTS PROGRAM IN CINEMA STUDIES

Course of Study: Students must complete 36 points, of which 32 points must be taken in the department; 4 points of graduate credit may be transferred from another department or institution, with permission of the chair, if these points are not counted toward another graduate degree.

Required courses are (1) Film Form and Film Sense (H72.1010), (2) Film History and Historiography (H72.1015), (3) Film Theory (H72.1020), and (4) Television: History and Culture (H72.1030). Students with substantial academic training in any of these areas of study may request a waiver on a course-by-course basis. Independent study credits may not exceed 8 points.

The master's degree must be completed within five years of matriculation.

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

MASTER OF ARTS PROGRAM IN MOVING IMAGE ARCHIVING AND PRESERVATION

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

Required during the first academic year are (1) Introduction to Moving Image Archiving and Preservation; (2) Film History/Historiography; (3) Film Form and Film Sense; (4) Television: History and Culture; (5) Contemporary Institutions of the Moving Image; (6) Conservation and Preservation of Moving Image Materials—Principles; and (7) Collection Management. Required courses in the second year are (8) Access to the Moving Image Collections; (9) Copyright, Legal Issues, and Policy; (10) Handling New Media; (11) The Archive, the Collection, the Museum; (12) Curating, Programming, Exhibiting, and Repurposing/Recontextualizing Moving Image Material; (13) Film Restoration; (14) Video Restoration; (15) Digital Preservation and Restoration; (16) Elective or Independent Study (approved by the director); and (17) Advanced Seminar in Preservation Studies.

Students with substantial training in any of these areas of study may request a waiver on a course-by-course basis.

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

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

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

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

Thesis or Portfolio: Each student is required to complete a capstone project in the form of either a well-developed

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

DOCTOR OF PHILOSOPHY PROGRAM IN CINEMA STUDIES

The Doctor of Philosophy degree is conferred for advanced studies in which the student demonstrates outstanding original scholarship. It signifies the student can conduct independent research and has both a broad basic knowledge of all areas of his or her field and a comprehensive knowledge of one field in particular.

A doctoral candidate must complete all requirements no later than ten years from matriculation or seven years from the time of his or her matriculation if the candidate holds a master's degree.

Course of Study: Students must complete 36 points of course work in addition to their M.A. degree (which will be assessed at 36 points) for a total of 72 points; three qualifying exams; a foreign language requirement; an oral defense of a dissertation proposal; a doctoral dissertation; and a dissertation defense open to faculty and students. Students are permitted to take up to two classes outside the department or as independent study. A student interested in independent study must obtain approval from a full-time faculty member after submitting a statement of purpose and a proposed bibliography.

Summary of Ph.D. Program

First Year

Fall semester: two courses and first qualifying exam.

Spring semester: three courses and second qualifying exam.

Second Year

Fall semester: two courses and third qualifying exam.

Spring semester: two courses and language requirement. Dissertation seminar/proposal. Oral defense.

Third and Fourth Years

Dissertation writing.

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

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

Qualifying Examinations: Each student must pass three exams: one in the field of film/culture/media theory, one in the field of film/media history, and one in a third area drawn from the existing exam offerings or drawn up in consultation with the student's faculty adviser as a special area of study that relates to the student's proposed dissertation topic. The theory exam areas include gender, sexuality, and representation; race, nation, and representation; cultural theory; media theory; theory of narrative and genre; theory of sound and image. The history/historiography exam areas include the following options: American film—1895 to 1929, American film—1927 to 1960, or American film—1960 to the present; history of French film; history of Italian film; history of Japanese film; history of Soviet and post-Soviet film; history of German film; history of the international avant-garde; history of documentary film; history of Latin American film; history of British film.

All exams are take-home exams. The take-home exam consists of six questions, of which three are to be answered in the form of a 10-page essay per question. The student has one week to complete the take-home exam. Each subject area is offered for examination once a year either in the fall or spring semester. A schedule of

the areas offered in a particular semester is available from the department at the beginning of each academic year. Exams are graded by three faculty members. The student receives a grade of high pass, pass, or fail. If a student fails an examination, the exam in the same subject area must be taken the next time it is offered. Upon failing an exam in any one area twice, the student must leave the Ph.D. program. Students sit for their qualifying exams in their first, second, and third semesters of course work.

Foreign Language Requirement: A student must demonstrate proficiency in one foreign language. Six languages are accepted toward fulfilling the Ph.D. language requirement: Chinese, French, German, Italian, Russian, and Spanish. Students already proficient in a language other than English may request an exemption from this requirement from the director of graduate studies. Language proficiency may be demonstrated by any of the following: (1) passing the foreign language proficiency examination given by the Graduate School of Arts and Science; (2) passing a departmental examination; or (3) completing, or having completed not more than two years before matriculation, a full or final intermediate-level college course in the language with a transcript grade of B or better. School of Continuing and Professional Studies (SCPS) courses do not satisfy this requirement; however, students with no previous knowledge of a foreign language or those who wish a review are encouraged to enroll in the SCPS special reading courses for graduate degree candidates. For information, call the SCPS Foreign Language Program, 212-998-7030.

Students who have met the language requirement in another graduate school no more than two years before matriculating in the department may request that such credentials be accepted by the department.

Formal application for the Graduate School foreign language proficiency examination (not the department's) must be filed on the appropriate form in the Degree and Diploma Office of the Office of the University Registrar no later than five weeks before the examination date. Please consult the current calendar for examination dates and application deadlines. The departmental examination is administered once during both the fall and spring semesters. For further information, contact Elaine Bajana at 212-998-1600.

Ph.D. Dissertation Adviser: Ph.D. students are advised by the director of graduate studies or chair of the department until such time as they select their dissertation adviser. Ph.D. students should select their dissertation adviser no later than their fourth semester of Ph.D. course work. The committee chair must be a full-time faculty member of the Department of Cinema Studies or, in the exceptional case, an affiliated NYU faculty member approved by the chair.

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

No student should begin the final draft of the dissertation until he or she has consulted (in person, except in extraordinary circumstances) with all three of the core members of his or her dissertation committee. Where possible, core members should receive a copy of each chapter of the dissertation as it is drafted.

Dissertation Seminar and Proposal: All Ph.D. students must take Dissertation Seminar in their fourth semester of Ph.D. course work. This seminar is used to develop the dissertation proposal that is defended in the Ph.D. oral defense. The dissertation proposal consists of a document of no more than 20 pages that outlines in detail the candidate's proposed area of study. It should include (1) an outline of the research to be undertaken; (2) a statement of the project's contribution to the field in the context of a brief review of the literature; (3) an outline of the method to be used; (4) a statement of how the candidate intends to complete the research; and (5) a chapter-by-chapter breakdown of the project. A 250-word abstract and a bibliography and filmography must be attached to the proposal.

Ph.D. Oral Defense: In the latter part of their fourth semester of Ph.D. course work, students sit for an oral defense conducted by a faculty evaluation com-

mittee. In this defense, students are questioned on their dissertation proposal and other academic progress. If a student fails the oral defense, she or he will have the opportunity to sit again for it in the next semester. The oral defense must be successfully completed before a student may begin writing the dissertation and in order for a student to be eligible to receive a dissertation award. All students must have their dissertation proposal approved by their adviser and two oral defense committee members to be eligible to receive a dissertation award. Approval should be certified by having the adviser sign and date the front page of the proposal. This process usually takes place at the conclusion of the Ph.D. oral defense. The signed copy should then be submitted to the department office to be filed. Completion of all course work, comprehensive examinations, and the language requirement is also necessary to obtain this dissertation award.

Oral Defense of Dissertation

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

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

weeks after all committee members have received the final draft. Following the defense, the examining committee votes on whether or not to accept the dissertation; the committee has the option of passing the dissertation "with distinction."

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

A doctoral candidate must complete all requirements no later than ten years from matriculation into the M.A. program or seven years from the time of matriculation into the Ph.D. program if the candidate already holds the master's degree.

MASTER OF PHILOSOPHY

The Master of Philosophy is conferred only on students who have been accepted as candidates in a doctoral program and who have fulfilled all the requirements for the doctorate except the dissertation and its defense. The minimum general requirements for the degree of Doctor of Philosophy in the Graduate School of Arts and Science are the satisfactory completion of 72 points (at least 32 in residence at New York University), demonstrated competence in a foreign language, and the preparation and successful defense of a dissertation. Additional special requirements for the degree invariably include a written qualifying or comprehensive examination testing the candidate's knowledge of the field of study. Students who fail the qualifying or comprehensive examination do not receive the Master of Philosophy degree. It should be emphasized that recipients of the degree of Master of Philosophy have completed all of the general and special requirements for the degree of Doctor of Philosophy except those relating to the dissertation and its defense.

CERTIFICATE PROGRAM IN CULTURE AND MEDIA

The Certificate Program in Culture and Media (formerly the Certificate Program in Ethnographic Film and Video) was initiated in the fall of 1986 as an interdisciplinary course of study combining the rich resources of the Departments of Cinema Studies and Anthropology at NYU. This program provides a focused course of graduate studies integrating production work with theory and research into the uses and meanings of media in a range of communities and cultures. Training in this program enables students to pursue the following:

1. Production work in film and video based on their own or other anthropologists' fieldwork.
2. Teaching the history, theory, and production of ethnographic film and media studies.
3. A career in media requiring an understanding of anthropology, such as specialized programming and distribution of ethnographic film and video, community-based documentary production, or management of ethnographic film/video libraries and archives.

Located in New York, the program provides students with ready access to the many ethnographic film activities that take place in the city, such as the annual Margaret Mead Film and Video Festival, the Biannual Native American Film and Video Festival, and the African Diaspora Film Festival. The ethnographic film program itself sponsors many events that allow students to meet and see the works of ethnographic filmmakers from around the world and follow developments in the field. These include monthly workshops in visual anthropology; occasional events with distinguished guests such as Jean Rouch; conferences on special topics such as ethnographic film archives and new technologies; and an annual symposium on ethnographic film held in conjunction with the Margaret Mead Film and Video Festival.

Admission: To enroll in the Certificate Program in Culture and Media, interested students should follow the procedures for applying to the M.A. or Ph.D. program in cinema studies or the Ph.D. program in anthropology. Application forms and financial aid information are sent under separate cover. Students should indicate on their application that they are interested in pursuing the certificate. Once accepted, students meet with the departmental liaison to the certificate program to begin designing the course of study appropriate to their overall plan for graduate work.

Course of Study: To complete the certificate program, students must fulfill the requirements outlined in the following curriculum. The program consists of the following eight courses in addition to those required for the M.A. or Ph.D. degree in cinema studies. Six of the courses that count toward the certificate may also be counted toward an M.A. or Ph.D. degree in cinema studies; they are the courses listed

below with an H72 code. All students are required to complete an independent original ethnographic video project, which may be either a production or scholarly research, designed in consultation with the departmental liaison. The curriculum is organized into two tracks to complement the course work required by one of the two disciplines.

Required Courses for All Certificate Students:

Culture and Media I (H72.1402)
Culture and Media II (H72.1403)
Cultural Theory and the Documentary (H72.2001)
Cinema: The Language of Sight and Sound (H72.1998)
Video Production Seminar I, II (G14.1218, 1219) or Documentary Workshop (H56.1041)

Required Course for Anthropology Students:

Television: History and Culture (H72.1026)

Required Course for Cinema Studies Students:

Social Anthropology: Theory and Practice (G14.1010) or approved elective in social anthropology or advanced production course

Approved Elective:

Approved internship/independent project/reading course

With the approval of the director of the program, anthropology students with prior training in media may be able to substitute other courses from the extensive curriculum offered in history and theory by the Department of Cinema Studies or in film and video production.

Internships: In addition to studying ethnographic film history, theory, and production, students in the Certificate Program in Culture and Media may arrange appropriate supervised internships or research projects. Students interested in this should consult with the departmental liaison to the program.

Resources: The Department of Anthropology has a film and multisystem video theatre that seats up to 40 and has an excellent collection of over 300 ethnographic film and video works. The Department of Cinema Studies has a collection of over 600 films. New York University's Avery Fisher Music and Media Center has over 1,000 documentaries in its video library facility available to students. In addition, some of the best film, video, and broadcast libraries are available in New York City, including the Donnell Film Library, the Museum of Modern Art Film Library, the Museum of Television and Radio, and the film and video collection of the National Museum of the American Indian.

DEPARTMENTAL FINANCIAL AID

The Department of Cinema Studies offers a four-year fellowship funding package for all accepted Ph.D. students. In addition to two years of course work funding in the form of graduate assistantships, there are also two years of stipend funding for dissertation writing. The assistantships and dissertation funding are subject to completion of set semesterly requirements.

The Department of Cinema Studies has limited resources to offer the following forms of financial aid for

selected M.A. students: graduate assistantships, which provide a stipend and up to 24 points of tuition remission during the academic year in exchange for a work commitment of 600 hours, and a limited number of scholarships (fellowship points and named scholarships), which provide full or partial tuition remission.

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

A complete application for financial aid consists of two separate forms:

1. The Tisch School of the Arts graduate financial aid form should be submitted with the application for admission to the Office of Graduate Admissions, Tisch School of the Arts, New York University, 721 Broadway, 8th Floor, New York, NY 10003-6807. All students applying for financial aid are required to file this form.
2. The Free Application for Federal Student Aid (FAFSA) must be filed no later than February 1. The FAFSA must be filed by any student seeking federal financial aid assistance, including student loans or Federal Work-Study assistantships. Only U.S. citizens and permanent residents may file the FAFSA. See the Web site at www.nyu.edu/financial.aid for more information.

Teaching assistantships are available in the Expository Writing Program, 212-998-8860. Resident assistantships are available through the Department of Residential Education, 212-998-4600.

Courses

Note: Not all courses are offered every semester. For exact listings, please consult the department. Courses with multiple numbers indicate courses that may vary in content as well as instructor and that may therefore be taken a number of times.

**M.A. IN CINEMA STUDIES
CORE CURRICULUM**

Film Form and Film Sense

H72.1010 *Simon*. 4 points.

The study of film aesthetics—film style, film form, genre, and narration. The scope is comparative and transnational. Introduces the student to the problems and methods of film interpretation and close textual analysis.

Film History and Historiography

H72.1015 *Zhen*. 4 points.

Examines the constitution of the codes and institutions of cinema and the ways in which the history of film has been, and has been understood to be, embedded in, shaped, and constrained by material and social practices. Various historiographical methods and historical contexts are explored.

Film Theory H72.1020 *Allen*.

4 points.

Explores in detail texts of classical and modern film theory. Topics include auteurism; genre; the mind/film analogy; realism; semiotics; psychoanalysis; structuralism, ideology, queer theory, feminist theory, and postcolonial theory.

Television: History and Culture

H72.1026 *McCarthy*. 4 points.

Examines the background, context, and history of radio, television, video, and sound. Topics include politics and economics of media institutions; audiences and reception; cultural and broadcast policy; aesthetic modes and movements.

**M.A. IN MOVING IMAGE
ARCHIVING AND PRESERVA-
TION CURRICULUM**

Film Form and Film Sense

H72.1010 4 points.

See description above.

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

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

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

Contemporary Institutions of the Moving Image H72.1801 2 points.
On a macro level, examines the different types of institutions that collect moving image material and explains how cultural institutions differ from one another and from other institutions that collect and manage moving image collections (including corporate institutions). On a micro level, examines what the various departments within a collecting institution do. Students learn about missions and ethics, as well as about accessioning, budgeting, and fund raising. Aspects of project management and handling competing interests within the organization are also covered. The course also looks at the history of moving image archives and related organizations.

Conservation and Preservation of Moving Image Material—Principles
H72.1802 2 points.
Explains the principles of conservation and preservation and places moving image preservation within the larger context of cultural heritage preservation. Raises questions of originals vs. surrogates and covers the wide variety of variant forms. Also covers the tension between conservation and access. Students learn the principles of collection assessment and how to write a preservation plan. They also learn about dealing with laboratories, writing contracts, etc. On a more pragmatic level, they learn about optimal storage conditions and handling.

Access to the Moving Image Collection H72.1803 4 points.
Addresses reference, user services, research, and other practices to make moving image material available. Topics include where to go to find particular moving image material or ancillary support material (such as stills, pressbooks, festival programs, posters, scripts, manuscripts, memos, correspondence, etc.) and how to work with scholars visiting your collection and make this material available to your clients. Teaches principles of reference and of user services.

Copyright, Legal Issues, and Policy
H72.1804 2 points.
What type of legal restrictions encumber moving image material? What kind of complex layers of rights does one have to clear before attempting to preserve or restore a work? And how do these rights affect mainstream exhibition and distribution of a preserved work? This course helps students make intelligent decisions and develop appropriate policies for their institution.

Handling New Media H72.1805 4 points.
Focuses on the intellectual, technical, and aesthetic challenges facing moving image archivists of today, as media proliferate, as multimedia collections mushroom, and as information takes predominantly digital form. After studying the history and context of new media, examines some of the special issues and circumstances arising in the archiving and conservation of television, video, and new media. Addresses such questions as Is it film? Or is it digital? Will we have “hard” copies? Should video art be preserved on tape or DVD? Can museums collect Web sites? How do we preserve early television, which was registered largely on film? What can we preserve of early, live television broadcasts? Studies definitions of analog vs. digital media, considering the archaeology of the new media. Includes visits to relevant laboratories and collections in the New York area and benefits from presentations by experts in the profession.

Curating, Programming, Exhibiting, and Repurposing/Recontextualizing Moving Image Material H72.1806 4 points.
Focuses on the practices of film and media art exhibition and programming in museums, archives, and independent exhibition spaces. Examines the goals

of public programming, the constituencies such programs attempt to reach, and the curatorial, institutional, and archival challenge of presenting film, video, as well as interactive and new media-based art forms in large- and small-scale exhibitions. Considers how archives can develop different strategies to make their work accessible through the development of publications, touring exhibitions, collaboration with different institutions, as well as through the use of new media. Examines how to develop interest, study, and appreciation of archive and museum moving image collections. Also examines the curatorial presentation of theatrical film and single-channel video as well as installation and interactive uses of the moving image; gallery, theatre, and exhibition design; and uses of film stills archives. Features special presentations by film and media artists, architects, exhibition and theatre designers, curators, and film preservationists.

Digital Preservation and Restoration H72.1807 2 points.
Digital file formats. Architectures for persistent digital repositories. How metadata formats such as METS, SMIL, and various MPEGs can help with digital persistence. OAIS models and sample submission, administration, and dissemination agreements. Students get hands-on experience with attempts to restore older multimedia works.

Directed Internships H72.2910, 2911, 2912 4 points per term.
Over the course of the first three semesters, each student engages in three different 10-hour/week internships, each lasting approximately 10 weeks. Internships may be paid or unpaid. Students meet biweekly as a group with the instructor to contextualize the internship experience. (At least one internship must be involved with the daily management of a moving image collection, and another must be involved with restoration.)

Elective or Independent Study
H72.2920, 2921, 2922, 2923, 2924, 2925 4 points.
All students are required to take an elective or independent study to explore more fully a topic of choice. Additional electives or independent studies may be substituted if students are waived out of other courses. The elective may be a media course, a course in cultural institutions and practices, or a course in preservation.

The media elective might be taken either in the Department of Cinema Studies or in various other departments or programs (such as history, French, Italian, German, American studies, Africana studies, etc.). The elective also might be a course in the museum studies program, the history department's archives program, or the Institute of Fine Arts' conservation program.

The Archive, the Collection, the Museum H72.3009 4 points.
Encourages a very broad perspective on the phenomenon of collecting. Surveys psychological, psychoanalytical, anthropological, political, and cultural theories of collecting, in relation to the history of art and the collecting of moving images. Studies specific historical instances of moving image collecting in the light of these theories. Students pursue individual research projects on these themes for presentation to the seminar.

Collection Management H72.3401 4 points.
Examines the daily practice of managing a moving image collection, as well as collections of ancillary materials (posters, stills, pressbooks, scripts, etc.). Students learn about inventorying, cataloging, physical storage, and registration activities, as well as about print inspection, cleaning, and other forms of handling moving image material.

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

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

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

GRADUATE FILM THEORY ELECTIVES

Problems and Topics in Narrative Film H72.2003, 2004 Simon. 4 points per term.

One- or two-semester class that investigates the major aesthetic problems concerning narrative film. Subjects include the creation of basic conventions of narrative filmmaking in the early years of film history, especially by Griffith, and the breakdown of those conventions in the contemporary period. Fall semester emphasizes the classic film, especially the American tradition. Spring semester emphasizes the modernist and European traditions.

Psychoanalysis and Film H72.2006 Allen. 4 points.

It is often observed that the institutions of psychoanalysis and cinema are roughly the same age. This course investigates the way in which film theory and criticism have been influenced by the theory and method of psychoanalysis and explores the ways in which psychoanalytic theories of the mind have informed cinema, either through film form or through plotting and characterization. This course explores a variety of works in the medium, including Hitchcock, horror, film noir, surrealist films, and the works of a number of European auteurs.

Classical Film Theory H72.2134 Lant. 4 points.

Surveys key theoretical texts written about the cinema from 1895 to 1950. Considers works by Hugo Münsterberg, Vachel Lindsay, Rudolph Arnheim, the French "Impressionist" theorists of the 1920s, Dziga Vertov, Sergei Eisenstein, and others, along with less canonical essays by Virginia Woolf, H. D., Dorothy Richardson, Elizabeth Bowen, and others. Organized around major film theoretical questions of the period and the general problem of defining cinema as an aesthetic practice in relation to other arts. Also focuses on different facets of emergent cinema between sexes and the metaphors writers use to specify cinema.

Advanced Seminar in Film Theory H72.3004, 3005, 3006, 3007, 3009 4 points.

Film theory seminar of variable content. Topics include Soviet film theory; feminism and film theory; Marxism and film theory; sound and image; the filmmaker as theorist; narratology; the Frankfurt school, Walter Benjamin, and the metropolis; modernism/postmodernism.

Advanced Seminar: Bakhtin and Film H72.3009 Stam. 4 points.
Explores the relevance of Bakhtin's conceptual categories (e.g., "translinguistics," "heteroglossia," "polyphony," "speech genres," and "carnival") to film theory and analysis. Students are required to read most of the major Bakhtin texts translated into English.

Feminist Film Theory H72.3010 Straayer. 4 points.
During the past two decades, feminist film theory has been a vital force within cinema studies. This course traces the evolution of feminist film theory and criticism, from sociological perspectives and political analyses to the reflexive usage of semiotics, psychoanalysis, and materialism and on to postcolonialist criticism and cultural studies. To a lesser extent, the course explores relevant contexts and associations such as the women's movement, Anglo and French feminist theory, and feminist literary criticism.

Seminar in Philosophy and Film: Analytic Film Theory H72.3011 Allen. 4 points.
Explores the growing field of film theory inspired by analytic philosophy. Unlike the film theory that preceded it, analytic film theory is characterized not by a doctrine but by a method of approach defined by logical consistency, clarity of argument, and "low epistemic risk." Topics include perception, representation, visual metaphor, authorship, documentary, ideology, genre, identification, and emotional response.

FILM HISTORY ELECTIVES

Film Historiography H72.1100 Sklar. 4 points.
Explores texts and topics in both general historiography and film historiography. Emphasis is on close reading of texts and on the integration of historiographic self-consciousness into the students' own historical research projects.

History of Italian Cinema H72.1103, 1104 Simon. 4 points per term.
One- or two-semester course that begins with a detailed examination of the aesthetic, theoretical, and historical development of neorealism and moves on to its political, economic, social, and cultural context. Studies directors such as Rossellini, Visconti, de Sica, and Antonioni. Then examines the work of the new generation of directors such as Bertolucci, Bellochio,

and Pasolini. Pays special attention to the political problems and issues of the '60s and '70s.

History of British Film H72.1105, 1106 *Lant. 4 points per term.*

One- or two-semester course that explores the development of British film. Investigates popular British film genres, the documentary tradition and its legacy, the determinants of official film policy and the idea of a "national cinema," the emergent role of television in the financing of film, and experimental and independent traditions of British filmmaking.

Third World Cinema H72.1107 *Stam. 4 points.*

Survey of anticolonialist cinema from and about the Third World, with special emphasis on Latin America. Explores how the struggle against foreign domination in Third World countries has inspired the search for authentic, innovative, national cinematic styles. After studying European films that highlight the colonial background of current struggles in the Third World, turns to films from Africa before examining closely the cinema of Latin America: Argentina, Brazil, Chile, and Cuba.

Japanese Cinema H72.1109 *4 points.* Explores the history and aesthetics of Japanese cinema from the 1920s to the 1980s in the context of the profound social transformations wrought by "modernization." Screenings include classic films of Kinugasa, Ozu, Mizoguchi, and Kurosawa and films of New Wave directors, such as Oshima Imamura and Shinoda, as well as post-New Wave directors, such as Yanagimachi and Morita.

New German Cinema H72.1110 *Sklar. 4 points.* "New German Cinema" describes West German film from the mid-1960s to the early 1980s, from the Oberhausen Manifesto to the death of Fassbinder. The course explores the historical determinants of this movement both within West Germany and in overseas reception and investigates theoretical positions and filmmaking practices. Films by Kluge, Schloendorff, von Trotta, Fassbinder, Wenders, Herzog, and others are screened.

Eastern European Film H72.1111 *4 points.* Explores the rich vein of aesthetically challenging and politically committed

films that emerged in the political and social climate of postwar Eastern Europe. Screenings include the works of Wajda, Skolimowski, Zanussi, Kieslowski, Forman, Menzel, Makavejev, Jansco, Szabo, and Meszaros.

The American Avant-Garde H72.1112, 1113 *4 points per term.*

One- or two-semester course that focuses on the forms and evolution of the North American avant-garde film. Considers the influence of European avant-garde film on Americans as well as the influence of American filmmakers on one another. Studies directors such as Frampton, Snow, Deren, Brakhage, Gidal, Gehr, Breer, Mekas, and Warhol. Pays special attention to aesthetic theories implicit and explicit in the works of these filmmakers.

Chinese Cinemas H72.1116 *Zhen. 4 points.*

The cinemas of mainland China, Hong Kong, and Taiwan have undergone a renaissance in the last 20 years. This course examines the cultural influences on these cinemas, their aesthetic forms and relationship to other media, and the relationship that these cinemas bear to each other.

Asian Cinema H72.1121 *Zhen. 4 points.*

Comprehensive introduction to the cinemas of Asia as well as contemporary Asian American cinema. Looks at the political, social, economic, technological, and aesthetic factors that determined the shape and character of different "national cinemas" in Asia and some of the "minority" movements within these nation-states. While the focus is primarily on Chinese, Indian, and Japanese cinema and the concept of "Asian America," students are encouraged to explore other relevant film movements and histories.

Canadian Film and TV H72.1123 *4 points.*

Overview of the Canadian film and television industries. Among the topics explored are financing and industrial structure, the importance of the documentary, the history of film policy, multiculturalism, and traditions of independence.

Indian Cinema H72.1175 *4 points.*

History of Indian cinema from its inception to the present. Examines questions of national identity, woman and the nation, religion and nationalism, Indian masculinities, women

filmmakers, spectatorship in a non-Western context, and cinema of the Indian diaspora. Combines these "cultural studies" questions with a study of the political economy of the Indian film industry. While addressing "national" specificities, also emphasizes regional difference and international considerations in the study of Indian cinema.

Film and Television Industries: Structures and Issues H72.1600 *4 points.*

Analyzes organizational and structural aspects of the film and television industries, stressing their operational interrelationships and the social/cultural/financial/governmental issues and problems common to both. Investigates codes, censorship, audience, media research, effects, and international aspects. Covers the period from World War II to the present.

Soviet Cinema: Theory and Practice H72.2000 *4 points.*

The cinema of the postrevolutionary period from 1925 to 1933 in the former Soviet Union stands as one of the richest in the history of the medium. This course explores documentary and fiction film in their formal and ideological dimensions within the context of developments in theatre, painting, architecture, and design. In addition to the better-known filmmakers, such as Eisenstein, Vertov, Pudovkin, Dovjenco, and Shub, the course explores the works of lesser-known figures, such as Turin, Kalatazov, and Trauberg.

Silent Cinema H72.2050 *Lant. 4 points.*

By studying silent film history, this course raises more general questions and problems in the writing of film history. The subject of silent film provides a powerful case study for such an inquiry because research in the area has produced some of the most interesting recent works in historical film scholarship. The course is organized into three sections: (1) questions of precinema; (2) the emergence of the story film; and (3) international cinema of the teens. Among the authors studied are Linda Williams, Marta Braun, Jonathan Crary, Yuri Tsivian, Thomas Elsaesser, and Miriam Hansen.

French Film from 1920 to the Death of Vigo H72.2100 *4 points.* Concentrated analysis of cinematic innovations within a specific historical

moment—French film between 1920 and 1934. Screenings include the works of Duchamp, Leger, LeHerbier, Epstein, Gance, Dulac, Clair, Renoir, and Vigo.

Weimar Cinema H72.2102 4 points. Explores in depth the formal and thematic concerns of this exceptionally rich period of filmmaking that includes the work of Pabst, Lang, and Murnau. Cinema's special salience within Weimar culture is examined as a site of convergence between popular culture and the legacy of high modernism as it animated the theatre, architecture, dance, music, cabaret, and performance of the time.

Economic History of the American Film Industry H72.2107 4 points. Examines the history of the U.S. film industry primarily from an economic viewpoint while taking note of other factors that have influenced American film production, distribution, and exhibition. Examines various explanatory models for the structures and practices of the industry, including, for example, financing, vertical integration, division of labor in production, block booking, technological change, regulation of subject matter, and exhibition situation. Pays special attention to exploring the relationships of the American film industry to adjacent media industries, such as radio, television, cable, and the music industry.

International Avant-Garde H72.2111 4 points. Focuses on the alternative filmmaking practices that developed and flourished in Europe and America in the postwar period outside mainstream industrial structures of production and distribution. Since alternative filmmaking practices are generally predicated on a critical or theoretical reassessment of the cinematic enterprise, readings in theory complement consideration of the films. Screenings include the works of Godard, Straub, Debord, Brakhage, Snow, Frampton, Deren, Sanders-Braham, Kluge, Fassbinder, Wollen, Rainer, von Prauhheim, Warhol, Greenaway, Gidal, and Potter.

Problems in Film History H72.2114 4 points. Variable content course that examines in depth a particular area of film history.

Brazilian Cinema I, II H72.2117, 2118 Stam. 4 points per term. Intensive, two-semester course spanning all phases of Brazilian cinema,

from the silent period to the present. Stresses the imbrication of the films in Brazilian history as well as within a dense literary, cinematic, and popular culture intertext. Topics foregrounded include the manifestations of allegory, the trope of carnival, and the penchant for metacinema as well as discussion of diverse attempts to develop theories adequate to the cultural character and historical situation of Brazilian cinema.

History of American Film: 1930-1960 H72.2125 Sklar. 4 points. First part of a one-year survey of the American sound cinema. Studies the structure of the U.S. film industry and its principal filmmakers, genres, and production practices. Also explores other modes of production, such as animation, documentary, and the avant-garde. Analyzes different perspectives and scholarly discourses on U.S. film history through lectures, screenings, readings, and discussions. A term essay is required.

History of American Film: 1960-Present H72.2125 Sklar. 4 points. Second part of a one-year survey of the American sound cinema. Studies the structure of the U.S. film industry and its principal filmmakers, genres, and production practices. Also explores other modes of production, such as animation, documentary, and the avant-garde. Analyzes different perspectives and scholarly discourses on U.S. film history through lectures, screenings, readings, and discussions. A term essay is required. History of American Film: 1930-1960 is not a prerequisite for admission into this course.

Television Studies H72.2600 McCarthy. 4 points. Explores the poetics and politics of historical research through a close examination of American television historiography. Screenings, readings, and written projects address the theoretical and methodological issues raised by the medium's complex configuration of economics and aesthetics, national identity and local specificity, historicity and amnesia, everydayness and reflexivity.

Issues and Images in Black Cinema H72.2706 Guerrero. 4 points. Explores varied images, representations, and films by and about African Americans in the narrative cinema. Studies cover a range of important issues and films, from the crude stereotyping in *The Birth of a Nation* (1915) to the studio-polished enter-

tainments of *Cabin in the Sky* (1943) and on to such liberating and challenging narratives as *Nothing But a Man* (1963), *Chameleon Street* (1989), and *Drop Squad* (1994). Discussions focus on debates critical to black cinema, including the construction of race, class, and gender in commercial cinema and how social, political, and economic conditions work to overdetermine the African American cinema image.

Advanced Seminar in Film History and Historical Methods H72.3100, 3101, 3102, 3103, 3903 Lant, Sklar. 4 points. Variable topic seminar that investigates in detail a particular topic and/or problem in film history.

FILM CRITICISM AND AESTHETICS ELECTIVES

Film/Novel H72.1030 Stam. 4 points. A high proportion of films made around the world have been adaptations of novels. This course surveys a wide spectrum of cinematic adaptations of novels, from Euro-American "classics" to more experimental and Third World texts. It explores this issue by focusing on a representative sample of film adaptations. The issues raised include the following: Can an adaptation ever be "faithful" to its source? What are the specificities of filmic as opposed to literary intertextuality? What kinds of stylistic equivalencies and transmutations are possible across the two media? Issues of multiculturalism both within and outside the Euro-American tradition are also examined.

The Films of Martin Scorsese H72.1201 Simon. 4 points. Investigates the films of Martin Scorsese, concentrating on the development of the narrative style and on the major films of his mature period. Relates the analysis of narrative structure to developments in film history and in American culture during the period of the films' production. Places special emphasis on the significance of intertextuality in Scorsese's films by screening films that figure as intertexts in his work.

The Films of Orson Welles H72.1204 Simon. 4 points. Intensive exploration of the early stages of Orson Welles's career, concentrating on Welles's theatre, radio, and film projects in the 1930s and

early 1940s. Central topics for analysis include an appreciation of the narrative conception and structures of these projects and the interrelationships of narrative structure and style among the theatre, radio, and film works; the relating of these projects to the culture and politics of the period in question and to the institutional circumstances of their making; and the theorization of Welles's work through the notion of the "dialogic." The last third of the course focuses on Welles's post-1940s films.

The Films of Alfred Hitchcock

H72.1205 *Allen. 4 points.*

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

Comparative Directors H72.1206, 1207, 2032, 2167, 2202, 2205, 2206, 2207, 2208, 2209, 2210, 2212, 2215, 2217, 2218, 2220 *4 points.*

A course that allows the work of two or more filmmakers to be compared and contrasted in detail. Recent subjects have included Lubitsch/Sturges, Sirk/Ray, and Mann/Fuller.

The Horror Film H72.1301 *Allen. 4 points.*

Survey of both the chronology and aesthetics of the genre, with a stress on American film. From the silent period onwards, the course establishes the various subgenres and examines what makes horror work, how audience fears and emotions are manipulated, and how the horror film, more than any other genre, brings all the weapons in the arsenal of film grammar into play.

The Musical Film H72.1302 *Lant. 4 points.*

Surveys the American musical from the coming of sound to the present. Providing an opportunity to study one genre in depth, the course focuses on transformations, revitalizations, and deconstructions of the genre in terms of visual/aural style and narrative structure and on the genre's relation to historical, technological, and social changes. It considers how different

musicals address their audiences differently through performance, acting styles, editing, dialogue, etc. and how the musical's representation of racial and sexual roles shifts across the decades of the 20th century.

Film Noir/Neonoir H72.1304, 1305 *Straayer. 4 points per term.*

Investigates both the "genre" of American films of the 1940s and 1950s that French critics dubbed "film noir" and the revitalization of noir themes and stylistics in contemporary cinema. Explores various social and ideological determinants of noir in postwar American society (masculinity in crisis, political paranoia) as well as the characteristics iconography (femme fatale, urban criminal milieu) and visual style of the genre.

The Western H72.1307, 2302

McCarthy, Simon. 4 points.

Starting with a brief history of westerns before World War II, the course concentrates on the genre from its classical phase onward. The historical perspective is informed by a topical approach, and the course examines recurring themes and subjects, such as the configuration of masculine identity, the genre's relation to American ideology, the changing status of women and other minorities, and the concept of the frontier.

Documentary Traditions H72.1400, 1401 *Stoney. 4 points per term.*

Examines documentary principles, methods, and styles. Considers both the function and significance of the documentary in the social setting and the ethics of the documentary.

Culture and Media I, II H72.1402, 1403 *Identical to G14.1215, 1216.*

Prerequisite: H72.1402 is the prerequisite to H72.1403. *4 points per term.*

Part I of this seminar considers both classic and recent works in ethnographic film; questions of method, representation, and ethics; and their relationship to anthropological and film theory. Part II looks at indigenous media, new uses of archival collections, experimental works, ethical and political issues in ethnographic film, and the intersection of anthropology with the mass media.

Seminar in Current Cinema

H72.1700 *Hoberman. 4 points.*

Analyzes and critiques the contemporary cinema by studying the current films in the New York City area.

Compares published critical writings to student critiques that are written each week. Stresses theoretical aspects and social implications of the medium.

Stars H72.1703 *Sklar. 4 points.*

Examination of the film "star."

Investigates the economic importance of the star system, the differences between film and theatre "stars," particular styles of performance in the cinema, and the specificity of the "star" image. Discusses the sociological significance of the "star" in terms of the theoretical considerations of identification and fetishization.

Problems and Topics in Film Genre H72.2121 *Simon. 4 points.*

Variable content course that examines in depth particular periods or topics in the study of film genre.

The Film Score H72.2123 *4 points.*

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

Film Comedy H72.2300 *4 points.*

Major consideration of classic film comedy, based on different forms of cinematic expression of the comic and on different functions of humor in film (satire, irony, entertainment). Among films analyzed are the works of Chaplin, Keaton, Lubitsch, Sturges, Clair, and Allen.

Science Fiction Film H72.2303

4 points.

Concentrates on narratives that explore the relationship between technology and the human through the figure of the artificial or technologically altered, human body. Encounters robots, androids, cyborgs, clones, automata, and electronically generated beings in a series of films, stories, and novels. Focuses on the shifting definitions of the human within a historical succession of different technological paradigms and includes considerations of the relation between the body and the human, nature and culture, technology and biology, and the gendering of technology.

Reflexive Cinema I, II H72.2304, 2306 *Stam. 4 points per term.*
Historical survey and theorization of the various forms of self-reflexive cinema, which includes films that draw attention to their own status as film through formal means, movies that are about movie-making, and portraits or self-portraits of film directors. Screenings include both fiction and documentary films and films made in a variety of cultural contexts.

Film and Modernism in the Arts H72.2500 *4 points.*
Examines the major aesthetic movements in this century as they have reflected and inflected the development of cinema. Discusses expressionism, dadaism, cubism, constructivism, and other styles as they developed in various art forms in terms of their connection with film aesthetics and filmmaking.

Dada/Pop/Surrealism and the Cinema H72.2501 *4 points.*
Historical consideration grounded in the literature and art styles of surrealism, dadaism, and pop as they have reflected and inflected the development of film. Considers classic figures such as Buñuel, Duchamp, Vigo, and Warhol; studies sources such as Feuillade; and examines their relation to the work of Keaton and the Marx Brothers.

Studies in the Analysis of Movement H72.2804 *4 points.*
Detailed examination of the techniques and strategies of editing and composition within the frame. Treatment is transhistorical and trans-formal, applied mainly to sections and fragments of film. Among the directors considered are Welles, Keaton, Berkeley, Fuller, and Deren.

CULTURAL STUDIES/MEDIA STUDIES ELECTIVES

Video Art H72.1601 *Straayer. 4 points.*
From its outset, video art challenged the limited forms and usages through which commercial television had defined the medium. A major portion of this course investigates the early development (1965-1980) of independent video art in the United States, including topics such as artists, works, genres, technology, polemics, formal investigations, and relations to the other arts. The remainder of the class addresses several tendencies and concerns of more recent video art (1981-1998), including activism, multimedia

installation, and crossover entertainment. A wide variety of readings are used for the course: from early and later periods, with modernist and postmodernist persuasions, both historical and theoretical.

Politics and Film: Espionage on Screen H72.1701 *4 points.*
Looks at spies and spying in film and television. Examines such questions as the relationship between spying and democracy; changes from the Cold War to the post-Cold War environment; issues of race, class, and gender and industrial espionage. Screenings include selections from the television series *The Prisoner* and *The Avengers*, the James Bond films, and Hitchcock's spy thrillers.

Cultural Theory and the Documentary H72.2001 *4 points.*
This class applies forms of anthropological, historical, gender, and cultural studies theory to a range of genres: countercolonial, cinema vérité, direct cinema, ethnographic, instructional, historical, and auteurist documentaries. It is designed for cinema studies graduate students interested in documentary film or working toward the Ph.D. exam in cultural theory and/or history of the documentary and for students in the M.A. Certificate Program in Culture and Media.

Queer Image/Performance H72.2009 *Identical to H42.2365. Straayer. 4 points.*
This lecture course commences with an exploration and expansion of the concepts of "image" and "performance" as they relate to queer theory. Students survey several foundational and generative texts of the discipline (e.g., works by Judith Butler, Eve Kosofsky, Guy Hocquenghem, Gloria Anzaldúa, and Leo Bersani). Certain themes such as identification, performativity, and border crossing are foregrounded and framed as the organizing rubrics for more specific inquiries.

Cultural Studies H72.2046 *4 points.*
This course is designed to give students a basic understanding of cultural studies as it applies to the screen. This involves an examination of the history of cultural studies and its present moment. As work on cinema, television, and video forms only one aspect of that work, the course includes a general account of the new discipline as well as specific material on screen

forms. The course is centrally concerned with questions of subjectivity and power; these will form the two bases of class deliberations.

Race, Gender, and Nation H72.2113 *4 points.*
This course interrogates categories of nation, race, the "Third World," and the "Third World woman." Focusing mainly on "Western" re-presentations of the "other," especially in Hollywood cinema, the course reconsiders such classifications themselves. The course examines both the specificities of cinematic articulations and the continuities of cinema with other discursive regimes. Readings include a variety of postcolonial theory as well as historical and theoretical writings to explore both the usefulness and limitations of such categories. The course brings together the latest work on racial representation in cinema studies.

Advanced Seminar on the Body: Sex/Science/Sign H72.2509 *Straayer. 4 points.*
Engages feminist and queer theory to analyze representations of the body. Utilizes critical scholarship on the history of science and sexual construction to investigate topics such as the cinematic body, body politics, sexological imperatives, and erotic imagination. Typical sites of analysis include mainstream and subculture film and video, medical discourse/surveillance of "deviance," and technological/semiotic constructions of the body, including plastic surgery and transsexualism.

Seminar in Media Studies H72.2600, 3600 *McCarthy. 4 points per term.*
Surveys the past, present, and future prospects of broadcast institutions in North America, Western Europe, and Asia. Discusses topics such as broadcast regulations, emerging media technologies, shifting programming forms, and the relation of broadcasting to the international film industry. Also explores the theoretical and policy debates over public service broadcasting and over cultural sovereignty within increasingly integrated media markets.

Film, Culture, Theory H72.3000 *Sklar. 4 points.*
Explores the relationships between cultural theory and cinema studies, through readings, screenings, seminar discussions, and individual student

projects. Topics covered have included the relationship of Michel Foucault's writings to film history and theory and Marxian theories of society, culture, and media as they relate to cinema institutions and practices.

**Advanced Seminar:
Multiculturalism and Film**

H72.3005 *Stam. 4 points.*

How can a reconceptualized media pedagogy change our ways of thinking about cultural history? This seminar explores the relationship between debates concerning race, identity politics, and U.S. multiculturalism, on the one hand, and Third World nationalism and (post)colonial discourses, on the other. The course proposes and develops models for understanding approaching multiculturalism in Hollywood and the mass media (the musical, the western, the imperial film, TV news) and for highlighting alternative cultural practices (critical mainstream movies, rap video, "diasporic" and "indigenous" media).

**Advanced Seminar: Popular
Culture and Everyday Life**

H72.3009 *4 points.*

Looks at the practices and institutions that give meaning to our daily lives: how we belong to dominant cultures and marginal subcultures. The course is divided into three parts that explore the meanings generated by dominant/official culture (museums, religion, schooling, and sport); private culture/the domestic sphere (food, sex, self-help/therapy, and fashion); and the entertainment media (film television and popular music).

**Advanced Seminar in Queer
Media/Theory H72.3700 *Strayer.***

4 points.

This seminar focuses on the relationship between gay/lesbian/queer media and gay/lesbian/queer theory. In addition to film theory, scholarship from other disciplines is utilized to analyze both mainstream and independent film and video. Vitrally connected to other political and performative agendas, gay/lesbian/queer media discourse has social and material relevance.

With an emphasis on cultural and aesthetic issues, the seminar revisits con-

cepts such as authorship, representation, and subjectivity from a post-structuralist perspective.

**GENERAL GRADUATE
RESEARCH**

Independent Study H72.2900, 2901, 2902, 2903, 2904, 2905
1-4 points per term.

Dissertation Seminar H72.3900, 3901, 3902 *4 points per term.*

**Directed Reading/Research in
Cinema Studies** H72.3905, 3906, 3907 *4 points per term.*

**GRADUATE FILM
PRODUCTION**

**Cinema: The Language of Sight and
Sound** H72.1998 *6 points.*

Intensive summer production course in 16 mm film production designed for the film teacher, researcher, and critic whose work is dependent on a basic understanding of film technology. Requires a lab and insurance fee.



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CHAIR OF THE DEPARTMENT:

Professor Michael Peachin

DIRECTOR OF GRADUATE STUDIES:

Professor David Sider

The Department of Classics offers graduate programs leading to the

M.A. and Ph.D. degrees. A consortial agreement makes course offerings in classics at the City University of New York and Fordham University available to all NYU classics graduate students. The University is also a member of the Inter-University Doctoral Consortium, an association of universities in the metropolitan area whose members also include Columbia University; CUNY Graduate Center; Fordham University; Graduate

Faculty, New School University; Princeton University; Rutgers University; Stony Brook University; and Teacher's College, Columbia University. For further details, see *Inter-University Doctoral Consortium* in the *Admission* section of this bulletin.

Within New York University, the Department of Classics has close ties to the Center for Ancient Studies, the Onassis Program in Hellenic Studies, the Institute of Fine Arts, the Program in Museum Studies, the Program in Religious Studies, the Department of Comparative Literature, the Program in Poetics and Theory, and the Medieval and Renaissance Center. In addition, the journal

Classical World is housed at NYU, and the Aquila Theatre Company, London/New York, is in permanent residence at the Center for Ancient Studies.

The University sponsors excavations at Abydos (Egypt), Aphrodisias (Turkey), Yeronisos Island (Cyprus), and Samothrace (Greece). The department owns collections of coins, inscriptions, and papyri; it maintains a small museum of ancient artifacts and a small library with computing resources. Students also have access to the extraordinary collections of such institutions as the Metropolitan Museum of Art, the Brooklyn Museum, the American Numismatic Society, the Morgan Library, and the New York Public Library.

Faculty

Adam H. Becker, *Assistant Professor, Classics (Religious Studies)*. Ph.D. 2004 (religion), Princeton; M.A. 2001 (Syriac studies), Oxford; M.A. 1997 (classics), New York; B.A. 1994 (classics), Columbia.

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.

Larissa Bonfante, *Professor*. Ph.D. 1966 (art history and archaeology), Columbia; M.A. 1957 (classics), Cincinnati; B.A. 1954 (fine arts and classics), Barnard College.

Ancient Etruscan civilization; iconography; Greek and Roman dress; women in the classical world.

Joy Connolly, *Assistant Professor*. Ph.D. 1997 (classical studies), Pennsylvania; B.A. 1991 (classics), Princeton.

Ancient rhetoric and political thought; Roman literature; feminist theory; classical tradition in early modern Europe and America.

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

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

Peter W. Meineck, *Clinical Assistant Professor*. B.A. 1989 (classics), University College London.

Production, reception, and history of ancient drama.

Phillip T. Mitsis, *Alexander S. Onassis Professor of Hellenic Culture and Civilization*. Ph.D. 1982 (classics), Cornell; B.A. 1974 (classics and philosophy), Williams College.

Ancient philosophy and its later reception.

Michael Peachin, *Professor; Chair, Department of Classics*. Ph.D. 1983 (ancient history), Columbia; B.A. 1976 (history), Indiana.

Roman imperial history; Roman law; Latin epigraphy.

Christopher Ratté, *Associate Professor, Classics, Fine Arts*. Ph.D. 1989, M.A. 1984 (classical archaeology), California (Berkeley); B.A. 1981 (classical archaeology), Harvard.

Greek and Roman art and architecture; classical archaeology; ancient history.

Matthew S. Santirocco, *Professor; Seryl Kushner Dean, College of Arts and Science; Angelo J. Ranieri Director, Center for Ancient Studies. Ph.D. 1979, M.Phil. 1976, B.A. 1971 (classics), Columbia; M.A. 1977 (classics), B.A. 1973 (classics), Cambridge. Honorary degree: M.A. 1981, Pennsylvania.*

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

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

FACULTY EMERITI

Lionel I. Casson, **Mervin R. Dilts**, **Charles W. Dunmore**, **Philip Mayerson**, **Gregory M. Sifakis**.

Programs and Requirements

Admission and Fellowships: A general knowledge of ancient history and literature and reasonable competence in reading both Greek and Latin prose and poetry are required, as indicated by the successful completion of an undergraduate major in classics or its equivalent. Students may apply for the M.A. program only, without fellowship. Students may also apply directly to the Ph.D. program, in which case the M.A. degree is awarded after the student completes the requirements for the M.A. while working toward the Ph.D.; if a student enters the Ph.D. program with an M.A., a blanket credit of 32 points is awarded. All students admitted to the Ph.D. program receive a Henry M. MacCracken Fellowship. Classics doctoral students are also eligible for the Lane Cooper Fellowship, Dean's Dissertation Fellowship, and grants for travel and study abroad from the department, the Graduate School of Arts and Science, and the Center for Ancient Studies.

MASTER OF ARTS

Program of Study: Eight courses (32 points) chosen from the 1000-2000 series of courses, including either the Latin or Greek survey and one course from two of the following areas: (1) Greek or Latin prose composition; (2) a graduate-level course in Greek or Roman history; (3) Proseminar in Classical Archaeology (G27.1002) or another course in archaeology or ancient art history. Of the remaining five courses, at least four must be in Greek or Latin authors.

Examinations: On arrival, each student takes diagnostic sight translation examinations in Greek and Latin. A faculty adviser evaluates and discusses them with the student. Before qualifying for the M.A. degree, a student must pass a Greek or Latin translation examination based on Reading List I (see www.nyu.edu/fas/dept/classics) and a translation examination in French or German.

DOCTOR OF PHILOSOPHY

Program of Study: 72 points (including the 32 required for the M.A.) of course work, of which 36 points must be completed in residence. The following courses (or equivalent substitutes) must be passed: Greek and Latin prose composition, both the Latin and Greek surveys, and one course from each of the following areas: (1) a graduate course in Greek or Roman history and (2) Proseminar in Classical Archaeology (G27.1002) or another course in archaeology or ancient art history.

Qualifying Examinations and Papers:

In addition to course work, students must successfully complete a series of qualifying examinations and papers.

1. Translation examinations in German and either French or Italian

These examinations, for which the student may use a dictionary, may be taken as often as necessary. One language must be passed at the end of the first year, and the other at the end of the second year.

2. Special papers

This requirement of the graduate program is designed to give the Ph.D. student training in the research methods necessary for the dissertation. Each student submits two research papers of professional quality, one on a Greek topic and one on a Roman topic. Each paper is reviewed by the student's adviser and at least one other member of the faculty. The papers may be revisions of seminar term papers and may lead to the dissertation. Under normal circumstances, neither paper should exceed 20 pages. This requirement should be met before the student takes the required Greek and Latin translation and literature examinations (items 3 and 4 below).

3. Greek and Latin translation examinations

These examinations, which are based on Reading List I for Greek and Latin, consist of two passages of prose and

two of poetry. Ph.D. students should take these examinations at the end of the fifth semester.

4. Greek and Latin literature examination

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

Note: In exceptional cases, the department may permit a delay of one term in taking the Greek and Latin translation and literature examinations. Each examination may be repeated once in case of failure. For reading lists and a description of the examinations, see www.nyu.edu/fas/dept/classics.

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

Dissertation: The required dissertation must demonstrate a sound methodology and evidence of exhaustive study of a special field and make an original contribution to that field. When the dissertation is completed and approved by the readers, an oral defense is scheduled before a committee of at least five faculty members,

including two of the dissertation readers. A successful defense requires the approval of four of the five members of the committee.

Inter-University Doctoral

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

Rutgers University; Stony Brook University; and Teacher's College, Columbia University.

Interdepartmental Curricula:

Prospective candidates for the degree of Doctor of Philosophy with a major in classics and a minor in classical archaeology or ancient art history are referred to the appropriate adviser at the Institute of Fine Arts for the minor requirements. Prospective candidates for the degree of Doctor of Philosophy in classical art and archaeology with a minor in classics should

consult the adviser in classics for the minor requirements.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the *Financing Graduate Education* section of the *GSAS Application for Admission and Financial Aid*. Of special interest to classicists is the Lane Cooper Fellowship.

Courses

Please refer to the class schedule or consult the department for further information about courses and schedules. All courses are offered in the late afternoon and evening.

Introduction to Classical Studies

G27.1001 4 points.

Survey of tools and methods used in classical philology; papyrology; paleography; stemmatization of manuscripts; editing of texts; source criticism (reconstruction of lost works, disentangling of diverse traditions); historiographical use of literary material.

Proseminar in Classical

Archaeology G27.1002 4 points.

Methods and problems of classics research as they pertain to the archaeological sciences; bibliographical resources and problems involving the interpretation and evaluation of evidence from epigraphy, numismatics, art, and architecture. Typical archaeological sites are surveyed and analyzed.

Latin Literature: Origins, Republic

G27.1003 4 points.

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

Latin Literature: Imperial Period

G27.1005 4 points.

Extensive reading in Latin prose and poetry of the Augustan and imperial periods. Texts are studied in chronological sequence, and major themes of early imperial intellectual history are explored. Readings focus on literature

of the golden and silver ages in a variety of genres, including epic, pastoral, tragic drama, satire, epigram, letters, and historical writings.

Greek Literature from Homer to the End of the Peloponnesian War

G27.1009 4 points.

Extensive reading in Greek prose and poetry of the archaic and classical periods. Texts are studied in chronological sequence, and major themes of Greek cultural and intellectual history such as the rise of the polis are explored. Readings range from Homer to Thucydides and include both major and minor authors.

Greek Literature from the End of the Peloponnesian War to the Christian Era

G27.1010 4 points.

Extensive reading in Greek prose and poetry of the later classical, Hellenistic, and imperial periods. Texts are studied in chronological sequence, and major themes of contemporary intellectual history are explored. Readings include selections from Plato and Aristotle, Demosthenes, Hellenistic poetry, Hellenistic historians, Plutarch, Lucian, the Greek novel, Hellenistic philosophy or Philostratus's *Lives of the Sophists*, Clement of Alexandria, and the New Testament.

Greek Rhetoric and Stylistics:

A Survey G27.1011 4 points.

The development of Greek rhetoric and prose style. A review of morphology and syntax is followed by intensive close reading of selections from authors in chronological sequence. Emphasis is on close translation and syntactical and stylistic analysis.

Latin Rhetoric and Stylistics:

A Survey G27.1012 4 points.

The development of Latin rhetoric and prose style. A review of morphology

and syntax is followed by close reading of selections with emphasis on translation and syntactical and stylistic analysis.

Greek Poetry from Homer Through the Hellenistic Period:

A Survey G27.1013 4 points.

Archaic, classical, and Hellenistic poetry, including selections from Homer, Hesiod, the Homeric Hymns, lyric poetry, classical drama, and the poetry of Alexandria. Texts are studied in chronological sequence, and attention is paid to Greek intellectual and social history as well as to questions of style and genre.

Survey of Latin Poetry G27.1014

4 points.

Focuses on the shaping of Latin poetics from Livius Andronicus through the silver age, through lectures and directed readings in the original texts. Attention is given to epos, lyric, elegy, satire, and drama. Roman social and intellectual history, as well as questions of genre and style, are considered.

Introduction to Ancient Studies

G27.1040 4 points.

Introduction to the methods and approaches used to uncover the ancient past and to the categories of evidence available in this quest. Develops a sense of how to apply various methods to the study of a given corpus of data. Deals with the means of transmission of ancient evidence to modern scholarship and culture and provides a sense of ancient studies as a whole.

Introduction to Greek

Palaeography G27.2541 4 points.

Introduction to medieval and Renaissance Greek literary hands in majuscule and minuscule scripts, dating of manuscripts, codicology, stemmatics, and textual criticism.

Preparation of a specimen critical edition of a selected passage of Greek literature from manuscript facsimiles.

Sallust G27.2812 4 points.

Reading of one or both of the monographs and the major fragments of the *Historiae*. Attention is paid to Sallust's contribution to the canonical style and aims of Latin historiography and to the development of the historical monograph as a narrative form.

Caesar and Lucan G27.2814

4 points.

Considers the writing of the Roman civil war from the perspectives of the victorious dictator and of the opposition poet. Questions of literary influence, political perspective, propaganda, and style are investigated. (In a given term, this course may concentrate more on one of the two texts than the other.)

Livy G27.2816 4 points.

Study of selected books of the *Ab urbe condita*. Topics include the nature of Roman historiography and Livy's place in its tradition, narrative structures and strategies, the relation of style to content, and contemporary political issues and Livy's response to them.

Tacitus G27.2821 4 points.

Reading of either the minor works or parts of the *Annales* and *Historiae*. Tacitus and his writing are considered in the context of his times, when empire had clearly come to stay, but when its nature was under question. In such a world, what was the job of history, or of a historian? Could real history still be written? If so, how?

Lucretius G27.2832 4 points.

Reading of the *De rerum natura* as a masterpiece of poetry and philosophy, concentrating on the struggle between the two. Topics include mastering the fear of death, whether poetry is merely a didactic tool, language as a model for physics, and theories of the origins of civilization.

Pliny G27.2838 4 points.

Selections from Books I-IX of Pliny's *Epistles*—with an eye especially to matters of history, culture, and society—reveal much about the life and interests of a member of the senatorial order. The correspondence between Pliny as governor of Pontus-Bithynia and the emperor Trajan (Book X) is examined as a unique specimen of such literature.

Cicero G27.2843 4 points.

Reading of selected works, which may come from the oratorical, philosophical, or epistolary corpora. The focus of the course varies accordingly; in all, however, close reading is accompanied by a consideration of the orator/philosopher/citizen in his social and historical context.

Petronius and Apuleius G27.2853

4 points.

Study of the Roman novel as a generic form based on selections from the *Satyricon* and the *Golden Ass*, with comparanda drawn from Greek novels.

Plautus and Terence G27.2861

4 points.

Readings of selected plays. Topics include comic language as a reflection of "ordinary" language, the playwrights' response to their Greek precursors, their influence on later literature (including satire and the orations of Cicero), and a comparative literary and dramaturgical study of the two authors.

Seneca G27.2868 4 points.

Study of Senecan dramatic works vis-à-vis earlier Latin poets, such as Ovid, Horace, and Vergil, and Greek tragedy. (In alternate years, this course may concentrate instead on Senecan prose.)

Catullus G27.2872 4 points.

The three major groups of the Catullan corpus—the polymetrics, the long poems, and the elegiacs—are examined as separate genres. Topics include what it meant to be a *poeta novus* in Republican Rome, Catullus's polemical poetics, his Alexandrian and his Roman heritage, and the artifice of spontaneity.

Horace G27.2873 4 points.

Study of the *Odes* and *Epodes* or the *Satires* and *Epistles*. With the *Odes*, topics include Horace's focus on the "here and now" of the symposium versus his poetry's claims to immortality, the rhetorical construction of lyric as communication with both addressee and reader, and Horace's statements about poetry and his ambivalence about praising Augustus. In studying the hexameter poems, special attention is paid to the *Satires* about writing satire and to the literary *Epistles*, and especially to the self-ironizing poetic persona.

Latin Elegy G27.2876 4 points.

Selections from Catullus, Propertius, Tibullus and the Tibullan corpus, and Ovid; later elegy may also be read. Topics include the role of the lover and the mistress, the self-referentiality of elegiac poetry, the tension between genre and content (particularly in Propertius), and the Ovidian codification of the elegiac form.

Roman Satire G27.2878 4 points.

Study of the art form that the Romans claimed was entirely their own via a reading of selected poems of Lucilius, Horace, Persius, and Juvenal. Topics include satire as a "mirror" of society, the satirist's persona, and the language and literary form of the genre.

Vergil G27.2882 4 points.

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

Ovid G27.2887 4 points.

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

Herodotus G27.2912 4 points.

Study of the "father of history," focusing on the development of prose literature in fifth-century Greece, Herodotus's relation to the scientific and scholarly tradition in Ionia, narrative structure and themes, history as self-definition, the barbarian, and Herodotus and tragedy.

Thucydides G27.2914 4 points.

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

Greek and Roman Biography

G27.2918 4 points.

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

Plato G27.2932 4 points.

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

Aristotle G27.2936 4 points.

Selected work(s) of the fourth-century philosopher. Possible topics include Aristotle's relationship to Plato, Aristotle's natural science and its later influences, theories of the ideal constitution and different political entities, and ancient literary criticism.

Attic Orators G27.2941 4 points.

Study of one or more of the Attic orators in terms of textual, stylistic, legal, social, and historical problems. The relationship of ancient rhetorical theory and practice may also be considered.

Demosthenes G27.2944 4 points.

Study of one or more of the orations in terms of textual, stylistic, legal, social, and historical problems. Demosthenes' influence on later oratory may also be considered.

Aeschylus G27.2963 4 points.

Close reading of one of the seven extant plays. The peculiarities of Aeschylean language and, in the case of a play from the *Oresteia*, the relation of its plot to that of the trilogy as a whole is analyzed. The difficult dramaturgical and textual problems are sketched.

Sophocles G27.2965 4 points.

Study of the most elusive and least easily characterized of the three Athenian tragedians through close reading of one or more of the extant tragedies. Topics include the Sophoclean hero, dramatic structure and experimentation, the myth of Oedipus, and the role of theatre in society.

Euripides G27.2967 4 points.

Overview of Euripides' career is followed by reading of selected tragedies. Particular attention is paid to the challenges he posed to the "proper" tragic form, the influence of Aeschylus and the relationship between Sophocles and Euripides, contemporary political and intellectual influences, and the role of ritual and the divine in Euripidean art.

Aristophanes G27.2970 4 points.

Study of the structure and content of old comedy as represented by the surviving comedies of Aristophanes. Includes political invective and satire; literary parody; utopianism; comic language, gesture, and costume.

Greek Lyric Poetry G27.2971 4 points.

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

Menander G27.2973 4 points.

Study of recently discovered comedies of Menander in terms of dramaturgy, social setting, characterization, and Roman comedy.

Theocritus G27.2976 4 points.

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

Homer G27.2981 4 points.

Either the *Iliad* or the *Odyssey* is read in its entirety. Topics include the conventions and development of oral poetry; the relationship of gods and man; narrative structure and design; the poems as a source for ancient historiography, tragedy, and later epic; the role of women, especially Helen and Penelope; and the education of Telemachus.

Hesiod and the Homeric Hymns G27.2987 4 points.

Close reading of the *Theogony* and of the Homeric hymns; students may also read the *Works and Days* or the *Batrachomyomachia* and other poems in the Homeric corpus. Topics include the influence of Homeric epic, the conventions of didactic poetry, the form and structure of hymns, and the influence of Hesiod and the hymns on later Greek poets.

Directed Reading in Latin

Literature I, II G27.3101, 3102

Prerequisite: permission of the director of graduate studies. Variable points.

Directed Reading in Greek

Literature I, II G27.3201, 3202

Prerequisite: permission of the director of graduate studies. Variable points.

Directed Reading in Roman

History I, II G27.3301, 3302

Prerequisite: permission of the director of graduate studies. Variable points.

Directed Reading in Greek History

I, II G27.3401, 3402

Prerequisite: permission of the director of graduate studies. Variable points.

Dissertation Research G27.3998, 3999 4 points per term.



DEPARTMENT OF

Comparative Literature

19 UNIVERSITY PLACE, 3RD FLOOR • NEW YORK, NY 10003-4556 • 212-998-8790

CHAIR OF THE DEPARTMENT:
Associate Professor Nancy Ruttenburg
(on leave in 2005-2006)

ACTING CHAIR OF THE DEPARTMENT:
Professor Timothy J. Reiss (2005-2006)

DIRECTOR OF GRADUATE STUDIES:
Professor Daniel Javitch

The Department of Comparative Literature explores the range of literature, its transmission, and its dynamic traversing of linguistic, geographical, cultural, political, and disciplinary boundaries.

Students in the department adopt a global perspective and interdisciplinary outlook as they pursue work in various languages, traditions, and academic fields. Faculty members offer courses that embrace the ancient and modern periods of world literature and explore critical, theoretical, and historical issues and problems of representation in the broadest sense. This type of analysis expands the field of literature to include a wide variety of cultural practices—from his-

torical, philosophical, and legal texts to artifacts of visual and popular culture—revealing the roles literature plays as a form of material expression and symbolic exchange. Focus falls on how literature is defined at specific times or in specific places; how rhetoric, genre, and aesthetic styles create literary language; and how such language inflects or transforms social categories of gender, race, and power.

The department awards both the M.A. and Ph.D. degrees.

Faculty

Kamau Brathwaite, *Professor. D.Phil.* 1968, *Sussex*; B.A. (honors) 1953 (*history*), *Cambridge*.

Caribbean literature, culture, and society.

John Chioles, *Professor. Ph.D.* 1972 (*dramatic literature, theory, criticism, and directing for the stage-interdisciplinary*), *California (Berkeley)*; M.A. 1964 (*philosophy*), *CUNY*; B.A. 1962 (*philosophy*), *Hunter College (CUNY)*.

Tragedy; mythopoeisis; phenomenology; philosophy and literature.

Manthia Diawara, *Professor, Comparative Literature (Africana Studies)*; *Director, Institute of African American Affairs. Ph.D.* 1985 (*comparative literature*), *Indiana*; M.A. 1978 (*literature*), B.A. 1976 (*literature*), *American*.

African literature and film; Afro-English and Afro-American film.

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

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

Mikhail Iampolski, *Professor, Comparative Literature, Russian and Slavic Studies. Habil.* 1991, *Moscow Institute of Film Studies*; *Ph.D.* 1977 (*French philosophy*), *Russian Academy of Pedagogical Sciences*; B.A. 1971, *Moscow Pedagogical Institute*.

Slavic literatures and cinema; theory of representation; the body in culture.

Daniel Javitch, *Professor, Comparative Literature, Italian Studies. Ph.D.* 1971 (*comparative literature*), *Harvard*; M.A. 1970 (*English*), *Cambridge*; B.A. 1963 (*English*), *Princeton*.

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

Timothy J. Reiss, *Professor; Acting Chair (2005-2006), Department of Comparative Literature. Ph.D.* 1968 (*French and comparative literature*), M.A. 1965 (*French*), *Illinois*; B.A. 1964 (*French*), *Manchester*.

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

Kristin Ross, *Professor. Ph.D.* 1981 (*French literature*), M.A. 1977 (*French literature*), *Yale*; B.A. (honors) 1975 (*French studies*), *California (Santa Cruz)*.

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

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

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

Richard Sieburth, *Professor, Comparative Literature, French. Ph.D.* 1976 (*comparative literature*), *Harvard*; B.A. 1970 (*comparative literature*), *Chicago*.

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

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

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

Xudong Zhang, *Professor, Comparative Literature, East Asian Studies. Ph.D. 1995, Duke; B.A. 1986, Peking (Beijing).*

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

VISITING FACULTY

Mark Sanders, *Visiting Associate Professor, Ph.D. 1998 (comparative literature), M.Phil. 1994 (comparative literature), M.A. 1992 (English), Columbia; B.A. 1990 (English), Cape Town.*

African literature; literary theory; narrative theory; autobiography and testimony; postcolonial literature and theory; global Anglophone literature.

ASSOCIATED FACULTY IN OTHER DEPARTMENTS

Emily Apter, *French; Ulrich Baer*, *German; Gabriela Bastera*, *Spanish and Portuguese Languages and Literatures; Thomas Bishop*, *French; Sibylle Fischer*, *Spanish and Portuguese Languages and Literatures; John Freccero*, *Italian Studies; Sylvia Molloy*, *Spanish and Portuguese Languages and Literatures; Mary Louise Pratt*, *Spanish and Portuguese Languages and Literatures; Avital Ronell*, *German; Robert P. Stam*, *Cinema Studies; Jane Tylus*, *Italian Studies.*

AFFILIATED FACULTY IN OTHER DEPARTMENTS

Gerard Aching, *Spanish and Portuguese Languages and Literatures; Charles Affron*, *French; Michel Beaujour*, *French; J. Michael Dash*, *French; Yael Feldman*, *Hebrew and Judaic Studies; Anselm Haverkamp*, *English; Denis Hollier*, *French; Bernd Hüppauf*, *German; Philip Kennedy*, *Middle Eastern and Islamic Studies; Kenneth Krabbenhof*, *Spanish and Portuguese Languages and Literatures; Darlene G. Levy*, *History; Laurence Lockridge*, *English; Perry Meisel*, *English; Mona Mikhail*, *Middle Eastern and Islamic Studies; Richard Schechner*, *Performance Studies; Ella Shohat*, *Art and Public Policy, Middle Eastern and Islamic Studies; Evelyn Birge Vitz*, *French; George Yúdice*, *Spanish and Portuguese Languages and Literatures.*

Program and Requirements

Comparative literature at New York University is designed to meet the needs of students who wish to study literature as an intercultural discipline embedded in wider sociocultural environments and in broader philosophical issues. The department offers students an opportunity to study literature extranationally, cross-culturally, and historically through movements, periods, genres, and interrelations, as well as through criticism and theory. The department encourages the study of literatures in a cultural context, stressing the need for knowledge in such disciplines as history, philosophy, and anthropology. The visual and verbal aspects of representation are also emphasized (i.e., film, performance, and art).

Doctoral candidates must know four languages including English, at least two of them to near-native fluency. At the doctoral level, one of these four languages may be replaced by knowledge of a nonliterary discipline (requiring at least three graduate courses).

Prospective students may request from the departmental office the *Department Handbook*, which sets forth all governing principles and procedures and provides most of the information usually requested by incoming students.

Admission: In addition to the general requirements for admission to the Graduate School of Arts and Science (as discussed in the *Application Procedures and Instruction* section of the *GSAS Application for Admission and Financial Aid*), the Department of Comparative Literature requires scores of the GRE general test (*not* GRE subject tests) for all applicants. A writing sample is also required of all applicants. In addition, international students must provide TOEFL scores. Both GRE and TOEFL scores must be available at the time of application deadlines. Demonstrated proficiency in two foreign languages is highly recommended. Applications are only considered for fall admission. Terminal M.A. applications are accepted only in rare cases; no financial aid is given to such candidates.

Degree Requirements: Students entering with the B.A. must complete requirements for the M.A. degree before proceeding to the Ph.D. The Master of Arts degree requires completion of required courses, certification in three languages including English, and an M.A. essay that revises an approved term paper to meet the publication standards of a serious journal. The finished work must be approved by two readers.

The Ph.D. examination consists of a comprehensive, written take-home examination on three topics chosen by the candidate, in consultation with a faculty committee: one topic is literary criticism and theory, a second topic includes the candidate's major or teaching field, and the third is in a nodal field of critical, historical, generic, or period interest. The written examination is preceded by a semester of required independent study to prepare the topics. The written examination is followed within the next semester by an oral examination given by the same faculty committee of three, on the preliminary dissertation prospectus prepared by the candidate. The revised prospectus is then submitted, usually within six weeks, for final approval by its three readers.

Course of Study: Students taking a degree in comparative literature follow a program of courses corresponding to their proposed professional interests. Flexibility of choice is provided by a broad spectrum of offerings available in neighboring departments. When arranging the course of study, the student consults with the chair of the department or the director of graduate studies, as well as an assigned faculty adviser.

Of the 32 points required for the M.A. degree (including at least 24

points in residence at New York University), 20 points must be taken in the Department of Comparative Literature and 12 chosen from any other department. Students entering the doctoral program with a master's degree in a national literature from New York University must fulfill a course distribution for the Ph.D. degree of 40 points in comparative literature and 32 in a national literature or literatures and/or courses from affiliated departments.

Students entering the doctoral program with an M.A. degree in comparative literature from another institution must divide their points between a national literature or literatures, comparative literature, and if they choose (after consultation), appropriate courses from nonliterature departments. Students entering with an M.A. degree in a national literature must show 40 points in comparative literature upon the completion of course requirements for the Ph.D. degree.

Doctoral students must take a full year of study in criticism and theory that includes one course in contemporary (20th-century) theory and one in theory/criticism before 1800. Seminar in Literature: Research Methods and Techniques is also a required course. Finally, students must take two pre-1800 literature courses.

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

Language Requirements: Languages should be elected on the basis of applicability to the candidate's special interests and thesis research. The master's degree requires certification in two languages in addition to English. The Ph.D. requires certification in three languages in addition to English or—substituting for the third language—three courses in a nonliterary discipline. In each case, the requirement must be certified before a thesis may be undertaken; doctoral students

must fulfill this requirement before they are permitted to sit for the oral part of the doctoral preliminary examination. This requirement is satisfied by demonstrating reading proficiency either through an examination or through course work.

Theses: Theses for the M.A. and Ph.D. degrees alike must be concerned with comparative issues of language, discipline, or culture. The M.A. thesis must be approved by two readers. The Ph.D. thesis must be approved by an adviser and two major readers; after completion and acceptance of the thesis, two further readers are invited to complete the oral defense jury.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

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

Courses

Prisms of Modernity G29.1341
4 points.

Seminar in Literature: Research Methods and Techniques—Politics and Theory G29.1400 4 points.
Required of incoming students to the department. Explores current theoretical debates in the field and seeks to build an intellectual community among new students. Emphasis is also on pragmatic questions of orientation in the discipline.

Mythohistoricus G29.1430 *Chioles*.
4 points.
On the storytelling, rhetoric, and philosophy of historiographical texts. Herodotus, Plato, Thucydides, Tacitus, Livy, Polybius, Gibbon, M. Bernal.

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

European Renaissance Literature II G29.1550 *Javitch*. 4 points.
See G29.1500 above.

Studies in Medieval Literature G29.1555 4 points.

Contemporary Critical Theories G29.1560 4 points.
Major trends of 20th-century theory, especially implications for literary the-

ory. Language and linguistics; self and subject; ideology and social formations; hermeneutics; skepticism and truth.

Comparative Literature and the Arabic Context G29.1732 4 points.
Issues in the comparative study of modern Arabic literatures and culture. Development of literary language, explorations of society, questions of gender relations.

Studies in 18th-Century Literature G29.1790 4 points.
Relation of 18th-century texts (poetry, theatre, fiction, history, philosophy, etc.) to their political, historical, economic, and social contexts.

Romanticism in the 19th Century G29.1833 4 points.
Studies in the nature of European romanticism across the arts.

Modernity, Masculinity, and Sexuality (in Japanese Literature) G29.1916 *Vincent*. 4 points.
Introduction to the study of Japanese modernity as seen through the lens of psychoanalytic discourses regarding gender and sexuality.

The Surrealist Movement in Literature G29.1926 4 points.
Historical context; ideological debates; cult of the irrational studied in prose, poetry, film, and the fine arts.

The Bible and Literary Criticism G29.2115 *Identical to G78.2115. Feldman*. 4 points.
Selected problems in current literary criticism are examined and applied to biblical narrative. Various "modernist" approaches to Scripture are emphasized: structuralism and poststructuralism; feminism and psychoanalysis; translation theory; phenomenology of reading; and historical poetics.

Studies in Modern Drama G29.2140 *Chioles*. 4 points.
Close discussion of works by dramatists such as Yeats, Pirandello, Synge, O'Neill, Artaud, Lorca, Piscator, Brecht, Williams, Weiss, Beckett, Pinter, Genet, and Albee.

Literature, History, and Politics G29.2150 4 points.
Studies in the relationship between literary texts, political theory, and historical event.

Topics in Early Modern Written Culture G29.2155 *Reiss*. 4 points.
Studies the relation of written texts of the early modern period to their polit-

ical and historical contexts and their cultural role.

Studies in Medieval Literature: Medieval Literature and the Oral Tradition G29.2290 *Identical to G45.2290. Vitz. 4 points.*

Studies in Prose Genres G29.2300 *4 points.*
Topics include autobiography, literature of the fantastic, the gothic novel, travel literature, etc.

Literature, Politics, and the Cultural Status of Women in France and England, 1500-1800 G29.2310 *Reiss. 4 points.*
Querelles des femmes from 1500-1620 in context of social and economic crises and political struggles. Debates of the 17th and 18th centuries to the Revolution. Poetry, novels, and plays by women.

History of Literary Theory and Criticism: To 1700 G29.2500 *Identical to G41.2965. Javitch. 4 points.*
From Aristotle, Cicero, Horace, Quintilian, Plutarch, and Longinus through the Middle Ages, to the Italian and English Renaissance and French and English neoclassicism.

History of Literary Theory and Criticism: From 1800 G29.2501 *Identical to G41.2966. Lockridge. 4 points.*
From German neoclassicism to romanticism in Germany, England, and France, through American transcendentalism, to late 19th- and 20th-century literary critical discussion.

Revisiting the Western Classics G29.2502 *Javitch, Santirocco. 4 points.*
Team-taught seminar devoted to reading principal works (in translation) of Homer, Hesiod, Euripides, Plato, Virgil, Ovid, Augustine, Dante, Machiavelli, and Shakespeare. Analysis of each text as well as some consideration of the historical and cultural context out of which it emerged.

Special Topics in Theory G29.2610 *4 points.*

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

Topics in Caribbean Literature II G29.2651 *Brathwaite. 4 points.*
Traces analogous issues to those discussed in G29.2650, particularly the status of women, the practice of women writers, and the development of a literature by women.

The Realist Novel in Europe G29.2690 *4 points.*
Style of approach varies according to instructor, but concentration is on the 19th-century novel in the European and American traditions.

Women Writers and the Rise of the Novel G29.2695 *4 points.*
Contribution of women writers to the development of the novel, with emphasis on England and France from the 18th to the late 19th century.

Topics in 19th-Century Culture G29.2700 *4 points.*
Examination of themes and concepts exemplary of 19th-century concerns as they appear in a broad spectrum of cultural artifacts and activities.

Fiction of the Americas G29.2780 *Dopico. 4 points.*
Studies in the 20th-century North and Latin American novel. Coover, DeLillo, Pynchon, Fuentes, García Márquez, Roa Bastos.

Postmodernism in Latin America G29.2790 *4 points.*
Discussion of Latin American debates around postmodernism since the early 1980s. Questions of identity and pluralism, centers and peripheries, the role of the aesthetic. Anzaldúa, Borges, Menchú, Molloy, Puig, Sarduy, etc.

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

The Nature of Tragedy G29.2821 *Chioles, Reiss. 4 points.*
Studies in theory and practice of tragedy from the Greeks to the 20th century.

The Sublime G29.2825 *Iampolski. 4 points.*
Studies in the sublime and its place in religious, political, and aesthetic thought and practice from Longinus to Burke, and from Kant to Adorno, Blanchot, Derrida, Freud, and other contemporaries.

Theories of Literary Genres G29.2870 *4 points.*

Seminar on Translation G29.2880 *Sieburth. 4 points.*
Contemporary discussions on the nature and implications of translation as applied specifically to literary issues and generally to modes of interpretation. Analysis of theory and practice from the 17th century to the present.

Translation Workshop G29.2880 *Sieburth. 4 points.*
Functions as a writing workshop, involving comparative analysis of various translations and production and critique of student translations.

Studies in Literature and the Arts of Performance G29.2900 *4 points.*
Literature in its affiliation with other modes of cultural performance: drama; ritual and ceremony; cinema; opera; public display and spectacle; dance; contemporary media; 19th- and 20th-century France, Italy, and North America.

Special Topics in Spanish American Literature G29.2968 *Identical to G95.2968. Molloy. 4 points.*

Guided Individual Research in Comparative Literature G29.2991 *Prerequisite: permission of the chair of the department. 1-8 points.*

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

Society and the Literary Imagination G29.3135 *Ross. 4 points.*

Power and Imitation G29.3136 *Iampolski. 4 points.*
Studies in the nature of imitation in literature, painting, cinema, and popular culture, and its connections with theories and practices of power from the 17th to the 20th centuries.

Comparative Poetics G29.3399 *Beaujour. 4 points.*
Examination of Western ideas on poetics from the viewpoint of other cultures, literate and nonliterate. Consideration of Greek, Chinese, Kaluli (New Guinea), and West African poetics.

Mythopoesis G29.3511 *Chioles*.
4 points.

Studies in myth as the basic “maker” of literary works; the juncture of myth and poetry as creative of ways of being and of orienting being in the world.

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

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

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

Seminar on Postsymbolist Poetry
G29.3885 *Sieburth*. 2-4 points.
Studies in 20th-century European and American poetry: Valéry, Cernuda, Lorca, Eliot, Breton, Neruda, Borges, Paz, Parra.

Rhetorics from the Traditional to the Modern G29.3886 *Beaujour*.
4 points.
From Aristotle, Cicero, Quintilian, and Tacitus, to Burke, Booth, Genette, Richards, and Perelman.

Feminism and Social Change
G29.3888 4 points.
Feminist writers who reflect on the relation between feminism and left-wing social movements, from the 19th century to the present: Wollstonecraft, Tristan, Sand, Gillman, Engels, Woolf, de Beauvoir, Delphy, Wolf, and others.

Discourse and Society G29.3921 *Reiss*. 4 points.
Exploration of the concept of “discourse” and the theme of discursive transformation as a means to understand societies and their creation, especially as manifest through “aesthetic” writings and practices.

Topics in Literature and Contemporary Culture G29.3925 4 points.
Studies in the relation of texts and other products of the contemporary imagination in their political, historical, and social contexts.

Thesis Research G29.3991
Prerequisite: permission of the chair of the department. 1-4 points.



DIRECTOR OF THE PROGRAM:
Professor Tamar Schlick

New York University (NYU)—Graduate School of Arts and Science, NYU School of Medicine (NYUSM)—Sackler Institute, and Mount Sinai School of Medicine (MSSM) have developed a new multidisciplinary doctoral program in computational biology. Funded by the National Science Foundation's

IGERT initiative, the Program in Computational Biology (COB) trains a new generation of scientists in the fundamentals and applications of computational methods to biological problems, including macromolecular structure and function (proteins, DNAs, RNAs), genomics, and physiological systems (cells, organs). Students from the mathematics and physical science backgrounds, as well as from the biology/chemistry fields, are welcome to apply. COB training

emphasizes productive research in biology and medicine using a variety of modern, multidisciplinary quantitative techniques.

COB students apply to the COB program directly and choose a home department in one of the seven participating divisions: the Department of Biology, Chemistry, Computer Science, or Mathematics; the Center for Neural Science; Sackler Institute; or Mount Sinai School of Medicine. See details on the COB Web site.

Faculty

(List Not Exhaustive)

NYU/COURANT INSTITUTE OF MATHEMATICAL SCIENCES

Leslie Greengard, *M.D./Ph.D.* 1987, *Yale*; *B.A.* 1979, *Wesleyan*.

Scientific computing; fast algorithms; potential theory.

Bhubaneswar Mishra, *Ph.D.* 1985, *M.S.* 1982, *Carnegie-Mellon*; *B.S.* 1980, *India Institute of Technology (Kharagpur)*.

Computational and systems biology; mathematical and theoretical computer science.

Charles S. Peskin, *Ph.D.* 1972, *Yeshiva*; *B.A.* 1968, *Harvard*.

Physiology; fluid dynamics; numerical methods.

Tamar Schlick, *Ph.D.* 1987, *M.S.* 1984, *New York*; *B.S.* 1982, *Wayne State*.

Computational biology and biophysics, mathematical biology; numerical analysis; computational chemistry.

Daniel Tranchina, *Ph.D.* 1981, *Rockefeller*; *B.S.* 1975, *SUNY (Binghamton)*.

Visual neuroscience; computational neuroscience.

Margaret H. Wright, *Ph.D.* 1976, *M.S.* 1965, *B.S.* 1964, *Stanford*.

Computational mathematics; optimization; linear algebra.

NYU/DEPARTMENT OF CHEMISTRY

Hin Hark Gan, *Ph.D.* 1989, *M.Sc.* 1986, *McGill*; *B.Sc.* 1984, *McMaster*.
RNA structures and genomics; graph theory.

Mark Tuckerman, *Ph.D.* 1993, *M.Phil.* 1988, *Columbia*; *B.S.* 1986, *California (Berkeley)*.

Molecular dynamics; statistical mechanics.

Tamar Schlick, *Ph.D.* 1987, *M.S.* 1984, *New York*; *B.S.* 1982, *Wayne State*.

Computational biology and biophysics, mathematical biology; numerical analysis; computational chemistry.

Yingkai Zhang, *Ph.D.* 2000, *Duke*; *B.S.* 1993, *Nanjing*.

Computational biochemistry and biophysics.

NYU/CENTER FOR NEURAL SCIENCE

John Rinzel, *Ph.D.* 1973, *M.S.* 1968, *New York*; *B.S.* 1967, *Florida*.

Biophysics; neural computations.

Robert M. Shapley, *Ph.D.* 1970, *Rockefeller*; *B.A.* 1965, *Harvard*.
Neuronal basis of visual perception.

NYU/ DEPARTMENT OF BIOLOGY

Suse Broyde, *Ph.D.* 1963, *Polytechnic (Brooklyn)*; *B.S.* 1958, *City College (CUNY)*.

Carcinogen-modified DNAs.

Fabio Piano, *Ph.D.* 1995, *New York*; *Laurea* 1995, *Florence*; *M.Phil.* 1993, *M.S.* 1991, *B.S.* 1988, *New York*.
C. elegans functional genomics.

Nikolaus Rajewsky, *Ph.D.* 1998, *Diploma* 1995, *B.S.* 1993, *Cologne*.
Transcriptional networks.

**NYU SCHOOL OF MEDICINE/
SACKLER INSTITUTE OF
GRADUATE BIOMEDICAL
SCIENCES**

Stuart M. Brown, *Ph.D.* 1992, *Cornell*; *B.S.* 1983, *Michigan*.
Bioinformatics in medicine; molecular biology.

Brian Dynlacht, *Ph.D.* 1992, *California (Berkeley)*.
Bioinformatics in medicine; molecular biology.

Yuval Kluger, *Ph.D.* 1992, *Johann Wolfgang Goethe (Frankfurt)*; *M.S.* 1987, *B.S.* 1984, *Tel Aviv*.
Bioinformatics; genomics and proteomics.

**MOUNT SINAI SCHOOL OF
MEDICINE**

Aneel K. Aggarwal, *Ph.D.* 1984, *B.S.* 1981, *London*.
Biophysics; DNA-binding proteins.

Mihaly Mezei, *Ph.D.* 1972, *B.S.* 1967, *Budapest*.
Physiology, biophysics, and molecular modeling.

Roman Osman, *Ph.D.* 1974, *Tel Aviv*; *M.S.* 1969, *B.S.* 1967, *Hebrew*.
Molecular mechanisms of DNA-damaged repair; structure function of peptide receptors.

Roberto Sanchez, *Ph.D.* 2000, *Rockefeller*; *B.S.* 1995, *International Centre for Genetic Engineering and Biotechnology*; *B.S.* 1992, *Concepcion*.
Bioinformatics; computational and structural biology.

Ming-Ming Zhou, *Ph.D.* 1993, *Purdue*; *M.S.* 1989, *Michigan Technological*; *B.S.* 1984, *East China University of Science and Technology*.
Molecular mechanisms of healthy and diseased cells.

Program and Requirements

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

COB PROGRAM FEATURES

1. Interdisciplinary training through flexible and background-tailored tracks, interactive COB seminars, and ethics/research conduct courses.
2. Learning environments and activities that promote interdisciplinary interactions and broader collaborations within and outside New York University, NYU School of Medicine-Sackler Institute, and Mount Sinai School of Medicine.
3. Mentoring and career development activities, including partnerships with other programs.
4. Summer internships in industry, academia, government, and international laboratories.
5. Competitive stipend and benefits.

AREAS OF DISSERTATION RESEARCH

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

1. Macromolecular modeling: macromolecular algorithms and simulations; structure, dynamics, and function of biomolecules (interactions among biomolecules and with drugs and carcinogens).
2. Computational genomics: structural and functional genomics, bioinformatics.
3. Physiological modeling: signal transduction pathways, neuronal networks, cardiovascular systems, other organs.

PROGRAM REQUIREMENTS

1. Eight core courses in molecular and cell biology, molecular modeling and dynamics, scientific computing, and computational biology.
2. One research/ethical conduct course.
3. One interdisciplinary computational biology student seminar course (G24.2300) each term during the first two years.
4. Four elective courses in biology, chemistry, neural science, biomedicine, and mathematical/computational biology.
5. Research credits and additional courses to complete 72 points of credit tailored to suit each student's need.
6. Lab rotations in the first year.

7. Public seminar presentation in the second year.
8. Ph.D. qualifying examination in the second year.
9. Summer internship (typically in the third year).
10. Defense of dissertation.

CORE COURSES

The following defines the eight required core courses.

1. One of the following:
G23.1001, Bio Core 1: Molecules and Cells
G25.1881, Biochemistry I
G16.2001, Foundations of Cell and Molecular Biology I or equivalent (e.g., Mount Sinai's Core I: Biochemistry and Molecular Biology; see <http://gsevals.mssm.edu/core1>)
2. One of the following:
G23.1002, Bio Core 2: Genes, Systems, and Evolution
G25.1882, Biochemistry II
G16.2002, Foundations of Cell and Molecular Biology II or equivalent (e.g., Mount Sinai's Core II: Cell Biology; see http://inka.mssm.edu/courses/CORE_II)
3. G24.2300, Computational Biology Student Seminar, taken each term during the first two years; and Computational Research Seminar (course number to be determined), taken in the spring semester of the second year
4. G25.2601, Biomolecular Modeling
5. One of the following:
G23.1127, Bioinformatics
G23.1128, Genomics

6. One of the following:

G23.2030, Statistics in Biology
G63.2010/G22.2420, Numerical
Methods I

7. One of the following:

G22.1170, Fundamental Algorithms
G22.3520, Honors Analysis of
Algorithms
G25.2600, Statistical Mechanics

8. One of the following:

G22.2110, Programming Languages
G22.3110, Honors Programming
Languages
G25.2600, Statistical Mechanics

Courses

Core courses selected for the Program in Computational Biology are assembled from participating home departments to provide students with an interdisciplinary approach to science. Students are also required to take elective courses to complete 72 points of credit. Additional information on courses may be accessed through the Web sites of individual home departments.

COMPUTATIONAL BIOLOGY

Computational Biology Student Seminar G24.2300 *Identical to G25.2200. Offered each term for the first two years of the computational biology doctoral program. Course content varies from semester to semester depending on instructor. Prerequisite: enrollment in the computational biology doctoral program or instructor's approval. 2 points.*

The many concerted initiatives in genomics, like sequencing various organisms, identifying genes in humans and analogues in other species, determining variations (polymorphisms) in human genes related to disease, and designing drugs for specific gene products, have immense ramifications on every aspect of our lives—from health to technology to law. Though progress appears to have been revolutionary in the past decade, such developments have evolved from foundations laid by many pioneers in the biochemical sciences and allied fields. This seminar introduces students to emerging disciplines that helped establish the field of computational biology through lectures and readings from the scientific literature, both technical (journal articles) and general (books about science and scientists). It seeks to both familiarize students with the field's evolution, as well as help students develop a critical eye for conducting research in the field. The course presentations and readings from the sciences and the arts expose students to the roots of such scientific endeavors of our 21st century and the complex web of scientific discovery, including the personal dimensions in research and the mixture of serendipitous and systematic progress.

BASIC MEDICAL SCIENCES

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

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

COMPUTER SCIENCE

Fundamental Algorithms G22.1170 *Prerequisite: at least one year's experience with a high-level language such as Pascal, C, C++, or Java; knowledge of assembly language; and familiarity with recursive programming methods and with data structures (arrays, pointers, stacks, queues, linked lists, binary trees). 3 points.*

Reviews a number of important algorithms, with emphasis on correctness and efficiency: solving recurrence equations; sorting algorithms; selection; binary search; hashing; binary search trees and balanced-tree strategies; tree traversal; partitioning; graphs; spanning trees; shortest paths; connectivity; depth first search; breadth first search. Dynamic programming, divide and conquer.

Programming Languages G22.2110 *3 points.*

Design and use of mainstream programming languages: naming, scoping, type models, control structures, procedural abstractions, modularization. Implementation issues and run-time organization. Languages studied include Ada, C, C++, Java, LISP, ML, and Python. Extensive programming exercises in various languages.

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

Topics vary each semester.

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

In-depth examination of the four major categories of programming languages: imperative, object-oriented, functional, and logic languages. The specific languages covered include Ada, C++, LISP, ML, Prolog, and SETL. Fundamental issues of programming languages, such as type systems, scoping, concurrency, modularization, control flow, and semantics, are discussed.

Honors Analysis of Algorithms G22.3520 *Prerequisites: G22.1170 or one semester of undergraduate algorithms, and permission of the instructor. 4 points.* Design of algorithms and data structures. Review of searching, sorting, and fundamental graph algorithms. In-depth analysis of algorithmic complexity, including advanced topics on recurrence equations and NP-complete problems. Advanced topics on lower bounds, randomized algorithms, amortized algorithms, and data structure design as applied to union-find, pattern matching, polynomial arithmetic, network flow, and matching.

BIOLOGY

Bio Core 1: Molecules and Cells G23.1001 *4 points.*

A survey of the major topics of up-to-date molecular and cellular biology starting with molecular structure and function of proteins and polynucleic acids and ending with cell division and apoptosis.

Bio Core 2: Genes, Systems, and Evolution G23.1002 4 points.

A survey of the major topics of modern biology including genetics, systematics, genomics, systems biology, developmental genetics, plant biology, immunology, neurobiology, population genetics, evolution, and geobiology.

Bioinformatics and Genomes

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

The recent explosion in the availability of genome-wide data such as whole genome sequences and microarray data led to a vast increase in bioinformatics research and tool development.

Bioinformatics is becoming a cornerstone for modern biology, especially in fields such as genomics. It is thus crucial to understand the basic ideas and to learn fundamental bioinformatics techniques. The emphasis of this course is on developing not only an understanding of existing tools but also the programming and statistics skills that allow students to solve new problems in a creative way.

Genomics G23.1128

Prerequisites: V23.0021-0022. Lecture. Piano. 4 points.

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

Statistics in Biology G23.2030

Prerequisites: college algebra and/or calculus. Lecture and laboratory. Tranchina. 4 points.

Advanced course on techniques of statistical analysis and experimental design that are useful in research and in the interpretation of biology literature. Principles of statistical inference, the design of experiments, and analysis of data are taught using examples drawn from the literature. Covers the use of common parametric and non-parametric distributions for the description of data and the testing of hypotheses.

CHEMISTRY

Biochemistry I, II G25.1881, 1882

Identical to G23.1046, 1047. Prerequisites: V25.0243 and V25.0244, or equivalent courses in organic chemistry for G25.1881; G25.1881 for G25.1882. Kallenbach, staff. 4 points per term.

Two-semester course taught jointly by faculty from the Departments of Biology and Chemistry. Topics include organic and physical chemistry of proteins, lipids, carbohydrates, and nucleic acids; enzyme kinetics and mechanisms; membranes and transport; bioenergetics and intermediary metabolism; molecular genetics and regulation.

Statistical Mechanics G25.2600

4 points.

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

Biomolecular Modeling G25.2601

Prerequisite: basic programming experience. 4 points.

Introduction to molecular modeling and simulation, including development of ab initio and semiempirical potentials, molecular mechanics, Monte Carlo simulations, and molecular dynamics simulations, both theory and practice.

MATHEMATICS

Numerical Methods G63.2010, 2020

Identical to G22.2420, 2421. Corequisite: linear algebra.

Numerical linear algebra.

Approximation theory. Quadrature rules and numerical integration. Non-linear equations and optimization.

Ordinary differential equations. Elliptic equations. Iterative methods for large, sparse systems. Parabolic and hyperbolic equations.

Special Topics in Mathematical

Physiology G63.2855, 2856 *Identical to G23.2855, 2856.*

Recent topics: physiological control mechanisms; mathematical aspects of neurophysiology; mathematical aspects of visual physiology; mathematical models in cell physiology.



DEPARTMENT OF

Computer Science

251 MERCER STREET • NEW YORK, NY 10012-1185 • 212-998-3063 • WEB SITE: www.cs.nyu.edu

DIRECTOR, COURANT INSTITUTE
OF MATHEMATICAL SCIENCES:

Professor Charles M. Newman

CHAIR OF THE DEPARTMENT:

Professor Margaret H. Wright

DIRECTOR OF GRADUATE STUD-
IES, M.S. IN COMPUTER SCIENCE:

Associate Professor Ernest Davis

DIRECTOR, M.S. IN INFORMATION
SYSTEMS:

**Clinical Associate Professor Arthur
Goldberg**

DIRECTOR OF GRADUATE
STUDIES, PH.D.:

Associate Professor Denis Zorin

The Department of
Computer Science
offers programs
leading to M.S.

and Ph.D. degrees. Students
who obtain an M.S. degree in
computer science are qualified
to do significant development
work in the computer industry
or in information technology.
Those who receive a doctoral
degree are in a position to hold
faculty appointments and do
research and development work
at the cutting edge of this rap-
idly changing and expanding
field. The department also offers

a Master of Science program in
information systems with an
emphasis on the use of computer
systems in the business world,
in collaboration with the Stern
School of Business, as well as a
Master of Science program in
scientific computing, in cooper-
ation with the Department of
Mathematics of the Courant
Institute. The M.S. program in
scientific computing is designed
to provide broad training in
areas related to large-scale com-
putation in the mathematical,
physical, and biological sciences.

Established in 1969 as part of
the Courant Institute of
Mathematical Sciences, the
department has experienced sub-
stantial growth in its faculty,
student body, research staff, and
funding in the last decade.
Research areas include algorithm-
ics, databases, artificial intelli-
gence and machine learning,
graphics, visualization and mul-
timedia, computational biology
and genomics, programming
languages, cryptography, real-

time systems, parallel and dis-
tributed computing, computer
systems design, natural lan-
guage processing, computer
vision, optimization, scientific
computing, verification, and
computational geometry.

The core of the curriculum
consists of courses in algorithms,
programming languages, com-
pilers, artificial intelligence,
database systems, and operating
systems. Advanced courses are
offered in the research areas
mentioned above.

Adjunct faculty, often drawn
from the industrial research sec-
tor, teach special topics courses
in their areas of expertise, con-
tributing their state-of-the-art
experience to the curriculum.
Members of the department col-
laborate actively with research
projects in the Departments of
Mathematics, Biology, and
Physics; the Center for Neural
Sciences; and the Tisch School of
the Arts.

Faculty

Clark Barrett, *Assistant Professor*.
Ph.D. 2002 (*computer science*), *M.S.*
1998 (*computer science*), *Stanford*; *B.S.*
1995 (*mathematics, computer science, and*
electrical engineering), *Brigham Young*.

Formal methods; hardware verification;
cooperating decision procedures;
Boolean satisfiability; symbolic simula-
tion; model checking.

Marsha J. Berger, *Professor*, *Computer
Science, Mathematics*. *Ph.D.* 1982 (*com-
puter science*), *M.S.* 1978 (*computer sci-
ence*), *Stanford*; *B.S.* 1974 (*mathematics*),
SUNY (Binghamton).

Computational fluid dynamics; adaptive
methods; parallel scientific computing.

Christoph Bregler, *Associate Professor*,
Ph.D. 1998 (*computer science*); *M.S.*
1995 (*computer science*), *California*
(*Berkeley*); *B.S.* 1993, *Karlsruhe*
(*Germany*).

Computer vision; computer graphics;
animation; biomedical applications.

Richard Cole, *Professor*. *Ph.D.* 1982
(*computer science*), *M.S.* 1980 (*computer
science*), *Cornell*; *B.A.* 1978 (*mathemat-
ics*), *Oxford*.

Design and analysis of combinatorial
algorithms; string and pattern match-
ing; approximations; algorithmic
visualization.

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

Artificial intelligence; knowledge representation; automated commonsense reasoning.

Yevgeniy Dodis, Assistant Professor. Ph.D. 2000 (electrical engineering and computer science), M.S. 1998 (electrical engineering and computer science), Massachusetts Institute of Technology; B.A. 1996 (computer science), New York.

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

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

Computer vision, learning, memory, and their applications.

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

Allan Gottlieb, Professor. Ph.D. 1973 (mathematics), M.A. 1968 (mathematics), Brandeis; B.S. 1967 (mathematics), Massachusetts Institute of Technology.

Parallel computing; computer architecture; operating systems; distributed systems; free software.

Robert Grimm, Assistant Professor. Ph.D. 2002 (computer science), M.S. 1998 (computer science and engineering), Washington; M.Eng. 1996 (computer science and electrical engineering), B.S. 1996 (computer science and engineering), Massachusetts Institute of Technology.

Operating systems, distributed systems, and the interaction between programming languages and systems.

Ralph Grishman, Professor. Ph.D. 1973 (physics), B.A. 1968 (physics), Columbia.

Natural language processing.

Vijay Karamcheti, Associate Professor. Ph.D. 1998 (computer engineering), Illinois (Urbana-Champaign); M.S. 1990 (computer engineering), Texas (Austin); B.Tech. 1988 (electrical engineering), Indian Institute of Technology (Kanpur).

Parallel computing; computer architecture; operating systems; distributed systems.

Zvi M. Kedem, Professor. D.Sc. 1974, M.S. 1972, B.S. 1967 (mathematics), Technion-Israel Institute of Technology.

Parallel and distributed computing.

Yann LeCun, Professor. Ph.D. 1987 (computer science), Pierre and Marie Curie (Paris); Engineer Diploma 1983 (electrical engineering), ESIEE (Paris).

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

David Mazières, Assistant Professor. Ph.D. 2000, M.S. 1997 (computer science), Massachusetts Institute of Technology; B.A. 1994 (computer science), Harvard.

Operating systems; security; distributed systems; storage.

I. Dan Melamed, Assistant Professor. Ph.D. 1998, M.S. 1993 (engineering), Pennsylvania; B.S. 1992 (cognitive science and artificial intelligence), Toronto.

Natural language processing; machine learning; systems engineering.

Bhubaneswar Mishra, Professor, Computer Science, Mathematics. Ph.D. 1985 (computer science), M.S. 1983, Carnegie Mellon; B.Tech. 1980 (communication engineering), Indian Institute of Technology (Kharagpur); I.Sc. 1975, Utkal (India).

Computational biology.

Mehryar Mohri, Professor. Ph.D. 1993 (computer science), Paris 7; M.S. 1989 (mathematics and computer science), Ecole Normale Supérieure de Paris; M.S. 1988 (computer science), Paris 7; B.S. 1987 (mathematics, physics, and computer science) Ecole Polytechnique de Paris.

Machine learning; natural language processing; computational biology; algorithms.

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

Numerical analysis; linear algebra; optimization.

Kenneth Perlin, Professor. Ph.D. 1986 (computer science), M.S. 1984 (computer science), New York; B.A. 1979 (theoretical mathematics), Harvard.

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

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

Automatic proof methods for correctness; automatic recognition of graphic data; compositional verification of reactive, real-time, and hybrid systems; logics of programs; refinement; using temporal logic; schemata theory and its relations to formal languages theory; semantics and verification of concurrent programs; specification and nonprocedural languages; specification; verification and systematic development of real-time and hybrid systems; synthesis of compositional verification of reactive, real-time, and hybrid systems; temporal logic; theory of computation; verification and synthesis of programs.

Edmond Schonberg, Professor. Ph.D. 1969, M.S. 1966 (physics), Chicago; B.S.E.E. 1962, National University of Engineering (Peru).

Programming languages; compiler construction; software prototyping; distributed programming.

Dennis Shasha, Professor. Ph.D. 1984 (applied mathematics), Harvard; M.S. 1980 (computer and information science), Syracuse; B.S. 1977 (engineering and applied science), Yale.

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

Victor Shoup, Associate Professor. Ph.D. 1989 (computer science), M.S. 1985 (computer science), Wisconsin (Madison); B.S. 1983, Wisconsin (Eau Claire).

Cryptography; algorithms.

Alan Siegel, Associate Professor. Ph.D. 1983, Stanford; M.S. 1975, New York; B.S. 1968, Stanford.

VLSI design; analysis of algorithms; lower bounds; parallel algorithms; computer vision.

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

Theoretical computer science; discrete mathematics.

Demetri Terzopoulos, *Lucy and Henry Moses Professor of Science; Professor, Computer Science, Mathematics. Ph.D. 1984 (computer science), Massachusetts Institute of Technology; M.Eng. 1984, B.Eng. 1978 (electrical engineering), McGill.*

Computer graphics; computer vision; artificial life; medical image analysis; computer-aided design.

Olof B. Widlund, *Professor, Computer Science, Mathematics. Dr.Phil. 1966 (computer science), Uppsala (Sweden); Ph.D. 1964 (mathematics), M.S. 1960 (applied physics), Royal Institute of Technology, Stockholm (Sweden).*

Numerical analysis and applied mathematics, in particular, the development of fast iterative methods for parallel and distributed computers.

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

Numerical optimization; numerical methods; nonlinear programming.

Chee K. Yap, *Professor. Ph.D. 1980 (computer science), Yale; B.S. 1975 (mathematics and computer science), Massachusetts Institute of Technology.* Computational geometry; computer algebra; computer-aided manufacturing; visualization; algorithmic robotics; complexity theory.

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

Computer graphics; geometric modeling; subdivision surfaces; multiresolution surface representations; perceptually based methods for computer graphics.

RESEARCH FACULTY

Satoshi Sekine.

ASSOCIATED FACULTY IN OTHER DEPARTMENTS

Richard Pollack, *Mathematics; Tamar Schlick*, *Chemistry; Helen Nissenbaum*, *Culture and Communication (Steinhardt School of Education).*

AFFILIATED FACULTY IN OTHER DEPARTMENTS

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

CLINICAL FACULTY

Deena Engel, **Arthur Goldberg**, **Nathan Hull**, **Evan Korth**, **Sana Odeh**.

LECTURER

Samuel Marateck.

FACULTY EMERITI

Martin Davis, **Robert B. K. Dewar**, **Malcolm Harrison**, **Jacob T. Schwartz**.

Programs and Requirements

Admission: Admission decisions are based on a careful review of the applicant's undergraduate record in computer science and other mathematical sciences, letters of recommendation, Supplementary Form CS (detailing the applicant's computer experience), Graduate Record Examination (GRE) scores, personal statement, and résumé (required for the M.S. program in information systems). The general test of the GRE is required of all M.S. applicants. Ph.D. applicants must submit GRE general test scores; the computer science subject test is recommended. Applicants whose native language is not English must submit the Test of English as a Foreign Language (TOEFL) scores.

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

1. Languages: Deep working knowledge of C and familiarity with object-oriented concepts and work with some object-oriented language such as Java or C++.
2. Data structures and mathematics: Understanding and working knowledge of pointers, lists, stacks, queues, trees, arrays, and recursion; induction, order of magnitude growth, probabil-

ity and elementary combinatorics, set notation.

3. Working familiarity with Windows and UNIX.
4. Knowledge of assembly language sufficient to understand self-modifying code.

Promising students who do not have this background may be conditionally admitted with the proviso that they complete the one-year preparatory course (PAC). Students without adequate mathematical training should take Discrete Mathematics, which is offered in the summer only.

In addition, applicants to the M.S. program in information systems are expected to have at least two years of work experience in the software industry.

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

DOCTOR OF PHILOSOPHY

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

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

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

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

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

Breadth and depth requirements must be completed by the end of the second year.

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

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

MASTER OF SCIENCE PROGRAM IN COMPUTER SCIENCE

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

1. Complete 36 points of course work as follows:

a. A total of 21 points must be from standard classroom courses in the Department of Computer Science.

b. An additional 7 points must be from either standard classroom courses in computer science or mathematics; independent study with a faculty supervisor in the computer science department, excluding external internships; or a master's thesis.

c. The remaining 8 points may be from any of the above or credits transferred from previous graduate study in computer science at another university; external internships; or relevant courses in other departments at NYU. At most, 6 points of external internships may be taken. The approval of the director of graduate studies is required for transfer credits, internships, and courses in other departments.

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

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

4. Either pass the M.S. core examination within two attempts or, if qualified, write a master's thesis. In order to qualify to waive the core exam and write a master's thesis instead, a student must

a. Achieve a GPA of 3.75 or better after completing seven courses.

b. Complete at least three of the four core courses with a grade of B+ or better.

Students seeking to waive the core exam must find a faculty member with whom to do the thesis. They then register for 6 points of M.S. thesis work.

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

6. Take at least one course that involves a substantial programming project and that includes an extensive discussion of good programming practice and software engineering principles.

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

M.S. Core Comprehensive Examination

Students in the M.S. program in computer science must pass the core comprehensive examination. This exam is based on four core courses:

Fundamental Algorithms (G22.1170), Programming Languages (G22.2110), Compilers and Computer Languages (G22.2130), and Design of Operating Systems (G22.2250), plus additional material posted on the department's Web site at www.cs.nyu.edu/csweb/Academic/Graduate/exams/syllabii/core.html. Every student has two chances to pass the core exam.

MASTER OF SCIENCE PROGRAM IN INFORMATION SYSTEMS

To obtain the M.S. degree in information systems, a student must complete 39 points of approved course work in computer science, information systems, and general business, which must

include the 3-point Information Technology Projects course (G22.3812). A minimum of five courses in each of the two academic units (Stern School of Business and the Department of Computer Science at Courant Institute) is required. Details of the curriculum can be found on the department Web site at www.cs.nyu.edu/csweb/Academic/Graduate/msis.html.

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

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

MASTER OF SCIENCE PROGRAM IN SCIENTIFIC COMPUTING

To obtain the M.S. degree in scientific computing, which is administered by the Department of Mathematics, students must complete four core mathematics and four core computer science courses, take two elective courses, and write a master's thesis (for which they receive 6 points). Further details are available on the program Web site at www.math.nyu.edu/degree/scicomp.html.

DEPARTMENTAL FACILITIES

The primary facility for graduate educational and research computing is a network of workstations, including several Sun servers. In addition, individual research groups have various other machines, including a variety of UNIX and Windows workstations. Access to the Internet is provided through a T3 connection. Each doctoral student is provided with a personal desktop or laptop. Many other research machines provide for abundant access to a variety of computer architectures. For example, the Media Research Laboratory has 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 genome mappings. The distributed computing group manages a dedicated cluster of PCs and workstations for experiments in robust distributed systems.

Courses

Courses are generally scheduled from 5 to 7 p.m. or from 7 to 9 p.m.; however, honors courses (intended primarily for full-time Ph.D. students) are held during afternoon hours.

For courses requiring programming, students may use the Courant Institute's computing facilities.

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

PREPARATORY ACCELERATED COURSE (PAC)

Applicants to the master's programs who have insufficient background in computer science but are otherwise admissible are referred to PAC. These two courses (part one, which is offered in the fall, and part two, in the spring) are designed to fulfill the minimum prerequisites for beginning a master's program in computer science or information systems. Those admitted to the M.S. program with the requirement to complete PAC are considered M.S. degree students while they are enrolled in PAC courses, although the credits for the courses do not count toward the M.S. degree.

Applicants should apply for their ultimate degree objective rather than for PAC, even if they expect to be required to take these courses.

Intensive Introduction to Graduate Study in Computer Science I (PAC I) G22.1133

Prerequisite: programming experience in any language. 4 points.

An accelerated introduction to the fundamental concepts of computer science for students who lack a formal background in the field. Topics include algorithm design and program development; data types; control structures; subprograms and parameter passing; recursion; data structures; searching and sorting; dynamic storage allocation and pointers; abstract data types, such as stacks, queues, lists, and tree structures; generic packages; and an introduction to the principles of object-oriented programming. Concepts are implemented using the Ada programming language as a representative modern high-level imperative language, emphasizing packages as a means to develop skills in effective software design and development. Students should expect an average of 12-16 hours of programming and related course work per week.

Intensive Introduction to Graduate Study in Computer Science II (PAC II) G22.1144

Prerequisite: G22.1133 or departmental permission. 4 points.

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

1. Assembly language programming for the Intel chip family, emphasizing internal data representation, the logic of machine addressing, registers, the system stack, component development and techniques for communication among the components.
2. Programming in the C language, a relatively high-level systems programming language that also provides low-level capabilities similar to those of assembly language.
3. Programming in Java, which shares much of the syntax of C, removing pointer management and introducing object-oriented programming concepts.
4. An overview of common UNIX commands and shell-script programming.

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

ALGORITHMS

Fundamental Algorithms G22.1170

Prerequisite: at least one year's experience with a high-level language such as Pascal, C, C++, or Java; knowledge of assembly language; and familiarity with recursive programming methods and with data structures (arrays, pointers, stacks, queues, linked lists, binary trees). 3 points.

Reviews a number of important algorithms, with emphasis on correctness and efficiency: solving recurrence equations; sorting algorithms; selection; binary search; hashing; binary search trees and balanced-tree strategies; tree traversal; partitioning; graphs; spanning trees; shortest paths; connectivity; depth first search; breadth first search. Dynamic programming, divide and conquer.

Elements of Discrete Mathematics G22.2340

Identical to G63.2050. May not be taken by students who have received a grade of B or better in G22.1170. 3 points.

Introduction to the central mathematical concepts that arise in computer science. Emphasis is on proof and abstraction. Topics include proof techniques; combinatorics; sets, functions, and relations; discrete structures; order of magnitude analysis; formal logic; formal languages and automata.

Honors Analysis of Algorithms

G22.3520 *Prerequisites: G22.1170 or one semester of undergraduate algorithms, and permission of the instructor. 4 points.* Design of algorithms and data structures. Review of searching, sorting, and fundamental graph algorithms. In-depth analysis of algorithmic complexity, including advanced topics on recurrence equations and NP-complete problems. Advanced topics on lower bounds, randomized algorithms, amortized algorithms, and data structure design as applied to union-find, pattern matching, polynomial arithmetic, network flow, and matching.

PROGRAMMING LANGUAGES

Programming Languages G22.2110

3 points.

Design and use of mainstream programming languages: naming, scoping, type models, control structures, procedural abstractions, modularization. Implementation issues and run-time organization. Languages studied include Ada, C, C++, Java, LISP, ML, and Python. Extensive programming exercises in various languages.

Compilers and Computer Languages G22.2130

Prerequisite: G22.1170. 3 points.

Structure of one-pass and multiple-pass compilers, symbol table management, lexical analysis. Traditional and automated parsing techniques, including recursive descent and LR parsing. Syntax-directed translation and semantic analysis, run-time storage management, intermediate code generation. Introduction to optimization, code generation.

Honors Programming Languages G22.3110

Prerequisite: permission of the instructor. 4 points.

In-depth examination of the four major categories of programming languages: imperative, object-oriented, functional, and logic languages. The

specific languages covered include Ada, C++, LISP, ML, Prolog, and SETL. Fundamental issues of programming languages, such as type systems, scoping, concurrency, modularization, control flow, and semantics, are discussed.

Honors Compilers and Computer Languages G22.3130 *Prerequisites: one semester of undergraduate compilers or G22.2130, and permission of the instructor. 4 points.*

Lexical scanning and scanner generation from regular expressions; LL, LR, and universal parser generation from context-free grammars; syntax-directed translation and attribute grammars; type and general semantic analysis; code generation, peephole optimization, and register allocation; and global program analysis and optimization. Provides experience using a variety of advanced language systems and experimental system prototypes.

COMPUTER SYSTEMS

Computer Systems Design G22.2233 *Pre- or corequisite: G22.1170. 3 points.*

Gives students whose interest is in software an introduction to hardware and the logical design of digital computers. Topics include design of basic logic modules and arithmetic units; fixed and microprogrammable control structures; computer architecture; memory organization; and input-output organization.

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

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

UNIX Tools G22.2245 *3 points.* Brief history of the UNIX operating system: basic utilities (mail, editors); shells; windowing systems; shell programming using UNIX tools (awk, set, grep, tar); networking tools; news readers; etiquette and Internet databases and facilities; C programming tools; UNIX-based systems programming; desktop publishing tools; visu-

alization systems; symbolic algebra tools; and system administration.

Design of Operating Systems G22.2250 *Prerequisite: G22.1170. 3 points.*

Review of linkers and loaders. High-level design of key operating system concepts such as process scheduling and synchronization; deadlocks and their prevention; memory management, including (demand) paging and segmentation; and I/O and file systems, including examples from UNIX/Linux and Windows. Programming assignments, which may be written in C, C++, Java, or C#.

Advanced Topics in Operating Systems Design G22.2251 *Prerequisite: G22.2250. 3 points.*

The process model; defining and using resources; scheduling; capabilities; deadlock detection, recovery, and avoidance; file systems; examples of operating systems (UNIX et al.); monitors and managers. A large programming project (possibly involving multistudent teams) may be required.

Data Communications and Networks G22.2262 *Prerequisite: G22.2250. 3 points.*

Studies the software tools used by computers to converse with each other and with the real world. Communications systems and media (including people); bandwidth limitations; channel sharing and grouping; data formatting; error detection and correction; protocols; networks; I/O driver design; operating system interfaces; and human interfaces.

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

Database system architecture. Modeling an application and logical database design. The relational model and relational data definition and data manipulation languages. Design of relational databases and normalization theory. Physical database design. Concurrency and recovery. Query processing and optimization.

Advanced Database Systems G22.2434 *Prerequisite: G22.2433. 3 points.*

Studies the internals of database systems as an introduction to research and as a basis for rational performance tuning. Topics: concurrency control, fault tolerance, operating system interactions, query processing, and principles of tuning.

Software Engineering G22.2440 *Prerequisites: G22.2110, G22.2130, and G22.2250. 3 points.*

Presents modern software engineering techniques. Examines the software life cycle, including software specification, design, implementation, testing, and maintenance. Object-oriented design methods.

Distributed Computing G22.2631 *Prerequisites: G22.1170 and G22.2250. 3 points.*

Concepts underlying distributed systems: synchronization, communication, fault tolerance, and performance. Examined from three points of view: (1) problems, appropriate assumptions, and algorithmic solutions; (2) linguistic constructs; and (3) some typical systems.

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

Operating-system structure. Processes. Process synchronization. Language mechanisms for concurrency. Deadlocks: modeling, prevention, avoidance, and recovery. Memory management. File-system interface. Secondary storage. Distributed systems: layered system design, managing distributed processes, distributed shared memory, fault-tolerance. CPU scheduling. Queuing and performance: analysis of single M/M/1 queue and others. Protection and security. Advanced security concepts: threat monitoring, encryption, and public keys.

COMPUTER GRAPHICS

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

Problems and objectives of computer graphics. Vector, curve, and character generation. Interactive display devices. Construction of hierarchical image list. Graphic data structures and graphics languages. Hidden-line problems; windowing, shading, and perspective projection. Curved surface generation display.

Advanced Computer Graphics G22.2274 *Prerequisites: G22.2270 or equivalent, and knowledge of C. 3 points.* Topics of current research interest, including (but not limited to) new approaches to display interfaces, animation techniques, procedural textures, and the use of wavelets in image synthesis. There is opportunity to collaborate with students and faculty from the Tisch School of the Arts.

User Interfaces G22.2280

Prerequisite: proficiency in C programming. 3 points.

Review of some of the basic principles and history of user interfaces. Building an interactive window system from the ground up, starting with a generic portable graphics base. Examination of future and emerging (nontraditional) user interfaces, including virtual reality and immersive environments.

ARTIFICIAL INTELLIGENCE

Computer Vision G22.2271

Prerequisite: G22.1170. 3 points.

Basic techniques of computer vision and image processing. General algorithms for image understanding problems. Study of binary image processing, edge detection, feature extraction, motion estimation, color processing, stereo vision, and elementary object recognition. Mathematical, signal processing, and image processing tools. Relation of computer vision algorithms to the human visual system.

Artificial Intelligence G22.2560

Prerequisites: G22.1170 and G22.2110. 3 points.

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

Machine Learning G22.2565

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

This course covers a wide variety of topics in machine learning, pattern recognition, statistical modeling, and neural computation. The course covers the mathematical methods and theoretical aspects but primarily focuses on algorithmic and practical issues.

Web Search Engines G22.2580

3 points.

Discusses the design of general and specialized Web search engines and the extraction of information from the results of Web search engines

Topics include Web crawlers, data-

base design, query language, relevance ranking, document similarity and clustering, the "invisible" Web, specialized search engines, evaluation, natural language processing, data mining applied to the Web, and multimedia retrieval.

Natural Language Processing

G22.2590 3 points.

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

Advanced Topics in Natural Language Processing: Statistical and Corpus-Based Methods

G22.2591 3 points.

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

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

Heuristic Problem Solving

G22.2965 3 points.

This course revolves around several problems new to computer science (derived from games or puzzles in columns for *Dr. Dobbs'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 "Omniheuristic" 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 master's students who have passed the core exam. 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 are the main prerequisites. 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.

THEORETICAL COMPUTER SCIENCE

Theory of Computation G22.2350

Identical to G63.2271. Prerequisite: G22.2340 for students with a weak mathematics background. 3 points.

Finite automata and regular sets, context-free languages, computability, universal programs, Turing machines, unsolvable word problems, computational complexity theory, intractable problems.

Logic and Computer Science

G22.2390 3 points.

A beginning graduate-level class 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 Godel's incompleteness theorem; and an introduction to other logics such as second-order and temporal logic.

Introduction to Cryptography

G22.3210 3 points.

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

Advanced Cryptography G22.3220

Prerequisite: G22.3210. 3 points.

Basics of computational number theory for cryptography. Identification protocols. Digital signatures. Public-key encryption. Additional selected topics.

Honors Theory of Computation

G22.3350 *Prerequisites:* one semester of undergraduate theory of computation or formal languages, and permission of the instructor. 4 points.

Formal languages: regular languages, regular expressions, finite-state machines, context-free languages, grammars, and pushdown machines. Computability: primitive recursive functions, partial recursive functions, recursive languages, recursively enumerable languages, and Turing machines. Computational complexity: space and time complexity, complexity classes (such as P, NP, PSPACE, L, and NL), and complete problems.

NUMERICAL ANALYSIS, SCIENTIFIC COMPUTING, AND MATHEMATICAL PROGRAMMING

Scientific Computing G22.2112

Prerequisites: multivariate calculus, linear algebra, and basic probability. C/C++ or programming very helpful. 3 points.

A practical introduction to scientific computing covering theory and basic algorithms together with use of visualization tools and principles behind reliable, efficient, and accurate software. Students program in C/C++ or MATLAB. Specific topics include IEEE arithmetic, conditioning and error analysis, classical numerical analysis (finite difference and integration formulas, etc.), numerical linear algebra, optimization and nonlinear equations, ordinary differential equations, and basic Monte Carlo.

Numerical Methods I G22.2420

Identical to G63.2010. *Prerequisites:* undergraduate linear algebra and some experience with programming. 3 points.

Floating-point arithmetic; conditioning and stability; numerical linear algebra, including systems of linear equations, least squares, and eigenvalue problems; LU, Cholesky, QR, and SVD factorizations; conjugate gradient and Lanczos methods; Gauss quadrature. Current software packages. Computer programming assignments form an essential part of the course.

Numerical Methods II G22.2421

Prerequisite: G22.2420. 3 points.

Nonlinear equations (Newton's method). Ordinary differential equations: initial value problem (Runge-Kutta and multistep methods, convergence and stability); two-point boundary value problem. Elliptic partial differential equations: finite difference and finite element methods, fast solvers, multigrid, iterative methods exploiting special structure. Brief introduction to time-dependent partial differential equations. Current software packages. Computer programming assignments form an essential part of the course.

Linear Programming G22.2730

3 points.

Linear programming problems (i.e., linear optimization problems with linear constraints) arise in a wide variety of applications in economics and the social and physical sciences. This course gives a modern and self-con-

tained study of linear programming theory and algorithms. Topics include problem formulation; optimality conditions and duality theory; the simplex method, including implementational details such as sparsity and numerical stability; complexity of the simplex method; interior point methods; selected applications; network flow problems and the network simplex method. Students are expected to do computer programming assignments.

Topics in Numerical Analysis

G22.2945 *May be identical to*

G63.2030, G63.2031, G63.2040,

G63.2051, G63.2060. *Prerequisites*

vary according to topic. 3 points.

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

SEMINARS AND RESEARCH

Information Technology Projects

G22.3812 *Prerequisite:* permission of the director of the MSIS program. 3 points.

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

Advanced Laboratory G22.3813

Prerequisites: permission of the faculty project supervisor, completion of at least 12 points of study, and programming background. 1-3 points per term for master's students, 1-12 points per term for Ph.D. students.

Large-scale programming project or research in cooperation with a faculty member. Students should be prepared to spend at least eight hours per week on this course.

Master's Thesis Research G22.3840

Prerequisite: approval of a faculty adviser. 3-6 points.

Ph.D. Research Seminar G22.3850

Sections: 001, Cryptography; 002, Systems; 003, Theory; and 004, Formal Methods. Prerequisite: permission of the instructor. 1 point.

Graduate seminars serve as loosely structured forums for exploring research topics from broad areas of computer science. They are designed to foster dialogue by bringing together faculty and students from a given area and to encourage the exchange of ideas. As such, they bridge the gap between more structured course offerings and informal research meetings.

Ph.D. Thesis Research G22.3860

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

Special Topics in Computer Science

G22.3033 *Prerequisites vary according to topic. 3 points.*

Topics vary each semester. Recent offerings:

Adaptive Software Engineering
Advanced Rendering

Advanced Topics in Multimedia

Algorithms and the Internet

Analysis of Hardware Reactive Systems

Animation Production

Application Servers

Applied Cryptography and Security

Artificial Life for Computer Graphics

Bioinformatics

Computational Geometry and Modeling

Computer Systems Security

Data Warehousing and Mining

Development and Analysis of Real-Time and Hybrid Systems

Distributed Programming

Experiments in Motion Capture

Foundations of Machine Learning

Geometric Modeling

Internet/Intranet Protocols and Applications

Introduction to Computational Number Theory and Algebra

Logic and Verification

Models/Analysis of Real-Time/Hybrid Systems

Producing Production Quality Software

Program Analysis

Random Graphs

Rapid Visualization

Reactive Verification

Statistical and Computational Learning Theory

Structures in Natural Language Processing

Systems Biology

Values Embodied in Information and Communication Technologies

Web Service and Applications

World Wide Web Programming



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FAX: 212-995-4014 • WEB SITE: www.nyu.edu/gsas/dept/anthro/programs/cultmedia.htm

DIRECTOR OF THE PROGRAM:
Professor Faye Ginsburg

The Departments of Anthropology and Cinema Studies offer a specialized

joint course of study leading to a New York State Certificate in Culture and Media for New York University graduate students who are also pursuing their M.A. or Ph.D. in cinema studies or Ph.D. in anthropology.

Faculty

CORE FACULTY

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

Faye Ginsburg, *David B. Kriser Professor of Anthropology; Director, Program in Culture and Media; Director, Center for Media, Culture, and History. Ph.D. 1986 (anthropology), CUNY; B.A. 1976 (archaeology and art history), Barnard College.*

Culture and media; ethnographic film; indigenous media; United States, Australia; disability studies; gender and reproduction.

Jeff D. Himpele, *Assistant Professor, Anthropology. Ph.D. 1996, Princeton; B.A. 1989, Chicago.*

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

Robert P. Stam, *Professor, Cinema Studies. Ph.D. 1976 (comparative literature), California (Berkeley); M.A. 1966 (English literature), Indiana; Certificate 1965, Oxford.*

Third World film; U.S. independent film; multiculturalism and the media; semiotics; Brazilian cinema; literature and film.

AFFILIATED FACULTY

George Stoney, *Film and Television;*
Anna McCarthy, *Cinema Studies.*

Program and Requirements

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

1. Production work in 16 mm film and state-of-the-art digital video based on their own research, resulting in a short documentary.
2. Ethnographic research into the uses and meanings of media in a range of communities and cultures. Students from the program have been doing Ph.D. research on the development of

media in diverse settings, from indigenous media collectives in Mexico to the circulation of religious media in Northern Nigeria to the use of media of all sorts in the Peruvian diaspora.

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

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

The program's philosophy takes a broad approach to understanding the relationships between culture and

media in a number of domains including ethnographic film's significance for the fields of anthropology and cinema/media studies; problems in representation of cultures through media; the development of media in indigenous, diaspora, and non-Western communities; the emerging social and cultural formations shaped by new media practices; and the political economy shaping the production, distribution, and consumption of media worldwide.

INTERNSHIPS

The program can arrange supervised internships for course credit, tailored to individual research and professional interests. Students work in a variety of programming and production positions for institutions, such as

1. American Museum of Natural History/Margaret Mead Film and Video Festival
2. National Museum of the American Indian, Film and Video Center
3. The Asia Society
4. The Jewish Museum

RESOURCES

The Department of Anthropology has a film and multisystem video theatre that seats up to 40 and has an excellent collection of over 600 ethnographic film and video works. The Department of Cinema Studies has a collection of over 1,000 films. New York University's Avery Fisher Music and Media Center has over 2,000 documentaries available to students in its video library facility. In addition, some of the best film, video, and broadcast libraries are available in New York City, including the Donnell Film Library, Museum of Modern Art Film Library, and National Museum of the American Indian Film and Video Archive.

CENTER FOR MEDIA, CULTURE, AND HISTORY

The program works closely with the Center for Media, Culture, and History, directed by Professor Faye Ginsburg. The Center sponsors fellows, screenings, lectures, and conferences and integrates concerns of faculty and students from the Departments of Anthropology, Cinema Studies, History, and Performance Studies as well as other programs, including the newly created Center for Religion and Media. The Center addresses issues of representation, social change, and identity construc-

tion embedded in the development of film, television, video, and new media worldwide. For more information about the Center, visit the Web site at www.nyu.edu/gsas/program/media.

CURRICULUM

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

Required Courses for All Students:

1. Culture and Media I: Critical History of Visual Anthropology (G14.1215/H72.1402)
2. Culture and Media II: Ethnography of Media (G14.1216/H72.1403)
3. Cultural Theory and the Documentary (H72.2001)
4. Recommended course (or approved elective—see list below) in opposite department:

For *anthropology* students, Television: History and Culture (H72.1026); for *cinema studies* students, Social Anthropology: Theory and Practice (G14.1010)

5/6. The Language of Sight and Sound (H72.1998) (six-week intensive summer course)

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

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

Approved Electives in Cinema Studies for Anthropology Students:

Documentary Traditions (H72.1400-1401)

Television: History and Culture (H72.1026)

Third World Cinema (H72.1107 and H72.1109)

Approved Electives in Anthropology for Cinema Studies Students:

Topical Seminar: Art and Society (G14.1630)

Topical Seminar: Anthropology of Sound (G14.3392)

Courses

Culture and Media I G14.1215

Ginsburg, Himpele. 4 points.

This course offers a critical revision of the history of the genre of ethnographic film, the central debates it has engaged around cross-cultural representation, and the theoretical and cinematic responses to questions of the screen representation of culture, from the early romantic constructions of Robert Flaherty to current work in film, television, and video on the part of indigenous people throughout the world. Ethnographic film has a peculiar and highly contested status within anthropology, cinema studies, and doc-

umentary 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, dis-

tributed, and seen by various audiences. Throughout, the course keeps in mind the properties of film as a signifying practice, its status as a form of knowledge, and the ethical and political concerns raised by cross-cultural representation.

Culture and Media II: Ethnography of Media G14.1216

Ginsburg, Himpele. 4 points.

In the last decade, a new field—the ethnography of media—has emerged as an exciting new arena of research. While claims about media in people's lives are made on a daily basis, surpris-

ingly little research has actually attempted to look at how media is part of the naturally occurring lived realities of people's lives. In the last decade, anthropologists and media scholars interested in film, television, and video have been turning their attention increasingly beyond the text and empiricist notions of audiences to consider, ethnographically, the complex social worlds in which media is produced, circulated, and consumed, at home and elsewhere. This work theorizes media studies from the point of view of cross-cultural ethnographic realities and anthropology from the perspective of new spaces of communication focusing on the social, economic, and political life of media and how it makes a difference in the daily lives of people as a practice, whether in production, reception, or circulation.

Cultural Theory and the Documentary H72.2001 *Taught by Cinema Studies faculty. 4 points.*

Advanced seminar that considers anthropological, historical, gender, science, sociological, and cultural studies theory in the light of a range of documentary genres: counter-colonial, direct cinema, ethnographic, instructional, historical, and auteurist.

Television: History and Culture H72.1026 *McCarthy. 4 points.*

Examines the background, context, and history of radio, television, video, and sound. Topics include politics and economics of media institutions; audiences and reception; cultural and broadcast policy; aesthetic modes and movements.

Social Anthropology Theory and Practice G14.1010 *Myers. 4 points.*

This course is intended to acquaint graduate students in anthropology

with some core issues in social/cultural anthropology. It cannot pretend to be a comprehensive introduction to the discipline; matters are too complex. Instead it seeks to highlight basic issues in social theory and the relationship of theory and ethnographic practice. It proceeds through a consideration of key controversies within the field and through mapping some contemporary directions. Although the course covers material from the 19th through the 20th centuries, it is not a history of anthropological thought; students are expected to complement this course with History of Anthropology (G14.1636) and a lifetime of reading in anthropology and related fields.

The Language of Sight and Sound H72.1998 *Taught by Tisch School of the Arts faculty. 8 points.*

Intensive six-week hands-on summer production course (early June to mid-July) in practical 16 mm filmmaking. Students are required to complete five short films using equipment and materials provided. Emphasis is initially on documentary techniques, which rely on editing for meaning. Students then move on to the scripted narrative. The goal is to develop technical skills while exploring creative possibilities. Early application is encouraged, as this is a limited-enrollment workshop.

Video Production Seminar I, II G14.1218, 1219 *Open only to students in the Program in Culture and Media. Limited to 10 students. Prerequisites: G14.1215, H72.1998, and permission of the instructor. Ginsburg, Himpele. 4 points per term.*

Yearlong seminar in ethnographic documentary video production using state-of-the-art digital video equip-

ment for students in the Program in Culture and Media. The first portion of the course is dedicated to instruction, exercises, and reading, familiarizing students with fundamentals of video production and their application to a broad conception of ethnographic and documentary approaches. Assignments undertaken in the fall raise representational, methodological, and ethical issues in approaching and working through an ethnographic and documentary project. Students develop a topic and field site for their project early in the fall term, begin their shooting, and complete a short (5- to 10-minute) edited tape by the end of this semester. This work should demonstrate competence in shooting and editing using digital camera/audio and Final Cut Pro nonlinear editing systems. Students devote the spring semester to intensive work on the project, continuing to shoot and edit, presenting work to the class and completing their (approximately 20-minute) ethnographic documentaries. Student work is presented and critiqued during class sessions, and attendance and participation in group critiques and lab sessions is mandatory. Students should come into the class with project ideas already well-developed. Students who have not completed the work assigned in the first semester are not allowed to register for the second semester. There is no lab fee, but students are expected to provide their own videotapes. In addition to class time, there are regular technical lab sessions on the use of equipment.



DEPARTMENT OF

East Asian Studies

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CHAIR OF THE DEPARTMENT:
Professor Moss Roberts

DIRECTOR OF GRADUATE STUDIES:
Professor Xudong Zhang

The graduate program in East Asian culture offered by the Department of East Asian Studies is concerned with culture, media, intellectual politics, and questions of representation as they relate to the formation of East Asian societies such as China, Japan, and Korea in modern times. Rather than pursue the practice of area studies in the traditional sense, the program is committed to a critical and, whenever possible, interdisciplinary examination of East Asia's modernity in a global configuration. While the program emphasizes how received pasts interact in the modern present of these societies, the principal emphasis is on the question of

modernity in search of its own historicity as both a historical and theoretical problematic.

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

As a part of the University community, the graduate program in East Asian culture

shares the general dynamic of NYU, which has been embarking on its pursuit to become a truly global university. The program closely works with other departments, programs, centers, and institutes, such as the Departments of Comparative Literature, History, and Cinema Studies; the International Center for Advanced Studies; the Center for Media, Culture, and History; the Center for the Study of Gender and Sexuality; and the Institute of Fine Arts. This internal network of knowledge production, coupled with the University-wide resources committed to international student and scholarly exchanges, visits, and coordination, has created a stimulating environment in which the student can thrive in his or her study of the modern East Asia.

Faculty

The intellectual strength and identity of our graduate program lies, first of all, in its sharp focus on the modern period and in its dedication to a theoretically informed, interdisciplinary approach to the study of culture and society of modern East Asia. Our core faculty members specialize in modern Chinese, Japanese, and Korean languages and literatures, Chinese and Japanese film and media studies, modern Chinese and Japanese intellectual and cultural history, modern Korean society, and comparative studies of nationalism, colonialism, revolution,

and cultural politics. This unit of expertise is further reinforced by an array of associated members in history, anthropology, religious studies, art history, and cinema studies whose work is mainly concerned with modern East Asia. This intellectual configuration, both sound in a traditional academic sense and marking a departure from the older area studies model, allows us to address many deep-seated and pressing issues of modern East Asia—as they take shape in the complex of global relations—with a depth of knowledge and critical rigor.

Manu Goswami, *Associate Professor, East Asian Studies, History*. Ph.D. 1998, M.A. 1992, *Chicago*; B.A. 1989, *Hood College*.

Modern South Asian history; historical political economy; nationalism; history of globalization; social theory.

Harry Harootunian, *Professor, History, East Asian Studies*. Ph.D. 1958 (*history*), M.A. 1953 (*Far Eastern studies*), *Michigan*; B.A. 1951, *Wayne State*. Early modern and modern Japanese history; historical theory.

Rebecca Karl, Associate Professor, East Asian Studies, History. Ph.D. 1995 (history), Duke; M.A. 1989 (international relations), New York; B.A. 1982 (Russian language and literature), Barnard College.

Modern Chinese intellectual history, with a focus on nationalism at the turn of the 20 century; contemporary critical theory; comparative history.

Thomas Looser, Assistant Professor. Ph.D. 1999 (anthropology), Chicago; B.A. 1979 (cultural anthropology), California (Santa Cruz).

Cultural anthropology and Japanese studies; theatre; mass culture and critical theory.

Hyun Ok Park, Assistant Professor. Ph.D. 1994 (sociology), California (Berkeley); M.A. 1986 (sociology), Hawaii (Manoa); B.A. 1984 (sociology), Yonsei.

Capitalist modernities; epistemology of comparison; nationalism; citizenship; gender.

Janet Poole, Assistant Professor. Ph.D. 2003 (East Asian languages and cultures), M.Phil. 1998 (East Asian languages and cultures), Columbia; M.A. 1995 (Korean literature), Hawaii (Manoa); B.A. 1992 (Japanese and Korean), London.

Print culture in colonial Korea; literary modernity in Korea and Japan; aesthetics and colonialism; commodity culture; the city; literary translation.

Moss Roberts, Professor; Chair, Department of East Asian Studies. Ph.D. 1966 (Chinese), M.A. 1960 (English), B.A. 1958, Columbia.

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

J. Keith Vincent, Assistant Professor, East Asian Studies, Comparative Literature. Ph.D. 2000 (modern Japanese literature), M.A. 1994 (modern Japanese literature), Columbia; B.A. 1990 (Japanese and comparative literature), Kansas.

Modern Japanese literature; queer theory; theories of nationalist and fascist modernity; history of translation; psychoanalytic theory.

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

Japanese film and media; history and representation; the question of the university.

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.

AFFILIATED FACULTY IN OTHER DEPARTMENTS

Nina Cornyetz, Gallatin School of Individualized Study; **Jonathan Hay**, Fine Arts; **Matthew McKelway**, Fine Arts; **Joanna Waley-Cohen**, History; **Marilyn Young**, History; **Zhen Zhang**, Cinema Studies; **Angela Zito**, Anthropology.

Programs and Requirements

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

M.A. PROGRAM IN EAST ASIAN CULTURE

The M.A. program is designed for students who seek specialized and individualized enhancement of their undergraduate education. The department offers an array of language courses at all levels in Chinese, Japanese, and Korean for the further development of language capability. Besides language instruction, the department offers a wide range of courses in modern Asian culture, with emphasis on the literature and film of China, Japan, and Korea. Many of these courses treat these subjects in the context of such global issues as socialism, colonialism, fascism, and modernization. In working out their

individual course of study, those seeking the M.A. degree are expected to balance out the different components of the program. For those who are interested, some course work and guidance on premodern China is also available.

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

Students may select one of the following two options, 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.

Students are expected to be examined for proficiency sometime before

they take their general examination, and each student is required to complete a graduate reading/translation course taught by a faculty member or language lecturer involved in the graduate curriculum.

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. In addition, the student must take the second part of the general examination in his or her chosen area of research by the end of the second year. When the paper has been accepted, and the student has successfully passed the general examination, the student is awarded the M.A. degree.

Course of Study: In the first year, the student should take two to four language courses toward fulfilling the language requirements; one course from the Seminar on East Asian Studies series; one course from the

Theory and Methodology Seminars; and other courses in his or her chosen field.

During the second year of study, the student is required to fulfill the language requirements, including the requirement in a second East Asian language and/or a major European language, by either enrolling in language or nonlanguage courses offered in Chinese or Japanese. 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 history, etc.). A total of four topics courses must be taken within the student's chosen field. The student is advised to take the second part of the general examinations in his or her chosen area of research by the end of the second year. The student advances to candidacy upon successful completion of this examination. The topic is usually limited to a national literature or history, but with special permission from the faculty adviser, the student can choose to be examined in an international movement (e.g., fascism) or a literary-cultural phenomenon (e.g., modernism or "new cinema") that cuts across national borders. The examination may be theory-oriented and interdisciplinary in nature, but the purpose is to ensure the student's readiness for the job market, which is still divided by national and disciplinary boundaries. A three-member faculty committee (including the student's adviser) is formed for each student taking the second exam. The student and the adviser decide on the formation of the committee after consultation. Questions are based on a bibliography and a statement of teaching interest submitted by the student.

PH.D. PROGRAM IN EAST ASIAN CULTURE

Language Requirements: A reading knowledge of an additional East Asian or European language must be demonstrated, normally by taking a graduate reading course or by passing an examination administered by the pertinent language department.

For nonnative language speakers of an East Asian language, two reading courses are required. One of these courses should be at the fourth-year language level, which is advanced reading directed by a member of the language staff. The other is a specialized tutorial directed by a member of the faculty.

All students working in Chinese language materials are advised to take at least one semester-long reading course in classical Chinese. Each student's program is determined in consultation with a faculty adviser and with the director of graduate studies in East Asian culture. Courses in other departments may be included whenever appropriate. Courses relevant to the student's research but not available at NYU can be taken through the consortium with Columbia University, CUNY Graduate Center, Princeton University, and Rutgers University.

Degree Requirements: In order to satisfy the Ph.D. requirements, the student must complete 72 points (18 courses). Among these, 40 points (10 courses) must be taken within East Asian studies, of which 4 courses must be in the student's area of specialization, while others can be completed through courses taken outside the department, such as directed reading courses and research credits (a maximum of 16 research credits can be taken over five semesters).

Course of Study: In the first year, the student should enroll in 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. At the end of the first year, the student is required to complete a research paper based on the two completed seminars, addressing the theoretical-historical questions concerning the field of East Asian studies. This paper, which takes the form of a take-home exam, is separate from the term papers required by the two completed seminars 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 taking the examination in his or her chosen area of research by the end of the second year. The student advances to candidacy upon successful completion of this examination. The topic is usually limited to a national literature or history, but with special permission from the faculty adviser, the student can choose to be examined in an inter-

national movement (e.g., fascism) or a literary cultural phenomenon (e.g., modernism or "new cinema") that cuts across national borders. The examination may be theory-oriented and interdisciplinary in nature, but the purpose is to ensure the student's readiness for the job market, which is still divided by national and disciplinary boundaries. A three-member faculty committee (including the student's adviser) is formed for each student taking the second exam. The student and the adviser decide on the formation of the committee after consultation. Questions are based on a bibliography and a statement of teaching interest submitted by the student. The form of the second examination can be either a three-hour take-home exam or a two-hour oral exam.

Course work in the third year is designed to allow the student to renew his or her inquiry in theory and methodology and explore research areas that are interdisciplinary in nature. By the first half of the third year, the student should finish all the required courses in East Asian studies. The student is advised to take the third part of the general examination at the end of the fourth year or the beginning of the fifth year. This last phase of the general examination is based on the student's conception of his or her dissertation research, which includes a bibliography, a methodological statement, and a sample chapter from the dissertation. The third examination committee (with three members as required by GSAS) continues to function as the student's dissertation committee. Upon successful passing of the third and last part of the general examination, the student enters the stage of dissertation writing. If the student fails to pass the examination, he or she is given an opportunity, depending on the nature of the performance, to either retake those portions he or she failed or retake the entire examination at a later date. If the student fails once more, he or she is dropped from the program.

Before graduating, the student must defend his or her dissertation in front of a committee of five faculty members, including as many as two from outside the department. The defense is oral.

The Ph.D. program requires all students to complete a minimum of 15 courses, 8 or more of which must be in the program. In addition, students are required to take 6 courses in a coherent teaching field of their choice.

Students are encouraged to develop a program best suited to their intellectual and scholarly needs. While it is the purpose of the program to be as flexible as possible, given faculty and course offerings, students normally pursue work in one of the language areas or comparatively around a common theme.

Required Seminars: All first-year graduate students are required to enroll in a yearlong seminar, Introduction to Critical Asian Studies. This seminar may be team-taught by different faculty, and its aim is (1) to introduce the student to the institutional and political history of area studies as they have been practiced in the United States and, where relevant, elsewhere and (2) to familiarize students with current and historically significant debates in the field and to the intellectual, theoretical, and social implications of the study of modern East Asia in today's world. This first-year seminar also concentrates on principal paradigms that have informed the development of research agendas.

Archives, Materials, and Research Procedures is a semester-long seminar required of all students in the program to be taken in their third year. The seminar is designed to help students formulate an individual research project. Although its primary purpose is to familiarize students with a diversity of research methods and techniques related to the identification of materials and the accessibility of collections and major research sites devoted to archiving sources in East Asia, the form of the seminar is also critical and interdisciplinary in nature.

Core Theory and Method: The 200-series seminars are designed to engage particular theories or clusters of inter-related theories with wide-ranging relevance in critical, interdisciplinary research in modern East Asia. How these theories are implicated in East

Asian situations is explored to explain how theoretical formulations are grasped as crystallizations of East Asian historical, social, and cultural circumstances rather than mere imported abstractions. Such explorations involve seeing how appropriations operate in specific circumstances to produce different and productive inflections that signify a lived and historical experience. In other words, theory (say, from Marxism to postcolonialism, from psychoanalysis to Maoism) marks the moments of how East Asian societies negotiated their own modernity.

These core seminars deal with questions of nationalism, imperialism, colonialism, diasporic movements, globalization and commodification, comparison and comparability, Marxism, feminism, capitalist modernization and modernism, gender and sexuality, class formations, production of cultural identities, etc.

Moreover, the 200-series seminars in core theories and methods are intended to be taken by students across the language groups. With permission from the director of graduate studies or a student's academic adviser, these seminars can be substituted to fulfill requirements in the categories of themes, special topics, texts.

Themes, Special Topics, Texts: The 300-series seminars deal with major themes, periods, movements, authors, genres, texts, and other cultural and historical forms. The 400-series courses offer more specialized focus and the opportunity for greater in-depth investigations of historical, social, and cultural phenomena reflecting the particular expertise and competence of the department's faculty. Students normally take 400-series courses only after they have completed the required course work at 100, 200, and 300 levels.

General Examinations: The general examinations consist of three parts. The first examination, on theory and history of the field, is taken at the end of the first year of graduate study. Students are expected to show critical understanding of the institutional, social, and intellectual development of East Asian studies, as well as to demonstrate familiarity with major theoretical and discursive paradigms in or relevant to the field. The Basic Seminars series is designed to help students prepare for the first examination. The format is that of a four-hour take-home exam, during which students write a few short essays on the given topics. The first examination is administered by an ad hoc faculty committee, which decides on the topics and reads the results of the examinations.

The second examination, taken toward the end of formal course work, usually during the third year of graduate study, is on the students' chosen fields of teaching. This is designed to ensure the students' general competence and viability as college teachers, although, under normal circumstances, the reading list should be relevant and leading to the students' work on their dissertation. The teaching field can be defined in more traditional terms of national literature or national history (such as modern Chinese literature or modern Japanese history), etc., or in interdisciplinary or theoretical terms such as a phenomenon, a question, a problematic (such as modernism or nationalism).

The third and final examination is on the prospectus, bibliography, and methodological statement of the students' dissertation. Students are expected to present a substantive proposal of their dissertation research, a detailed projection of the progress of the dissertation, and, preferably, a sample chapter. Successful passing of the third exam qualifies the students as Ph.D. candidates.

Courses

The following is a selected list of departmental course offerings.

First-Year Seminar: Introduction to Critical Asian Studies G33.1001
Zhang. 4 points.

A team-taught introductory seminar offered to first-year graduate students in East Asian studies. Provides a critical overview of the social, political, intellectual, and institutional history of the field of area/East Asian studies.

Coordinated by the director of graduate studies, members of the faculty and outside guest speakers cover areas of their specialty, such as Sinological research, the Cold War, the sixties, social sciences and area studies, the rise of theory, and globalization. Parallel to a historical, chronological account of the evolution of the field, speakers examine the major research paradigms and influential discourses, from the Fairbank School impact/react-

tion model to postcolonialism, from philology to critical theory and cultural studies.

Cinema and Modernity: Melodramatic Imaginations G33.3615
Yoshimoto. 4 points.

Examination of melodrama as a quintessential film genre and as a mode of imagination specifically articulating modern experiences. Melodrama has been extensively studied and analyzed

since the early 1970s. Unfortunately, a vibrant theoretical inquiry into melodrama has been almost exclusively based on the study of Hollywood even though melodramatic film practices occupy a central position in cinemas of so many other countries. In this seminar, students focus on Japanese film melodrama as a genre and as a mode of imagination negotiating the Japanese self-identity in the age of modernity leading up to our contemporary times. The seminar's approach is fundamentally comparative: first become familiar with Hollywood melodrama and the extensive scholarship on this subject; then, closely dissect concrete Japanese films and relevant written texts not only to probe into the specificity of Japanese film melodrama but also to critique and revise the existing melodrama theory and criticism.

Historical Epics of China and Japan G33.0726 *Roberts. 4 points.*

An in-depth study of the major epics of China, Japan, and Vietnam, from the historical-military and the social-romantic. The Chinese historical epic *Three Kingdoms* is read against the Japanese epic *Tale of the Heike*. Emphasis is placed on the political nature of the 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.

The Asiatic Mode of Production: Theory and History G33.2530 *Karl. 4 points.*

Investigates aspects of the historical interpretation of China in the 19th and 20th centuries, focusing on the genesis and development of one of the most debated and enduring tropes of the historiography of China: the Asiatic mode of production.

Global Modernity: Politics After Politics G33.2610 *Park. 4 points.*

The flourishing study of globalization in recent years has differentiated the contemporary world from the preceding one, conceptualizing the former as late modernity accompanied by a flexible capitalist regime, transnationalism, migration, and displacement and the latter as modernity marked by a Fordist capitalist regime, nationalism, and citizenship as a fundamental right. This course engages with streams of thoughts on global modernity. In rethinking the periodization, the course considers economic logics of global capitalism of these periods. It also examines the shifts (and their premises) in the understanding of capital accumulation, post/democracy, post/nationality, socialist hegemony, human rights, citizenship, and diaspora. It considers the contestation of history and historical change. The discussion of these theoretical and conceptual issues is combined with readings on historical and contemporary changes in East Asia.

A broader goal of this course is to understand variant paradigms on modernity, democracy, and rights of individuals that have emerged after the dissolution of historically existing socialism and the advancement of cultural studies. In other words, the course seeks to understand the state of the current politics that came after the putative end of (radical) politics.

Seminar: Ink Painting in Socialist China, 1949-1976 G43.3010 *Hay. 4 points.*

The arrival of the Chinese Communist Party to power in 1949 led many artists with a modernist training to give up the media associated with modernism in favor of ink painting; these artists were later joined by others originally trained in socialist realism. It also led to a demand for the depiction of socialist themes by ink painters of all kinds, including those with a purely traditional training. As a result, ink painters developed new iconographies for both landscape and figure painting, introduced new symbolisms into the genres of flower, plant, and tree painting, and created new rhetorics of style. Once considered outside China as mere curiosities, to be appreciated despite their socialist themes for their evident skill, these paintings of the 1950s and 1960s have benefited from historical distance. Today, it can be argued that they represent a more considerable artistic achievement than Chinese

socialist realism, which itself has recently been the object of positive reevaluation. This course reconstructs this achievement in its broad lines and makes the case for the integration of post-49 ink painting into a global history of modern art. No prior study of Chinese painting is required.

Narratives of the Novel in Modern Japan G33.3101 *Vincent. 4 points.*

Examines the rise of the novel (*shōsetsu*) as the preeminent literary genre in modern Japan as a lens through which to read the discourses of Japanese modernity and modernization. Looks both to the novels themselves and to secondary theoretical treatments of the Japanese, European, and Chinese novel to see how debates about formal aspects of the novel such as closure, free indirect discourse, characterization, tense, description, and narrative dilation and development run parallel to and sometimes stand in for similar concerns revolving around the nation and the modern. Begins with an examination of several pre-modern notions of the narrative and the literary, including the *monogatari* (tale), *renga* (linked verse), and Edo-period fiction and drama, to provide students both with a background in the various forms of narrative to be found in premodern Japanese literature and an understanding of the way these forms have been appropriated in a modern context. Compares the Japanese novel with its Euro-American counterpart to give students a sense of both the universality and the particularity of the Japanese experience of modernity.

Colonialism and Modernism in East Asia G33.2570 *Poole. 4 points.*

An exploration into the cultural and intellectual history of modernism in East Asia. Particular attention is given to the relationship between modernism and various East Asian social formations of colonialism. Concepts such as colonial modernity, semicolonialism and postcolonialism are interrogated through intensive reading both of theoretical work on modernism and colonialism and modernist cultural texts. Although a major emphasis is placed on literary modernism, it is understood as part of a broader historical phenomenon that encompassed artists, philosophers, and other intellectuals. Contemporary essays are juxtaposed with novels and short stories, and, where possible, other media. The course also builds on

the recent proliferation of research on modernism in East Asia. Where possible, emphasis is placed on the interconnected nature of modernism in East Asia.

Readings in Japanese Humanities and Social Sciences: Academic Prose and Critical Terminology G33.1280 *Hanawa. 4 points.*

Scholarly reading and research in modern Japanese. With varied content, approaches, and organization, this course exposes students to modern literary and expository works, and particularly to academic prose. Texts are selected to reflect circuits of knowledge and the development of disciplinary characteristics in style. Some emphasis is paid to the choice of text in order to facilitate familiarization of critical terminology. Particular attention is given to the role of translation as a means of considering the circulation of academic and intellectual terminology (and concepts) and the development of language by which academic discourse is conducted. The course also introduces students to some of the key reference work and methodology for solving problems of reading and interpretation at an advanced level.

Problems in the History of Early Modern China G33.1919 *Waley-Coben. 4 points.*

Advanced reading-intensive course intended for those who have already taken at least one and preferably two courses in Chinese history and/or those with an interest in world history. Explores some of the most hotly debated issues concerning China 1500-1900. General topics include empire and ethnicity; China and the global economy; intellectual life; gender relations; urbanization; material culture and consumption; civil society and the existence of a public sphere. Requirements include intensive reading assignments, active participation in class, and three papers (5-10 pages each).

Anticolonialism and Internationalism G33.2571

Goswami. 4 points.

An exploration of the diverse projects and imaginaries authored by various anticolonial movements and intellectuals in the early and mid-20th century. As a field of inquiry, the study of anticolonialism remains largely uncoded. There is little agreement among scholars about the character, origins, and trajectory of distinct strands of anticolonialism and even less analytical consensus on basic concepts, categories, and questions. Precisely because the field remains open, and

fundamental questions are actively contested, there are rich opportunities for exploring and rethinking approaches to anticolonialism. Assigned readings examine key primary texts principally drawn from British imperial contexts in Asia and Africa. Topics include the imaginative geography of anticolonialism, the relationship between anticolonial nationalism and internationalism in different historical conjunctures, Pan-Asianism, the politics of utopia, and the imprint of diverse anticolonial movements in shaping the Third Worldism of the decolonization era.

Theories of Modernity G43.2536 *Hay. 4 points.*

This colloquium seeks to introduce, and critique from a non-Western perspective, some of the theories of modernity that have been developed in recent decades by Western historians (De Certeau), sociologists (Giddens, Luhmann), and cultural theorists (Jameson). The course consists of a mixture of lectures by the instructor and collective close readings by the class. This "pure theory" course should be particularly useful to students specializing in modern or early modern art.



DEPARTMENT OF
Economics

269 MERCER STREET, 7TH FLOOR • NEW YORK, NY 10003-6687 • 212-998-8900
WEB SITE: www.nyu.edu/econ

CHAIR OF THE DEPARTMENT:
Professor Mark Gertler

DIRECTOR OF GRADUATE
STUDIES, M.A.:
Clinical Associate Professor David A. Harper

DIRECTOR OF GRADUATE
STUDIES, PH.D.:
Professor Debraj Ray

The Department of Economics has an international reputation for the quality of its faculty and education. The department's Ph.D. program trains students to conduct research in the major fields of economics, especially economic theory (including game theory), macroeconomics, international

economics, labor economics, development economics, industrial organization, and Austrian economics. Graduates of the Ph.D. program are prepared for research careers in universities, government, and business.

The M.A. program is more applied. It is one of the very few stand-alone master's programs offered by a top-ten economics department. It is specially tailored to meet the needs of professional economists, government officials, and economic consultants. An increasing number of M.A. students are also using the M.A. degree as groundwork for pursuing graduate programs

elsewhere in the United States. The M.A. program may be taken on a full-time or part-time basis. The M.A. program also offers an advanced certificate in economic analysis with specializations in international economics and development economics.

The C. V. Starr Center for Applied Economics provides support for the research activities of the department. The Center organizes conferences, publishes electronic working papers, provides faculty with computer support and research assistance, and hosts visiting academics.

Faculty

Jushan Bai, *Professor. Ph.D. 1992 (economics), California (Berkeley); M.A. 1988 (economics), Pennsylvania State; B.S. 1985 (mathematics), Nankai (China).*

Econometrics; time series econometrics; empirical finance.

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

Productivity; market structure; pricing.

Jess Benhabib, *Paulette Goddard Professor of Political Economy. Ph.D. 1976 (economics), M.Phil. 1974 (economics), Columbia; B.A. 1971 (economics), Bosphorus (Istanbul).*

Macroeconomics; growth.

Pierpaolo Benigno, *Assistant Professor. Ph.D. 2000 (economics), M.A. 1998, Princeton; Laurea 1995, Bocconi (Milan).*

International finance.

Jean-Pierre Benoît, *Professor. Ph.D. 1983 (economics), Stanford; B.A. 1978 (math and economics), Yale.*

Microeconomics; game theory; industrial organization.

Alberto Bisin, *Assistant Professor. Ph.D. 1993 (economics), M.A. 1990, Chicago; Laurea 1987, Bocconi (Milan).*

General equilibrium and growth theory.

Andrew Caplin, *Professor. Ph.D. 1983 (economics), Yale; B.A. 1978 (economics), Cambridge.*

Economic fluctuations; microeconomic theory; housing market.

Xiaohong Chen, *Associate Professor. Ph.D. 1993 (economics), California (San Diego); M.A. 1988 (economics), Western Ontario (Canada); B.S. 1986 (mathematics), Wuban (China).*

Economic theory; nonparametric/semiparametric estimation and testing; sieve methods; nonlinear time series;

diffusion models; stochastic approximation; adaptive learning.

Diego Comin, *Assistant Professor. Ph.D. 2000 (economics), Harvard; B.A. 1995, Pompeu Fabra (Barcelona).*

Macroeconomics.

William Easterly, *Professor. Ph.D. 1985 (economics), Massachusetts Institute of Technology; B.A. 1979 (economics and mathematics), Bowling Green.*

Economic development; macroeconomics; international economics; political economy.

Jonathan Eaton, *Professor. Ph.D. 1976 (economics), M.A. 1973 (economics), Yale; B.A. 1972 (economics), Harvard.*

International trade; economic growth; international capital markets.

Raquel Fernández, *Professor. Ph.D.* 1987 (economics), *Columbia*; B.A. (magna cum laude) 1981 (economics), *Princeton*.

International economics; macroeconomics; political economy.

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

Labor market dynamics; intrahousehold decision making; applied econometrics.

Guillaume Frechette, *Assistant Professor. Ph.D.* 2002 (economics), *Ohio State*; M.A. 1997 (economics), *Queen's University (Canada)*; B.A. 1996 (economics), *McGill*.

Experimental economics; industrial organization; political economy; public economics.

Roman Frydman, *Professor. Ph.D.* 1987 (economics), *M.Phil.* 1977 (economics), M.A. 1973 (economics), *Columbia*; M.Sc. 1973 (applied mathematics), *New York*; B.Sc. 1971 (physics and mathematics), *Cooper Union*.

Economics and politics of transition; private ownership and corporate governance; imperfect knowledge and market behavior.

Douglas Gale, *Professor. Ph.D.* 1977 (economics), *Cambridge*; M.A. 1972 (economics), *Carleton*; B.Sc. 1970 (economics and mathematics), *Trent*.

Financial economics; microstructure of markets; foundations of macroeconomics and monetary economics.

Dermot Gately, *Professor. Ph.D.* 1971 (economics), *Princeton*; B.S. 1965 (mathematics), *Holy Cross College*.

Applied microeconomics; energy economics.

Mark Gertler, *Henry and Lucy Moses Professor of Economics; Chair, Department of Economics; Director, C. V. Starr Center for Applied Economics. Ph.D.* 1978 (economics), *Stanford*; B.A. 1973 (economics), *Wisconsin*.

Macroeconomic theory; monetary economics; finance.

David A. Harper, *Clinical Associate Professor. Ph.D.* 1992 (economics), *Reading*; B.M.S. (honors) 1984 (economics and business administration), *Waikato (New Zealand)*.

Austrian economics; law and economics; entrepreneurship.

Boyan Jovanovic, *Professor. Ph.D.* 1978 (economics), *Chicago*; M.S. 1973 (economics), B.S. 1972 (economics), *London School of Economics*.

Growth and development of nations; macroeconomics; industrial organization.

Harilaos Kitsikopoulos, *Clinical Associate Professor. Ph.D.* 1994 (economics), *New School*; B.A. 1984 (economics), *Aristotelian (Greece)*.

Economic history; history of economic thought.

Ricardo Lagos, *Assistant Professor. Ph.D.* 1997 (economics), M.A., 1994, *Pennsylvania*; B.A. 1992, *North Carolina (Chapel Hill)*.

Labor economics.

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

Macroeconomics; economic theory.

Marc Lieberman, *Clinical Professor. Ph.D.* 1982 (economics), M.A. 1979 (economics), *Princeton*; B.A. 1975 (economics), *California (Santa Cruz)*.

Labor economics; macroeconomics; international finance.

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

Industrial organization.

Sydney Ludvigson, *Associate Professor. Ph.D.* 1996 (economics), M.A. 1994 (economics), *Princeton*; B.A. (summa cum laude) 1991 (economics), *California (Los Angeles)*.

Financial economics; macroeconomics; applied times econometrics.

M. Ishaq Nadiri, *Jay Gould Professor of Economics. Ph.D.* 1965 (economics), M.A. 1961 (economics), *California (Berkeley)*; M.A. 1963 (economics), *Yale*; B.S. 1958 (economics), *Nebraska*.

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

Yaw Nyarko, *Professor. Ph.D.* 1986 (economics), M.A. 1985 (economics), *Cornell*; B.A. 1982 (economics and mathematics), *Ghana*.

Game theory; human capital theory; learning theory.

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

Microeconomic theory; welfare economics; public economics.

Janusz A. Ordover, *Professor. Ph.D.* 1973 (economics), *Columbia*; M.A. 1968 (economics), *McGill*; B.A. 1966 (economics), *Warsaw*.

Industrial organization; antitrust economics and policy; applied microeconomics.

David Pearce, *Professor. Ph.D.* 1983 (economics), *Princeton*; M.A. 1979 (economics), *Queen's (Canada)*; B.A. 1978 (economics), *McMaster (Canada)*.

Game theory; microeconomic theory; rationality.

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

Privatization; banking regulation.

James B. Ramsey, *Professor. Ph.D.* 1968 (economics), M.A. 1964 (economics), *Wisconsin (Madison)*; B.A. 1963 (mathematics and economics), *British Columbia*.

Nonlinear dynamics; diffusion and stochastic processes.

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

Game theory; development economics; microeconomic theory.

Mario J. Rizzo, *Associate Professor. Ph.D.* 1977 (economics), *Chicago*; M.A. 1973 (economics), B.A. 1970 (economics), *Fordham*.

Austrian economics; law and economics; microeconomics.

Ariel Rubinstein, *Professor. Ph.D.* 1979 (economics), M.S. 1976 (mathematics), M.A. 1975 (economics), B.S. 1974 (mathematics, economics, and statistics), *Hebrew*.

Bounded rationality; game theory.

Thomas J. Sargent, *Professor. Ph.D.* 1968 (economics), *Harvard*; B.A. 1964 (economics), *California (Berkeley)*.

Applied time series; macroeconomics; monetary history and policy; macroeconomic theory.

Martin Schneider, *Assistant Professor*. Ph.D. 1999 (economics), Stanford; Diplom (economics) 1993, Bonn (Germany).

Macroeconomics; international finance; money and banking.

Andrew Schotter, *Professor*. Ph.D. 1974 (economics), M.A. 1971 (economics), New York; B.S. 1969 (economics), Cornell.

Experimental economics; game theory; theory of economic institutions.

Ennio Stacchetti, *Professor*. Ph.D. 1983 (computer sciences), M.S. 1980 (computer sciences), Wisconsin (Madison); Mathematical Engineer 1977, Chile (Santiago).

Game theory; microeconomic theory.

Jörg Stoye, *Assistant Professor*. Ph.D. 2005 (economics), M.A. 2001 (economics), Northwestern; M.Sc. 2000 (economics and philosophy), London School of Economics; Diplom 1999 (economics), Cologne (Germany).

Econometrics; decision theory.

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

Macroeconomics; labor economics; applied econometrics.

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

Economic theory; game theory; decision theory.

Matthew Wiswall, *Assistant Professor*. Ph.D. 2005 (economics), M.A. 2001

(economics), California (Los Angeles); B.A. 1998 (history), Wisconsin.

Applied microeconomics; applied econometrics; labor economics; economics of education.

Edward Nathan Wolff, *Professor*. Ph.D. 1974 (economics), M.Phil. 1972 (economics), Yale; B.A. 1968 (economics), Harvard.

Distribution of income and wealth; productivity growth; input-output analysis.

Vivian Zhanwei Yue, *Assistant Professor*. Ph.D. 2005 (economics), M.A. 2002 (economics), Pennsylvania; B.S. 2000 (economics), Tsinghua (China).

International finance; macroeconomics; applied econometrics.

Programs and Requirements

Admission: Admission to graduate studies in economics is limited to students of outstanding promise. All applicants must take the general test of the Graduate Record Examination (GRE). All international students must take the Test of English as a Foreign Language (TOEFL). Exceptions to this rule include students who attended English-speaking college-level institutions. Students from English-speaking countries, such as the United Kingdom or Ireland, are also exempt from taking the TOEFL.

The M.A. program is designed to accommodate both full-time and part-time students. The Ph.D. program is designed for full-time students only. Applicants for the M.A. program should have mastered intermediate microeconomics, intermediate macroeconomics, at least one semester of calculus, and a course in statistics—all with a grade of B+ or better. They must also obtain GRE quantitative and analytical scores in the 75th percentile and above (around 730). GMAT scores are accepted in lieu of the GRE. International students should aim for TOEFL scores above 270. Successful applicants may also be required to take a diagnostic language evaluation test at the American Language Institute at NYU and additional English language courses tailored to the needs of graduate students. Applicants should have a grade point average of at least 3.25 in their undergraduate work. For stu-

dents applying to the Ph.D. program, the M.A. requirements should be supplemented by at least one additional semester of calculus and one course in linear algebra. In evaluating applicants for either of the above programs, members of the departmental admissions committee consider the following criteria: previous academic performance, quantitative GRE scores, letters of recommendation, personal statement, and economics as well as mathematics backgrounds. Because of the diverse nature of such information, the admissions committee does not adhere to strictly defined cutoff points on grade point averages or GRE scores.

All incoming Ph.D. students are guaranteed financial aid, renewable for four years, conditioned on satisfactory academic performance. Financial support includes certain obligations to provide teaching assistance and may be conditioned on the presence or absence of outside funding. There is no funding for M.A. students.

It is important to note that students who want to enter the Ph.D. program should not start off with the M.A. program. The Ph.D. and M.A. programs are separate and distinct; entry into the M.A. program does not guarantee entry into the Ph.D. program.

MASTER OF ARTS

A master's degree in economics is an increasingly essential degree in a global economy. The M.A. program in economics at New York University combines analytical rigor with an applied focus. It provides students with a solid background in advanced economics for a career in business and government. It enables students to upgrade their technical skills in applied economic and statistical analysis. It is also an excellent preparatory degree for graduate programs (e.g., Ph.D. in economics, law degree) elsewhere in the United States.

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

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

Course of Study: Formal requirements for the Master of Arts degree in economics are the satisfactory completion of graduate studies totaling at least 32 points and the writing of a special project report. In order to graduate, students must complete at least 24 points within the Department of Economics at New York University

(i.e., courses with a G31 prefix). (Transfer credits do not count toward this requirement.) Most courses carry 3 points; the special project carries 2 points. Students must have a cumulative GPA of at least 3.0 (B) with 18 points of B (3.0) or better. Students may take 8 points outside the Department of Economics.

The M.A. degree requires five core courses, five elective courses, and a special project in economic research.

The five core courses are Mathematics for Economists (G31.1001), Microeconomic Theory (G31.1003), Macroeconomic Theory I (G31.1005), Applied Statistics and Econometrics I (G31.1101), and Applied Statistics and Econometrics II (G31.1102).

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

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

MASTER OF ARTS AND ADVANCED CERTIFICATE PROGRAM IN APPLIED ECONOMIC ANALYSIS

The department offers advanced certificate programs in economic development and international economics. Participating students must take the required core courses (listed above) and complete the M.A. special project report. After receiving the M.A. degree, students may continue their studies to earn an advanced certificate with the opportunity to focus on one of the fol-

lowing areas of study. (The advanced certificate option is also available to qualified master's-level students holding degrees from institutions other than New York University.) A minimum of six specialized courses is required. When certain required courses are not offered, the department may substitute other appropriate courses to satisfy the requirements for the advanced certificate.

Economic Development: This area of study is designed for those concerned with economic study of development policies in the less developed countries. It is geared to those planning careers with governments of developing countries, the United Nations and other international institutions, U.S. government agencies concerned with development and foreign assistance, and corporations doing business in the less developed countries as well as other private organizations.

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

For the advanced certificate, three additional courses must be selected from G31.1505; G31.1506; G31.1605; G31.1608; and, where appropriate, G31.3001, 3002. A total of 41 points at minimum is required for the M.A. and the advanced certificate.

International Economics: The objective of the international economics area of study is to train economists to function effectively in international organizations such as the United Nations and its related agencies, regional economic groups such as the European Union or the Latin American Free Trade Association, national government bodies such as central banks and trade ministries, and companies in the private sector.

Requirements include the core courses; G31.1505; G31.1506; G31.1402; and, where appropriate, G31.3001, 3002. A total of 32 points and a special project report complete the requirements for the M.A.

For the advanced certificate, three additional courses must be selected from G31.1603; where appropriate, G31.3001, 3002; International Competition and the Multinational Enterprise (B30.2385); Global Banking and Capital Markets (B40.3387); and International Financial Management (B40.3388). A total of 41 points at minimum is required for the M.A. and the advanced certificate.

Note: Courses designated by numbers beginning with the letter B are offered by the Leonard N. Stern School of Business.

DOCTOR OF PHILOSOPHY

The Doctor of Philosophy is a research degree. It signifies that the recipient is able to conduct independent research and has both a broad basic knowledge of all areas of economics and a comprehensive knowledge of one area in particular. To qualify for the doctorate, a student must satisfactorily complete graduate studies totaling at least 72 points (at least 64 in residence at New York University), pass three Ph.D. comprehensive examinations (in microeconomics, macroeconomics, and one area of specialization), write and present a third-year paper and, finally, defend an acceptable dissertation. Fields of specialization include economic theory (including game theory), monetary theory and macroeconomics, political economy, econometrics, industrial organization, international economics, labor economics, development economics, and Austrian economics.

After passing all three Ph.D. comprehensive examinations and having completed 72 points of graduate work, a student is asked to submit a formal dissertation proposal. This serves as the basis for a preliminary oral examination. When the dissertation is completed and approved by three faculty members, a public oral examination is held, at which research results are presented and defended by the candidate before a faculty committee.

Reading proficiency in a foreign language is required, demonstrated by any of the methods described in the *Degree Requirements* section of this bulletin.

Course requirements include Mathematics for Economists I (G31.1021) and II (G31.1022); Microeconomic Theory I (G31.1023) and II (G31.1024); Macroeconomic Theory I (G31.1025) and II (G31.1026); Econometrics I (G31.2100) and II (G31.2101); and either Macroeconometrics (G31.2102) or Microeconometrics (G31.2103).

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

A typical schedule might resemble the following:

First Year

Fall Semester

Microeconomic Theory I
Macroeconomic Theory I
Mathematics for Economists I
Econometrics I

Spring Semester

Microeconomic Theory II
Macroeconomic Theory II
Mathematics for Economists II
Econometrics II

Second Year

Fall Semester

Microeconometrics
Field Course I (Part I)
Field Course II (Part I)
Elective Course

Spring Semester

Macroeconometrics
Field Course I (Part II)
Field Course II (Part II)
Elective Course

Third Year

Fall Semester

Seminar Workshop

Spring Semester

Seminar Workshop

DUAL DEGREE PROGRAMS

The Department of Economics offers dual degree M.A.-J.D. and Ph.D.-J.D. programs with the School of Law. Interested students should contact the director of graduate studies.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

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

C. V. Starr Center for Applied Economics

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

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

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

PURPOSE

The C. V. Starr Center for Applied Economics is the research branch of the Department of Economics at New York University. The Center seeks to bridge the gap between academic research and economic decisions in both business and government. The

Center analyzes issues of important economic and social consequences to improve tomorrow's economic decisions. These goals are pursued by the Center in three ways: analysis of current economic issues, design of tools to facilitate economic decision making in the future, and wide dissemination of research results through publications, seminars, and conferences.

RESEARCH ACTIVITIES

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

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

Long-term projects are major research endeavors focusing on topics of such fundamental intellectual

importance that one can expect the project will be continued past the termination of the Center's funding. These projects typically involve at least two members of the Center/Department of Economics at New York University.

VISITORS PROGRAM

Since its inception, the Center has funded a vigorous visitors program for leading academics from both the United States and abroad. These visitors have immersed themselves in many Center research activities, including seminar presentations, working paper publications, and research collaborations. Because of the Center's close affiliation with the Department of Economics, graduate students have the opportunity to exchange ideas with these distinguished visitors.

Courses

Course numbers consist of the graduate department number (G31) followed by four digits. The first digit indicates the level of the course as follows: (1) graduate course open to qualified undergraduates, (2) advanced graduate course, and (3) research or topics course, seminar, or workshop.

The second and third digits show the field of economics as follows: (00) basic economic theory for M.A. students, (02) basic economic theory for Ph.D. students, (04) general economic theory, (10) quantitative economics, (20) economic modeling, (30) public economics and urban economics, (40) monetary economics, (50) interna-

tional economics, (60) economic growth and development, (70) labor economics, (80) industrial organization, and (90) economic history.

Two-Part Courses: A hyphen indicates a full-year course with credit granted only for completing both terms. A comma indicates credit is granted for completing each term.

CORE M.A. COURSES AND SPECIAL RESEARCH PROJECT

Mathematics for Economists

G31.1001 3 points.

Applications of mathematics to economics: functions, simultaneous equa-

tions; linear models and matrix algebra; determinants, inverse matrix, Cramer's rule; differentiation and optimization of functions of one or more variables; quadratic forms, characteristic roots and vectors, constrained optimization; interpretation of the Lagrange multiplier. Techniques applied to examples from the theory of the firm and consumer behavior.

Microeconomic Theory G31.1003

Prerequisite: G31.1001. 3 points.

Applied microeconomics relating to the firm in various markets and household behavior.

Macroeconomic Theory I G31.1005
3 points.

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

Applied Statistics and Econometrics I G31.1101

Prerequisite: undergraduate statistics course or permission of the instructor. 3 points.

Introduction to probability theory and statistics. Topics include discrete and continuous probability distributions, normal distribution, the use of t-statistics, hypothesis testing, confidence intervals, and analysis of variance. Familiarity with a regression software package is mandatory.

Applied Statistics and Econometrics II G31.1102

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

Introduction to single-equation regression estimation; ordinary least-squares estimation, confidence intervals, and significance testing; lags, dummy variables; multicollinearity; autocorrelation; heteroscedasticity and variable selection. Students are required to use a standard computer regression package to test a model of their choosing.

Special Project in Economic Research G31.3200 1-2 points.

Students integrate economic theory, empirical techniques, and analytical tools to solve real-world problems. Students undertake (1) a comprehensive and critical literature survey of an applied topic in recent economic literature and (2) original analytical and/or empirical work on that topic.

ELECTIVE M.A. COURSES

GENERAL ECONOMIC THEORY (00, 04)

Macroeconomic Theory II G31.1006 3 points.

Macroeconomic theory applied to current controversial topics in the field.

Evolution of Economic Thought G31.2041 3 points.

Economic Analysis of Law G31.2047 3 points.

Application of economic analysis to the study of common law doctrines, institutions, and procedures. Topics include the Coase Theorem.

PUBLIC ECONOMICS AND URBAN ECONOMICS (30)

Financing Urban Government

G31.2302 *Prerequisite: G31.1003 or G31.1023. 4 points.*

The special character of public finance in complexly interrelated metropolitan communities operating with fragmented and multilayered governmental structures; the intergovernmental fiscal system and its functioning in urban areas; taxes and charges as means of financing urban public services and their economic and land-use effects; the financing of specific urban governmental functions.

Urban Economic Growth G31.2305 3 points.

Explains the spatial aspects of economics and the problems and policies of urban economies. Students are taught to employ the tools of economic analysis to explain the economic structure of urban centers.

MONETARY ECONOMICS (40)

Money and Banking G31.1402 3 points.

The role of money in the economy-monetary institutions, monetary theory (the old and new quantity and Keynesian theories), monetary policy goals, methods, and problems, with special emphasis on banking regulation.

Regulation of Financial Institutions

G31.2401 *Prerequisite: G31.1402. 3 points.*

Consideration of challenge facing regulators to design and operate an efficient and stable financial institutional framework in light of regulatory theory, historical developments, and current policy concerns. Focus is on the United States, but issues facing both developed and developing nations are also discussed.

INTERNATIONAL ECONOMICS (50)

International Trade G31.1505

Prerequisite: G31.1003 or permission of the instructor. 3 points.

Comparative advantage; endowment, mobility, allocation, and earnings of productive factors; trade restriction (tariffs, quotas); customs unions.

International Finance G31.1506

Prerequisite: G31.1003 or permission of the instructor. 3 points.

The balance of payments, foreign exchange markets, adjustment mechanisms, capital movements, gold and other monetary reserves, reforms of the system.

The European Union: Past, Present, and Future G31.1509

Identical to G53.3502. Offered by the Center for European Studies (in conjunction with the Departments of Politics and Economics). 4 points.

Examines the evolution of the European Union from the European Coal and Steel Community to the potential inclusion of former East European countries. Issues include implications for the future, such as the Single European Act; European political institutions; and agricultural, industrial, and social welfare policies. Considers the theory and politics of international economic integration and alternative models of coordination.

ECONOMIC GROWTH AND DEVELOPMENT (60)

Economic Development I G31.1603

Pre- or corequisite: G31.1003 or permission of the instructor. 3 points.

Latin American Economics

G31.1605 3 points.

Provides an understanding of economic relationships in the Latin American-Caribbean region through an examination of the leading issues and key problems that these countries face in developing and modernizing their economies. Topics include a brief historical outline; a comparison of heterodox Latin American economic thought to neoclassical theories of growth and development; external equilibrium; foreign trade, balance of payments, exchange rates, foreign investments, and external debt.

Economic Anthropology of the Middle East G31.1608 Identical to G77.1781. 3 points.

Regional and developmental models are compared with the reality of the Middle East in terms of geology, climate, and patterns of religious and other administrations. The development potential of this world region is considered. Special attention is devoted to the petroleum industry, its economics and price patterns, and its repercussions on the economy of local societies.

Political Economy of North-South Relations G31.2610 *Identical to G53.2770. 4 points.*

Issues in restructuring the international economic system. Analyzes initiatives of the Western, socialist, and developing countries. Emphasis is on trade and monetary questions.

Political Economy of the Pacific Basin G31.2620 *Identical to G53.2774. 4 points.*

Evaluates recent trends in East Asian and Pacific economic and political developments. The character of economic growth, the nature of the political systems, and implications of recent dynamism. Analyzes trends with discussion on three regions: Northeast Asia, Southeast Asia, and the Pacific Islands.

PH.D. COURSES

BASIC ECONOMIC THEORY FOR PH.D. STUDENTS (02)

Mathematics for Economists I

G31.1021 *Prerequisite: G31.1001 or equivalent. 4 points.*

Reviews theory of calculus, linear algebra, and constrained optimization. Theory and methods of differential equations, calculus of variations, optimal control theory, and dynamic programming applied to economic problems.

Mathematics for Economists II

G31.1022 *Prerequisite: G31.1021 or permission of instructor. 4 points.*

Methods and applications of optimal control theory to problems of economics. Discusses economic applications of stochastic processes, probability, measure theory, and topology.

Microeconomic Theory I G31.1023

Pre- or corequisite: G31.1021 or permission of the instructor. 4 points.

Theory of the firm and consumer behavior; introduction to the theory of perfectly competitive and monopolistic markets; pricing techniques; introduction to game theory.

Microeconomic Theory II G31.1024

Prerequisite: G31.1023. 4 points.

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

Macroeconomic Theory I G31.1025

Pre- or corequisite: G31.1021. 4 points.

Models of national income determination; sectorial inflation; labor markets, production theories, and aggregate supply models; supply and demand for money; foreign trade and balance of payments.

Macroeconomic Theory II

G31.1026 *Prerequisite: G31.1025 or permission of the instructor. 4 points.*

Classical and Keynesian macroeconomic thought, modern-day microeconomic theories of money-wage and price determinations, and reconstruction of macro theory.

Financial Economics I G31.2021

Prerequisites: G31.1023, G31.1024, G31.1025, and G31.1026, or permission of the instructor. 4 points.

Introduction to the study of financial markets and asset pricing from the perspective of economic theory. Topics include equilibrium economies with a representative agent; equilibrium economies with incomplete markets, borrowing constraints and transaction costs, limited stock market participation, private information, limited commitment; optimal security design; behavioral finance. While the stress is on modeling and tools, the course also introduces the empirical methodologies and the calibration techniques used in financial economics, as well as some of the most controversial evidence on asset prices.

Financial Economics II G31.2022

Prerequisite: G31.1021 or permission of the instructor. 4 points.

Gives Ph.D. students an advanced survey of the field of financial economics and introduces them to some topics at the frontier of current research in financial economics. Discusses capital budgeting, capital structure, dividends, market for corporate control, bankruptcy and workouts, taxes, risk management, real options, signaling, general equilibrium approach to asset markets, microeconomics of banking, product market interactions, financial innovation, and comparative financial systems.

Econometrics I G31.2100

Prerequisite: G31.1021 or permission of the instructor. 4 points.

Concise introduction to probability theory and to the problem and methods of statistical inference as encountered and applied in econometrics: maximum likelihood theory, method of moments, method of least squares, and hypothesis testing.

Econometrics II G31.2101

Prerequisite: G31.2100 or permission of the instructor. 4 points.

Econometrics analysis of the general linear model; the estimation of distributed lag models; misspecification analysis; and models involving errors in variables.

GENERAL ECONOMIC THEORY (04)

Evolution of Economic Thought

G31.2041 *4 points.*

Interrelations between changing social formations and economic thought, from prehistory and the Greco-Roman world to classical economics and the rise of modern capitalism in the West. Ends with the crisis of classicism and the emergence of neoclassical economics.

Development of Economic Analysis

Since 1870 G31.2042 *Prerequisites:*

G31.1023 and G31.1025, or permission of the instructor. 4 points.

Examines the distinctive features of the major schools of economic theory as they emerged during the last decades of the 19th century and ways in which their views have shaped 20th-century ideas.

Economics of Uncertainty and

Information G31.2044 *Prerequisite:*

G31.1024 or permission of the instructor. 4 points.

Studies individual behavior and general equilibrium under uncertainty. Models of adverse selection, signaling, and principal agent problem in the framework of Bayesian games.

History of Economic Thought:

Austrian School G31.2045

Prerequisite: G31.1003, G31.1023, or permission of the instructor. 4 points.

The contributions of the Austrian school of economics, with a focus on subjective value, cost, price imputation, structure of production, theory of interest, nature of money, business cycles, socialist calculation, and methodology.

Economic Analysis of Law

G31.2047 *4 points.*

Application of economic analysis to the study of common law doctrines, institutions, and procedures. Topics include the Coase Theorem, pollution, incentives to avoid accidents, strict liability, negligence, standards of proof, and the process of judge-made law. Provides the basic tools necessary to understand major legal issues from an economic perspective.

Investment in Research and Development, Productivity Analysis and Spillover, and Public Sector Capital I G31.2048

Prerequisites: G31.1022, G31.1024, and G31.1026, or permission of the instructor. 4 points.

Capital theory, investment models, and theories of human capital. An attempt is made to integrate these theories and to explore their limitations. Empirical evidence is discussed and evaluated.

Ethics and Economics G31.2050
4 points.

Exploration of the interface between ethical theory and normative economics. Topics include the utilitarian foundation of modern welfare economics, economic basis of moral rules, interpersonal comparisons of utility, wealth maximization, social cost-benefit analysis, economic value of human life, and critique of utilitarianism.

Game Theory I G31.2113

Prerequisite: G31.1024 or permission of the instructor. 4 points.

Introduction to noncooperative game theory. Covers Bayesian games, refinements of Nash equilibrium, repeated games, and optimal mechanism design.

Experimental Economics G31.2114
4 points.

Studies experimental methods and reviews the literature in an effort to give the student a working knowledge of experimental techniques. While the areas of application vary, the course is research oriented.

Game Theory II G31.2115

Prerequisites: G31.1023, G31.1024, and G31.2113, or permission of the instructor. 4 points.

Course on decision theory and cooperative microeconomics. Covers classical theory of individual choice, theory of social choice, mechanism design, Nash bargaining, and theory of cooperative games.

**QUANTITATIVE
ECONOMICS (10)**

Income Distribution in the United States G31.1108

Prerequisites: G31.1003, G31.1023, and G31.1101, or permission of the instructor. 4 points.

Surveys theories of income distribution and empirical evidence for the United States. The first part gives a historical overview of inequality in the United States in the 20th century. Human capital, Marxism, internal labor market, dual labor market, and structural theories of income inequality are then surveyed along with their supporting evidence. Also covered are topics on screening, ability and earnings, discrimination, and growth and inequality.

Macroeconometrics G31.2102

Prerequisite: G31.2101 or permission of the instructor. 4 points.

Overview of econometric methods commonly used in analyses of macroeconomic and financial time series and in estimation and testing of dynamic economic models. Stationary time series models, structural vector autoregressions, generalized method of moments, unit roots, cointegration, and permanent-transitory decompositions. Covers basic theory and recent applications (usually taken from the macroeconomics literature). Strongly recommended for students who plan to conduct research in macroeconomics. Typically taken in second year.

Microeconometrics G31.2103

Prerequisite: G31.2101 or permission of the instructor. 4 points.

Topics typically include applications in which (1) the dependent variable is discrete; (2) nonrandom sampling is caused by censoring; (3) order statistic estimators are employed; and (4) panel data are utilized. Covers econometric theory, computational issues, and substantive applications from the fields of labor economics, industrial organization, and public economics. Typically taken in second year.

**Nonlinear Dynamical Processes,
Stochastic Processes, and Time**

Series: Part I G31.3105 *Prerequisites:* the graduate theory sequence and basic econometrics, or permission of the instructor. 4 points.

Begins with an introduction to difference and differential equations as a precursor to the modern qualitative

analysis of nonlinear dynamical systems, with emphasis on the understanding of the properties of dynamical systems. Requires extensive use of the differential/difference equation simulator in MATLAB, which provides deeper insight into the formal equations under analysis. Students are encouraged to experiment. This section of the course provides a bridge to the second section.

The second section of the course analyzes stochastic processes and stochastic differential equations, including diffusion and jump processes, with emphasis on Markov processes that prove useful in the analysis of economic and financial data. Develops the links between the solutions of stochastic differential equations and time varying transition densities, or time varying transition probabilities, as well as the derivation of time invariant, stationary, equilibrium densities. Also develops the links between SDEs, stationary equilibrium distributions, and the Fokker-Planck equations. Explores applications to economic and financial analysis.

**Nonlinear Dynamical Processes,
Stochastic Processes, and Time
Series: Part II** G31.3106 *Prerequisite:* G31.3105 or permission of instructor. 4 points.

Begins with a brief review of the time domain analysis of stationary time series models, but viewed as noise-driven difference equations. Provides an introduction to the estimation of stochastic differential equations as well as the estimation of the transition matrices for analyzing Markov processes. Examines both the Ozaki approach to the estimation of SDEs as well as the "compartment" models so useful in chemistry and biology. Develops Kalman filters and elucidates their use in economic analysis. Discusses modern spectral techniques and their extension to nonstationary processes together with their relevance to economic and financial data. Introduces the analysis of wavelets and gives practical examples of applications to economic and financial data. Also discusses functional data analysis. In all cases, practical examples are given, and computer implementation is described.

PUBLIC ECONOMICS AND URBAN ECONOMICS (30)

Public Economics I G31.1301

Prerequisite: G31.1003, G31.1023, or permission of the instructor. 4 points.

Positive and normative analysis of government expenditure. The Fundamental Welfare Theorems. What goods the government should supply (public goods) and the evaluation of public projects. When the government should interfere with private decision making (externalities), Pigou taxes, and the Coase Theorem. Club goods and models of local government. The Arrow Impossibility Theorem and predictive models of government behavior.

Public Economics II G31.1302

Prerequisite: G31.1301 or permission of the instructor. 4 points.

Market failures when behavior cannot be monitored (moral hazard) or type cannot be observed (adverse selection). Positive and normative models of taxation. How taxes affect behavior (labor supply, savings, and risk taking). Who pays the tax (tax incidence)? Social security and optimal debt policy. Optimal tax policy.

MONETARY ECONOMICS (40)

Advanced Macroeconomics I

G31.2403 *Prerequisites: G31.1022 and G31.1026, or permission of the instructor. 4 points.*

Analyzes real models of economic fluctuations. Presents "classical" models, i.e., models for which equilibrium allocations are efficient, and "nonclassical" real models, including models with fiscal distortions, productive externalities, and imperfect competition.

Advanced Macroeconomics II

G31.2404 *Prerequisite: G31.2403 or permission of the instructor. 4 points.*

Focuses on the monetary and financial aspects of economic fluctuations and business cycle models discussed in Advanced Macroeconomics I, by introducing money, nominal rigidities, and financial intermediation. Emphasis is on the role and effects of monetary policy, both in theory and data.

INTERNATIONAL ECONOMICS (50)

Theory of International Finance

G31.1501 *Prerequisites: G31.1023 and G31.1025, or permission of the instructor. 4 points.*

The balance of payments, foreign exchange markets, adjustment mechanisms, capital movements, gold and other monetary reserves, and reforms of the system.

Theory of International Trade

G31.1502 *Prerequisite: G31.1023 or permission of the instructor. 4 points.*

Comparative advantage; endowment, mobility, allocation, and earnings of productive factors; trade restriction (tariffs, quotas); customs unions.

ECONOMIC GROWTH AND DEVELOPMENT (60)

Theory of Economic Development I

G31.1601 *Pre- or corequisite: G31.1003, G31.1023, or permission of the instructor. 4 points.*

The historical and contemporary process of transformation of less-developed economies, internal and international sources of and barriers to development; strategies for effective use of internal and external finance; growth theory and development; models of dualistic development, unemployment, and migration; problems of income distribution, population growth, education, and rural development.

Theory of Economic Development II

G31.1602 *Prerequisites: G31.1023, G31.1025, and G31.1601. 4 points.*

Current topics in economic development in their theoretical, empirical, and policy contexts. Issues include the north-south dialogue, appropriate technology, the role and limitations of the state, population and development policy, urbanization, human resource development, and prospects for private and public foreign assistance.

LABOR ECONOMICS (70)

Labor Economics I G31.1701

Prerequisites: G31.1003 and G31.1005, or G31.1023 and G31.1025, or permission of the instructor. 4 points.

Focuses on dynamic models of labor market behavior. Reviews dynamic optimization theory and develops the model of job market search. The baseline model for analyses of labor market dynamics at the industrial level and

the search model are used to discuss estimation issues and to build partial equilibrium models of the labor market. Other models of equilibrium wage determination include signaling models, matching models, and models with asymmetric information and moral hazard (efficiency wages). Considers theory and empirical implications of the human capital investment model, with applications to occupational choice and the effect of cohort size on human capital investment and earnings outcomes.

Labor Economics II G31.1702

Prerequisite: G31.1701 or permission of the instructor. 4 points.

Focuses on household decision making in both static and dynamic contexts. Develops models of family decision making using both neoclassical and bargaining theories. Examines the differences in the empirical implications of the two types of models. Considers labor supply issues and the economics of the marriage market, fertility, welfare programs, econometric issues, and endogenous sample selection.

INDUSTRIAL ORGANIZATION (80)

Industrial Organization I G31.1801

Prerequisite: G31.1023 or permission of the instructor. 4 points.

Introduces standard and strategic models of market behavior and structure. Covers the firm, production and transaction costs, single-firm behavior, choice of quality and product differentiation, vertical integration and vertical restraints, static and dynamic oligopoly, supergames, and finite horizon models.

Industrial Organization II

G31.1802 *Prerequisite: G31.1801. 4 points.*

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.

RESEARCH TOPICS, SEMINARS, AND WORKSHOPS

Reading and Research in

Economics G31.3000 *Primarily for students writing a thesis under an adviser. Prerequisites: permission of the adviser and the department. 1-6 points per term.*

Topics in Economics G31.3001, 3002 *4 points per term.*

Topics of current interest are examined in detail. Students are notified in advance of the topic(s) to be covered. Three or more sections are offered each semester, each covering a different topic.

RESEARCH WORKSHOPS

Research workshops typically have professors from other universities present their recent work. Students at the dissertation level also present their work in these workshops. The department offers five workshops.

Workshop in Microeconomics Research G31.3003, 3004

Prerequisites: all required courses for Ph.D. students. 4 points per term.

Students, faculty members, and visitors present research in progress for discussion and critical comment.

Workshop in Macroeconomic Research G31.3005-3006

Prerequisite: G31.1026. 4 points per term.

Doctoral-level course consisting of a series of seminar presentations in macroeconomics by students, faculty, and guests. Emphasis is on research in progress. Topics include inflation, employment and labor markets, monetary and fiscal theory and policy, consumption and saving behavior, investment and capital formation, and aggregate supply and growth.

Applied Econometrics Workshop

G31.3007, 3008 *Prerequisite: permission of the instructor. 4 points per term.*

Doctoral-level workshop consisting of a series of seminar presentations in applied economics by students, faculty, and guests. Emphasis is on issues involving panel data, macro-, development, and labor economics.

Austrian Economics Colloquium

G31.3402 *Prerequisite: permission of the instructor. 4 points.*

Discussion of current research in the Austrian economics tradition. Themes treated include subjectivism, the market as dynamic process, and entrepre-

neurship. Ideas are applied to both micro and macro issues. Discusses papers written by students and by faculty from New York University and other universities.

Workshop in International Economics G31.3501-3502

Prerequisite: G31.1501, G31.1502, or permission of the instructor. 4 points per term.

Advanced workshop for doctoral students pursuing dissertation topics in international trade and finance. Presentation of student research and dissertation proposals and original research papers by guests and members of the faculty.

RELATED COURSES

Students are advised to consult the individual course descriptions of the Departments of Anthropology, History, Mathematics, Politics, and Sociology, and the Center for Latin American and Caribbean Studies of the Graduate School of Arts and Science, as well as the Leonard N. Stern School of Business, the Robert F. Wagner Graduate School of Public Service, and the School of Law.



CHAIR OF THE DEPARTMENT:

Professor John D. Guillory

DIRECTOR OF GRADUATE STUDIES:

Associate Professor Martin Harries

DIRECTOR OF THE CREATIVE

WRITING PROGRAM:

Melissa Hammerle

A leading national center for the study of literature, language, and writing, the Department of English welcomes qualified applicants who wish to pursue advanced study. Students take a varied curriculum to earn an M.A. or a Ph.D. degree in English and American literature, emphasizing literary his-

tory and criticism. The department offers creative writing students in fiction and poetry a choice between an M.A. degree in English and American literature with a concentration in creative writing or an M.F.A. degree in creative writing.

The department's distinguished faculty members have received international recognition for the excellence of their publications. In recent years, faculty in literature have won the Guggenheim, National Endowment for the Humanities, and American Council of Learned Societies Fellowships; the Explicator Award; and the

National Book Award. Faculty in creative writing have won the National Medal of Arts, the MacArthur Fellowship, the Pulitzer Prize, the American Book Award, the National Book Critics Circle Award, and several Lamont Prizes.

Students attend lectures, forums, readings, and discussions. Many advanced graduate students receive support to present their research and writing at national conventions and publish papers and creative writing in scholarly and literary journals and national magazines.

Faculty

John M. Archer, *Professor. Ph.D.* 1988 (*English*), Princeton; *M.A.* 1983, *B.A.* 1982 (*English*), Toronto.

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

Mary J. Carruthers, *Erich Maria Remarque Professor of Literature. Ph.D.* 1965 (*English*), Yale; *B.A.* 1961 (*English*), Wellesley College.

Medieval literature and rhetoric; memory and mnemonic technique; the history of spirituality.

Una Chaudhuri, *Professor, English (Drama). Ph.D.* 1982 (*English and comparative literature*), *M.Phil.* 1977, *M.A.* 1975, Columbia; *M.A.* 1973 (*English literature*), *B.A.* 1971, Delhi (*India*).

Modern drama; performance theory; animal studies.

Christopher Collins, *Professor. Ph.D.* 1964 (*comparative literature*), Columbia; *M.A.* 1959 (*Latin*), California (*Berkeley*); *B.A.* 1958 (*English*), St. Anselm's College.

Cognitive poetics and American poetry.

Patrick Deer, *Assistant Professor. Ph.D.* 2000 (*English literature*), *M.Phil.* 1995, *M.A.* 1989, Columbia; *B.A.* 1988, Oxford.

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

Carolyn Dinshaw, *Professor. Ph.D.* 1982 (*English literature*), Princeton; *B.A.* 1978, Bryn Mawr College.

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

E. L. Doctorow, *Lewis and Loretta Glucksman Professor of American Letters. B.A.* 1952 (*philosophy*), Kenyon College. *Honorary degrees: D.H.L.* 1989, Brandeis; *D.Litt.* 1979, Hobart and William Smith College; *D.H.L.* 1976, Kenyon College.

Fiction writing; literature.

Denis Donoghue, *Henry James Professor of English and American Letters; University Professor. M.A.* 1964 (*American and Irish literature*), Cambridge; *Ph.D.* 1957, *M.A.* 1952, *B.A.* 1949, National (*Ireland*). *Honorary degree: D.Litt.* 1989, National (*Ireland*).

Modern English, Irish, and American literature; aesthetics and the practice of reading.

Elaine Freedgood, *Associate Professor*. Ph.D. 1996 (*English and comparative literature*), M.Phil. 1992, M.A. 1990 (*English*), *Columbia*; B.A. 1989 (*summa cum laude*), *Hunter College (CUNY)*.

Victorian literature and culture; history of the novel; postcolonial literature; critical theory, especially of gender and sexuality.

Ernest B. Gilman, *Professor*. Ph.D. 1976 (*English and comparative literature*), M.A. 1971, B.A. 1968 (*English*), *Columbia*.

English Renaissance literature; interrelationships of literature and the visual arts; literature and medicine.

Dustin Griffin, *Professor*. Ph.D. 1969 (*English*), *Yale*; M.A. 1967 (*English language and literature*), *Oxford*; B.A. 1965 (*English*), *Williams College*.

Authorship; literature and national identity; Samuel Johnson; literary patronage; satire.

John D. Guillory, *Professor; Chair, Department of English*. Ph.D. 1979 (*Renaissance literature*), *Yale*; B.A. 1974, *Tulane*.

Renaissance poetry; Shakespeare; Milton; literature and science in the Renaissance; history of criticism; sociology of literary study; 20th-century literary theory.

Phillip Brian Harper, *Professor*. *English (American Studies)*. Ph.D. 1988 (*English*), M.A. 1986, M.F.A. 1985 (*creative writing*), *Cornell*; B.A. 1981 (*creative writing/literature*), *Michigan*.

Twentieth-century English and U.S. literature; contemporary U.S. cultural studies; African American literature and culture; gender and sexuality theory.

Martin Harries, *Associate Professor*. Ph.D. 1995 (*comparative literature*), *Yale*; B.A. 1987, *Columbia*.

Modern drama; film; Shakespeare; theory; spectatorship.

Anselm Haverkamp, *Professor; Director, Program in Poetics and Theory*. Dr.Phil.Habil. 1983 (*German and comparative literature*), *Konstanz*; Dr.Phil. 1975 (*medieval literature and literary theory*), *Heidelberg*; M.A. 1968 (*literature, history, and philosophy*), *Konstanz*. Critical theory; literature of the 16th through the 18th centuries.

Josephine Gattuso Hendin, *Professor*. Ph.D. 1968 (*English and American literature*), M.A. 1965, *Columbia*; B.A. 1964 (*English language and literature*), *City College (CUNY)*.

Contemporary American literature and culture; psychology and literature; ethnicity and literature; creative writing.

David L. Hoover, *Associate Professor*. Ph.D. 1980 (*English language*), M.A. 1974, *Indiana*; B.A. 1971 (*English and philosophy*), *Manchester College*.

Linguistic stylistics; computers and the humanities; human and animal language and cognition; Old English meter.

Pat C. Hoy, *Professor; Director, Expository Writing Program*. Ph.D. 1979, M.A. 1968, *Pennsylvania*; B.S. 1961, *United States Military Academy*.

The essay; writing pedagogy; Forster, Woolf, Lawrence, and Conrad.

Virginia Jackson, *Associate Professor*. Ph.D. 1995 (*comparative literature*), *Princeton*; M.A., B.A. 1981 (*comparative literature*), *California (Los Angeles)*.

Nineteenth-century American poetry and culture; history of the lyric; feminist literary criticism; history of literary criticism; comparative literature.

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

Creative writing, poetry.

Laurence S. Lockridge, *Professor*. Ph.D. 1969 (*English and American literature*), M.A. 1968, *Harvard*; B.A. 1964 (*English*), *Indiana*.

Romantic literature; philosophical criticism; biography; American cultural studies.

Paul A. Magnuson, *Professor*. Ph.D. 1969 (*English literature*), *Minnesota*; B.A. 1961 (*English literature*), *Brown*. English romantic literature.

Paule Marshall, *Helen Gould Sheppard Professor of Literature and Culture*. B.A. 1953, *Brooklyn College (CUNY)*.

Creative writing, fiction.

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

Reader theory; biography; sexuality and literature; cultural studies; Victorian literature; modern literature.

Elizabeth McHenry, *Associate Professor*. Ph.D. 1993 (*English*), *Stanford*; B.A. 1987 (*English*), *Columbia*.

African American literature, culture, and intellectual history; 19th- and 20th-century American literature, especially ethnic or "minority" literatures; comparative women's narratives; history of the book.

Perry Meisel, *Professor*. Ph.D. 1975 (*English*), M.Phil. 1974, B.A. 1970 (*English and history*), *Yale*.

Modern literature; critical theory.

Haruko Momma, *Associate Professor*. Ph.D. 1992 (*medieval studies*), M.A. 1986, *Toronto*; M.A. 1983 (*English*), B.A. 1981, *Hokkaido (Japan)*.

Old English language and literature; medieval studies; philology; linguistic historiography.

Sharon Olds, *Professor*. Ph.D. 1972 (*English*), *Columbia*; B.A. 1964, *Stanford*.

Poetry; community outreach; creative writing.

Crystal Parikh, *Assistant Professor*. *English (American Studies)*. Ph.D. 2000 (*English language and literature*), M.A. 1995, *Maryland (College Park)*; B.A. 1992 (*English and religious studies*), *Miami*.

Asian American literature and studies; Latino/Chicano literature and studies; feminist and race theory; postcolonial studies; 20th-century American literature.

Cyrus R. K. Patell, *Associate Professor*. Ph.D. 1991 (*English and American literature and language*), M.A. 1986, B.A. 1983, *Harvard*.

American literature and culture; minority discourse; cultural studies; literary historiography.

Mary L. Poovey, *Professor; Director, Institute for the History of the Production of Knowledge*. Ph.D. 1976 (*English*), M.A. 1976, *Virginia*; B.A. 1972, *Oberlin College*.

Victorian literature and culture.

Martha Rust, *Assistant Professor*. Ph.D. 2000 (*English*), *California (Berkeley)*; M.A. 1994, *California Polytechnic State*; B.A. 1976, *California (Berkeley)*.

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

S. S. Sandhu, *Assistant Professor, English (Asian/Pacific/American Studies). D.Phil. 1997 (English literature), Oxford; M.A. (with distinction) 1994, Warwick; B.A. 1993, Oxford.*

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

Lytle Shaw, *Assistant Professor. Ph.D. 2000 (English), California (Berkeley); B.A. (English) 1991, Cornell.*

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

Jeffrey L. Spear, *Associate Professor. Ph.D. 1975 (English), Minnesota; B.A. 1965 (English), Washington.*

Victorian studies.

G. Gabrielle Starr, *Assistant Professor. Ph.D. 1999 (English), M.A. 1993, Harvard; B.A. 1993, Emory.*

Eighteenth-century literature; interrelationship of novel and lyric; neural aesthetics; genre theory; poetry and poetics; history of aesthetics; philosophy and literature.

Catharine R. Stimpson, *Professor; University Professor; Dean, Graduate School of Arts and Science. Ph.D. (with distinction) 1967, Columbia; M.A. 1966, B.A. (honors) 1960, Cambridge; B.A. (magna cum laude) 1958, Bryn Mawr College.*

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

Bryan Waterman, *Assistant Professor. Ph.D. 2000 (American studies), Boston; B.A. (honors) 1994 (English), Brigham Young.*

Early American literature and culture; gender; religion; literature and the professions.

John P. Waters, *Assistant Professor, English (Irish Studies). Ph.D. 1995, Duke; M.Phil. 1987, Trinity College (Dublin); B.A. 1986, Johns Hopkins.*

Eighteenth-century British and Irish culture; British romantic literature; Irish studies.

Robert J. C. Young, *Professor. Ph.D. 1979 (English and critical theory), B.A. (honors)/M.A. 1977 (English language and literature), Oxford.*

AFFILIATED FACULTY IN OTHER DEPARTMENTS

Ulrich Baer, *German*; **John Chioles**, *Comparative Literature*; **Manthia Diawara**, *Comparative Literature*; **Ana Dopico**, *Comparative Literature*; **Sybille Fischer**, *Spanish and Portuguese Languages and Literatures*; **Ed Guerrero**, *Cinema Studies*; **Daniel Javitch**, *Comparative Literature*; **José Esteban Muñoz**, *Performance Studies*; **Avital Ronell**, *German*; **Nancy Ruttenburg**, *Comparative Literature*; **Richard Sieburth**, *Comparative Literature*.

VISITING FACULTY

Breyten Breytenbach, *Global Distinguished Professor of Creative Writing*.

Philip Levine, *Distinguished Poet-in-Residence, Creative Writing Program*.

Programs and Requirements

Admission: Applications are accepted for programs leading to the M.F.A. degree, the M.A. degree with a concentration in creative writing, and the Ph.D. and M.A. degrees in English and American literature. Applicants for all of these programs must submit completed applications and the following supporting documentation: a statement of purpose, Graduate Record Examination (GRE) general test results, two official copies of transcripts from each university previously attended, and three letters of recommendation.

Applicants whose native language is not English must submit Test of English as a Foreign Language (TOEFL) results unless they have received their undergraduate degree from an accredited American college or university or from a college or university where the language of instruction is English. Near-native fluency in English is crucial for successful completion of all the programs offered by the department.

All application materials and supporting documents must be sent directly to Graduate Enrollment Services (see the *GSAS Application for Admission and Financial Aid* for

instructions). Applications submitted directly to the department are not considered. The department and the Creative Writing Program withdraw from consideration all applications that are missing supporting documents one month after the posted deadline.

Applicants for the M.A. programs and for the M.F.A. program are accepted into those programs only. Applicants for the Ph.D. program who are not accepted into that program are considered for the M.A. program if they request it in a cover letter. Students who have completed or will have completed an M.A. or M.F.A. degree at New York University may apply for the Ph.D. program. They must meet all the requirements for the Ph.D. application. They may submit a new statement of purpose, a new writing sample, and additional letters of recommendation. Their applications are considered along with applications submitted by external candidates.

English and American Literature Applicants: In addition to the items listed above, which are required throughout the Graduate School of Arts and Science, applicants for the

M.A. or Ph.D. program in English and American literature must also submit results of the GRE subject test in English and a writing sample (10-12 pages). The department considers applications for the M.A. or Ph.D. program in English and American literature for fall admission only.

Creative Writing Applicants: Applicants for the M.F.A. program or the M.A. program with a concentration in creative writing must also submit a writing sample, which should consist of no more than 25 double-spaced, typed pages of fiction (in a font size no smaller than 12 points) or 10 single-spaced, typed pages of poetry, one poem per page (in a font size no smaller than 12 points). The writing sample is the most important component of the application for the Creative Writing Program (CWP). Two copies should be sent to Graduate Enrollment Services along with two copies of each part of the application; the completed file is forwarded to the CWP. Please do not send the application or writing sample directly to the CWP; doing so only slows down the process. Applications are accepted for either poetry or fiction, but not for

both, nor for drama. The Creative Writing Program considers applications for fall admission only. Applicants for the Creative Writing Program apply directly to the program, which has a separate admissions committee from the other degree programs in the Department of English. The application deadline for the Creative Writing Program is December 15.

MASTER OF ARTS

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

1. A mandatory 3-point seminar, Introduction to Advanced Literary Study for M.A. Students, to be taken in the first term of matriculation.
2. One course in English language selected from among the following: G41.1060, G41.1061, G41.2044, G41.2045, G41.2072. This requirement may be waived if the student has taken an equivalent course elsewhere.
3. One literature course focused in each of the following three historical periods: medieval and early modern; Enlightenment and romantic; postromantic through contemporary. This distribution requirement obtains in addition to the English language requirement detailed above in item number 2, although Introductory Old English (G41.1060) and Introductory Middle English (G41.1061) may count toward both the English language requirement and the medieval and early modern literature requirement.
4. Proficiency in a language other than English. This requirement may be satisfied either before or after matriculation at NYU by (a) achieving a grade of B or better in the fourth term of a college language course completed no more than two years prior to matriculation for the M.A. degree in English and American literature at New York University or (b) passing a language examination at a comparable level of proficiency. International students whose native language is not English should consult the director of graduate studies.
5. Submission of a special project totaling about 9,000 words (i.e., 30 to 35 pages), written under the supervision

of a department faculty member within the context of a required 1-point Guided Research course, registered for in an appropriate semester during the student's period of matriculation. The special project may be a revision of a paper written at an earlier point in the student's M.A. career or prior to its commencement, or an entirely new undertaking, as deemed appropriate by the student's faculty adviser and the director of graduate studies. See the department's *Instructions for the Special Project* for details.

6. Completion of all requirements listed above within five years.

To qualify for the degree, a student must have a GPA of at least 3.0, must complete a minimum of 24 points with a grade of B or better, and may offer no more than 8 points with a grade of C. A student may take no more than 36 points toward the degree.

Concentration in Creative Writing

The concentration in creative writing is designed to offer students an opportunity to perfect their own writing and at the same time develop their knowledge of English and American literature. This concentration is recommended for students who may want to apply to a Ph.D. program in English literature or to teach literature as well as creative writing at the secondary-school level.

Requirements for the Master of Arts degree with a concentration in creative writing include the completion of 32 points (eight 4-point courses) and the following specific requirements:

1. Four graduate creative writing workshops taken in four separate semesters (16 points).
2. Four courses in English and American literature (16 points). One of the courses must be either The Craft of Poetry, The Craft of Fiction, or The Craft of Short Fiction, taught by a member of the CWP faculty. The remaining three must be drawn from other graduate courses offered by the English department.
3. A creative thesis in poetry or fiction, consisting of a substantial piece of writing—a novella, a collection of short stories, or a group of poems—to be submitted in the student's final semester. The project requires the approval of the student's faculty thesis adviser (who is also the student's final workshop instructor) and of the direc-

tor of the Creative Writing Program.

4. Proficiency in a language other than English. This requirement may be satisfied either before or after matriculation at NYU by (a) achieving a grade of B or better in the fourth term of a college language course completed no more than two years prior to matriculation for the M.A. degree in English and American literature at New York University or (b) passing a language examination at a comparable level of proficiency. International students whose native language is not English should consult the director of graduate studies.

5. Completion of all requirements within five years.

To qualify for the degree, a student must have a GPA of at least 3.0, must complete a minimum of 24 points with a grade of B or better, and may offer no more than 8 points with a grade of C (no more than 4 points with a grade of C in creative writing workshops). A student may take no more than 36 points toward the degree.

MASTER OF FINE ARTS

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

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

1. Four graduate creative writing workshops taken in four separate semesters (16 points).
2. One to four craft courses (The Craft of Poetry, The Craft of Fiction, and The Craft of Short Fiction), taught by members of the CWP faculty. Craft courses may be repeated provided they are taught by different instructors (4 to 16 points).
3. Any remaining courses chosen from any department with the permission of that department and of the director of the Creative Writing Program.

4. A creative thesis in poetry or fiction, consisting of a substantial piece of writing—a novella, a collection of short stories, or a group of poems—to be submitted in the student's final semester. The project requires the approval of the student's faculty thesis adviser (who is also the student's final workshop instructor) and of the director of the Creative Writing Program.

5. Completion of all requirements within five years.

To qualify for the degree, a student must have a GPA of at least 3.0, must complete a minimum of 24 points with a grade of B or better, and may offer no more than 8 points with a grade of C (no more than 4 points with a grade of C in creative writing workshops). A student may take no more than 36 points toward the degree.

DOCTOR OF PHILOSOPHY

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

1. Proseminar (G41.2080), which must be taken in the student's first semester.
2. One course in English language selected from among the following: G41.1060, G41.1061, G41.2044, G41.2045, G41.2072. This requirement may be waived if the student has taken an equivalent course elsewhere.
3. Six doctoral seminars (selected from G41.3100 through G41.3969).
4. One 4-point Guided Research course in preparation for submission of the dissertation proposal.
5. One 4-point Guided Research course in teaching preparation (taken during the final semester of the teaching assistantship).
6. An M.A. thesis consisting of a seminar paper revised as though for publication.
7. A doctoral examination, based on three individualized reading lists covering two historical fields and one topic. The examination fields are medieval; Renaissance; 18th-century British (1660-1800); 19th-century British (1789-1914); 20th-century British; American: beginning to 1865; American: 1865 to present; and modern drama (1860-present). The topics are theoretical approaches to the study

of literature, such as aesthetics; colonialism and postcolonialism; gender; genre; performance; reception; and the interrelations of literature and another discourse (e.g., philosophy, politics, psychology, the visual arts). The examination is supervised by a committee of three faculty members chosen by the student. It consists of a written part followed by an oral part. Students must have the M.A. degree in hand before sitting for the doctoral examination.

8. Proficiency in a language other than English. This requirement may be satisfied either before or after matriculation at NYU by demonstrating either (a) advanced proficiency in one language by completing the sixth term of an acceptable college language course with a grade of B or better or by passing a language examination at a comparable level of proficiency or (b) proficiency in two languages by completing the equivalent of four semesters of acceptable college work. The final course or examination establishing proficiency must have been completed no more than two years prior to matriculation for the Ph.D. program. The language(s) offered must be relevant to the dissertation research and scholarly practice of the field in which the student intends to work, and the department reserves the right to require a particular language on these grounds. Any student whose first language is not English should see the director of graduate studies to discuss the use of that language to fulfill (or partially fulfill) the requirement.

9. A dissertation proposal and a dissertation. A student who has fulfilled all of the above requirements is approved for dissertation work and permitted to find a director for the dissertation. In the semester immediately following the semester in which the doctoral examination is taken—ordinarily the seventh semester of the program—students register for 4 points of guided research for the purpose of preparing a dissertation proposal. Ordinarily the director of the guided research becomes the dissertation director. The dissertation director must be a member of the department. When the director has approved the proposal for the dissertation and the required chapter outline and working bibliography, two additional faculty members are appointed as readers. When they and the department chair have approved the proposal, the subject is formally

registered in the department. The director and readers, who form the dissertation committee, ultimately approve the dissertation for defense. Two copies are submitted by the candidate: one for microfilming and deposit in the University library and one for the department.

10. A final oral examination in defense of the dissertation. The dissertation must have been approved in writing by the three readers before the examination is convened. Some revision, in addition to the mandatory correction of any errors, may be required as a result of the defense. The examining board consists of five members of the graduate faculty; at least two members of this board must have been official readers of the dissertation. In this final examination, the candidate is questioned for one hour on the dissertation. If the candidate fails the oral defense of the dissertation, a second examination is permitted, resulting either in a pass or in elimination from the Ph.D. program.

11. Completion of all requirements within seven years for students entering with an M.A. degree or ten years for students entering with a B.A. degree.

The department issues the *Ph.D. Program Handbook*, describing the requirements of the doctoral program in detail. Students should regard this handbook as the complete and authoritative statement of the rules of the Ph.D. program.

For updated information on department programs and activities, visit the Web site at www.nyu.edu/gsas/dept/english.

LECTURES AND EVENTS

The **Medieval and Renaissance Center** sponsors lectures and parties.

The **Fales Lectures and Colloquia** include talks and readings by eminent scholars.

The department offers **regular colloquia** for faculty and students alike in various fields.

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

DEPARTMENTAL FINANCIAL AID

All accepted Ph.D. students in English receive four- or five-year support packages, which provide a stipend plus remission of tuition and fees as well as at least two years of fellowship support and at least two years of teaching.

All students who apply to the Creative Writing Program (M.A. and M.F.A. degrees) are considered for the New York Times Foundation fellowships. These fellowships are awarded each year to several incoming students

and provide stipends of \$18,000 plus full tuition remission. The Creative Writing Program is fully committed to linking fellowship support with literary outreach programs. Times Fellows therefore teach creative writing one day a week in New York City public schools. Other outreach programs that link fellowship support with teaching in hospitals and schools include the Goldwater Hospital Teaching Fellowships and the Starworks Teaching Fellowships. Teaching stipends range from \$1,500 to \$9,000 per term. In addition,

approximately 40 second-year students in the Creative Writing Program are invited to teach one undergraduate creative writing workshop. Students teaching these classes receive a salary of \$4,000. Other departmental fellowships are available.

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

Courses

Except for creative writing courses, which have different restrictions, courses are offered on three levels, as indicated by their course number. The 1000-level courses (1000-1999) are introductory graduate courses open to M.A. and Ph.D. students and to upper-level undergraduates with permission of the instructor; 1000-level courses serve as introductions to periods, genres, or theoretical approaches. The 2000-level courses (2000-2999) are open to M.A. and Ph.D. students. The 3000-level courses (3100-3999) are doctoral seminars open to Ph.D. students only. Enrollment in writing workshops is limited to 12 students.

CREATIVE WRITING WORKSHOPS

Workshop in Poetry I, II G41.1910, 1911 *Prerequisite: admission to the Creative Writing Program. Kinnell, Levine, Olds, visiting faculty. 4 points per term.*

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

Workshop in Fiction I, II G41.1920, 1921 *Prerequisite: admission to the Creative Writing Program. Breytenbach, Marshall, visiting faculty. 4 points per term.*

Regular submission and discussion and analysis of student work in one or more fictional modes (short story, short novel, novel), with examination of relevant readings illustrating point of view, plot, setting, characterization, dialogue, and aspects of style. Regularly scheduled conferences with the instructor.

CRAFT COURSES

These courses are normally restricted to creative writing students.

The Craft of Poetry G41.1950 *Kinnell, visiting faculty. 4 points.* Poetry from the point of view of the writer. Discussion of ways of producing rhythm in language; formal and free verse; metaphor; the humanizing conventions; syntax; the line; revision; and so on. Students may be asked to memorize poems.

The Craft of Fiction G41.1960 *Doctorow, visiting faculty. 4 points.* Study and analysis of major examples of the novel, novella, and short story to disclose the technical choices confronted by their authors. Consideration of theme and its formulation; choice of protagonists and minor characters; techniques of characterization; point of view; 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 Short Fiction G41.1962 *Marshall. 4 points.* Designed specifically for the graduate fiction writer and for those who are interested in exploring the short story form. Through an analysis of the short fiction of the major writers, the course provides students with a greater understanding of how these writers employ the basic elements of fiction in fashioning their stories. This analysis in turn increases students' own proficiency as writers.

PROSEMINAR

Proseminar G41.2080 *Required for and restricted to first-year Ph.D. students. Freedgood, Gilman, Harper, Poovey. 4 points.*

Introduction to the aims and methods of doctoral work in the institutional context of the literary profession.

LANGUAGE AND LINGUISTICS

Introductory Old English G41.1060 *Hoover, Momma. 4 points.* Study of the language, literature, and culture of the Anglo-Saxons from about AD 500-1066. Oral readings of the original texts and a survey of basic grammar. Representative prose selections are read, but emphasis is on the brilliant short poems—*Caedmon's Hymn*, *The Battle of Maldon*, *The Seafarer*, *The Wanderer*, and *The Dream of the Rood*—that prepare the reader for the epic *Beowulf*.

Introductory Middle English G41.1061 *Carruthers, Rust. 4 points.* Study of representative prose and verse texts from 1100 to 1500, read in the original dialects, with emphasis on the continuity of literary traditions and creative innovation.

Development of the English Language G41.2044 *Hoover, Momma. 4 points.*

History of the English language from its beginnings in the fifth century to the present, with special emphasis on the Indo-European origins of English; Old and Middle English; internal developments in phonology, morphology, syntax, and vocabulary; and the rise of a standard dialect.

The Structure of Modern English

G41.2045 *Hoover*. 4 points.

Introduction to the linguistic study of the English language, with special emphasis on phonetics, syntax, semantics, language acquisition, and the linguistic study of style.

Topics in the English Language

G41.2072 *Carruthers, Hoover, Momma*. 4 points.

Varied content, approaches, and organization. Possible topics include, among others, linguistic approaches to literature, philology and literary history, speech-act theory/pragmatics and the study of literature, Standard English and the idea of correctness, and dialect and literature.

RHETORIC AND COMPOSITION

Practicum: Composition Theory

G41.2046 *Identical to E11.2511*.

Required for teachers in the Expository Writing Program. Staff. 4 points.

Study of the current research on the composing process and its implications for classroom teaching. Considers all aspects of the writing process from prewriting through final product. Participants may be observed in a classroom setting.

Contemporary Rhetorical Theories

G41.2047 *Collins*. 4 points.

Survey of contemporary rhetorical theories in terms of the three somewhat overlapping predominant models: the Western rhetorical tradition from Aristotle onward; modern linguistics and the philosophy of language; and the part social context plays in the determination of meaning as related to the third source of models—the social sciences, especially sociology, psychology, and social psychology.

The History of Rhetoric

G41.2048 *Carruthers*. 4 points.

Survey of representative Western arguments about the nature of discourse, from Plato to Erasmus. Topics include epistemological, ethical, and literary values and the questions of the power, authority, and purposes of language.

LITERATURE

Modern Irish: Gaelic Tradition in Writing and Folklore

G41.1080

Waters. 4 points.

Topics in Irish Literature

G41.1085

Waters. 4 points.

The Bible as Literature

G41.1115

Identical to G90.2115. Feldman.

4 points.

Studies in *Beowulf*

G41.1152

Prerequisite: G41.1060 or the equivalent.

Momma. 4 points.

Beowulf in the light of paleography, metrics, and comparative editions; historical and literary analyses are also examined.

The Renaissance in England

G41.1322 *Gilman*. 4 points.

Major prose and poetry of the 16th century: More, Wyatt, Marlowe, Nashe, Sidney, Spenser, Shakespeare, and others.

Shakespeare I, II

G41.1344, 1345

Archer, Gilman. 4 points per term.

First term: major comedies, histories, and tragedies from *Titus Andronicus* to *Hamlet*. Second term: *Othello* to *The Tempest*.

17th-Century Poetry

G41.1420

Gilman. 4 points.

Major poets of the earlier 17th century, including Donne, Jonson, Herbert, Herrick, the Cavaliers, Crashaw, Marvell, Vaughan, and (the early) Milton.

Restoration and 18th-Century Drama and Theatre

G41.1530

Chaudhuri, Griffin, Starr, Waters.

4 points.

Heroic drama, tragedy, comedy of manners, sentimental comedy, mock drama, and farce from 1660 to 1800, exemplified in the dramatists from Dryden through Sheridan.

The English Novel in the 18th

Century

G41.1560 *Starr*. 4 points.

The rise of the novel from Behn to Austen.

Introduction to the Victorian Novel

G41.1662 *Freedgood, Maynard, Poovey*.

Spear. 4 points.

Modern Afro-American Novelists

G41.1750 *Harper, McHenry*. 4 points.

Representative novels by Ellison, Toomer, Williams, Wright, Naylor, Baldwin, and Morrison.

Afro-American Poetry

G41.1755

Harper, McHenry. 4 points.

The oral tradition; poetry from the Harlem renaissance to the present.

World Literature in English

G41.1764 *Sandhu, Young*. 4 points.

Literature that emerged with the breakup of the British Empire, with representative works from India, Pakistan, Nigeria, Kenya, South Africa, Australia, New Zealand, and Canada.

Topics in Performance

G41.1770

Chaudhuri, Harries. 4 points.

Various topics in the history and theory of performance, including animal-ity, spectatorship, mass culture, and others.

Introductory Topics in the History of the Production of Knowledge

G41.1800 *Poovey*. 4 points.

Introductory Topics in Criticism

G41.1955 *Harper, Haverkamp*.

Maynard, Meisel. 4 points.

Introductory Topics in Literary

Theory

G41.1957 *Freedgood, Guillory*.

Harper, Haverkamp, Hoover, Meisel.

4 points.

Major Works of the 14th Century

Exclusive of Chaucer

G41.2252

Dinsbaw, Rust. 4 points.

Literature in the context of contemporary society and culture. Readings include *Sir Gawain and the Green Knight*, *Pearl*, *The Alliterative Morte Arthure*, *Piers Plowman*, *Sir Orfeo*, Rolle's *Fire of Love*, *The Travels of Sir John Mandeville*, *The Cloud of Unknowing*, Gower's *Confessio Amantis*, and selected lyrics and dramas.

Chaucer I, II

G41.2266, 2267

Carruthers, Dinsbaw, Rust. 4 points per term.

First term: reading and discussion of the text of *Canterbury Tales*. Second term: *Troilus* and other works.

Topics in Medieval Literature I, II

G41.2270, 2271 *Carruthers, Dinsbaw*.

Momma, Rust. 4 points per term.

Medieval and Early Tudor Drama

G41.2295 *Staff*. 4 points.

Liturgical drama, mysteries, moralities, interludes, school plays, and Inns of Court plays.

Major Works of the 15th Century
G41.2310 *Staff. 4 points.*
Literature studied in the interdisciplinary perspective of social, political, and cultural history. Readings from Hoccleve, Lydgate, Dunbar, James I, Henryson, Malory, Caxton, late medieval drama, and ballads and lyrics.

Elizabethan and Jacobean Drama
G41.2333 *Archer, Gilman, Guillory. 4 points.*
Marlowe, Jonson, Kyd, Marston, Tourneur, Webster, Middleton, Rowley, Ford, Chapman.

The Age of Donne G41.2414
Gilman. 4 points.
The poetry of Donne, Herbert, Jonson, and selected minor poets; the prose of Hooker, Donne, Bacon, Browne, and Burton.

The Age of Milton G41.2422
Gilman. 4 points.
The poetry of Crashaw, Vaughan, Traherne, Marvell, Milton, Herrick, and the Cavaliers; the prose of Milton, Hobbes, Walton, and Bunyan.

Milton G41.2430 *Gilman, Guillory. 4 points.*
The poems of Milton, with emphasis on the major works *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*, together with selected readings in Milton's prose.

Restoration and Early 18th-Century Literature G41.2521 *Griffin, Starr, Waters. 4 points.*
The major works of Dryden, Swift, and Pope, together with the works of such contemporaries as Bunyan, Butler, Rochester, Marvell, Behn, Astell, Addison, and Steele.

Topics in 18th-Century Literature I, II G41.2540, 2541 *Griffin, Starr, Waters. 4 points per term.*

Mid- and Later 18th-Century Poetry and Prose G41.2550 *Griffin, Starr, Waters. 4 points.*
Literature of the mid- and late 18th century. Specific content varies yearly but may include poetry (Thomson, Gray, Collins, Johnson, Goldsmith, Smart, Cooper, Burns), nonfictional prose (Johnson, Boswell, Gibbon, Burke), and representative novels.

The Romantic Movement I, II
G41.2620, 2621 *Lockridge, Magnuson. 4 points per term.*
First term: prose and poetry of Blake, Wordsworth, and Coleridge, with romantic prose. Second term: prose and poetry of Byron, Shelley, and Keats, with romantic prose.

Topics in Romanticism I, II
G41.2626, 2627 *Lockridge, Magnuson. 4 points per term.*
Topics in political, philosophical, and critical approaches to romanticism.

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

Victorian Studies G41.2661
Freedgood, Maynard, Poovey, Spear. 4 points.
Victorian poetry, fiction, and nonfiction prose in cultural context.

The Victorian Novel G41.2662
Freedgood, Maynard, Poovey, Spear. 4 points.
Novels selected from those of Dickens, Thackeray, the Brontës, Mrs. Gaskell, Trollope, George Eliot, Meredith, Hardy, Samuel Butler, and Gissing.

The Literature of the Transition I, II
G41.2700, 2701 *Maynard, Meisel. 4 points per term.*
The emergence of modern British literature from the 1800s to the 1920s. First term: Butler, Shaw, Wells, Chesterton, Pater, Wilde, Henry James, Gissing, Henley, Thomson, Hardy, Houseman, Kipling, and Conrad. Second term: the Georgian poets (selections), Bennett, Galsworthy, Strachey, Forster, Woolf, Lawrence, Owen, Rosenberg, Sassoon, Ford, Yeats, Pound, and Joyce.

Modern British Novel G41.2720
Deer, Meisel. 4 points.
The problem of modernism in English prose fiction from Pater to Joyce and Woolf.

Contemporary British Novel
G41.2721 *Deer, Sandhu. 4 points.*
Topics include pulp; fictions and documents of the permanent war culture; popular music; graphic, avant-garde, children's, and postcolonial narrative and film. Readings include Beckett, Burgess, Sillitoe, Spark, Lessing, Rushdie, Amis, Ishiguro, Alan Moore, Ballard, Dyer, Sinclair, and Welsh.

The Literature of Modern Ireland I, II G41.2730, 2731
Donoghue, Waters. 4 points per term.
First term: the literature and mythology of the ancient Celt, the historical backgrounds of Irish nationalism, Anglo-Irish writers of the 18th and 19th centuries, the founders of the literary revival—Yeats, Moore, and Synge. Second term: Synge, Lady Gregory, Shaw, O'Casey, Carroll, A. E., Stephens, Gogarty, Clarke, Kavanagh, Colum, Rogers, Joyce, O'Flaherty, O'Faolain, O'Connor, and Stuart.

Early American Literature
G41.2802 *Waterman. 4 points.*
American literature, 1607-1800, in its cultural setting. Topics include the literature of exploration and promotion; American Puritan poetry and prose; writing in the early South and the middle colonies; rise of the epic, the novel, and the theatre during the American Revolution, with related study of music and painting of the period; the beginning of American romanticism.

American Literature: 1800-1865 I, II
G41.2810, 2811 *Collins, Jackson, Waterman. 4 points per term.*
First term: Brown, Irving, Cooper, Poe, Emerson, Douglass, and Thoreau. Second term: Hawthorne, Melville, and Whitman.

American Literature: 1865-1900
G41.2820 *Jackson, McHenry, Patell. 4 points.*
The poetry and fiction of the post-Civil War era, including Dickinson, De Forest, Howells, Twain, Garland, James, Crane, Frederic, Chopin, and Norris.

Colloquium in American Civilization G41.2834 *Patell. 4 points.*

Topics in American Literature I, II
G41.2838, 2839 *Collins, Harper, Hendin, Jackson, McHenry, Patell, Waterman. 4 points per term.*
Studies in major authors and themes.

American Poetry Since 1900
G41.2840 *Collins, Donoghue, Harper. 4 points.*
Readings in 20th-century American poetry, with an emphasis on poetic theory and technique, literary interrelationships, and the development of modern poetic styles; Whitman, S. Crane, Robinson, Frost, symbolists

and imagists, Pound, Eliot, H. Crane, Williams, Stevens, Moore, Cummings, Jeffers, and others.

American Fiction: 1900-1945

G41.2841 *Hendin, McHenry, Patell.* 4 points.

Readings in 20th-century American fiction and nonfiction prose, with emphasis on the theory of fictional genres, literary innovation, stylistic experimentation, and recurrent themes in the modern novel; Dreiser, Wharton, Fitzgerald, Hemingway, Faulkner, Dos Passos, Cather, Steinbeck, Lewis, and Wolfe.

Contemporary American Novel

G41.2844 *Hendin, McHenry, Patell.* 4 points.

Selected novels of Ellison, Mailer, Bellow, Malamud, Roth, Hawkes, Gaddis, Pynchon, Nabokov, Barth, and Flannery O'Connor.

Henry James: Major Works

G41.2861 *Hendin.* 4 points.

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

Modern English Drama G41.2867

Chaudhuri, Harries. 4 points.

Study of the distinctively British realization of major movements in modern drama, in the works of such writers as Shaw, Eliot, Osborne, and Pinter. Special attention to the innovations of such recent writers as Stoppard, Bond, Hare, and Churchill.

Women and the Novel G41.2908

Freedgood. 4 points.

Feminist and formal approach to novels from the 18th century to modern times, including works by both men and women, with attention to the social and sexual roles of women, the condition of the woman writer, and the novel's mode of discourse.

Literature and Philosophy

G41.2912 *Haverkamp, Lockridge.* 4 points.

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.

Literature and Psychology

G41.2913 *Collins, Haverkamp, Meisel.* 4 points.

Examination of the common ground of literature and psychology in the light of modern psychoanalytic theory.

Topics in Literature and Modern Culture

G41.2916 *Donoghue.* 4 points.
Studies in the interaction of literature and modern culture.

Modern British and American Poetry

G41.2924 *Donoghue.* 4 points.

Studies in major poets, with emphasis on the intrinsic character of poems; Hardy, Hopkins, Yeats, Pound, Stevens, Williams, Eliot, Crane, Auden, Thomas, Lowell, and Hughes.

Contemporary Poetry G41.2927

Shaw. 4 points.

Approaches to the work of contemporary poets. Context varies yearly.

Modern Drama I, II G41.2930,

2931 *Chaudhuri, Harries.* 4 points per term.

First term: representational drama of Scribe, Hauptmann, Ibsen, Strindberg, Gorki, Chekhov, Wilde, Shaw, O'Casey, O'Neill, Williams, Miller, Albee, and Osborne. Second term: nonrepresentational drama of Büchner, Strindberg, Kaiser, O'Neill, Jarry, Apollinaire, Ibsen, Yeats, Eliot, Brecht, Pirandello, Artaud, Genet, Ionesco, Beckett, and Pinter.

Poetic Language and Prosody

G41.2951 *Collins.* 4 points.

Focuses on aspects of texture in English and American poetry. Topics include the figures of sense (symbol and allegory, metaphor and metonymy, poetic diction and ordinary speech) and the figures of sound (accentual and syllabic meters, rhymed and blank verse, metered and free verse).

Poetic Structure and Genres

G41.2952 *Collins.* 4 points.

Part one: a survey of the classical genres, e.g., epic, pastoral, elegy, and satire; their decline in the 18th century; and, in their place, the rise of the modern lyric. Part two: an examination of the structure of poetic texts, with special attention to their representation of cognitive states and processes.

Major Texts in Critical Theory

G41.2953 *Haverkamp, Lockridge.* 4 points.

Major texts in critical theory from Plato to the present century are examined in order to raise fundamental questions concerning the origins, nature, and uses of literature.

Contemporary Criticism G41.2954

Gilman, Harper, Meisel. 4 points.

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

Topics in Criticism I, II G41.2955,

2956 *Donoghue, Harper, Haverkamp, Maynard, Meisel.* 4 points per term.

Application, exemplification, and reception of literary theory; history of criticism and theory. Critical configurations like the division of the public sphere and private space.

Topics in Literary Theory I, II

G41.2957, 2958 *Freedgood, Guillory, Harper, Haverkamp, Meisel.* 4 points per term.

Content varies.

The Language of Criticism

G41.2960 *Donoghue.* 4 points.

Study of 15 to 20 terms in traditional and contemporary criticism, along with their contexts and their application in practical criticism.

Rhetoric and Deconstruction

G41.2964 *Haverkamp.* 4 points.

Continuity/discontinuity of rhetoric and poetics with deconstruction as criticism. First- and second-degree deconstruction. Theory of metaphor and tropes; allegories of reading.

Survey of Critical Theory I, II

G41.2965, 2966 *Identical to* G29.2500, 2501. *Javitch, Lockridge.* 4 points per term.

Major texts in critical theory. First term: classical, medieval, Renaissance, and neoclassical texts from English and Continental literature. Second term: European romantics to contemporary theory, with reference to neoclassicism.

RESEARCH

Guided Research G41.3001, 3002, 3003, 3004 *Prerequisite: permission of the director of graduate studies. 1-4 points per term.*

DOCTORAL SEMINARS

Ordinarily open only to Ph.D. students. Open to exceptionally qualified M.A. students only with permission of the instructor. Admission for all students ordinarily requires prior work in the field. Work in the course is geared to the writing of a potentially publishable research paper. With the approval of the instructor and the director of graduate studies, seminars offered in other departments might in some cases count as doctoral seminars.

Studies in Old English Verse and Prose G41.3154 *Momma. 4 points.*

Topics in Medieval Literature I, II G41.3269, 3270 *Carruthers, Dinsbaw, Rust. 4 points per term.*

Topics in Renaissance Literature I, II G41.3323, 3324 *Archer, Gilman, Guillory. 4 points per term.*

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

Topics in 18th-Century English Literature I, II G41.3536, 3537 *Griffin, Starr, Waters. 4 points per term.*

Topics in Romantic Literature I, II G41.3626, 3627 *Lockridge, Magnuson. 4 points per term.*

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

Topics in Victorian Literature I, II G41.3650, 3651 *Freedgood, Maynard, Poovey, Spear. 4 points per term.*

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

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

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

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

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

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

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

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

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

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

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

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

Topics in Criticism I, II G41.3957, 3958 *Haverkamp, Magnuson, Patell, Poovey, Starr. 4 points per term.*

Topics in the History of the Production of Knowledge G41.3961 *Poovey. 4 points.*



PROGRAM IN

Environmental Health Sciences

Department of Environmental Medicine, School of Medicine, and the
Graduate School of Arts and Science

DEPARTMENT OF ENVIRONMENTAL MEDICINE, NEW YORK UNIVERSITY SCHOOL OF MEDICINE
550 FIRST AVENUE • NEW YORK, NY 10016-6497 • 845-731-3661

CHAIR OF THE DEPARTMENT:

Professor Max Costa

DIRECTOR OF GRADUATE STUDIES:

Professor Jerome J. Solomon

845-731-3661 or 3610

The Program in Environmental Health Sciences (EHSC) provides advanced training in scientific disciplines related to environmental health, with

emphasis on major health problems, such as cancer, respiratory illnesses, cardiovascular diseases, and musculoskeletal ailments. The program provides specialized knowledge in an environmental health area (biostatistics, epidemiology, ergonomics and biomechanics [ERBI], exposure assessment and health effects, molecular toxicology/carcinogenesis, and toxicology), a perspective on the interrelationships of

environmental health problems, and competence in a basic science. Both the M.S. and the Ph.D. degrees are offered.

The Department of Environmental Medicine is supported by a center grant from the National Institute of Environmental Health Sciences, which has designated it as a national "Center of Excellence" for research and teaching in the environmental health sciences.

Faculty

Ilana Belitskaya-Levy, *Assistant Professor*. Ph.D. 2002 (*statistics*), M.S. 1999 (*statistics*), Stanford; B.S. 1997 (*mathematics*), California (Santa Barbara) and St. Petersburg (Russia).

High-dimensional data analysis; algorithms for missing data analysis; expectation maximization (EM) algorithm; cluster analysis, developing statistical methods for analyzing large data arising in genomics and molecular biology, DNA microarrays, flow cytometry; statistical design and analysis of clinical trials; data mining.

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

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

Fredric J. Burns, *Professor*. Ph.D. 1967 (*biophysics*), New York; M.A. 1961 (*physics*), Columbia; B.A. 1959 (*physics*), Harvard.

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

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

Inhalation toxicology; exposure-response relationships; air pollution.

Beverly S. Cohen, *Professor*. Ph.D. 1979 (*environmental health sciences*), New York; M.S. 1961 (*radiological physics*), Cornell; B.A. 1953 (*physics*), Bryn Mawr College.

Measurement of personal exposures to airborne toxicants; dosimetry of inhaled pollutant gases and aerosols; airborne radioactivity.

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

Pulmonary immunotoxicology of inhaled pollutants; effects of inhaled pollutants on lung/lung immune cell iron homeostasis; modulation of

cytokine biochemistry by metals and complex mixtures; pulmonary/immunotoxicology of World Trade Center dusts.

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

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

Mark S. Condon, *Research Assistant Professor*. Ph.D. 1997 (*environmental health sciences*), M.S. 1994 (*environmental health sciences*), New York.

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

Max Costa, Professor; Chair, Department of Environmental Medicine. Ph.D. 1976 (pharmacology major, biochemistry minor), Arizona; B.S. 1974 (biology), Georgetown.

Metal carcinogenesis and toxicology; DNA-protein interactions; DNA damage; histone modifications and epigenetic mechanism of carcinogenesis.

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

Neurotoxicology.

Emerich Fiala, Professor (Research). Ph.D. 1964 (biochemistry of nucleic acids), Rutgers; B.A. 1959 (chemistry), Columbia.

Mechanisms of chemical carcinogenesis and cancer chemoprevention.

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

Carcinogenesis and chemoprevention; role of endogenous oxidative stress in cancer and aging; contribution of inflammatory cytokines to carcinogenesis; effects of radiation-, metal-, and chemical-induced free radicals and their interactions with DNA on cancer development; biomarkers of cancer risk.

George Friedman-Jiménez, Assistant Professor. M.D. 1982 (medicine), Albert Einstein College; B.A. 1976 (physics), Rutgers.

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

Judith D. Goldberg, Professor; Director, Biostatistics Program. D.Sc. 1972 (biostatistics), M.S. 1967 (biostatistics), Harvard; B.A. 1965 (mathematics), Barnard College.

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

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

Biomechanics; workplace design; workstation modification; ergonomics.

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

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

Albert F. Gunnison, Associate Professor. Ph.D. 1970 (entomology), Pennsylvania State; M.S. 1966 (entomology), B.S. 1964 (biology), Cornell.

Molecular mechanisms and toxicology of pulmonary inflammation; DNA microarray technology; reproductive toxicology.

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

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

Naomi H. Harley, Professor (Research). Ph.D. 1971 (radiological physics), A.P.C. 1984, M.E. 1967 (nuclear engineering), New York; B.E. 1959 (electrical engineering), Cooper Union.

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

Maire S. A. Heikkinen, Assistant Professor (Research). Ph.D. 1997 (environmental health sciences), M.S. 1985 (analytical chemistry), B.S. 1983 (chemistry), New York.

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

Chuanshu Huang, Associate Professor. Ph.D. 1994 (immunology), M.S. 1990 (microbiology and immunology), M.D. 1984 (medicine), Fourth Military Medical (China).

Signal transduction in tumor promotion and prevention; molecular mechanism of carcinogenesis caused by ultraviolet radiation, metal compounds, and smoking.

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

Implication of iron and oxidative stress in human diseases.

Kazuhiko Ito, Assistant Professor. Ph.D. 1990 (environmental health sciences), M.S. 1985 (environmental health sciences), New York; B.S. 1982 (applied chemistry), Yokohama National.

Human health effects of air pollution and risk analysis.

Rudolph J. Jaeger, Research Professor. Ph.D. 1971 (biochemical toxicology), Johns Hopkins; B.S. 1966 (biology), Rensselaer Polytechnic Institute.

Inhalation toxicology; aerosol science; plastics toxicology and the toxicology of their monomers; combustion products; tobacco smoke toxicology; pulmonary pathophysiology; liver toxicity and pathophysiology; effects of lead and heavy metals on the developing nervous system.

Catherine B. Klein, Assistant Professor; Director, NYU/NIEHS Laboratory Supplies and Services Facility Core; Consultant, NYU/NIEHS Cytogenetics Facility and NYU Cancer Institute. Ph.D. 1988 (environmental health sciences), New York; M.S. 1978 (human genetics), George Washington; B.S. 1975 (biology), SUNY (Albany).

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

Karen Koenig, Assistant Professor. Ph.D. 1989 (environmental health sciences), New York; B.A. 1972 (sociology), Ithaca College.

Epidemiology of coronary heart disease and cancer; epidemiologic methods.

Morton Lippmann, Professor; Director, Human Exposure and Health Effects Program. Ph.D. 1967 (environmental health sciences), New York; M.S. 1955 (industrial hygiene), Harvard; B.Ch.E. 1954 (chemical engineering), Cooper Union.

Inhalation toxicology; aerosol science and physiology; occupational and environmental hygiene; air pollution.

Angela Lis, *Instructor, Master Student Adviser, Ergonomics and Biomechanics (ERBI)*. M.A. 2000 (*ergonomics and biomechanics*), New York; B.S. 1997 (*physical therapy*), Universidad del Rosario (Colombia).

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

Mengling Liu, *Assistant Professor*. Ph.D. 2004 (*statistics*), M.S. 2002 (*statistics*), Columbia; B.S. 2000 (*statistics and probability*), Nankai (China).

Analysis of longitudinal data with informative censoring; survival analysis; semiparametric inference; analysis for quality of life data.

Polina Maciejczyk, *Assistant Professor (Research); Director, Analytical Services and Exposure Assessment Facility Core, NYU/NIEHS Center*. Ph.D. 2000 (*analytical chemistry*), Maryland; B.S. 1994 (*chemistry*), Rouan.

Sources of air pollution; atmospheric measurements; health effects of environmental exposures; analytical chemistry of metals.

Michael Marmor, *Professor, Environmental Medicine, Medicine; Director, Epidemiology*. Ph.D. Track. Ph.D. 1972 (*physics*), M.A. 1968 (*physics*), SUNY (Stony Brook); B.S. 1964 (*physics*), Queens College (CUNY).

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

Jomol P. Mathew, *Assistant Professor (Research)*. Ph.D. 2001 (*plant and soil sciences*), Massachusetts (Amherst); M.S. 1992 (*agronomy*), B.S. 1990, Kerala Agricultural (India). Postdoctoral fellow 2002-2003 (*biostatistics*), New York University School of Medicine.

Design, management and analysis of large biological/clinical databases; data mining; design and analysis of clinical trials; statistical modeling of biological data; design and development of statistical computing tools; bioinformatics, computational biology, GIS, and spatial statistics.

Assieh Melikian, *Associate Professor (Research)*. Ph.D. 1980 (*bioorganic chemistry*), M.Phil. 1978 (*organic chemistry*), M.S. 1975 (*chemistry*), New York; M.S. 1960 (*chemical engineering*), Tebran (Iran).

Mechanisms of environmental carcinogenesis; cancer chemoprevention; biomarkers; molecular epidemiology.

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

Mathematical statistics; biostatistics; mathematical biology; statistical design of HIV immunotypes with the goal of a broadly effective polyvalent vaccine for HIV; experimental design and analysis using microarrays and gene chips; statistical analysis of telemetry data; mathematical modeling of spontaneous mutagenesis; rapid multivariate diagnostic tests for tuberculosis; pattern recognition using dynamic programming, hidden Markov modeling, and neural networks.

Bhagavathi A. Narayanan, *Assistant Professor (Research)*. Ph.D. 1986 (*cell biology*), M.Sc. 1979 (*advanced biology*), B.Sc. 1977 (*zoology and chemistry*), Madras (India). Postdoc 1993-1995 (*cell and molecular biology*), Medical University of South Carolina.

Prostate and colon cancer chemoprevention; nonsteroidal anti-inflammatory drugs; genomic and proteomic approaches; potential molecular targets; biomarkers.

Narayanan K. Narayanan, *Assistant Professor (Research)*. Ph.D. 1982 (*environmental sciences*), M.Sc. 1975 (*biology*), B.Sc. 1973 (*chemistry and biology*), Madras (India). Postdoc 1993-1996 (*environmental carcinogenesis; bioinformatics and computational biology*), Medical University of South Carolina.

Chemopreventive proteomics; omega-3 polyunsaturated fatty acid against prostate cancer; proteomic profiling of differentiation inducing proteins.

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

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

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

Pulmonary toxicology; biomarker application and risk assessment.

William N. Rom, *Professor, Medicine, Environmental Medicine; Professor, Wagner Graduate School of Public Service*. M.P.H. 1973 (*environmental medicine*), Harvard; M.D. 1971 (*medicine*), Minnesota; B.A. 1967 (*political science*), Colorado.

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

Toby G. Rossman, *Professor; Director, Molecular Toxicology and Carcinogenesis Program*. Ph.D. 1968 (*basic medical sciences*); B.A. 1964 (*biology*), New York. Spontaneous mutagenesis; genotoxicity of metal compounds; mechanisms of resistance to metals; arsenic carcinogenicity.

Nirmal Roy, *Assistant Professor (Research)*. Ph.D. 1982 (*biochemistry*), Calcutta; B.Sc. 1975 (*physiology*), Presidency College (Calcutta).

Molecular biology of the aromatic hydrocarbon receptor pathway; DNA lesions and mutations induced by xenobiotic compounds.

Yongzhao Shao, *Associate Professor*. Ph.D. 1994 (*mathematical statistics*), M.A. 1993 (*mathematics*), Tufts; M.S. 1987 (*statistics*), B.S. 1985 (*mathematics*), Beijing Normal (China).

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

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

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

Roy E. Shore, *Professor; Director, Environmental Epidemiology Program; Director, Program in Epidemiology and Prevention, NYU Cancer Institute*. Dr.P.H. 1982 (*epidemiology*), Columbia; Ph.D. 1969 (*psychology and statistics*), M.A. 1967 (*psychology*), Syracuse; B.A. 1962 (*psychology*), Houghton College.

Environmental and genetic epidemiology of cancer; radiation epidemiology; epidemiologic methods.

Ock Soon Sohn, Assistant Professor (Research). Ph.D. 1976 (pharmacology), M.S. 1973 (pharmacology), Ohio State; B.S. 1970 (pharmacy), Ewha Womans (Korea).

Mechanism of chemical carcinogenesis and chemoprevention; in vivo and in vitro metabolism of xenobiotics; pharmacokinetics; analytical chemistry.

Jerome J. Solomon, Professor; Director, Graduate Program in Environmental Health Sciences; Director, Analytical Chemistry Resource, NYU/NCI Cancer Institute. Ph.D. 1972 (physical chemistry), Cornell; B.S. 1966 (chemistry), Brooklyn College (CUNY); Postdoc 1972-1975 (chemical physics), Rockefeller.

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

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

Environment of the newborn: a possible role of milk-borne hormones in phenotypic expression of inherited hip dysplasia; role of hormones in protection against environmental carcinogen-induced breast cancer afforded by early pregnancy; role of hormones in the modulation of insulin resistance of pregnancy.

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

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

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

Carcinogenesis and mutagenesis; DNA damage; DNA repair.

Kam-Meng Tchou-Wong, Assistant Professor. Ph.D. 1988 (molecular biology), Princeton; B.S. 1981 SUNY (Stony Brook).

p53 pathways in metal- and carcinogen-induced lung cancer; Wnt signaling pathways in lung fibrosis and cancer; chemoprevention of lung carcinogenesis; infection and ethnic disparities in diabetes risk and cardiovascular diseases.

George D. Thurston, Associate Professor. D.Sc. 1983 (environmental health sciences), M.S. 1978 (environmental health sciences), Harvard; B.Sc. 1974 (environmental engineering), B.A. 1974 (environmental studies), Brown.

Human health effects of inhaled air pollutants; asthma; aerosol science; acidic air pollution; air pollution meteorology and modeling; risk analysis.

Paolo G. Toniolo, Professor, Obstetrics and Gynecology, Environmental Medicine. M.S.P.H. 1982 (epidemiology), Alabama (Birmingham); Public Health Specialist 1981, M.D. 1975, Milano State (Italy).

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

Chi-hong Tseng, Assistant Professor. Ph.D. 2004 (biostatistics), California (Los Angeles); M.S. 1994 (statistics), Iowa State; B.S. 1991 (physics), National Taiwan.

Survival analysis; measurement error models; design of clinical trials.

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

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

Isaac Wirgin, Associate Professor. Ph.D. 1987 (biology), CUNY; M.A. 1980 (biology), City College (CUNY); B.A. 1969 (political science), Hofstra.

Molecular biology of carcinogenesis; cancer in aquatic organisms; population genetics and molecular evolution.

Judy Xiong, Assistant Professor (Research). Ph.D. 1991 (chemical engineering), Minnesota; M.S. 1981 (environmental chemistry), B.S. 1970 (chemistry), Beijing (China).

Occupational hygiene; environmental chemistry; aerosol science.

Anne Zeleniuch-Jacquotte, Associate Professor. M.D. 1981 (medicine), Lille Medical School (France); M.S. 1983 (biostatistics), Paris XI.

Cancer epidemiology; methods in epidemiology and clinical trials.

Judith T. Zelikoff, Professor; Director, NYU/NIEHS Center Community Outreach and Education Program; Director, Superfund Basic Research Program, Community Outreach. Ph.D. 1982 (experimental pathology), UMDNJ-New Jersey Medical School; M.S. 1976 (microbiology), Fairleigh Dickinson; B.A. 1973 (biology), Upsala College.

Immunotoxicology; development of immune biomarkers and alternative animal models for immunotoxicological studies; effects of inhaled pollutants on host resistance and pulmonary immune defense mechanisms; metal-induced immunotoxicity.

GRADUATE STEERING COMMITTEE

Beverly S. Cohen, **Judith D. Goldberg**, **Catherine B. Klein**, **Michael Marmor**, **Toby Rossman**, **Jerome J. Solomon** (Chair), **Isaac Wirgin**, and **Judith T. Zelikoff**.

Programs and Requirements

The areas of study offered by the doctoral program are biostatistics, epidemiology, ergonomics and biomechanics, exposure assessment and health effects, molecular toxicology/carcinogenesis, and toxicology. The master's program offers environmental hygiene, environmental toxicology, and ergonomics and biomechanics. The Program in Environmental Health Sciences collaborates with other departments of the Graduate School of Arts and Science. For example, a collaborative doctoral program between biology and environmental health is designed for students who wish to obtain a solid foundation in biology while specializing in environmental health. A description of the programs can be obtained from the environmental health sciences (EHS) Web site at www.med.nyu.edu/environmental/graduate or the ergonomics and biomechanics (ERBI) Web site at www.oioc.org under Education. Applicants for admission and fellowship support should contact the EHS graduate coordinator at 845-731-3661 or the ERBI program administrator at 212-255-6690.

MASTER OF SCIENCE IN ENVIRONMENTAL HEALTH SCIENCES

The M.S. program in environmental health sciences is a specialized course of study providing students with the opportunity to develop applicable skills and expertise in a selected subject area. It is designed for individuals needing graduate training for employment in jobs involving worker health and safety, health hazard communication, health risk assessment, and environmental analysis of toxicants, including related areas of administration and technical sales. Potential employers include academia, industry, consulting firms, trade associations, and local, state, and federal governmental agencies. The expansion of regulations in occupational safety and health and environmental protection provides increased career opportunities for individuals trained in various aspects of environmental health sciences. The program can also provide secondary school teachers with the appropriate background to allow introduction of environmental science into their school's curriculum or into existing science courses.

The program of study, which may be full time or part time, emphasizes an understanding of how to apply appropriate scientific methodology to the solution of real-world environmental problems. It provides the student with

a basic background in areas of environmental pollution, toxicology, and biostatistics and also with practical knowledge on how to present scientific data and how to properly interpret scientific reports. Beyond this, the course of study is individualized to the needs and interests of the particular student. To this end, students may take relevant courses in other schools within the University, for example, in environmental management and planning, environmental law, risk assessment, and environmental impact assessment.

Admission: Applicants to the M.S. program in environmental health sciences are generally expected to have a bachelor's degree in a scientific field, such as biology, chemistry, physics, engineering, or a related discipline. Exceptions to this may be made on an individual basis depending on the selected course of study. General admission guidelines are an overall GPA of 3.0 (on a scale of 4.0) and GRE scores of 500 verbal, 600 quantitative, and 4.5 analytical writing.

Financial Support and Costs: All successful full-time M.S. applicants (ERBI candidates not included) qualify for graduate assistantships. Currently, these pay a stipend of \$13,000 per year plus tuition and fees. A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the *Financing Graduate Education* section of the *GSAS Application for Admission and Financial Aid*.

Course of Study: Awarding of the M.S. degree is dependent on the following:

1. The successful completion of 36 points of course work, of which at least 24 must be in residence at the Graduate School of Arts and Science. Some M.S. tracks require additional course work.
2. The satisfactory completion of a special project. Depending on the student's needs, this may be either a library thesis or a thesis based on a laboratory project performed under the guidance of a faculty member.

The M.S. degree program in environmental health sciences offers two specialized tracks: toxicology and environmental hygiene. The latter specifically focuses on the recognition, evaluation, and control of chemical and physical agents in occupational settings. Required courses for the toxicology track are Environmental Health (G48.1004), Communication Skills for Biomedical

Scientists (G48.2025), Introduction to Biostatistics (G48.2303), Principles of Toxicology (G48.2310), and Organ System Toxicology (G48.2311). Required courses for the environmental hygiene track are Environmental Health (G48.1004), Introduction to Biostatistics (G48.2303), Principles of Toxicology (G48.2310), Environmental Hygiene Measurements (G48.2035), Environmental Hygiene Laboratory I (G48.2037), and Introduction to Epidemiology (G48.2039).

In addition, students are required to attend departmental seminars and are strongly encouraged to attend journal clubs. Laboratory rotations may be arranged in consultation with the student's academic adviser. Most courses are offered at the Washington Square campus of New York University, located in Manhattan, and most of the research is performed in laboratories at Sterling Forest in Tuxedo, New York, about 50 miles northwest of Manhattan.

MASTER OF SCIENCE IN ERGONOMICS AND BIOMECHANICS

The primary objective of the M.S. program in ergonomics and biomechanics (ERBI) is to prepare students for professional careers in fields involved in the prevention and treatment of musculoskeletal disorders, injuries, and disabilities that result from the interaction of physical, environmental, and psychosocial factors.

Applicants are expected to have the equivalent of an undergraduate degree in biology, physics, engineering, 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.

The master's degree requires the successful completion of 36 points of course work. The program is designed to provide the skills essential for the development and management of musculoskeletal ailment prevention programs in industry and the health care environment. The program also trains the student in basic research, study design, and the use of equipment and measurement techniques employed in ergonomic and biomechanical evaluation and analysis.

The master's program encourages students to participate in ongoing research activities in such areas as

patient evaluation and treatment, workplace evaluation, and workplace design and modification.

DOCTOR OF PHILOSOPHY

The Ph.D. training program is designed to prepare scientists for active and productive research careers and other professional service. The didactic portion of the program places a particular emphasis on achieving a solid foundation in relevant basic sciences, while the research portion provides trainees with the opportunity to design, conduct, and interpret studies appropriate to address specific scientific issues in environmental health disciplines. The diversity of the research within the program allows trainees to develop skills using various investigatory approaches.

Admission: Admission is based on a strong academic background in a basic or applied science as judged by prior undergraduate academic performance, recommendation letters, an interview, performance on the general GRE, prior graduate studies, and any relevant work or research experience. General guidelines for admission are as follows: an overall GPA of at least 3.0 (on a scale of 4.0), a major field GPA of 3.3, and GRE scores of at least 550 verbal, 600 quantitative, and 4.5 analytical writing. However, each application is carefully considered, and there may be exceptions to the above.

General Degree Requirements: A total of 72 points, as well as a doctoral dissertation, are required for the Ph.D. degree. At least 48 points must be from didactic courses; the remaining can be research and tutorial credits. Candidacy for the Ph.D. is achieved through a qualifying examination, and the completed dissertation is then defended in a final oral examination. The qualifying examination consists of two stages: a

written examination, and the writing and oral defense of a specific research project proposal (doctoral dissertation outline). Doctoral students are required to attend departmental seminars and journal clubs. New trainees are encouraged to establish early and frequent discussion with members of the faculty and to acquaint themselves with the types of research activities conducted within the department. This enables them to explore mutual interests, which facilitates the ultimate selection of a thesis research mentor. To this end, all first-year predoctoral students 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 program are required to take three core courses in environmental health science. These are Environmental Health (G48.1004), Introduction to Biostatistics (G48.2303), and Principles of Toxicology (G48.2310). In addition, students are also required to take certain courses in the basic sciences, the nature of which depends on the specific area of concentration. These courses are generally offered through either the Department of Biology or the Program in Basic Medical Sciences. Beyond the above requirements, there are no universal course requirements. Thus, a specific program of study is arranged for each student that is appropriate to his or her particular background and career goals.

Areas of Specialization: The six areas of specialization offered in the program are biostatistics, epidemiology, ergonomics and biomechanics, exposure

assessment and health effects, molecular toxicology/carcinogenesis, and toxicology (see www.med.nyu.edu/environmental/graduate/pbd.html for details on these specializations). The distinctions between these areas are often more for academic planning than for trainee research, and there is much overlap in the research approaches available. The full range of research resources within the program and expertise of the faculty are available to all trainees regardless of the specialization selected.

Financial Support and Costs: All successful full-time Ph.D. applicants (ERBI candidates not included) qualify for graduate assistantships. Currently, these pay a stipend of \$25,000 per year plus tuition and fees. A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the *Financing Graduate Education* section of the *GSAS Application for Admission and Financial Aid*.

HOUSING AND TRANSPORTATION

The Graduate School of Arts and Science offers students a variety of housing opportunities through the University's Department of Housing, 8 Washington Place, 212-998-4600. Housing is also provided in the Sterling Forest apartments. Contact Cindy McGinnis at 845-731-3500 in Tuxedo, New York, to obtain a housing application. Since most courses are offered at Washington Square, students are encouraged to live near the Manhattan site during their first two years. Transportation is provided by van from Washington Square to Sterling Forest to allow students to do laboratory rotations and attend seminars and journal clubs.

Courses

The courses listed below are generally given during the day at NYU's Washington Square location in Manhattan or the Research Laboratories for Environmental Medicine at Sterling Forest, Tuxedo, New York (45 miles from midtown Manhattan). All ERBI courses are conducted in the evening at the NYU/HJD-OIOC, located at 63 Downing Street, just a few blocks southwest of Washington Square. Many of the courses are given in alternate years. Current course information and locations are available in the office of the graduate

coordinator, 845-731-3661, or the ERBI program administrator, 212-255-6690.

The following courses are lectures unless otherwise indicated.

Environmental Health G48.1004 *Identical to G23.1004. Lippmann. 4 points.*

Discussion of some of the basic concepts of environmental health science in terms of contaminant sources, transport, fate, and levels in environmental media (air, water, food, and soil) and occupational settings. Hazard recogni-

tion and control are discussed in terms of toxicology, epidemiology, exposure assessment, risk assessment, and risk management.

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

Ecosystems throughout the country are polluted with a variety of toxic chemicals. This course uses the Hudson River as a model to investigate the

sources, transport, transformation, toxic effects, management strategies, and remediation of polluted ecosystems. Over 200 miles of the Hudson River estuary has been designated a U.S. federal Superfund site because of contamination from PCBs, dioxins, and metals. As baseline information, this highly interdisciplinary course initially investigates the geological history of the Hudson River, its hydrology, and inventory of species composition. Those chemical, physical, and biological factors impacting the bioavailability of contaminants to the ecosystem are presented. Efforts to model the trophic transfer of PCBs through the food chain are discussed. Toxic effects (cancer, reproductive disorders, immunological changes, etc.) of these contaminants to Hudson River fish, bird, and mammalian populations are highlighted. Models of resistance of populations to chemical contaminants are explored. Accumulation of toxicants and possible effects on human consumers of Hudson River resources are introduced. Potential beneficial effects of microbial bioremediation strategies are introduced. Problems and issues in the management of Hudson River Superfund sites are discussed by regulatory officials as are the strategies of advocacy groups to remediate these sites. Impacts of remediation of one site on its natural populations are presented.

Toxicology G48.1006 *Identical to G23.1006. Not open to students who have taken G48.2310 or G23.2310.*

Prerequisite: an introductory course in either biology, physiology, or biochemistry. Gunnison, Jaeger. 4 points.

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

Terrorism: Chemical, Biological, and Psychological Warfare

G48.1007 *Prerequisite: undergraduate course in biological science and/or behavioral science. Evans. 4 points.*

Survey of the agents of terrorism, their immediate effects, long-term consequences, and emerging research questions. Agents of terrorism include chemical weapons, radioactive materials, infectious agents, torture, and eth-

nic conflict. Long-term consequences include stress disorders, respiratory disorders, and sensitization and conditioned responses to noxious stimuli. Students meet with a broad range of experts for help in dealing with these questions.

An Introduction to Toxicogenomics G48.1008 *Identical to G23.1008.*

Prerequisite: undergraduate or graduate course covering the basics of cell biology or molecular biology, or permission of instructor. Gunnison. 2 points.

Toxicogenomics is an emerging field of study in which genomic and bioinformatic techniques are utilized to assess the effects of toxicants in our environment on living organisms. As currently practiced, toxicogenomics deals primarily with the measurement and interpretation of global gene and protein expression in response to exposure to xenobiotics. This course begins with a comprehensive presentation of various microarray platforms and describes how they are used to measure global gene expression as mRNA.

Various methods of measuring protein expression are also presented, as well as methods of data organization and analysis that are necessary for conversion of the massive volume of information generated by microarray technology into useful knowledge. Examples from the published literature are presented throughout that demonstrate both the principles of microarray technology and the practical applications of toxicogenomics. The latter include the classification of tumors in human subjects and prediction of their response to treatment, the identification of biomarkers of disease, the categorization of toxicants, and the elucidation of mechanisms of toxicity.

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

Klein. 4 points.

The basic processes involved in DNA replication, damage formation, and processing, with an emphasis on eukaryotic cells. Topics include DNA structure and the chemistry of adduct formation, DNA polymerase structure and function, DNA replication mechanisms and fidelity, the enzymology of DNA repair, and mechanisms of mutagenesis.

Communication Skills for Biomedical Scientists G48.2025

Identical to G23.2025. Prerequisite: permission of the instructor. Maciejczyk. 2 points.

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

Tutorials in Environmental Health Sciences G48.2031 *1-4 points.*

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

Aerosol Science G48.2033 *Thurston. 4 points.*

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

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

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

Environmental Hygiene Laboratory

I, II G48.2037, 2038 *Prerequisites: G48.2035 or G23.2035, and permission of the instructor. Laboratory and field trips. Heikkinen. 4 points per term.*

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

Introduction to Epidemiology

G48.2039 *Marmor. 4 points.*

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

Molecular and Genetic Toxicology

G48.2040 *Identical to G23.2040.*

Prerequisite: biochemistry. Klein. 4 points. Analyzes the modes by which organisms handle damage to DNA by physical and chemical agents, the mechanisms of converting damage to mutations, and the theoretical basis for carcinogenesis screening methods utilizing mutagenesis. Topics include systems for mutagenesis testing, mutational spectra, and inducible responses to DNA damage.

Genetic Susceptibility/

Toxicogenomics G48.2042 *Identical to G23.2042. Wirgin, Shore. 4 points.*

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

Cell Signaling and Environmental

Stress G48.2043 *Prerequisite: undergraduate biology or biochemistry. X.*

Huang, C. Huang. 4 points.

In the last few years, we have gained extensive knowledge of how cell surface receptors transmit signals to the nucleus, thereby controlling the expression of genetic programs involved in many cellular processes, including normal and aberrant cell growth. Signaling motifs (e.g., nuclear transcription receptors, kinase/phosphatase cascades, G-coupled protein receptors, etc.) are components of signaling webs, which are targets of disruption by environmental pollutants. This course covers various signal transduction pathways such as cytokine signaling and signal transduction to the nucleus by mitogen-activated protein kinase (MAPK). Some of the known detailed mechanisms, such as regulation of MAPK by phosphatases (removal of phosphorylation) and dual phosphorylation of MAPK on the relevant threonine and tyrosine leading to the downstream activator protein-1 (AP-1) activation, are discussed. The course further illustrates that alteration of the pathways by environmental pollutants, such as transition metals and airborne particles, may be implicated in pathological processes, cancer, inflammation, and chronic obstructive pulmonary diseases. Students gain a basic understanding of principles emerging in the signaling field and how they serve as guiding tools for students engaged in basic, clinical, and translational medical research.

Epidemiologic Methods G48.2044

Prerequisite: G48.2039, or G48.2303 or G23.2303. Zeleniuch-Jacquotte. 4 points.

Principles introduced in G48.2039 are further developed. Methods to design, analyze, and interpret epidemiologic studies concerned with disease etiology are presented. The main focus is on cohort and case-control studies. Topics include bias, confounding, measurement error, and sample size determination.

Methods for Categorical Data Analysis in Health Sciences Research G48.2045

Prerequisite: G48.2039, G48.2303 or G23.2303, or permission of the instructor. Shao. 4 points.

Focuses on statistical techniques for the analysis of categorical data, with specific applications to epidemiologic and clinical studies. Methods for the analysis of contingency tables; risk assessment in retrospective and

prospective studies; and adjustment for confounding, matching, and effect modification are discussed. Analytic techniques include Mantel-Haenszel summary chi-square procedures, logistic regression, and log-linear models.

Epidemiology of Cancer G48.2046

Prerequisite: G48.2039, college-level biology, or permission of the instructor. Toniolo. 4 points.

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

Radiological Health G48.2301

Identical to G23.2301. Harley. 4 points.

Introduction to the physical and biological processes of radioactivity and health effects from radiation exposure. Current principles and philosophies of radiation protection, with reference to the commercial and medical use of radionuclides and electrical sources of radiation.

Radiobiology G48.2302 *Identical to G23.2302. Burns. 4 points.*

The acute and chronic biological effects of ionizing radiation. Topics include chemical effects and linear energy transfer, target theory, chromosomal and genetic effects, acute cellular responses, physiological and hematological effects, carcinogenesis, treatment of radiation damage, and the biological basis for radiation safety practices.

Introduction to Biostatistics

G48.2303 *Identical to G23.2303.*

Shao. 4 points.

Introduction to probability and statistical methods utilized in the analysis and interpretation of experimental and epidemiological data. Statistical techniques associated with the normal, binomial, Poisson, t, F, and chi-squared distributions plus an introduction to nonparametric methods. Applications in biology, medicine, and the health sciences.

Advanced Topics in Biostatistics G48.2304 *Prerequisites: G48.2303 or G23.2303, or equivalent background in statistics, and permission of the instructor. Goldberg. 4 points.*

Introduction to statistical methods used in medicine and biology. Topics are selected from the following: survival methods, logistic regression methods, design of experiments, longitudinal data methods, missing data methods, statistical genetics, analysis of gene chip data, and other topics depending on the interests of the participants. Case studies are used to illustrate the methods. Students are required to submit a project.

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

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

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

Metals represent serious and persistent environmental contaminants. This course describes the source of this contamination and examines the toxic effects of metals such as mercury, cadmium, arsenic, lead, vanadium, nickel, beryllium, cobalt, aluminum, chromate, selenium, and others. Each metal is considered with regard to its major toxic action. Mechanisms are emphasized.

Toxicology of the Nervous System G48.2308 *Identical to G23.2308. Prerequisite: G48.1006 or G23.1006, or G48.2310 or G23.2310, or permission of the instructor. Evans. 4 points.*

Topics reflect current research on the nervous system's response to toxic chemicals and drugs. Typical toxicants include chemical warfare agents, metals, solvents, and pesticides. Nervous system functions are studied using

behavioral, physiological, and biochemical responses. Students learn to critically evaluate research publications in this field.

Environmental Carcinogenesis G48.2309 *Burns. 4 points.*

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

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

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

Organ System Toxicology G48.2311 *Identical to G23.2311. Prerequisite: G48.2310 or G23.2310, or G48.1006 or G23.1006, or permission of the instructor. Zelikoff. 4 points.*

Overview of the types of injury that may be produced in specific mammalian organs and organ systems by exposure to chemical toxicants.

Statistical Computing and Database Design G48.2312 *Prerequisite: an introductory course in statistics or permission of the instructor. Lecture and laboratory. Mathew. 4 points.*

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

Statistical Problems in Medicine and Biology G48.2313 *Prerequisites: G48.2044, G48.2045, G48.2303, knowledge of regression and survival analysis, categorical data analysis, and epidemiologic methods. Goldberg and biostatistics faculty. 4 points.*

In this course, students participate in the clinical and translational research process with investigators conducting research in a wide variety of areas in medicine and biology. These areas range from clinical trials in cancer, cardiovascular disease, etc., to comparisons of gene expression profiles resulting from different exposures to potential carcinogens in animals or people. Researchers present their problems, and the students develop their skills to (1) find solutions that include appropriate study designs and statistical considerations, (2) collaborate in the development of research proposals, (3) collaborate in the planning of the statistical analysis for a research project, (4) conduct appropriate statistical analysis for a research project in collaboration with an investigator, and (5) prepare a report for a research project in collaboration with an investigator. Students are exposed to realistic statistical and scientific problems as well as the statistical approaches for solving these problems. This course develops experience and skills in statistical collaboration. Researchers present their problems in class sessions (every other week), and students present their solutions to the class and faculty in alternate weeks.

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

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

Independent Study: Ergonomics and Biomechanics G48.2100 *Prerequisites: G48.2101, G48.2111, G48.2121, and G48.2131, or permission of adviser. Staff. 1-12 points.*

This course is intended to promote original research in the general fields of ergonomics and biomechanics. Study is carried out under the supervision of one or more faculty members.

Students enrolled in this course are encouraged to utilize all appropriate laboratory and computer equipment. At the end of each semester, the student is expected to submit a written report.

Biomechanics G48.2101 *Prerequisite: calculus, physics, or permission of the instructor. Goldsbeyder. 4 points.*

This course consists of two parts. In the first part, the basic concepts of mechanics, such as force and torque, are introduced. These concepts are first applied to analyze relatively simple mechanical systems. Analogies between basic mechanical elements and human body parts are formed, and the principles of mechanics are then applied to analyze muscle and joint reaction forces controlling and coordinating the movements of major joints of the human musculoskeletal system.

The second part of the course is devoted to the analyses of “moving” systems with applications to human motion analyses and sports mechanics. The topics covered include description and causes of linear and rotational motion, one- and two-dimensional linear and angular kinematics and kinetics motion analysis as well as concepts of work, energy, power, impulse, and momentum and their application for the analysis of bodies in motion. Course lectures are carried out by solving examples and problems on the covered topics.

Physical Biomechanics G48.2111 *Prerequisites: calculus and basic anatomy of the musculoskeletal system, or permission of the instructor. Nordin, Lis. 4 points.*

This course consists of two parts. In the first part, the laws of physics and basic concepts of biology, physiology, and mechanics are applied to explain the effect of applied forces and the biomechanical response of the tissues of the neuromusculoskeletal system.

The second part of the course uses basic biomechanical concepts to describe motion undergone by various body/joint segments and the forces acting on these body parts during normal daily activities. To facilitate the understanding of the basic tissue/joint musculoskeletal biomechanics, selected case studies are used over the course of the semester.

Applied Biomechanics in the Analysis of Human Performance G48.2112 *Prerequisites: G48.2101 and G48.2111, or permission of the instructor. Lis. 4 points.*

This course builds on the Physical Biomechanics and Biomechanics courses. Its primary purpose is to

explore the major processes and mechanisms underlying human motor performance and the pathomechanics of the most relevant occupation-related musculoskeletal disorders (MSDs).

Biomechanical principles and their interaction with basic applied sciences are systemically introduced to produce a meaningful conceptual framework and facilitate hypothetical-deductive reasoning.

In the first part of the course, specific topics covered include the review of physical biomechanics with increased emphasis on its interaction with other applied sciences, such as neuroscience and energetics physiology. The second part of the course focuses on multisegmental motion analysis and clinical biomechanics of selected case studies on occupation-related MSDs.

Practicum in Ergonomics and Biomechanics G48.2121

Prerequisites: G48.2111, G48.2112, G48.2131, and G48.2303, or permission of instructor. Sheikhzadeh. 4 points.

Focuses on methods and instruments for data collection and analysis of musculoskeletal disorders (MSDs). Uses lectures and hands-on projects to illustrate theoretical and practical issues with the use of various instruments. Emphasis is on appropriate methods of data collection and analysis of risk factors for MSDs—posture, force, and motion—using electromyography signals. Introduces students to the basic principles underlying the acquisition of a physiological signal via computer and to statistical methods for analysis and interpretation.

Research Methods in Ergonomics and Biomechanics G48.2123

Prerequisite: G48.2303. Weiser. 4 points.

This course gives graduate-level students an overview of common study designs in scientific and medical research and specific knowledge in the application of these research methods to the field of ergonomics and biomechanics. Students also learn to critically evaluate scientific papers and draw valid conclusions.

The first part of the course is an overview of the scientific method and various study designs that can be used to investigate musculoskeletal disorders (MSDs). The second part focuses on specific topics relevant to research practice, such as issues in measurement, measurement instrument validation, statistical analysis, and the ethical conduct of research. Illustrations of the applications of

these methods are presented in the context of ergonomic and biomechanical approaches to the evaluation and control of musculoskeletal disorders.

Ergonomics Issues I: Physical Factors in the Workplace G48.2131 *Prerequisites: G48.2101 and G48.2111, or permission of the instructor. Halpern. 4 points.*

Ergonomics is the study of fitting the workplace to the capabilities of the human worker. Ergonomists apply knowledge from biomechanics, physiology, psychology, and engineering to the design of tasks, work organization, work environment, workstations, and tools.

Taking a “system approach” to the design of work, this course examines the interactions between the human worker and the equipment used at work. The course focuses on the design of the manufacturing process in the context of implementing an ergonomics program for injury prevention. In the first half, it demonstrates how the principles of physiology and biomechanics apply to workstation and tool design. The second half of the course covers industrial ergonomics applications: controlling cumulative trauma disorders of the upper extremities, office work, and manual material handling.

Ergonomics Issues II: Environmental Factors in the Workplace G48.2132 *Prerequisites: G48.2101, G48.2111, and G48.2131, or permission of the instructor. Trainor. 4 points.*

Covers environmental influences in the workplace that are relevant to the development of musculoskeletal problems. Emphasis is on recognizing and designing safe and productive work environments. Includes sensory-motor processes, temperature, whole-body and segmental vibration, noise, lighting, indoor air quality, and organizational factors. Enables students to appreciate environmental issues that affect ergonomic interventions in the workplace.

Master's Thesis G48.3001 *Supervised by a faculty member. 1-6 points.*

Doctorate Research G48.3002 *Supervised by a faculty member. 1-12 points.*



CENTER FOR

European and Mediterranean Studies

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DIRECTOR OF THE CENTER:
Associate Professor K. Fleming

The Center for European and Mediterranean Studies supports and promotes the study of contemporary Europe, both West and East, within the College and the Graduate School of Arts and Science and between the latter and the professional schools of the University. It complements existing European programs in both the humanities and the social sciences, such as the Institute of French Studies, the program in Italian studies coordinated by the Casa Italiana Zerilli-Marimò, and the Alexander S. Onassis Program in Hellenic Studies, by offering courses and lectures on other major Western European societies and cultures as well as on Central and Eastern Europe. It also offers courses, research opportunities, and noncurricular lectures and seminars on the

European Community and on European issues that transcend national borders. Normally the Center does not offer courses in subjects that are covered by other departments. The Center offers an undergraduate major and minor in European studies as well as a Master of Arts program.

The programs, activities, and funding opportunities offered by the Center and listed below are partly supported by funds from a grant provided by the U.S. Department of Education, which in 1991 designated the Center, along with European centers at Columbia University and New School University, as a National Resource Center for Western Europe. The three units operate together as the New York Consortium for European Studies in outreach efforts toward other schools and colleges in the region, research planning, and the sharing of visiting lecturers. Cooperation within this consortium permits graduate students to cross-register for courses at our

partner institutions. The grant also funds the Foreign Language and Area Studies (FLAS) Fellowship Program, which provides full-year and summer language-study fellowships for graduate students in various disciplines who are doing research on Western Europe.

The Center was also awarded two additional grants from the Fund for the Improvement of Postsecondary Education (FIPSE) to fund projects that provide graduate training to students interested in comparing the European Union and the United States as federal systems and to those interested in issues of transnationalism, international migration, race, ethnocentrism, and the state.

The Center represents the University in the Council for European Studies, a national association of European programs, and in expanding relations with similar programs in European universities.

Faculty

K. Fleming, *Associate Professor, History, Middle Eastern and Islamic Studies (Hellenic Studies); Director, Center for European and Mediterranean Studies; Associate Director, Remarque Institute; Director, Alexander S. Onassis Program in Hellenic Studies. Ph.D. 1996 (history), California (Berkeley); M.A. 1989 (history of religions), Chicago; B.A. 1988 (religion), Barnard College/Columbia.*
Post-Byzantine and modern Greek history; western Ottoman provinces; Mediterranean and Greek Jewry.

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

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

ADJUNCT FACULTY

Walter Goldstein, *Adjunct Professor. Ph.D. 1961, London School of Economics and Political Science; M.A. 1956, Northwestern; B.S. 1955, Chicago.*

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

Karen Greenberg, *Adjunct Professor*. Ph.D. 1987, M.A. 1978, Yale; B.A. 1977, Cornell.

Intellectual and cultural history.

ADVISORY COMMITTEE

Edward Berenson, *History, French Studies*; **Tom Bishop**, *French, Comparative Literature*; **Herrick Chapman**, *History, French Studies*; **Francesco Ersamer**, *Italian Studies*; **James D. Fernández**, *Spanish and*

Portuguese Languages and Literatures; **Bernd R. Hüppauf**, *German*; **Tony R. Judt**, *History*; **Phillip T. Mitsis**, *Classics (Hellenic Studies)*; **Mary Nolan**, *History*; **Richard Sieburth**, *Comparative Literature*.

Programs and Requirements

MASTER OF ARTS

The Master of Arts program in European studies is an interdisciplinary program in the social sciences and humanities designed to prepare students for professions requiring an advanced understanding of Europe. The program draws upon the established resources of existing country programs in French studies, Italian studies, and Hellenic studies, as well as the disciplinary programs, and also offers courses of its own. M.A. students choose one of three tracks for specialization: European politics and society, humanities and cultural trends in Western and/or East Central Europe, and European Union studies. Special programs of study are also possible.

Eight courses (32 points), a thesis or a special project, and an oral examination are required for the M.A. degree. Knowledge of a European language (other than English) at the advanced level is also required. Students can prove this advanced knowledge either by having completed 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. An internship approved by the M.A. adviser is recommended.

Of the eight courses, two (an introductory course and a research seminar in European studies) are required, and six elective courses must be chosen from the program courses in the social sciences or the humanities, depending on which track the student chooses for specialization. An internship or a research seminar (4 points/one course), arranged and approved by the Center, is accepted as a final course.

STUDY ABROAD

Candidates for the M.A. degree in European studies are encouraged to spend one semester abroad.

COMFED Consortium: As part of the Comparative Federalism Consortium (COMFED), the Center for European Studies received a three-year grant from the Fund for the Improvement of Postsecondary Education (FIPSE, U.S. Department of Education) for a program that promotes collaborative teaching and research on issues related to the comparison of the United States and the European Union as political, economic, and legal systems. The underlying objectives of the project are to enhance scientific knowledge of the field of comparative EU-U.S. studies, to educate a new generation of future academic and policy leaders in both the United States and the European Union about the similarities and differences between the two systems, and to promote better understanding between the two sides.

NYU students may take courses at the Fondation Nationale des Sciences Politiques, France, and the Université Libre de Bruxelles, Belgium.

RESEARCH WORKSHOPS AND EVENTS

Research Workshops: These ongoing study groups are made up of faculty and graduate students, principally from New York University and New School University, and aim to help refine and design research projects, both individual and collective. Application for membership in any one academic year may be made to the workshop directors noted below.

Currently the organized workshops are as follows: Transatlantic Security Relations (Martin Schain, Politics; Anand Menon, University of Birmingham, UK); Gender in Transition: Women in Europe (Sonia Jaffe Robbins, Journalism; Nanette Funk, Brooklyn College.

Faculty Colloquia: A series of public lectures, the Center for European Studies Lecture Series, is organized by the Center primarily to bring specialists from Europe and from other American universities to the NYU community. The series explores the historical and contemporary relationship between European politics and changes in European social and economic systems. Speakers from the United States and Europe focus on such problems as immigration, industrial conversion, class relations, the political construction of Europe, nationalism, and the relationship between politics and culture.

Conferences: From time to time, the Center organizes national or regional conferences on European subjects, open to faculty and graduate students. The 2003-2004 conferences included "Toward the Union of Europe—Cultural and Legal Ramifications," "New Perspectives on the Study of the Role of Religion in Modern Societies," and "The U.S. and EU in Comparative Perspective," hosted by the New York Consortium for European Studies with partial funding from the U.S. Department of Education.

Film Festival: Each year the Center for European and Mediterranean Studies addresses timely and relevant European issues through its film series. After each film, a distinguished panel leads the audience in discussion. All events are free and open to the public.

The spring 2004 film series, "Invisible Stories: Shedding Light on Human Rights Abuses in Contemporary Europe," focused on major human rights issues in today's Europe. The featured films dealt with themes including the rights of refugees, linguistic and cultural freedom, the Roma (or Gypsies, as they are pejoratively called), human trafficking, and sexual slavery: *Fortress Europe* (2001, directed by Andreas Rocksén); *Hejar* (2001, directed by Handan Ipekçi); *Suspino: A Cry for Roma* (2003, directed by Gillian

Darling Kovanic); *Lilya 4-Ever* (2002, directed by Lukas Moodysson); and *Girls from Chaka Street* (1998, directed by Antra Cilinska).

SPECIAL FACILITIES

The Center's offices include a seminar room and a modest document and periodical collection dealing with contemporary Western and Eastern Europe. The latter includes journals, weeklies, and newsletters from European centers and institutions. The NYU Law Library is a depository of official documents of the European Community, and the Elmer Holmes

Bobst Library has a wide selection of European newspapers and periodicals in addition to strong book collections on all aspects of contemporary Europe. The Center assists Bobst Library in developing its European holdings.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

The Center offers an annual competition for approximately four federally funded Foreign Language and Area Studies (FLAS) Fellowships for students who need to improve their knowledge of Western European languages. It offers a small number of

graduate assistantships that provide tuition and stipends for work in the Center. A summer language training fellowship is also available. The Center also has limited funds to subsidize graduate student domestic travel to Europeanist scholarly meetings, for which application can be made throughout the academic year.

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

Courses

Courses offered by the Center are open to students in all departments and professional schools. Undergraduate courses are open to graduate student auditors, and graduate courses are open to qualified college seniors. New program offerings are developed in response to major political, social, and economic issues as they arise and complement existing disciplinary courses on Europe. The following is a sampling of course offerings.

Political Economy of Contemporary Europe G42.1100 *Identical to G53.2516 and G31.1510. Goldstein. 4 points.*

Provides students with models, interpretations, and empirical evidence to analyze recent changes in the labor market and industrial relations system occurring during the European integration process.

20th-Century France G42.1210 *Identical to G46.1620 and G57.1210. Berenson. 4 points.*

The transformation of French society since the turn of the century as a result of economic crisis and growth, political upheaval, and war. Topics include nationalism, socialism, labor conflict, student uprising, and regional and ethnic militancy.

What Is Europe? A Cultural Approach, 1919-1997 G42.2301 *Greenberg. 4 points.*

Examines the nature of the European cultural vision as it manifests itself in the years between the First World War and the present.

Europe in Conflict: Text vs. Film G42.2302 *Greenberg. 4 points.*

Examination of films that have contributed to the historiographical debates that define specific topics in modern European history.

Problems and Prospects of European Integration G42.2500 *Identical to G57.2500. J. Lee. 4 points.* Offers students in European studies, modern European history, politics, and international business a highly current analysis of developments and prospects in the European Union, including the monetary union, its international political implications, and the problems of regional and ethnic counter-currents.

Europe Since 1989: From Revolution to Restoration G42.2530 *Identical to G51.2530 and G53.2530. Staff. 4 points.*

Strives for a better understanding of the changes going on in Europe since 1989. Analysis of what occurred in Germany and in the East Central European states, why it could happen, and what the middle- and long-term effects could be. Discussion of the terms "revolution" and "restoration" in the context of Europe at the end of the millennium and with regard to theories and concepts of so-called "transformation societies."

European-U.S. Relations G42.2535 *Identical to G53.2581 and G57.1733. Staff. 4 points.*

Case studies in American diplomacy and trans-Atlantic relations, politics,

economics, defense, and arms control. Studies and argues positions in the major U.S.-European policy debates of 1945-1996 concerning both Eastern and Western Europe that still persist and confront U.S. policymakers.

Germany 1945-1995: Political History, Society, and Culture G42.2540 *Identical to G51.2540 and G53.2522. Staff. 4 points.*

Focus is on the domestic quarrels over public matters in the two German states. Considers German history by looking at various public opinion arguments, parliamentary debates, and scientific controversies about the German past; the definition of insiders and outsiders; the affiliation with Western nations; the position toward the Eastern bloc; and the determination of specific "national interests" of the divided, semi-sovereign country. Questions main dividing lines within German society. Focus is also to reconstruct the social and cultural history of Germany since 1945.

East European Politics G42.2580 *Staff. 4 points.*

Analysis of postcommunist Eastern Europe, focusing on main theoretical explanations of democratic survival, developments in Eastern Europe and the former Soviet Union in comparative perspective, and single-country studies.

Health System Reform: The United States and Western Europe—Comparative Perspectives G42.2867 *Identical to P11.2867. Offered at the Robert F. Wagner Graduate School of Public Service. Rodwin. 4 points.*
The problems of cost, access, equity, and quality of health care in the industrialized world. Study of concrete proposals for health care reform in the United States, United Kingdom, the Netherlands, France, and Germany.

Theories of Nationalism in the New Europe G42.3500 *Identical to G65.3500. Staff. 4 points.*
Investigation of the historical, social, and ideological basis of both the idea of Europe and the present-day spread of nationalist feelings and movements. Rather than treating such expressions of nationalism as irrational, the course tries to understand them as reasonable, and even rational, phenomena.

Seminar in Comparative Politics: Politics of Contemporary Spain G42.3501 *Identical to G53.3501. Staff. 4 points.*
Seminar from comparative and historical perspectives on the democratization, economic restructuring, and tensions between local autonomy and supranational integration in Spain and Spain's shifting role in the international arena and particularly in the European Union.

The European Union: History and Politics G42.3502 *Identical to G31.1509 and G53.3502. Staff. 4 points.*
The development of the European Union; expansion from 6 to 15 member nations; industrial, agricultural, and social policies; economic and monetary union; and relations with the former East and Central European countries.

European Economy in a Globalized Market G42.3506 *Goldstein. 4 points.*
Investigates theoretical and empirical work that has been published, looking first at historical and macro levels of analysis, and then at the institutional and sector impact of agent and structure explanations. The EU has gained considerable competence, yet it remains the victim of political dispute among 15 rival governments. Some sovereignty has been ceded to federalist agencies in Brussels, to the European Court, and to the EU Central Bank (ECB,) but the power transfer is far from complete.

Comparative European Politics G42.3901 *Staff. 4 points.*
Comparative analysis of the political systems of key European states as well as of the European Union. Focus on political institutions, electoral politics and political parties, public policies, and a range of contemporary issues.

Political and Economic Crisis in the EU G42.3901 *Goldstein. 4 points.*
Investigates the historic crises presently facing the EU. The crises range from the economic and currency problems impeding economic growth, to the disputes over admitting Turkey, to imposing tighter controls on immigration, extending the human rights rulings of the ECJ, and removing the blocks to a Constitutional referendum.

Sociology of Contemporary Ireland G42.9520 *Identical to G93.9520. Lee, O'Dowd. 4 points.*
Teleconference course that aims to provide a sociological survey of the main issues confronting contemporary Ireland, North and South. These include the transformation of the economy and culture of the Irish Republic and Northern Ireland since 1970 and the nature and the resolution of the 30-year conflict in Northern Ireland.

The French Fifth Republic: Politics, Policies, and Institutions G53.2523 *Identical to G46.1730. Schain. 4 points.*
Systematic study of French politics, political institutions, and public policies under the Fifth Republic, focusing on the changing sources, the organization, and the institutional consequences of political conflict in France.



DIRECTOR OF THE INSTITUTE:
Professor Mariët Westermann

DEPUTY DIRECTOR OF THE
INSTITUTE, DIRECTOR OF
GRADUATE STUDIES:
Professor Priscilla Soucek

CHAIR OF THE
CONSERVATION CENTER:
Professor Michele D. Marincola

The Institute of Fine Arts (IFA) is dedicated to graduate teaching and research in the history of art and archaeology and in the conservation of works of art. The

Institute offers the degrees of Master of Arts and Doctor of Philosophy, the Advanced Certificate in Conservation of Works of Art as part of the M.A. program, and the Certificate in Curatorial Studies issued jointly with the Metropolitan Museum of Art as part of the Ph.D. program. The courses of study prepare students to enter careers in university teaching, museum work, independent scholarship, art criticism, and art conservation.

The Institute strives to give its students, whatever their goals, a sound knowledge in the history of art and a foundation in scholarship and connoisseurship as a basis for independent critical judgment and research. To the student who goes beyond the master's degree to the doctorate, the Institute provides a deeper understanding of a major area of the subject and develops a capacity for independent scholarship. Research is as important a part of the program as instruction.

Faculty

Jonathan J. G. Alexander, *Sherman Fairchild Professor of Fine Arts. D.Phil. 1964, M.A. 1963, B.A. 1960, Oxford.* Medieval European art, especially manuscript illumination.

Norbert S. Baer, *Hagop Kevorkian Professor of Conservation. Ph.D. 1969, New York; M.S. 1962, Wisconsin; B.S. 1959, Brooklyn College (CUNY).* Application of physiochemical methods to the study and preservation of cultural property; environmental policy and damage to materials.

Kathleen Weil-Garris Brandt, *Professor. Ph.D. 1965, Harvard; M.A. 1958, Radcliffe College; B.A. 1956, Vassar College.* Italian Renaissance art and culture.

Jonathan Brown, *Carroll and Milton Petrie Professor of Fine Arts. Ph.D. 1964, M.F.A. 1963, Princeton; B.A. 1960, Dartmouth College.* History of Spanish art, 1500-1800; colonial Latin American art; history of art collecting.

Jean-Louis Cohen, *Sheldon H. Solow Professor of the History of Architecture. Ph.D. 1985, Diplôme d'Etudes Approfondies 1982, Ecole des Hautes Etudes en Sciences Sociales; Architecte Diplôme 1973, Ecole d'Architecture No. 6.* Modern architecture and urbanism; urban history.

Colin Eisler, *Robert Lehman Professor of Fine Arts. Ph.D. 1957, M.A. 1955, Harvard; B.A. 1952, Yale.* Early Netherlandish painting; Renaissance drawings and prints.

Margaret Holben Ellis, *Professor of Conservation. M.A. and Dip. (conservation) 1979, New York; B.A. 1975, Barnard College.* Conservation of 20th-century works of art on paper.

Donald P. Hansen, *Craig Hugh Smyth Professor of Fine Arts. Ph.D. 1959, M.A. 1954, Harvard; B.A. 1953, Dartmouth College.* Ancient Near Eastern art and archaeology.

Jonathan Hay, *Professor. Ph.D. 1989, Yale; B.A. 1978, London.* History of Chinese painting.

Günter Kopcke, *Avalon Foundation Professor of the Humanities. Ph.D. 1962, Ludwig Maximilians Universität (Munich, Germany).* Prehistoric to early classical Greece; circum-Mediterranean studies; Roman and early medieval civilization in Europe north of the Alps.

Robert Lubar, *Associate Professor. Ph.D. 1988, M.A. 1981, New York; B.A. 1979, SUNY (Stony Brook).* Twentieth-century European art (France and Spain); art since 1945 in Europe and America; critical theory.

Michele D. Marincola, *Professor; Sherman Fairchild Chairman of the Conservation Center. M.A. and Certificate (conservation) 1990, New York; B.A. 1981, Brown.*

Conservation of polychrome wooden sculpture and stone sculpture.

Thomas F. Mathews, *John Langeloth Loeb Professor of the History of Art. Ph.D. 1970, New York; S.T.L. 1965 (theology), Weston College; M.A. 1962, New York; M.A. 1958 (philosophy), B.A. 1957, Boston College.* Early Christian and Byzantine art and architecture.

Linda Nochlin, *Lila Acheson Wallace Professor of Modern Art*. Ph.D. 1963, New York; M.A. 1952, Columbia; B.A. 1951, Vassar College.

Nineteenth-century European art and culture; women artists and feminist art history.

David O'Connor, *Lila Acheson Wallace Professor of Ancient Egyptian Art*. Ph.D. 1969, Cambridge; Postgrad. Dip. 1962, London; B.A. 1958, Sydney.

Ancient Egyptian art and archaeology.

Donald Posner, *Ailsa Mellon Bruce Professor of Fine Arts*. Ph.D. 1962, New York; M.A. 1957, Harvard; B.A. 1956, Queens College (CUNY).

French and Italian art, 1600-1800.

Christopher Ratté, *Associate Professor, Classics, Fine Arts; Codirector, Aphrodisias Excavations*. Ph.D. 1989, M.A. 1984 (classical archaeology), California (Berkeley); B.A. 1981, Harvard.

Greek and Roman art and architecture; archaeology of Anatolia.

Robert Rosenblum, *Henry Iltleson, Jr. Professor of Modern European Art*. Ph.D. 1950, New York; M.A. 1950, Yale; B.A. 1948, Queens College (CUNY).

European art, 1750 to the present.

Eric Jan Sluijter, *Visiting Professor; Professor, University of Amsterdam*. Ph.D. 1986, M.A. 1973, Leiden.

Early modern art of the Netherlands.

Priscilla Soucek, *James R. McCredie Professor of the History of Art*. Ph.D. 1971, New York; M.A. 1963, Wisconsin; B.A. 1960, American (Beirut).

Islamic art and architecture.

Robert Storr, *Rosalie Solow Professor of Modern Art*. M.F.A. 1978, School of the Art Institute of Chicago; B.A. 1972, Swarthmore College.

Post-World War II art and art criticism.

Marvin Trachtenberg, *Edith Kitzmiller Professor of the History of Fine Arts*. Ph.D. 1967, M.A. 1963, New York; B.A. 1961, Yale.

Romanesque, Gothic, and Renaissance architecture.

Katherine Welch, *Associate Professor; Deputy Director for Sculpture Research, Aphrodisias Excavations*. Ph.D. 1994, M.A. 1988, New York; B.A. 1984, Cornell.

Roman art.

Mariët Westermann, *Professor; Director, Institute of Fine Arts*. Ph.D. 1997, M.A. 1989, New York; B.A. 1984, Williams.

Early modern art of the Netherlands; critical theory.

FACULTY EMERITI

Evelyn B. Harrison, *Edith Kitzmiller Professor Emerita of the History of Fine Arts*.

Egbert Haverkamp-Begemann, *John Langeloth Loeb Professor Emeritus of the History of Art*.

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

INSTITUTE LECTURERS

Dietrich von Bothmer, *Distinguished Research Curator, Department of Greek and Roman Art, Metropolitan Museum of Art*.

Greek vase painting.

Keith Christiansen, *Jayne Wrightsman Curator, Department of European Paintings, Metropolitan Museum of Art*.

Italian Renaissance and baroque painting.

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

Greek vase painting.

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

Medieval manuscripts.

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

Roman sculpture.

Edward J. Sullivan, *Professor, Fine Arts; Dean for Humanities, Faculty of Arts and Science*.

Modern Latin American art.

Bonna D. Wescoat, *Associate Professor of Art History, Emory University*.

Greek archaeology; Excavations in Samothrace.

INSTITUTE LECTURERS FOR THE CONSERVATION CENTER

Drew Anderson, *Associate Conservator, Sherman Fairchild Center for Objects Conservation, Metropolitan Museum of Art*.

Conservation of stained glass.

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

Conservation of textiles.

Jean Dommermuth, *Paintings Conservator, New York; Conservation Consultant, Villa La Pietra, Florence, Italy*.

Conservation of paintings.

Kathy Francis, *Textile Conservator, New Jersey*.

Conservation of textiles.

James H. Frantz, *Research Scientist, Department of Scientific Research, Metropolitan Museum of Art*.

Conservation science.

Leslie Ransick Gat, *Objects Conservator, New York*.

Conservation of objects.

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

Conservation of ethnographic and archaeological objects.

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

Conservation of photographs.

Judith Levinson, *Conservator, Department of Anthropology, American Museum of Natural History*.

Conservation of ethnographic and archaeological objects.

Dorothy Mahon, *Conservator, Sherman Fairchild Paintings Conservation Center, Metropolitan Museum of Art*.

Conservation of paintings.

Christopher W. McGlinchey, *Conservation Scientist, Department of Paintings Conservation, Museum of Modern Art*.

Conservation science.

Dianne Dwyer Modestini, *Paintings Conservator, Kress Program in Painting Conservation, Conservation Center, Institute of Fine Arts*.

Conservation of paintings.

Linda Nieuwenhuizen, *Objects Conservator, New York*.

Conservation of ethnographic and archaeological objects.

Lisa Pilosi, *Conservator, Sherman Fairchild Center for Objects Conservation, Metropolitan Museum of Art*.

Conservation of glass.

Shelley Sass, *Architecture Conservator; Program Coordinator, Conservation Center, Institute of Fine Arts*.

Conservation of the built environment.

Deborah Schorsch, *Conservator, Sherman Fairchild Center for Objects Conservation, Metropolitan Museum of Art.*
Conservation of objects and technical studies in art history.

Jennifer Sherman, *Paintings Conservator, New York.*
Conservation of paintings.

Jack Souldanian, Jr., *Conservator, Sherman Fairchild Center for Objects Conservation, Metropolitan Museum of Art; Conservation Consultant, Villa La Pietra, Florence, Italy.*
Conservation of sculpture.

Richard E. Stone, *Senior Museum Conservator, Sherman Fairchild Center for Objects Conservation, Metropolitan Museum of Art.*
Conservation of objects and technical studies in art history.

Glenn Wharton, *Research Scholar in Museum Studies and the Conservation Center of the Institute of Fine Arts, New York University.*
Conservation of objects and modern art.

Programs and Requirements

Admission: In addition to the requirements for admission to the Graduate School of Arts and Science (see the *Admission* section of this bulletin), candidates for the Institute of Fine Arts must have a good background in the liberal arts, normally including at least four courses of undergraduate art history. The Graduate Record Examination is required of all applicants. The examination must be taken sufficiently in advance to ensure that the scores appear on the application when reviewed. (See *Conservation Center*, below, for additional requirements for admission to the conservation program.) Applicants are required to make up deficiencies in their preliminary preparation.

As part of the admission procedure, applicants with a master's degree in art history are requested to provide a copy of their thesis or another research paper to be read by a faculty member in the appropriate field.

For further admission information, consult the Academic Office, Institute of Fine Arts, 1 East 78th Street, New York, NY 10021-0178; 212-992-5800; e-mail: ifa.program@nyu.edu. Also see the *GSAS Application for Admission and Financial Aid*.

Registration: Fall, spring, and limited summer registration takes place by appointment made through the Academic Office. Students from other New York University programs must consult the Academic Office before registering for a course at the Institute. (See the calendar in the *Announcement of Courses* for details on the registration periods.)

Nonmatriculated Status: A student in another university's graduate art history program may register for courses at the Institute by applying for nondegree status, with the permission of the IFA director of graduate studies, through the Graduate Enrollment Services office of the Graduate School of Arts and Science.

Advisement: Each student in the first semester is assigned a member of the faculty as the adviser with whom he or she plans a program and consults regularly.

Minimum Program: During the first year of study, each student registers for a minimum of five courses. Exceptions are made only for urgent reasons and must have the approval of the director of graduate studies. The conservation training program must be followed on a full-time basis only.

MASTER OF ARTS

Language Requirements: To succeed in their graduate and professional careers, M.A. students need to be equipped to read the modern scholarly literature in art history, archaeology, and conservation. To this end, they are expected to demonstrate reading proficiency in two modern languages other than English by passing a written language examination in each. In principle, these two languages are German and French. The first examination must be taken at the beginning of the student's first semester at the Institute, with a failure made up in the following semester. The Institute administers written examinations in German and French in fall, winter, and spring; dates are posted on the academic calendar. Application to the director of graduate studies is required to take either language examination for a third time.

Under rare circumstances, if Italian or Spanish is the primary scholarly language in the student's field of specialization, that student's faculty adviser may recommend that the student be examined in that language instead of French. In such a case, the student's faculty adviser must petition the director of graduate studies for approval of the exception. Written examinations in Italian and Spanish are scheduled as needed.

The faculty adviser of students in the East Asian program may petition the director of graduate studies to allow a student to substitute a reading knowledge of Chinese or Japanese for French or German. If the exception is approved, a written examination in Chinese or Japanese will be scheduled.

Those students who fail the German examination are required to follow a plan of study approved by the faculty. A list of approved courses and tutors may be obtained from the Academic Office. The Institute offers a course in German reading comprehension. The course, taught by Deutsches Haus staff, meets for two hours twice a week. There is a nominal charge. Students who wish to follow a plan of study not already approved by the faculty must submit the plan to the faculty in writing.

A student entering with an M.A. degree from another institution must satisfy the language requirements within the first year of study and prior to the Ph.D. candidacy interview. Students with a foreign baccalaureate may petition for the substitution of their native language for either German or French on the M.A. level only. Before applying to matriculate for the Ph.D. program, international students must pass tests in both German and French. Students in the East Asian art program may petition to substitute proficiency in Chinese or Japanese for one of the required languages.

First-Term Paper: During the first term, all students are required to submit a written paper, the topic chosen in consultation with an Institute faculty member. In the case of students holding an M.A. degree obtained elsewhere, a thesis or paper written in conjunction with his or her work for the M.A. degree may be submitted as the first-term paper.

Timing: Completing the requirements for the M.A. degree should not exceed two years. Students in the conservation

program normally complete the M.A. degree requirements in five semesters.

Academic Standards: Each student's record is subject to review after the completion of the first semester and first year of study. A student must achieve a B+ or better average. Failure to do so results in automatic probationary status. A student on probation is expected to attain a B+ average within one semester.

Distribution of Course Points: A total of 36 points (nine courses) is required for the M.A. degree. Of these, 8 points must be in two classroom seminars in different major areas as defined below. Of the 36 points taken in lecture courses, seminars, colloquia, and reading courses for independent study, at least one course must be taken in four of the six following major areas: (1) East Asia, India, and Islam; (2) ancient Near East, Egyptian, Greek, and Roman; (3) Early Christian, Byzantine, and Western medieval art to 1400; (4) Western art, 1400 to 1780; (5) Western art, 1780 to the present; and (6) African, Oceanic, pre-Columbian, and Native American art. At least one course must be taken in area (1) or (6). In addition, one course must be taken in the conservation of works of art.

Students planning to specialize in East Asian art may, with the written approval of their adviser, take two of the distribution requirement courses listed under (1) above.

Two Qualifying Papers for the Master's Degree: One qualifying paper is required in each of two different major areas, as defined above. Each paper is written under the direction of a different instructor. The papers must be in publishable form. Topics may be developed from seminar reports, from the first-term paper, in connection with a lecture course, or independently in consultation with a faculty member. For students enrolled in the conservation training program, one qualifying term paper may be supervised by a member of the conservation faculty.

DOCTOR OF PHILOSOPHY

Qualifying as a Matriculant for the Ph.D. Degree: The applicant must have fulfilled all requirements for the M.A. degree in art history and be sponsored by a faculty member. A student entering the Institute with a master's degree must complete all M.A. degree requirements of the Institute of Fine Arts (or provide evidence of equivalent work) within one academic year. During this probationary period, the student must also find

a faculty sponsor. Students may be requested to show a reading knowledge of languages necessary for their special fields of study.

Students completing the master's degree at the Institute may take up to 8 points of additional course work before acceptance into the Ph.D. program. These courses are taken entirely at the student's risk and must be approved by the director of graduate studies and the student's adviser.

Candidacy Interview and Faculty Review: Acceptance into the Ph.D. program is determined by (1) an interview with a three-member faculty committee at the time the student completes all Institute of Fine Arts requirements for the M.A. degree and (2) an all-faculty review of the student's record and the results of the interview.

Timing: The interview must be held before the end of the first term after completing the requirements for the M.A. degree, except in the case of students holding an M.A. degree obtained elsewhere, who must schedule the interview no later than the end of their second term of residence. Reviews by the full faculty are scheduled in September, January, and May of each year. (See the calendar in the *Announcement of Courses* for dates.)

Sponsorship: Application for the interview must be sponsored by a regular member of the Institute faculty. Institute lecturers associated part-time with the Institute may serve as cosponsors only if a regular faculty member has first agreed to serve as sponsor. Advisers from other institutions can serve as dissertation advisers only through prior arrangement between a regular faculty member and the student and with the permission of the director of graduate studies.

Character of the Interview: The interview is administered by a committee of the faculty and is oral. The student discusses his or her proposed program of study, i.e., choice of major and minor fields and possibly the subject or area he or she expects to treat in the dissertation. The committee, in reviewing the student's record, assesses his or her basic knowledge of the history of art as well as intellectual qualifications and understanding of the areas in which the student plans to work. A major factor in determining the student's eligibility for matriculation for the Ph.D. degree is the evaluation of the student's proposed program in relation to the quality of his or her previous qualifying papers, seminar reports, and course work.

For those entering with an M.A. degree, admission to the Institute does not imply acceptance of all graduate courses taken prior to enrollment at the Institute. If transfer of such courses is desired, the candidate must petition the faculty for approval immediately following acceptance into the doctoral program.

Distribution of Course Points: A total of 72 points is required for the Ph.D. degree, including the 36 required for the M.A. degree. At least 24 points (six courses) must be in classroom seminars, of which 8 points (two courses) must be outside the student's major area of study. Of the total 72 points, 8 may be taken as the internship in curatorial studies.

With the prior written consent of the director of graduate studies and an instructor, one or more Special Problems courses may be taken individually with a faculty member in lieu of lecture courses or, in exceptional cases, of a seminar.

Students specializing in East Asian, ancient Near Eastern, Egyptian, and Islamic art may be allowed up to four courses for undergraduate language study in their field.

Dissertation Proposal: A dissertation proposal must be approved by the entire faculty, usually prior to the major oral examination. A Special Problems course may be taken with the adviser in preparation of the proposal. The proposal consists of a statement describing the project and current research (1,000 words maximum), a chapter outline (one page), a short bibliography, and a single image. Twenty copies of the proposal, approved and signed by the Institute faculty sponsor, should be provided to the Academic Office for distribution to the faculty. If the topic should change substantially in the process of research, it may be necessary to submit a new proposal.

Final Examination in Major and Minor Fields: Students matriculated for the Ph.D. degree are required to pass the final examination in one major and two minor fields. A candidate may not take the final examination, or any part thereof, more than twice.

Timing: A student may take the oral and written portions of the examination in the major and related minor fields in the term in which the required classroom courses are completed, but no later than the following term. Note that the final examination is not completed until the unrelated minor portion is also satisfied.

Character of the Examination: There are three components to the final

examination: an oral session on the major and related minor fields, a two-week written paper on questions designed for the individual student immediately after the oral portion, and a written examination in the unrelated minor. Students may request exemption from the examination in the unrelated minor if they have completed three courses (including a seminar) within the respective field with an average of A- or better.

Major and Minor Fields: Each area listed below constitutes a minor field. Normally two contiguous areas constitute a major field. An additional field, the related minor, must be directly related to the major, while a second field, the unrelated minor, should be distinctly removed from the major field. A related minor outside the history of art is encouraged, and, in the special areas of study of East Asian art and archaeology, classical art and archaeology, and Near Eastern art and archaeology, it is required. The minor areas from which a student selects the major and minor fields for examination are (1) prehistoric and protohistoric art of the Old World; (2) African and Oceanic art; (3) pre-Columbian art; (4) early Chinese art through the Han Dynasty; (5) Chinese art from the Northern and Southern Dynasties to the Yuan Dynasty; (6) later Chinese art, Ming Dynasty to the present; (7) Chinese pictorial art; (8) Japanese art, ca. 600-1300; (9) Japanese art, ca. 1300 to the present; (10) Buddhist art; (11) Indian art (non-Muslim); (12) art of Southeast Asia; (13) Egyptian art; (14) ancient Near Eastern art; (15) Aegean art; (16) Greek art; (17) Roman art; (18) Early Christian through Carolingian art; (19) Byzantine art; (20) Islamic art to the Mongol conquest, 690-1250; (21) Islamic art after the Mongol conquest, 1250-1800; (22) Romanesque art; (23) Gothic art; (24) Italian art from 1300 to 1500; (25) Italian art of the 16th century; (26) art outside Italy from 1400 to 1600; (27) art in Italy, France, and Spain from about 1580 to the end of the 17th century; (28) art of the Netherlands, Germany, and England from about 1580 to the end of the 17th century; (29) European (including English) and American art from 1660 to 1780; (30) European (including English) and American art from 1780 to the end of the 19th century; (31) art of the 20th century; (32) Latin American art; (33) conservation and technology, in relation to a field or fields designated above, upon petition to the faculty.

Dissertation: The dissertation is normally no longer than 250 pages of text. Permission to exceed this limit can be granted only through petition to the faculty. The completed dissertation is expected to be submitted within four years of the completion of the major oral examination. In addition to the copy of the dissertation required by the Graduate School of Arts and Science, candidates are required to file a second copy with the Institute of Fine Arts. Further information may be obtained from the Academic Office.

Final Oral Defense of the Dissertation: Each candidate in the Institute of Fine Arts submits to a final oral defense of the dissertation before a committee of five scholars, three of whom are members of the GSAS faculty. Scholars who are not members of the Institute may be invited to consider the dissertation and take part in the proceedings.

SPECIAL AREAS OF STUDY

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

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

Combined Studies in Near Eastern Art and Archaeology: This area of study for students working toward the Ph.D. degree in fine arts includes the following combinations: Egyptian/ancient Near Eastern; Egyptian/Greek or Roman; ancient Near Eastern/Aegean; ancient Near Eastern/early Islamic; Byzantine/Greek or Roman; Roman/Indian (Gandhara); Byzantine/early Islamic; Early Christian/early Islamic.

Students should decide where their principal interest lies within the combined area of study and then study the appropriate language or languages. At least 16 but no more than 20 points

may be in the history of postclassical Western art. The total of these courses must be 72 points.

East and South Asian Art: Students working toward the Ph.D. degree in fine arts with a specialization in this area should take at least 48 points in classroom art history courses; they may take up to 20 points in Special Problems courses (8 points for the M.A. degree and 12 additional points for the Ph.D. degree) and up to a total of 16 points in credit courses in language and culture (of which up to 16 points may be for undergraduate study in language).

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

CURATORIAL STUDIES PROGRAM

This program is open only to candidates for the Ph.D. degree in the history of art at the Institute. The program is offered jointly by the Institute of Fine Arts and the Metropolitan Museum of Art, under the supervision of the Joint Committee on Curatorial Studies, which is composed of faculty and curators and includes the directors of both institutions.

The purpose of the program is to prepare students for curatorial careers. Problems of museum education and general administration are not emphasized. The Certificate in Curatorial Studies is awarded at the completion of all requirements.

Requirements:

1. Curatorial Studies I (G43.2037): This colloquium, focusing on the role and responsibilities of curators in art museums and emphasizing connoisseurship and research methods, is required for admission to the program; it is also open to students who do not intend to pursue the full Curatorial Studies Program. The course meets in the spring term in the galleries, store-rooms, and conservation laboratories of the Metropolitan Museum of Art and may be taken at any time before applying for the curatorial studies interview (see below).

2. Materials, Media, and Techniques: Technical Considerations for the Art Historian (G43.2539): A colloquium designed to acquaint art historians with the nature and use of materials in art and archaeology. Other courses in conservation open to art historians may be substituted with the approval of the program director.

3. M.A. degree in art history: All requirements for the Institute's rigorous master's degree must be completed as the foundation of the program. See the *Admission* paragraph and *Master of Arts* section for a description of the admission and degree criteria.

4. Ph.D. candidacy interview: Whether or not the student intends to pursue the doctorate as well as the curatorial studies certificate, he or she must be accepted by the faculty as being capable of doing Ph.D. work through acceptance into the Ph.D. program. See the *Doctor of Philosophy* section for a description of the necessary qualifications and the candidacy review process.

5. Curatorial studies interview: Students interested in pursuing the curatorial studies certificate must be accepted into the program by the Joint Committee on Curatorial Studies. Interviews are scheduled at the beginning of each academic year. Students are asked to discuss their long-term career goals, areas of special interest, and their preparation to date, including academic work and a demonstrated interest in curatorial issues. Normally the interview is held after the requirements listed above have been met and before Curatorial Studies II is taken.

6. Curatorial Studies II (G43.2537): A colloquium, conducted by a full-time curator from the Metropolitan Museum of Art, with additional lectures by conservation and visiting out-

side specialists, as appropriate, introduces students to curatorial responsibilities through hands-on involvement with original works of art in the context of an actual exhibition or cataloging project at the museum. The topic and the supervising curator vary from year to year. The course meets in the fall, and admission is determined by interview.

7. Six courses beyond the nine required for the master's degree are chosen in relation to the student's specialty and may include Curatorial Studies I and II.

8. Curatorial Studies III (G43.3037): Normally a nine-month internship, designed to provide maximum practical experience in each student's area of specialization. Completion of Curatorial Studies I and II is a prerequisite, and usually the internship is elected after completion of all course work. Students should apply to the director of the program to make internship arrangements at least six months in advance of the desired starting date. The internship may be in a department at the Metropolitan Museum of Art or at another museum as appropriate to the student's interests. A substantive written project is required.

Recommendations: Students should seek out courses in art history that consider objects in the original and should take full advantage of the opportunity to study and work with Institute faculty who are active in museum projects. Relevant work experience is encouraged. Students are urged to avail themselves of appropriate courses in conservation beyond the required minimum.

Financial Assistance: For the internship, fellowships are available on a competitive basis up to the level of top dissertation grants. Other aid may be awarded on the same basis as for students in other programs at the same general point of progress in their studies. Applications should be made through regular Institute of Fine Arts channels.

Questions about the Curatorial Studies Program offerings should be directed to the Academic Office at the Institute of Fine Arts, 212-992-5800.

CONSERVATION CENTER

The Institute's Conservation Center, located in the Stephen Chan House, is dedicated to the study of the technology and conservation of works of art and historic artifacts. The Center prepares students for careers in conservation

through a four-year program that combines practical experience in conservation with art historical, archaeological, curatorial, and scientific studies of the materials and construction of works of art. Students undertake research projects, laboratory work, seminars in special areas of conservation, such as advanced X-ray techniques or the problems of ethnographic and archaeological artifacts, and gain intensive conservation experience through advanced fieldwork and an internship. Students are encouraged to obtain additional conservation experience during summer archaeological excavations or other formal work projects.

The Center provides special courses for students pursuing studies in art history, archaeology, and curatorial studies, which are intended to acquaint them with the physical structure of works of art, the need for conservation, and the possibilities and limitations of conservation. These students participate in research projects, laboratory work, and courses dealing with materials, care, repair, and presentation of objects.

In addition to their teaching responsibilities, the Center's distinguished faculty is active in research and other professional activities in the United States and abroad.

Admission: Candidates for admission to the conservation training program must first satisfy the requirements for admission into the Institute of Fine Arts as candidates for the M.A. degree in the history of art. See the *Admission* paragraphs and the *Master of Arts* section above. In addition, applicants must have a minimum of four semesters of science (one semester must be in organic chemistry) at the college level with grades of B or better. Qualified applicants are invited to meet with a committee of conservation faculty for an interview, during which they will be asked to present evidence of their familiarity with a range of artists' materials and techniques as demonstrated by a portfolio. Candidates for the master's degree in art history at the Institute are encouraged to apply for transfer to the conservation training program after completing the requisite science and studio preparation. The maximum number of students admitted per year is eight. In addition, one or two self-supported students from abroad may be accepted as special students or observers.

Course of Study: A total of 69 points is required for the combined M.A. degree in art history and Advanced Certificate in Conservation. Fifteen conservation courses (45 points) and six art history

courses (24 points) in three major areas are required, including at least two seminars that must be in two different areas. The internship is completed over two semesters in the fourth year in a conservation establishment either in this country or abroad, selected to afford the best possible training in the student's area of specialization. Arrangements are made in consultation with the chair of the Conservation Center.

All requirements for the Institute's M.A. degree, including languages, first-term paper, timing, academic standards, and two qualifying papers (one of which may be supervised by a member of the conservation faculty), apply equally to students in the conservation training program. The art history requirements may be partially or completely satisfied by a previously earned M.A. A copy of the thesis or another research paper should be submitted to the director of graduate studies in order to judge equivalency.

The program may be taken only on a full-time basis and is normally completed in four years. The program leads to an M.A. degree in the history of art after

five semesters and to an Advanced Certificate in Conservation upon completion of the program. Those students holding an M.A. in the history of art accepted by the director of graduate studies may complete the program for the Advanced Certificate in Conservation in three years, including the internship.

NONCREDIT SUMMER COURSES

The Institute offers a limited summer program, including special courses designed by the Conservation Center to introduce professionals to the museum materials of art and archaeology and their preservation. Further details and enrollment information can be obtained from the Conservation Center, 212-992-5848.

ARCHAEOLOGICAL EXCAVATIONS

At present the Institute conducts three excavations: at the Sanctuary of the Great Gods at Samothrace; in cooperation with the Faculty of Arts and Science, at Aphrodisias in Turkey; and, in cooperation with the University of

Pennsylvania and Yale University, at Abydos in Middle Egypt. Advanced students are invited to participate in these excavations and may be supported financially by the Institute.

LIBRARIES AND VISUAL RESOURCES

The Stephen Chan Library of Fine Arts and the Conservation Center Library are noncirculating collections that serve the research needs of currently registered students, faculty, and visitors upon application. Office hours during the academic year for the Stephen Chan Library of Fine Arts are Monday and Friday, 9 a.m.-5 p.m., and Tuesday-Thursday, 9 a.m.-7 p.m.; for the Conservation Center Library, they are Monday-Friday, 9 a.m.-5 p.m.

The Institute Slide Collection is open to Institute students Monday-Friday, 9 a.m.-6 p.m. The Photographic Archive is open by appointment and permission of the curator. Consult the Institute's Curator of Visual Resources for details of other available services.

Courses

Lecture courses are open to graduate students from other programs at New York University. Each term, the Institute offers a variety of specialized courses circumscribed by the general topics listed below. For specific information on current courses, please consult the Institute's *Announcement of Courses* or call the Institute's Academic Office, 212-992-5868.

Prehistoric Art of the Old World

African and Oceanic Art

Pre-Columbian and Native North American Art

Early Chinese Art Through the Han Dynasty

Chinese Art from the Northern and Southern Dynasties to the Yuan Dynasty

Chinese Art of the Ming and Qing Dynasties

Japanese Archaeology, Art, and Architecture up to the End of the 12th Century

Japanese Art and Architecture from the Later 12th Century Through 1700

Japanese Art and Architecture from Around 1700 to the Present

Modern Art in East Asia

Art and Archaeology of Eastern Central Asia, Tibet, and Korea

Art of South and Southeast Asia

Islamic Art Before the Mongol Invasion

Islamic Art After the Mongol Invasion

Islamic Art: Thematic and Theoretical Issues

Egyptian Art

Ancient Near Eastern Art

Aegean Art

Greek Art

Roman Art

Early Christian and Early Byzantine Art

Middle and Late Byzantine Art

Early Medieval European Art, ca. 700-1200

Later Medieval European Art, ca. 1100-1500

Italian Art, ca. 1250-1500

Italian Art of the 16th Century

European Art Outside Italy from 1400 to 1600

Art in Italy, France, and Spain from ca. 1580 to the End of the 17th Century

Art of the Netherlands, Germany, and England from ca. 1580 to the End of the 17th Century

Art of the Western World from 1680 to 1790

Art of the 19th Century

Art of the 20th Century

Viceregal Art of Latin America, ca. 1500-1800

Modern and Contemporary Art of Latin America from 1800 to the Present

Transhistorical Studies

Theory and Criticism

Curatorial Studies

Fundamental Conservation Courses (required)

Conservation Courses for Art Historians

Advanced Conservation Courses (electives)



CHAIR OF THE DEPARTMENT:

Professor Judith MillerDIRECTOR OF THE CENTER FOR
FRENCH CIVILIZATION AND
CULTURE:**Professor Thomas Bishop**

DIRECTOR OF GRADUATE STUDIES:

Professor Richard SieburthPROGRAM DIRECTOR OF NYU IN
PARIS:**Clinical Associate Professor Henriette
Goldwyn**RESIDENT DIRECTOR OF NYU
IN PARIS:**Caroline Montel-Glenisson**

The Department of French at New York University is one of the leading French departments in the country. In addition to established scholars and critics of renown, the faculty includes younger members of solid achievement and growing reputation. This outstanding group of teachers represents a broad spectrum of specialization in all areas of French literature and civilization and Francophone studies. Each

year the department offers courses by eminent visiting professors. These visiting professors are one of the strengths of the department's graduate programs.

With a varied range of degree programs, the department attracts full-time graduate students of superior caliber from around the world. Currently 70 students are enrolled in the department, including those studying at the NYU center in Paris.

Faculty

Charles Affron, *Professor*. Ph.D. 1963, Yale; B.A. 1957, Brandeis.

U.S. and European cinema; French romanticism.

Emily Apter, *Professor*, *French, Comparative Literature*. Ph.D. 1983, M.A. 1980, Princeton; B.A. 1977, Harvard.

Francophone studies; cultural studies; critical theory.

Michel Beaujour, *Professor*. Agrégé de l'Université 1957, Licence ès Lettres 1954, Paris.

Renaissance; contemporary poetry; literary theory.

Claudie Bernard, *Associate Professor*. Ph.D. 1983, Princeton; Doctorat de Troisième Cycle 1979, Paris; Agrégation de Lettres Modernes 1977, Maîtrise de Lettres Modernes 1976, Licence ès Lettres Modernes 1975, Ecole Normale Supérieure (Sèvres).

Nineteenth-century French literature; 19th-century novel; history and society.

Thomas Bishop, *Florence Lacaze Gould Professor of French Literature*; *Professor*, *French, Comparative Literature*; *Director*, *Center for French Civilization and Culture*. Ph.D. 1957, California (Berkeley); M.A. 1951, Maryland; B.A. 1950, New York.

Contemporary theatre and novel; avant-garde movements; cultural history.

J. Michael Dash, *Professor*, *French (Africana Studies)*. Ph.D. 1973, B.A. 1969, West Indies (Mona, Jamaica).

Francophone and Caribbean literature; theory.

Anne Deneys-Tunney, *Professor*. Docteur de l'Université 1989, D.E.A. 1982, Paris; Agrégation de Lettres Modernes 1981; Ancienne élève de l'Ecole Normale Supérieure; Maîtrise de Lettres Modernes 1980, Licence ès Lettres 1978, Paris.

Eighteenth century; women's studies.

Assia Djebbar, *Professor*; *Silver Professor*. Docteur de l'Université 1999, Paul Valéry (Montpellier III); Licence 1956, Paris-Sorbonne.

Francophone literatures; literature and civilization of the Maghreb; theory.

Serge Doubrovsky, *Professor*. Docteur ès Lettres 1964, Agrégé de l'Université 1954, Licence ès Lettres 1949, Paris; Ancien élève de l'Ecole Normale Supérieure. Seventeenth-century theatre; modern criticism and novel; literary theory.

Stéphane Gerson, *Assistant Professor*. Ph.D. 1997, M.A. 1992, Chicago; B.A. 1988, Haverford.

French civilization; 19th-century French history.

Henriette Goldwyn, *Clinical Associate Professor*; *New York Director*, *New York University in Paris*. Ph.D. 1985, M.A. 1979, New York; B.A. 1975, Hunter College (CUNY).

Seventeenth-century literature; history of French language; women's studies.

Denis Hollier, *Professor*. Doctorat de Troisième Cycle 1973, C.A.P.E.S. 1970 (philosophy), Paris.

Nineteenth- and 20th-century literature; literature and history; theory.

Judith Miller, *Professor; Chair, Department of French*. Ph.D. 1975, M.A. 1970, Rochester; B.A. 1969, Vassar College.

French theatre; Francophone literature; feminist theory.

Eugène Nicole, *Professor*. Ph.D. 1975, New York; *Diplôme* 1964, Institut d'Etudes Politiques; D.E.S. 1964, Licence ès Lettres 1963, Sorbonne.

Twentieth-century novel and poetry; applied linguistics; theory.

Nancy Freeman Regalado, *Professor*. Ph.D. 1966, Yale; B.A. 1957, Wellesley. *Medieval literature; stylistics; history and literature.*

Richard Sieburth, *Professor, French, Comparative Literature*. Ph.D. 1976, M.A. 1973, Harvard; B.A. 1970, Chicago.

Nineteenth-century literature; history and theory of translation.

Evelyn Birge Vitz, *Professor*. Ph.D. 1968, Yale; M.A. 1965, Middlebury College; B.A. 1963, Smith College.

Medieval literature; literary theory; oral and written tradition.

Jindrich Zezula, *Associate Professor*. Ph.D. 1967, M.A. 1962, New York.

Medieval and Renaissance literature; cultural history.

REGULAR VISITING FACULTY

Christian Biet, *Visiting Professor*. *Docteur de Troisième Cycle* 1980, *Agrégé de Lettres Modernes* 1975.

Seventeenth-century literature and theatre studies.

Françoise Gaillard, *Visiting Professor*. *Agrégée des Lettres* 1967, *Licenciée ès Lettres* 1964, Paris.

Nineteenth- and 20th-century literature and theory.

Yves Hersant, *Visiting Professor*. *Agrégé des Lettres* 1967, *Diplôme d'Etudes Supérieures* 1966, *Licence ès Lettres* 1965, Paris; *Ancien élève de l'Ecole Normale Supérieure*.

Renaissance aesthetics; the history of melancholy; the tradition of the novel.

Philippe Roger, *Visiting Professor*. *Agrégation de Lettres Classiques* 1972, *Maîtrise de Lettres* 1971, *Licence ès Lettres Classiques* 1970, *Ancien élève de l'Ecole Normale Supérieure*.

Eighteenth-century literature; history of ideas; literary theory and cultural history since 1960.

RECENT VISITING FACULTY

Raymond Bellour, **Pascal Bruckner**, **Jacques Derrida**, **Lucette Finas**, **Marc Fumaroli**, **Gérard Genette**, **Tahar Ben Jelloun**, **Alain Robbe-Grillet**, **Danièle Sallenave**, **Guy Scarpetta**.

AFFILIATED FACULTY IN OTHER DEPARTMENTS

Edward Berenson, *History*; **Herrick Chapman**, *History*; **Manthia Diawara**, *Africana Studies*; **Daniel Javitch**, *Comparative Literature*; **Timothy J. Reiss**, *Comparative Literature*; **Susan Carol Rogers**, *Anthropology*; **Kristin Ross**, *Comparative Literature*; **Emmanuelle Saada**, *French Studies*.

FACULTY EMERITI

Erika Ostrovsky, **Max Sorkin**.

Programs and Requirements

The Master of Arts degree in French literature (or its foreign equivalent) is a prerequisite to the degree of Doctor of Philosophy. Students wishing to complete a doctorate are urged to apply directly to the Ph.D. program, which encompasses the Master of Arts degree.

Admission: In addition to the requirements for admission to the Graduate School of Arts and Science (see the *Admission to Degree Programs* section of this bulletin), candidates for admission to the Department of French must have a good background in French literature and a fluent command of French. Submission of the Graduate Record Examination general test scores is also required of all applicants. Candidates are required to submit a sample of their writing.

MASTER OF ARTS PROGRAM IN FRENCH LITERATURE

Degree Requirements: Satisfactory completion of graduate studies totaling at least 32 points (at least 24 in residence at New York University in New York or Paris) and a comprehensive examination.

Students in French are expected to acquire a solid background in critical practice and a broad knowledge of all

periods of French literature by completing at least one course each in six of seven areas (Middle Ages; Renaissance; 17th, 18th, 19th, and 20th centuries; Francophone) and one course in textual analysis.

Foreign Language Requirement:

The Graduate School of Arts and Science foreign language requirement is automatically fulfilled by passing any departmental course with a grade of B or better.

Examination: Following the completion of the required courses, a student must pass a comprehensive written examination based on the M.A. reading list in French. Examination dates are available from the departmental office.

MASTER OF ARTS PROGRAM IN FRENCH LANGUAGE AND CIVILIZATION

The graduate language and civilization program is particularly suited to present and prospective teachers of French at the secondary school or junior college level, but persons in such varied fields as international affairs, art history, and library science may find such a program appropriate to their career goals.

Students take courses in language skills and applied linguistics, French civilization and culture, and modern literature. The M.A. program in French language and civilization may be pursued in Paris either full-time during the academic year or over consecutive summers or in New York on a part-time basis during the academic year.

Degree Requirements: Satisfactory completion of 32 points with an average of B or better and a master's essay related to one of the courses.

DOCTOR OF PHILOSOPHY

Degree Requirements: To qualify for the doctorate, a student must satisfactorily complete graduate studies totaling at least 72 points (at least 32 points in residence at New York University), pass an oral and written qualifying examination and a dissertation proposal examination, and then successfully defend a dissertation. The degree of Master of Arts is prerequisite to the Doctor of Philosophy. All doctoral candidates in French should complete at least one course (including M.A. work) in each of seven areas of French and Francophone literature and one course in literary theory.

Fields of Study: In consultation with the director of graduate studies, doctoral students may enroll in a limited number of courses outside the department in areas related to their interests, or they may choose a field of study of up to five courses in another discipline: linguistics, art history, cinema studies, performance studies, or comparative literature.

Certificate of French Studies:

Students taking 16 points in summer courses or academic year core courses at the Institute of French Studies within, or in addition to, their course work for a degree in the department are awarded a professional Certificate of Achievement in French Studies (see the *Institute of French Studies* section of this bulletin).

Joint Degrees: Students may take the Ph.D. with a special focus in French literature in cooperation with the Institute of French Studies. This option is suited to candidates with a strong background in literature and in history or political science who intend to teach literature and civilization at the college level. Students must take 18 courses evenly divided between literature (19th and 20th centuries) and Institute of French Studies courses (see the *Institute of French Studies* section of this bulletin).

Foreign Language Requirement:

Knowledge of a second foreign language is required by the French department for the doctorate and must be demonstrated before completion of 60 points by any of the methods described in the *Degree Requirements* section of this bulletin or by passing with a grade of B or better a graduate course taught in that language. A petition to approve a language other than German, Italian, Spanish, or Latin as the second foreign language is considered by a departmental committee on the basis of the need of that language for the student's work.

Ph.D. Qualifying Examination: An examination composed of a two-hour oral portion and a take-home written portion is taken on completion of the required course work. This examination is structured as a series of inquiries (major authors, genres, and special topics) selected by the candidate, in consultation with the faculty.

Dissertation Proposal Examination: As soon as possible, but no later than two semesters after the successful completion of the Ph.D. qualifying examination, the student must submit a

dissertation prospectus on which he or she will be orally examined for one hour.

Admission to Candidacy: When the student has completed at least one year in residence and all course and language requirements and passed the Ph.D. qualifying examination and the dissertation proposal examination, the student is formally admitted to candidacy for the doctorate, and a dissertation committee is appointed.

Final Oral Defense: When the dissertation is completed and approved by the adviser and readers, an oral examination is held at which the candidate presents and defends research results to a faculty committee of five.

DEPARTMENTAL INFORMATION

Grades: Ph.D. students are expected to maintain at least a B+ average. M.A. students are expected to maintain at least a B average. A student whose grades fall below these averages is automatically placed on probation. A student normally remains on probation no longer than one semester. The department enforces the rules of the Graduate School of Arts and Science pertaining to grades of incomplete.

Lectures, Miniseminars,

Conferences: The Department of French, La Maison Française, and the Institute of French Studies regularly host eminent writers, scholars, and artists from the United States and abroad. Lectures are sponsored several times each week while occasional miniseminars present visitors in an intimate seminar format. Among recent speakers have been Robert Badinter, Edgar Morin, Bernard-Henri Lévy, Marie Darrieussecq, Jacques Derrida, Edouard Glissant, Pascal Bruckner, Alain Finkielkraut, Alain Robbe-Grillet, Marc Fumaroli, Patrick Chamoiseau, Michel Houellebecq, Michèle Perrot, Sylviane Agacinski, Michel Butor, Jean Baudrillard, Roger Chartier. The subjects of recent conferences have been "French Theory in America," "Les Antiaméricanismes," "Remembering Roland Barthes . . . 20 Years Later," "André Malraux and 20th-Century French Culture," "Migration, Memory, Trace: Writing in French Outside the Hexagon," "Cahiers du Cinéma: The First 50 Years," "Alain Corbin and the Writing of History," and "Bourdieu américain."

Graduate Placement: The department and New York University's

Office of Career Services work closely with students in exploring career directions and in locating suitable positions. Graduates regularly have found teaching posts at fine colleges and universities as well as attractive jobs in the public and private sectors.

Between 1990 and 2005, our graduate students have accepted positions at Allegheny, Amherst, Barnard, and Bennington Colleges; Arizona State and Bucknell Universities; the College Board; California State University (San Bernardino); College of Staten Island (CUNY); Columbia and Fordham Universities; Emerson, Goucher, Grinnell, Holy Cross, Le Moyne, Sarah Lawrence, and Smith Colleges; Towson and Tufts Universities; the Universities of California (Santa Barbara), Chicago, Delaware, Florida, Iowa, Kansas, North Carolina, and Texas (Austin); Union College; Vanderbilt University; and Vassar, Wellesley, Wesleyan, and Williams Colleges.

CENTER FOR FRENCH CIVILIZATION AND CULTURE

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

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

NYU in Paris: New York University offers two programs of graduate study at its Paris center. The choice of program depends on the individual student's background, interests, and career goals. The M.A. degree in French language and civilization may be completed in one year or several

summers. Students of literature may take their first year of the M.A.-Ph.D. sequence of courses in Paris; students wishing to complete only an M.A. degree in literature may do so in one year. Courses are conducted both by New York University faculty and by distinguished visiting professors from the French university system. Students also enroll for one or two courses per semester within the Paris university system. Students admitted to the NYU in Paris program are ipso facto admitted to the Department of French program in New York and may continue or complete course work there.

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

aid, see the *Institute of French Studies* section of this bulletin.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the *Financing Graduate Education* section of the *GSAS Application for Admission and Financial Aid*. Advanced students who have completed all requirements for the doctorate except the dissertation may be appointed as department instructors for up to two years.

Courses

The courses listed below are among those offered from spring 2000 to spring 2005. The 1000-level courses give students a general background, the 2000-level courses prepare advanced students for a specialization in the field of their choice, and the 3000-level courses are advanced seminars intended primarily for doctoral candidates. With few exceptions, courses in the Department of French are conducted in French.

MIDDLE AGES

Introduction to Medieval French Literature: Using Technologies Old and New G45.1211 *Vitz. 4 points.*

In addition to the study of major texts of French medieval literature, the course introduces students to the methodologies of paleography and codicology, as well as the modern technologies of film, slides, CDs and CD-ROMs, digital scriptoria, and online resources. The ongoing themes and issues of the course are the performance of works; relations between image and text; variations among different manuscripts of the same work.

Medieval Theatre G45.2221

Regalado. 4 points.

Survey of medieval drama. Addresses questions fundamental to all of medieval literature: the emergence of written texts from traditions of oral performance (leading to popular printed editions for readers by the end of the 15th century); the spiritual representations of human life and history in moralités and mystères; the symbolic political transformation of court and urban space by processional theatre; the elaboration of dramas around political and religious issues as well as around language play and character types.

French Medieval Romance

G45.2232 *Vitz. 4 points.*

Course with three-fold purpose: First, studies in some detail a number of major works of medieval romance. Second, interested in the traditions of medieval romance, as they are carried on in lesser-known works and in the later medieval period. Third, takes up the cultural context in which these works were produced. Looks at some illuminated manuscripts and considers the impact of the French romance tradition on other European literatures (English, Italian, Spanish, German).

RENAISSANCE

Prose Writers of the 16th Century

G45.1331 *ZeZula. 4 points.*

After a brief examination of various prose genres of the late Middle Ages, the course focuses on the development of French prose from the introduction of printing (1470 in Paris) to the end of the reign of Henry IV (1610). Among the topics discussed are fictional narrative; prose tales; *nouvelles*; prose translations and adaptations; the realistic, satiric, comic, and sentimental novel; utopias; travelogues; memoirs.

La Pléiade G45.1342 *Beaujour.*

4 points.

Examination of the works and aesthetics of the Pléiade. Much time is devoted to close readings of texts and questions of poetics.

Montaigne G45.2372 *Beaujour.*

4 points.

Close reading of the *Essays*. Humanism and its treatment of classical literature. Rhetoric, self-portrayal, the relationships between the *Essays* and philosophy.

Rabelais G45.2374 *Beaujour. 4 points.*

How does one read the Rabelaisian corpus today? What are the limitations of this corpus, and what are those of the fictitious universe that it proposes? What is at stake in historical, philosophical, political, etc. readings of Rabelais? How many distinct, or even contradictory, meanings can a work provide? Must we decipher "Rabelais"? According to what procedures do we do so?

Studies in 16th-Century Literature

G45.2390

A selected topic is described below.

Baroque and Preclassical

Literature *ZeZula. 4 points.*

Traces two concepts central to literary-historical notions of 16th-century art: preclassicism (which stems from the Renaissance readings of Aristotle and the systems of poetics, rhetoric, and logic) and the baroque (which transcends the rational in its figurations of mysticism, ecstasy, illusion, hallucination, dream, and nightmare). To what degree are these concepts applicable to the authors ranging from du Bellay to Corneille?

17TH CENTURY

Molière and Women G45.2472

Doubrovsky. 4 points.

The particular emphasis is twofold. First, and foremost, a historical approach (general and literary history) to classical texts, which cannot be taken altogether out of context without being gravely misunderstood. Second, a contemporary reappraisal in terms of modern critical theory (psychoanalytic, structuralist, and other).

Corneille G45.2473 *Doubrovsky*. 4 points.

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

Studies in 17th-Century Literature G45.2490

A selected topic is described below.

Women Writing Women in Early Modern France *Goldwyn*. 4 points.

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

18TH CENTURY

18th-Century Theatre G45.1521

Deneys-Tunney. 4 points.

The new theatrical aesthetic in relation to major Enlightenment themes and changes in *sensibilité*. Transformation of classical dramaturgy. Rise of new forms: the *comédie larmoyante*, the *drame*. Women dramatists.

The Age of Enlightenment

G45.2561 *Deneys-Tunney*. 4 points.

Do the *Lumières* constitute a dividing line between a "before" (classicism) and an "after" (romanticism, modernity)? The rewriting of history, the search for origins, and various metaphors of light are examined in the works of Montesquieu, Voltaire, Diderot, and Rousseau, and in the *Encyclopédie*.

Voltaire and His Time G45.2571

Roger. 4 points.

Aims to treat this body of work in its variety and to bring the author back to life in his complexity. Students study all of the Voltairian writing styles.

Diderot G45.2573 *Deneys-Tunney*.

4 points.

Focuses on several of the major works of Diderot, in fields as different as the theatre, the novel, science, and philosophy. In each instance, the aim is to

recreate the context in order to better read its modernity and, consequently, to better understand its past.

19TH CENTURY

Baudelaire G45.2671 *Sieburth*.

4 points.

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

Zola and Naturalism G45.2673

Bernard. 4 points.

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

Flaubert G45.2676 *Bernard*. 4 points.

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

Studies in 19th-Century Literature

G45.2690

Selected topics are described below.

1848: Literature and History

Berenson and Sieburth. 4 points.

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

Exoticism *Sieburth*. 4 points.

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

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

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

20TH CENTURY

Cinema Culture of France G45.1066 4 points.

Introduces the student to some of the major issues that define the cinema culture of France, from the beginning of talking films through the New Wave. Discusses, among others, general questions of narrative, spectatorship, auteurship, and cinema in the French critical canon. Introduces the critical and technical vocabularies necessary for cinematic analysis.

Popular Front G45.1067 *Hollier*.

4 points.

Seminar exploring the Popular Front, within its international and national context, as a political program in connection to which, during the 1930s, practically all the actors of the French political and cultural stages defined their position.

Contemporary French Theatre

G45.1721 *Bishop, Miller*. 4 points.

The development of French theatre since the beginning of the 20th century, from early reactions to outmoded conventions of realism to the "flight from naturalism" that has marked it since. Approaches: thematic; dramatic technique; conventions; language; metaphors of the human condition; audience-stage relationship. Apollinaire, Cocteau, Claudel, Anouilh, Montherlant, Camus, Sartre, Ionesco, Beckett, Genet, Sarraute, Duras, le Théâtre du Soleil, recent authors.

Contemporary French Novel

G45.1731 *Nicole*. 4 points.

Fiction of the second half of the 20th century. The literature of commitment, reflections on the absurd, the "new novel," and the role of the reader. Principal authors: Sartre, Camus, Beckett, Robbe-Grillet, Perec, Sarraute.

The “New Novel” G45.2731 *Bishop*. 4 points.

Deals with the principal writers of the “new novel”: Alain Robbe-Grillet, Claude Simon, Nathalie Sarraute, Michel Butor, Robert Pinget, and Marguerite Duras. Among the pertinent themes: the situation of the French novel in 1950; the “new novel” of the 1950s; subject and subjectivity; the evolution of the “new novel” starting in the 1960s; order and disorder in the narrative; self-reflexiveness of the novel; theory of generators of meaning; the “new novel” since the 1970s; autobiography and the novel.

Contemporary Poetry G45.2741 *Nicole*. 4 points.

The crucial works of contemporary poetry challenge language and poetry itself. In search of its own identity, contemporary poetry is the site of a rigorous confrontation between “saying” and “living.” The study of the works enable us to evaluate the importance of the critical inquiry (about poetry or art in general) that penetrates or accompanies them. This course attempts to understand how language links the poet’s relationship to himself, to others, and to objects. Readings include works by Breton, Michaux, Reverdy, Jaccottet, Du Bouchet, Bonnefoy, Césaire, Char, Ponge.

Beckett: The Poetics of Silence G45.2774 *Bishop*. 4 points.

Beckett’s work as one of the quintessential contemporary expressions of the human condition and as a fundamental calling into question of language itself. The powerful images of Beckett’s fiction and drama are viewed as grim metaphors of existence, but the tenacity of the Beckettian narrator to speak/write despite all odds may be considered as a possible positive affirmation.

Sartre G45.2777 *Hollier*. 4 points.

Overview of Sartre, with a concentration on the novels and the theory of narration. Special emphasis is on the concept of *littérature engagée*, its archaeology and its implications. For, if Sartre is credited for the concept, there always was and there remains today a great confusion concerning the corpus of works (Sartre’s as well as others) and of genres to which a label that might be more prescriptive than descriptive applies.

Camus G45.2778 *Bishop*. 4 points.

Using a thematic approach, the course not only contextualizes Camus, the “moralist” and existential thinker

(though not philosopher), in his own time but also relates him to our own. The course also approaches his books, plays, short stories, and essays stylistically and structurally, as literary works and especially as fiction and drama that inscribes itself in the major trends of the 20th century. A reading of most of his major works follows the evolution in Camus’s political, social, and artistic concerns. Some books (e.g., *L’Etranger*, *La Chute*) are studied as highly original literary landmarks.

Studies in Contemporary Literature G45.2790

Selected topics are described below.

Autofiction *Doubrovsky*. 4 points.

Naturally, like all things that are labeled as “new,” this innovation has its illustrious predecessors. Autofiction did not wait until the end of the 1970s to appear. This course tries to grasp important milestones in autofiction since the beginning of the 20th century.

Surrealism, Ethnography, Autobiography, Poem: Michel Leiris *Hollier*. 4 points.

This seminar covers the ensemble of the work of Michel Leiris, a major figure of French literature of the 20th century who was associated with practically all of its important movements, from cubism to structuralism.

Around 1968: Literature, Philosophy, Society G45.2791

Beaujour. 4 points.

Exploration of this intellectual nexus, mainly through the close readings (in French) of major works published between 1965 and 1975.

Studies in Literary Theory G45.2890

A selected topic is described below.

The Deleuzian Century: Theory, Art, and Politics in and Through the Work of Gilles Deleuze

Apter. 4 points.

The seminar draws on the major works of Deleuze to examine problems in aesthetics, politics, and cultural production. Topics include Deleuze on literature; “shizo-analysis”; the group subject and the multitude; the “minor literature” debate; fold, rhizomes, and diagrams in art, music, and architecture; feminist Deleuze; chaosmosis and the technological aesthetic; Deleuzian science and philosophy.

FRANCOPHONE LITERATURE

Topics in Francophone Literature G45.1990

Selected topics are described below.

Exoticism, Ethnography, Errancy: The Postcolonial Moment in Francophone Caribbean Literature *Dash*. 4 points.

This course looks at a unique series of encounters that took place in the Caribbean during and after World War II between French writers escaping war-torn Europe and writers in Martinique and Haiti. The experience of war and exile on the surrealists traveling in the Caribbean led them to look at France for the first time from the outside and to question the nature of the French colonial project as well as ideas of cultural difference.

The Space of Memory: Narrating the Nation in the Francophone Caribbean *Dash*. 4 points.

This course examines novels written in the wake of negritude’s romanticizing of a mythical elsewhere and Fanon’s ideal of erasure through a radicalized individual consciousness. The narratives set out to explore, rethink, and problematize the possibility of a *roman du nous*. They range from foundational fictions with their nostalgic longing for a homogeneous, grounded community, to more postmodern renderings of the nation as heterogeneous and space as indeterminate. These fictions are treated in the light of theoretical texts that deal with history, memory, and location. Roumain, Chamoiseau, Ollivier, Schwarz-Bart, Condé, Glissant.

Neither Nomads nor Nationalists: Identity Redefined in Recent Francophone Writings *Dash*. 4 points.

This course examines recent Francophone writing, especially experimental prose fiction from the Francophone Caribbean. In many ways, this writing emerges in the wake of the postmodern insistence on the nontranscendental and the particular as well as on the absence of grand narratives for contemporary writing. However, these novels also represent a reaction against the ideological binarisms of the postmodern by exploring a pluralistic universalism and a transnational cosmopolitanism.

Francophone Theatre *Miller*.
4 points.

This course delves into French-language theatre texts and performances from four major Francophone areas: West Africa, the Caribbean, North Africa, and Québec. Focusing primarily on West Africa and the Caribbean, students study the emergence of French-language theatre in light of a particular colonial education and the fight to break free of that education. The class then considers the emergence of forms of theatre that combine elements of traditional African and Afro-Caribbean expressive forms with elements that cause us to define Western theatre as "theatre." Studying three key works from Québec, students discuss an intriguing development of Québécois theatre from fierce nationalism to internationalism.

Topics in Francophone Civilization
G45.1991

Selected topics are described below.

Women Writing, South of the Mediterranean *Djebar*. 4 points.

Examines the works of Marie Cardinal, Hélène Cixous, Fadhma Amrouche, Assia Djebar, and Andrée Chédid. How do the places of birth, childhood, and youth take their place in the fiction and nonfiction of these exiled writers: through their presence or, on the contrary, through their absence, which may be experienced as painful rupture? Can a feminine, sometimes postcolonial "Francophonie" define some of these women authors rather than others?

The Two Faces of Algerian "Francophonie" *Djebar*.
4 points.

For texts stemming from the Franco-Algerian nexus, it now seems appropriate to deemphasize their sense of belonging to a community (as in a collective history) in favor of a problematic that gives full stress to the absence or the addition of other languages (most often oral) in so many novelists, poets, and dramatists. Thus, following the example of the duo Camus/Kateb, this course studies Dib, Ferraoun, Boudjedra, and Belamri on the one hand but paired with or opposed to Senac,

Pelegri, and Millemam. Does the multilingual ability of the former accentuate the conflicts, the violence, the wounds of their writing?

Studies in Literary Theory

G45.2890

A selected recent topic is described below.

Theorizing Francophonie *Apter*.
4 points.

The course seeks to critique the category of "Francophonie" in postcolonial studies while surveying some of the canonical literary and critical texts that have defined the field. Seminars involve contrapuntal readings of continental philosophy and postcolonial theory in an effort to illuminate productive tensions between "theory" and "cultural studies." Drawing on the writings of Aimé Césaire, Octave Mannoni, Frantz Fanon, Assia Djebar, Édouard Glissant, and Jacques Lacan (among others), the course focuses on a range of problematics, including decolonization and psychoanalysis, race and colonial desire, revolutionary violence and humanist universalism, the poetics of singularity and the relation, and the politics of translation in new definitions of postcolonial comparatism. Class discussions in English. Readings in English when translations are available.

**GENERAL LITERATURE,
CRITICISM, AND LINGUISTICS**

**Advanced Workshop in
Contemporary French** G45.1004

Bernard. 4 points.

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

Textual Analysis G45.1101 *Required
for M.A. degree in French literature.*

Beaujour, Bernard, Regalado. 4 points.

The place of close reading in broader critical studies. Enhancement of fluency in oral and written expression. Introduction of concepts and tools of critical methodology.

**Studies in Genres and Modes:
Theatre and Drama** G45.1121

Bishop, Miller. 4 points.

The conventions of theatre. Theatre as performance. Theatre as text. Critical approaches (semiology, viewer response, narratology). The language of the theatre (stylized and realistic modes, nonverbal theatre, the uses of silence, the theatre of cruelty). The concept of the avant-garde.

**Studies in Genres and Modes:
Poetry** G45.1122 *Beaujour, Nicole*.
4 points.

The technique of versification and its linguistic bases. The special prosodic and rhythmic characteristics of French verse. Fixed forms. The modernist challenge to poetic conventions and conceptions (free verse, the prose poem, new patterns of typographic disposition, punctuation, syntax). This course aims at enabling students to perform sophisticated readings and close analyses of the poetic text through systematic exposure to linguistic and literary concepts relevant to this practice.

**Studies in Genres and Modes: Prose
Fiction** G45.1123 *Deneys-Tunney*.
4 points.

Narrative theory. The Russian formalists. New criticism. Reader-response criticism. Theories of fiction. Representation and ideology. Dialogism. Gender. Narrative and time.

Studies in Literary History
G45.2860

Selected recent topics are described below.

The Renaissance *Zezula*. 4 points.

While the traditional history of literature focuses primarily on describing, evaluating, and classifying literary phenomena in terms of their nature, significance, and order of appearance, historical poetics seeks to define the system in which these phenomena function and which, though coherent, is subject to historical and generic variabilities. As each of these approaches to literary history has its merits, the objective of this course is to examine literature of the French Renaissance from both perspectives—a panoramic view of French literature from the late Middle Ages through the early Baroque and an investigation of the correlation between literary discourse of the Renaissance era and lit-

erary discourse in general or, strictly speaking, between literature and literariness.

**The Myth of the Golden Age:
16th-18th Centuries** *Hersant.*
4 points.

In analyzing certain precise texts (of Ronsard, Honoré d'Urfé, Rousseau, Louis Sébastien Mercier), this course focuses on retracing the evolution of the theme of the Golden Age up until 1789, all the while dealing with a more theoretical perspective of an old question, which regained popularity through the works of Claude Bremond and Thomas Pavel: What is a literary theme?

**Autobiography as Novel: The
Birth of a Genre** *Doubrovsky.*
4 points.

Autobiography, long neglected by critical studies, has become a major trend in contemporary French writing. Most critical theorists contrast, as antithetical "genres," autobiography, which strives to retrieve the true story of a man's life as narrated by himself, and fiction, which invents a fanciful tale of imaginary characters. Yet, throughout the 20th century, many books appeared that erased the frontier between the two "genres" and moved freely from one to the other. This course studies autobiography as novel in some representative and challenging works.

Studies in Literary Theory
G45.2890

Selected recent topics are described below.

**Thirty Years of Literary Theory:
1945-1975** *Gaillard.* 4 points.
Covers what is referred to as "the 30 glorious years of French thought," in the field of literary studies and in the humanities.

**Theories of the Reader from
Diderot to Sartre and Beyond**
Hollier. 4 points.

This seminar examines the legitimacy of the question posed by Sartre in *Qu'est-ce que la littérature*: For whom does one write? Students read the texts of Diderot and Sartre as well as those of a certain number of theoreticians (Blanchot, Umberto Eco, Derrida, Michael Fried, Genette, Todorov, Philippe Lejeune, and Rousset).

**Theory of the Novel and the
Critique of Narrativity** *Hollier.*
4 points.

This seminar explores various 20th-century forms of resistance to narrativity, from surrealism to structuralism, both in its theoretical and its fictional modes (literary and nonliterary). It focuses on the exploitation of descriptions, freeze frames, and other narrative devices meant to suspend the grip of diegesis. Students read texts by André Breton, Michel Leiris, Klossowski, Maurice Blanchot, and Robbe-Grillet and by theoreticians from Bergson to Blanchot and Deleuze.

Rhetoric and Literature *Beaujour.*
4 points.

The first half of the course consists of a close study of two classical rhetorical textbooks, Aristotle's *Rhetoric* and Cicero's *Ad Herennium*. The second half examines a few contemporary rhetorical approaches to literature, such as those of Kenneth Burke, Chaim Perelman, Paul DeMan, and Paul Ricoeur.

**LANGUAGE AND
CIVILIZATION**

**Applied Phonetics and Spoken
Contemporary French** G45.1002
Nicole. 4 points.

Concepts of phonetic description; review of French phonetics (basic phonemes, syllabification, intonation, rhythm, pauses, etc.) with special emphasis on the specific problems encountered by English-speaking students. Study of expressiveness in the spoken language.

Translation G45.1009 *Beaujour.*
4 points.

Theoretical consideration and practical analysis of the problems of literary translation, English-French and French-English.

French Cultural History G45.1067
4 points.

Selected recent topics are described below.

**French Representations of
Germany** *Hollier.* 4 points.

This seminar explores a series of patterns that have structured French representations of Germany. Germany, an intense and long-lasting object of French ambivalence,

worked for a long time as what can be regarded in many ways as France's ingrown cultural other. The seminar, though focused on the interwar years (1920-1940), deals with earlier (romantic), as well as more recent (post-World War II), periods. The field of representations explored includes fictions, travel accounts, theatrical debates, historical research, as well as philosophical and political essays.

**Political Culture and the Making
of Modern France, 1770-1890**
Gerson. 4 points.

This course investigates the emergence of a modern political culture that imprinted the nascent French nation-state after 1770. Our broad definition of political culture—as interplay of political claims, doctrine, practices, and institutions—helps us map France's changing cultural and political configuration. We pay particular attention to the relationship between the state and civil society, gender and citizenship, literature and politics, and new forms of sociability. Topics may include theatre, salons, spectacles and carnivals, commemorations, the press, popular literature, and school-books.

**Approaches to French Culture:
Problems and Methods** G45.1070
Gerson. 4 points.

Analysis of approaches, methods, and presuppositions found in the articulation of notions about French culture and the French identity.



INSTITUTE OF

French Studies

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*Associate Research Scholar Frédéric
Viguier*

Established in 1978 through a grant from the National Endowment for the Humanities, the Institute of French Studies (IFS) is a multi-disciplinary program devoted to the study of modern and contemporary France. The Institute's program focuses on French history, culture, society, and politics and emphasizes an interdisciplinary approach that draws on the strengths of the humanities and social sciences faculty at New York University.

The Institute offers a variety of programs that provide innovative, comprehensive training for those interested in an advanced knowledge of France. The M.A. program prepares students for careers in international business and banking, the media, government, and cultural

organizations or in teaching French civilization in secondary schools or two-year colleges. Dual degree and joint M.A. programs prepare students for professional careers in business, law, and journalism. For example, the Institute's dual degree master's program with the Leonard N. Stern School of Business offers a liberal arts program of social and cultural studies to complement training for corporate management. The IFS also offers a dual degree program with the NYU School of Law and a joint degree program with the Department of Journalism.

The master's program also serves as the first part of a course of study that leads to the Ph.D. The Institute's Ph.D. programs are designed to train graduates for careers in higher education. The Ph.D. program in French studies prepares students for an academic career devoted to research and teaching in the field. Joint Ph.D. programs combine work in French studies with rigorous disciplinary training in history, social science, or French literature. Students who earn the joint Ph.D. enjoy the prospect of academic careers either in French departments or

in anthropology, history, or political science departments.

Finally, the Institute offers a Certificate of Achievement in French Studies for individuals whose professional work, education, or interests move them to devote one or two terms of part- or full-time study to acquire a deeper knowledge of contemporary France.

In addition to its teaching programs, the Institute fosters research by faculty, postdoctoral fellows, doctoral students, research associates, and visiting scholars in a wide range of areas pertinent to modern and contemporary French society, culture, politics, and history. The Institute also sponsors the French Studies Colloquium—a public lecture series—and weekly luncheon seminars, all designed to advance scholarly research, promote and exchange ideas, and encourage interaction among students, scholars, and professional people in the New York region.

The Institute is home to the journal *French Politics, Culture, & Society*, published in collaboration with Harvard's Center for European Studies.

Faculty

Edward Berenson, *Professor, History, French Studies; Director, Institute of French Studies. Ph.D. 1981 (history), Rochester; B.A. 1971 (sociology), Princeton.*

Modern French social and cultural history; modern European history.

Herrick Chapman, *Associate Professor, History, French Studies. Ph.D. 1983 (history), M.A. 1977 (history), California (Berkeley); M.P.A. 1972 (public and international affairs), B.A. 1971 (public and international affairs), Princeton.*

Twentieth-century French history; European social and economic history; the comparative history of public policy.

Stéphane Gerson, *Assistant Professor, French, French Studies. Ph.D. 1997 (history), M.A. 1992, Chicago; B.A. 1988 (philosophy), Haverford College.*

French civilization; French cultural history.

Tony R. Judt, *Erich Maria Remarque Professor of European Studies; Professor, History, French Studies; Director, Remarque Institute. Ph.D. 1972 (history), B.A. 1969 (history), Cambridge.*

French history; modern European history; the history of ideas.

Emmanuelle Saada, *Assistant Professor/Faculty Fellow, French Studies. Doctorat 2001 (sociology), D.E.A. 1994 (social sciences), Ecole des Hautes Etudes en Sciences Sociales, Ecole Normale Supérieure; Agrégation de Sciences Sociales 1992, Paris.*

French social and cultural history; history of immigration and colonization.

Martin A. Schain, *Professor, Politics. Ph.D. 1971 (politics), Cornell; B.A. 1961 (politics), New York.*

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

Kenneth E. Silver, *Professor, Fine Arts. Ph.D. 1981, M.A. 1975, Yale; B.A. 1973 (fine arts), New York.*

Modern art and urban subjects; gender and sexuality.

MEMBERS OF THE INSTITUTE OF FRENCH STUDIES

Charles Affron, *French; Bruce Altshuler*, *Museum Studies; Emily Apter*, *French; Michel Beaujour*, *French; Claudie Bernard*, *French; Thomas Bishop*, *French; J. Michael Dash*, *French, Africana Studies; Denis Hollier*, *French; Judith Miller*, *French; Susan Carol Rogers*, *Anthropology; Jerrold Seigel*, *History; Richard Sieburth*, *Comparative Literature, French; Jindrich Zezula*, *French.*

VISITING FACULTY, 2000-2005

Marc Abélès, *Anthropology, Centre National de Recherche Scientifique (Paris).*

Jean Baubérot, *Religion, Ecole des Hautes Etudes en Sciences Sociales (Paris).*

Christian Baudelot, *Sociology, Ecole Normale Supérieure (Paris).*

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

Pierre Bouvier, *Sociology, Université de Paris X Nanterre (Paris).*

Fred Constant, *Politics, Université des Antilles-Guyane (Martinique).*

Catherine Coquery-Vidrovitch, *History, Université de Paris VII Denis-Diderot (Paris).*

Steven Englund, *writer and historian (Paris).*

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

Nancy Green, *History, Ecole des Hautes Etudes en Sciences Sociales (Paris).*

Gérard Grunberg, *Politics, Institut d'Etudes Politiques (Paris).*

Danielle Hervieu-Léger, *Sociology, Ecole des Hautes Etudes en Sciences Sociales (Paris).*

Olivier Ihl, *Political Science, Institut d'Etudes Politiques (Grenoble).*

Elikia M'Bokolo, *History, Ecole des Hautes Etudes en Sciences Sociales (Paris).*

Michel Offerlé, *Politics, Université de Paris I Panthéon-Sorbonne (Paris).*

François Pouillon, *Anthropology, Ecole des Hautes Etudes en Sciences Sociales (Paris).*

Christophe Prochasson, *History, Ecole des Hautes Etudes en Sciences Sociales (Paris).*

Jacques Revel, *History, Ecole des Hautes Etudes en Sciences Sociales (Paris).*

Daniel Rivet, *History, Ecole des Hautes Etudes en Sciences Sociales (Paris).*

Pierre Rosanvallon, *Politics, Ecole des Hautes Etudes en Sciences Sociales (Paris).*

Emmanuelle Sibeud, *History, Université Paris VIII Saint-Denis (Paris).*

Irène Théry, *Sociology, Ecole des Hautes Etudes en Sciences Sociales (Paris).*

Anne-Marie Thiesse, *Sociology, Ecole des Hautes Etudes en Sciences Sociales (Paris).*

Florence Weber, *Sociology, Ecole des Hautes Etudes en Sciences Sociales (Paris).*

Patrick Weil, *Political Science, Université de Paris I Panthéon-Sorbonne (Paris).*

Programs and Requirements

Admission: All applicants must hold a bachelor's degree and have a working knowledge of French. Because about half of the courses are taught in French, the ability to read French and understand the spoken language is a prerequisite. Entering students typically hold an undergraduate degree in

French, history, or one of the social sciences and work toward either an M.A. or a Ph.D. degree. M.A. programs are open to both full- and part-time students although all courses are taught during the day. Ph.D. programs are open to full-time students only. Submission of Graduate Record

Examination (GRE) general test scores is required. For further information, contact the Institute of French Studies, New York University, 15 Washington Mews, New York, NY 10003-6694. For admission deadlines, see the *Academic Calendar* at the front of this bulletin.

ADVISEMENT

The limited enrollment in Institute programs allows close supervision of student progress and careful advisement on the choice of courses and the training required for various career goals. Each M.A. student is advised by a member of the Institute faculty, while each doctoral candidate normally has two advisers: one from the Institute and one from the department most related to the student's dissertation field (i.e., anthropology, French, history, politics).

THE MASTER'S PROGRAMS

Master of Arts Program in French Studies

The M.A. program is designed for students interested in careers in international business and banking, the media, government, and cultural organizations or in teaching French civilization in secondary schools or two-year colleges. The M.A. program offered by the Institute can also complement work done toward a graduate degree in French language and literature. Full-time students can complete the M.A. degree in one calendar year if they attend the Institute's summer program in Paris. Those who do not participate in the summer program complete their M.A. requirements in three semesters of study at NYU. Part-time students normally take two years to meet the course requirements.

Course of Study: The program requires successful completion of eight courses (32 points) and a comprehensive examination. The latter covers three of the four basic fields in French studies: (1) French history since the Ancien Régime; (2) French society; and either (3) French politics and the economy since 1945 or (4) French culture in society. Of the eight courses, at least four must be chosen from Institute core courses.

Summer Study Abroad: The Institute offers one or two graduate courses in Paris during the NYU in Paris summer term, which typically runs from late June through early August. The course(s) are offered at the NYU in Paris facilities and are taught by faculty appointed by the Institute. Students who take two courses in Paris can complete all course work for their M.A. degree in one year.

Dual and Joint Degree Programs

The dual and joint degree programs integrate the study of France with the

training offered by the NYU School of Law, the Leonard N. Stern School of Business, and the Department of Journalism. All of these programs enable students to complete the requirements of the dual and joint degrees in less time than if they were pursued independently. Candidates must submit two applications: one to the Institute and one to the respective school or department. Applicants must meet the admission requirements of both the Institute and the other department or school, and admission is subject to approval by both. The ability to read French and to understand the spoken language is a prerequisite.

Dual Degree Program with Business Administration: The dual degree master's program in French studies and business administration offered in cooperation with NYU's Leonard N. Stern School of Business is the first degree program in the United States to combine training for corporate management with an integrated course of social and cultural studies focused on a major European country. The dual degree M.A.-M.B.A. program is intended for students seeking careers in business and finance that might require residence in and detailed knowledge of France.

Students in this program can complete the requirements in two and a half years of full-time study. One of the five semesters may be taken in Paris, attending courses at French business schools and other institutions. Students may attempt the program on a part-time basis but must meet the requirements for both degrees within six years of initial enrollment. For further details on the M.A.-M.B.A. program, see the GSAS application and also contact the Institute of French Studies. For Stern School application information, call the Office of Admissions at 212-998-0600 or visit the NYU Leonard N. Stern School of Business Web site at www.stern.nyu.edu.

Dual Degree Program with Law: The dual degree M.A.-J.D. program in French studies and law offered in cooperation with the New York University School of Law is of special interest to students who wish to continue an undergraduate interest in French society and culture while preparing for a professional career in law. The influence of French law in Europe, in the European Union, and in the developing world makes the

dual degrees useful for students who wish to work for public or private clients with business in those areas. They are also useful for future scholars of comparative law, comparative jurisprudence, human rights, and legal philosophy.

Candidates for the program typically have a strong knowledge of French and a desire to use the language in their professional work. Students currently enrolled in the NYU School of Law may also apply. The program can be completed in three to four years. Normally, the first year of the program is spent at the law school; work toward the M.A. degree in French studies typically begins in the second year or during the summer between the first and second years. Further details on the M.A.-J.D. program are available in the GSAS application and also from the Institute. For School of Law application information, call the Office of Admissions at 212-998-6060 or visit the NYU School of Law Web site at www.law.nyu.edu.

Joint Degree Program with Journalism: The joint master's degree in French studies and journalism offered in cooperation with the Department of Journalism provides education and training at the master's level for students seeking careers as professional newspaper, magazine, or broadcast journalists. Courses from both departments are combined to provide the student with specialized knowledge of France and journalistic writing and/or broadcasting skills. The degree is normally completed in two years, including a summer of study and research in Paris. It requires a comprehensive examination and final project, consisting of a feature article on a subject related to contemporary France or French-speaking countries. Further details on the joint M.A. program with journalism are available in the GSAS application and also from the Institute.

THE DOCTORAL PROGRAMS

The Institute offers small, highly selective doctoral programs that prepare students for careers involving research and teaching on contemporary France. The programs offer two kinds of Ph.D. degrees: (1) the Ph.D. degree in French studies, focusing on French society and culture; and (2) the joint Ph.D. degree in French studies and either anthropology, history, politics, or French literature. In recent years the Institute has strongly encouraged applicants to apply to one of the joint

Ph.D. programs (rather than the Ph.D. program in French studies alone), and it continues to do so.

Admission: Students applying for a joint Ph.D. with anthropology, French, history, or politics submit a single application, which must then be approved by both the IFS and the partner department. In most cases, both approvals will be granted at the time of acceptance to the IFS, but partner departments will sometimes defer approval until the second or third year of study. (Students applying for the Ph.D. degree in French studies require acceptance only by the IFS.) Students initially admitted to an M.A. program who wish to continue on to a Ph.D. must formally apply for the Ph.D. program of their choice. Only a few such applications are approved.

Course of Study: The Ph.D. programs all require successful completion of 72 points of course work, a written and oral qualifying examination, and a doctoral dissertation. All students must first complete the requirements for the master's degree (see M.A. course requirements described above). Remaining course work is chosen from Institute offerings and from courses offered by other departments (mainly anthropology, French, history, or politics) according to the kind of doctorate pursued, the area of specialization, and career interests of the student. Full-time students usually take three courses per term and finish their course requirements in three years.

Most doctoral students spend one or two semesters of their third year in Paris, where they take courses at the French institutions with which the Institute has formal exchange agreements: the Ecole des Hautes Etudes en Sciences Sociales, the Institut d'Etudes Politiques, and the Ecole Normale Supérieure. Full New York University course credit is given for courses successfully completed in Paris. With their adviser's permission, students may work at other Paris institutions, such as the University of Paris.

After returning to New York, Ph.D. candidates who have completed 72 points of course work design a dissertation research project and take the written and oral qualifying examination for the Ph.D. After successfully completing this examination and obtaining approval of a dissertation proposal, students generally spend a

year in France (normally their fifth year of matriculation) conducting dissertation research. Sixth-year students typically have completed their research and spend the year writing their dissertation. Once the dissertation has been accepted, all Ph.D. candidates must defend their work in a final oral examination. The Ph.D. therefore normally requires six to seven years of full-time study.

Ph.D. Program in French Studies

The Ph.D. program in French studies provides the student with a broad knowledge of French society and culture as well as a concentration in a specialized field of interest to be defined in consultation with faculty advisers. This program prepares graduates for teaching French studies courses in French departments.

Joint Ph.D. Programs

The joint Ph.D. programs in French studies and anthropology, French, history, and politics combine multidisciplinary approaches to the study of contemporary France with rigorous disciplinary training in one of the social sciences, history, or literature. Joint degree candidates normally pursue programs supervised by advisers from both the Institute and the disciplinary department concerned. Joint degrees prepare students for teaching in history or social science departments and/or in the "civilization" track of French departments. The joint degree with French prepares for teaching in both the civilization and literature tracks in French departments.

Students in joint degree programs divide their 72 points of course work evenly between the Institute and the disciplinary department, with most Institute course work being completed prior to receiving the M.A. degree and most disciplinary work being completed after receiving the M.A. degree. The Ph.D. qualifying examination for each of the joint programs consists of sections on French studies, on the discipline in question, and on the integration of the two. Examiners include faculty from both the Institute and the relevant department. Similarly, the dissertation defense committee includes faculty from both units. For more details on the current regulations for these joint programs, contact the Institute of French Studies.

THE CERTIFICATE PROGRAM

The Institute offers a Certificate of Achievement in French Studies designed for (1) students in other doctoral or professional programs having a research or career interest relating to France; (2) individuals teaching or planning to teach French in universities, colleges, or secondary schools who desire intensive training in French civilization to complement their education in language and literature; and (3) professionals working in business, cultural organizations, government, the media, and other areas requiring expert knowledge of contemporary French culture and society. The certificate is awarded on successful completion of four courses (16 points) with at least a B average. No other examination or written work is required.

DEPARTMENTAL INFORMATION

Graduate Placement: The Institute and New York University's Office of Career Services work closely with students in exploring career opportunities. Ph.D. and M.A. graduates from the Institute have found teaching positions at renowned teaching institutions including Bucknell University, Ethical Culture Fieldston School, Georgetown University, Goucher College, Grace Church School, Harvard University, Hofstra University, Lehigh University, Middlebury College, Mount Holyoke College, Pennsylvania State University, Rice University, Smith College, the University of Virginia, and Wellesley College.

In the last several years, M.A. graduates from the Institute have held attractive posts in the public and private sectors: project assistant to *Senator John Breaux of Louisiana*; field accounting coordinator, *Transamerica Insurance & Investment Group*; membership development manager, *The Nation* magazine; managing director, *Thales International Malaysia*; president, advertising agency *Manesis & Associates*; program officer, *Louis Calder Foundation*; commercial assistant, *Christian Lacroix*; president, *Alliance Française-Baltimore*; reporter, *New York Daily News*; program assistant, *MADRE, Inc.-Women's Peace Network*.

Special Resources: The Institute is located in a charming townhouse in historic Washington Mews, adjacent to La Maison Française, the University's

center for French cultural activities. The Mews house provides offices, a library, a seminar room, a student lounge, and a spacious periodical reading room with current French daily newspapers, weekly magazines, and scholarly journals.

Every year, the Institute invites four distinguished French scholars to teach full semester courses, giving students an unparalleled opportunity to work with several of France's top academic figures. In addition, the Institute sponsors the French Studies Colloquium, a biweekly public lecture series on contemporary France that features visiting French officials, noted professionals, and academic specialists.

The Institute's weekly luncheon seminars allow for regular and intensive exchange among students, faculty, and visitors from France, as do the additional lectures, conferences, films, and receptions the Institute sponsors. All these events help create a unique environment in which students can interact with many of France's leading personalities from academia, journalism, business, and government.

Through these programs, the Institute reaches beyond the University to encourage a rich exchange of ideas about France.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

The Institute offers major fellowships, including stipends and full tuition to outstanding full-time students in the master's and doctoral programs. Smaller stipends and tuition remission are also available, as is other financial aid in the form of loans and graduate work-study assistantships from the Graduate School of Arts and Sciences.

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

Courses

CORE COURSES

France: The People and Their Land G46.1310 *Identical to G45.1310.*

4 points.

Introduction to the human geography of contemporary France. Topics include Paris and the regions; urbanization and rural life; industrial development and population movements; immigration; energy and environmental problems; and new forms of community.

Approaches to French Culture

G46.1410 *Identical to G45.1070.*

4 points.

Approaches and methodologies used to analyze, research, and teach French civilization and cultural studies. Includes discussion of relevant disciplinary approaches as well as particular cultural "objects" analyzed from various perspectives.

French Cultural History Since 1870

G46.1510 *Identical to G45.1067-002 and G57.1212-002.* 4 points.

Survey of some major forms of cultural expression since the late 19th century and a study of the meanings that culture has assumed in modern French life.

19th-Century France G46.1610

Identical to G57.1209. Berenson, Chapman, Gerson. 4 points.

Social and political history of France from the Enlightenment to the late 19th century. Topics include the French Revolution and its legacy; the Empire; the development of movements of the Right and Left; labor unrest; the Commune; the Dreyfus

Affair; and the enduring question of nationhood, citizenship, and the emergence of a French identity.

20th-Century France G46.1620

Identical to G57.1210. Berenson, Chapman, Judt. 4 points.

The transformation of French society since the turn of the 19th century as a result of economic crisis and growth, political upheaval, war, and decolonization. Topics include anti-Semitism, the rise of the radical Right and Left, the impact of World War I on women and men, labor conflict, collaboration and resistance during World War II, student rebellion, immigration, racism, and French-American relations.

French Politics, Culture, and Society G46.1710

Identical to G53.2524. 4 points.

Introduction to French political institutions from the Ancien Régime to the Fifth Republic. Longevity of centralization, myth of the public good, and the quest for accountable and stable government are among the subjects examined.

French Political and Social Thought: 1750-1880 G46.1720

Identical to G53.2142. 4 points.

Study of political and social ideas and movements from before the Revolution to the Third Republic. Among topics studied are Montesquieu, Rousseau, revolutionary and counterrevolutionary thought, Constant, Tocqueville, Saint-Simon, and Comte.

Problems in Contemporary French Society G46.1810 *Identical to G14.1328.* 4 points.

Introduction to the analysis of French society and postwar processes of social reproduction and transformation. Local-level ethnographies and national-scale studies are used to explore relationships between individual experience, local variation, and national trends.

French Society Since the Revolution G46.1820

4 points.

Explores processes of social change throughout the last two centuries, including the demographic revolution and class formation. Examines statistical trends, individual and collective actors, informal groups, and formal associations.

The French Economy: Structures and Policies G46.1910

Identical to B50.2319. Offered jointly with the Leonard N. Stern School of Business. Chapman. 4 points.

Comprehensive survey of the French economy, including both macro- and microeconomic analysis. Examines major historical patterns as well as current policy and debate. Includes consideration of the domestic economy and France's role in the European and international economies.

SPECIALIZED COURSES

The Cinema Culture of France:

1929-1959 G46.1066 *Affron.* 4 points.

Cinema in the French critical canon. Narrative, representation, spectatorship, and auteurship. Close readings of

major works in the corpus of French cinema. Introduction to the critical and technical vocabularies necessary for cinematic analysis.

Religion in French Society

G46.1430 *Identical to G93.1824.*
4 points.

Examines the place and role of religion in French politics and society and analyzes especially church-state relations (*laïcité à la française*) and how they evolve today in the face of new problems.

Topics in French Cultural History

G46.1500 *Identical to G45.1067 and G57.1212.* 4 points.

Recent topics: colonization, immigration, and national identity; French representations of Germany; musical culture and society in France, 1830-1900.

The French Fifth Republic: Politics, Policies, and Institutions

G46.1730 *Identical to G53.2523.*
Schain. 4 points.

Systematic study of French political behavior and its relationship to institutions and policies under the Fifth Republic. The focus is on the sources, the organization, and the institutional consequences of political conflict in France. Constitutional structures are explored as well as voting, political parties, pressure groups, and public policy.

France in World Politics Since 1940

G46.1740 *Identical to G53.2821.*
4 points.

Examines the international position of France from World War II through the successive phases of global tension and détente. Focuses on French responses and initiatives with respect to national security, the Atlantic alliance, Western and Eastern Europe, and the Third World.

Literature and Cinema G46.1764

Identical to G45.1764. 4 points.

Compares literary materials with those of film. Topics include the impossibility of transposing novels into films, the modernity of cinematographic subjects, film and modern myths, and cinema as language.

Gender in French History G46.2210

4 points.

Explores the social, cultural, and political history of women from the eve of the Revolution to the present. A central issue for the course revolves

around the struggle to reconcile citizenship and maternity. The course is organized both chronologically and thematically. A broad spectrum of sources is used, including memoirs, letters, and fiction as well as classical historical works.

Education in France: The School, the Nation, and French Identity

G46.2313 *Identical to G45.2061.*
4 points.

Studies the French educational system throughout the last two centuries, focusing on the functions assigned to schooling, the content of the curriculum, the role of church and state, the place of education in the social system, and its role in shaping national identity.

Visual Arts in French Society

G46.2339 *Silver.* 4 points.

Explores the relationship between society and art in France. Focus is on the beaux arts—painting, sculpture, and architecture—as well as photography and the decorative arts. The aim is to gain an understanding of artistic production within the context of historical and social change.

France and Francophone Africa

G46.2412 *Identical to G53.2527.*
4 points.

Examines the political, economic, cultural, and military policies of France in Francophone sub-Saharan Africa since independence and the political, economic, and social developments in each of the new nations.

France and the Maghreb G46.2422

Identical to G53.2538. 4 points.

After a brief review of the history of North Africa, the course focuses on recent developments in each of the Maghreb countries and the role played by France in the area.

France and the Caribbean G46.2423

4 points.

A systematic study of the social and cultural impact of French politics, political institutions, and public policies in former colonies of Guadeloupe, Martinique, and, to a lesser extent, Guiana. Explains how these territories, which have produced theorists of the colonial predicament such as Aimé Césaire, Frantz Fanon, and Édouard Glissant, are not only still attached to the mother country, but show little inclination for independence while claiming greater political control over their own local affairs.

France in Europe G46.2424 *Schain.*
4 points.

Analyzes the evolution of European Union governance since the 1960s and the role of France in transforming the European governing system. A central issue is how and why French policy moved from Charles de Gaulle's resistance to a closer union among European states to François Mitterrand's efforts to create an integrated system.

Studies in Contemporary French Thought: French Intellectuals and the American Challenge Since 1945

G46.2510 *Identical to G45.2791.*
4 points.

Contemporary debates on the Americanization of French culture are considered in the perspective of reactions to America since World War II. Both cultural and political interpretations are examined through the reading of major texts.

Cultural History of France

G46.2530 4 points.

Various topics in modern French cultural history.

Topics in 20th-Century French Political Thought G46.2720

Identical to G53.2143 and G57.2233.
Judt. 4 points.

Introduction to the intellectual history of contemporary France. Examines major ideological crises beginning with the Dreyfus Affair. Topics include pre-World War I neo-nationalism and neo-Catholicism; surrealism and politics; French fascism; Vichy, the Resistance, and Gaullism; post-World War II socialism and communism; the crisis of May 1968; and the conservative revival of the 1980s.

The Revolution of 1848: History

and Literature G46.2315 *Identical to G45.2690 and G57.2690.* *Berenson, Sieburth.* 4 points.

Examines aspects of France's Revolution of 1848 by bringing both literary and historical analysis to bear on a variety of key texts from the era. Texts include some important recent works on history and criticism devoted to 1848.

The French State: Public Law, Administration, and Policy

G46.2730 *Identical to G53.2511.*
4 points.

The role of the central state in contemporary French society. Roman law origins of this role, legal and administrative structures of the state, the execu-

utive and policymaking, the career civil service, and the constitutional council as a limit on state power.

Topics in French Culture and Society G46.2810 *4 points.*

Recent topics: family and gender; urban anthropology; excursions in interdisciplinarity.

French Law and Society G46.2821 *Identical to G53.2528. 4 points.*

Broad view of the French legal system in relation to French society. Covers the history of French law, sources of the law, the constitutional and administrative systems, and criminal private law. Identifies and discusses research opportunities in the field.

Topics in the French Economy G46.2910 *Identical to B50.2329. 4 points.*

Variable content course dealing with specific problems or specialized subjects.

Guided Reading G46.2991, 2992 *Prerequisite: permission of the instructor. 2 or 4 points.*

French Social Theory and the Social Text G46.3700 *Identical to G14.1329. 4 points.*

Examines ideas about the social construction of categories in classic social sciences texts (from Durkheim and Mauss to Lévi-Strauss and Bourdieu, and from Febvre to Foucault). At the

crossroads of history, sociology, and anthropology, this seminar examines the definition of a French *science de l'homme*.

Research Seminar in French Studies G46.3720 *Identical to G53.3510. Chapman. 4 points.*

Interdisciplinary research seminar in contemporary French history, society, politics, and culture. Includes the design, execution, criticism, and presentation of research projects dealing with contemporary France since the Revolution.



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CHAIR OF THE DEPARTMENT:

Associate Professor Ulrich Baer

DIRECTOR OF GRADUATE STUDIES:

Assistant Professor Elke Siegel

The department offers programs leading to the Master of Arts and Doctor of Philosophy degrees in German studies. Students gain a comprehensive understanding of the major areas

in literature, literary theory, and cultural studies with a focus on the modern period, from the 18th century onward.

The department's distinguished faculty members represent major fields of German studies, regularly supplemented by eminent visiting professors from the United States and from other countries. The program stresses multi- and interdisciplinary approaches in collaboration

with other departments.

Students are trained to carry out theoretically grounded readings of literary, philosophical, and other texts and to place their readings within their historical and cultural contexts. Students have the opportunity for independent study with members of the department or those of related disciplines, as well as for study abroad.

Faculty

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

Nineteenth- and 20th-century poetry; literary theory; intersections of history and literature; theories of photography; Rilke; Celan; contemporary literature.

Andrea Dortmann, *Language Lecturer; Language Program Coordinator. Ph.D. 2003 (Germanic languages and literatures), New York; M.A. 1992 (French and comparative literature), Freie Universitaet (Berlin).*

German literature from the 18th to the 21st centuries; foreign language pedagogy; curriculum development.

Paul Fleming, *Assistant Professor. Ph.D. 2001 (German literature), M.A. 1997 (German literature), Johns Hopkins; B.A. 1991 (comparative literature and religious studies), Brown.*

Eighteenth- and early 19th-century aesthetic theory; classicism; romanticism; realism; Jean Paul.

Eckart Goebel, *Associate Professor. Habilitation 2001 (comparative literature), Ph.D. 1995 (comparative literature), Freie Universitaet (Berlin).*

German literature from the 18th to the 20th centuries; aesthetic and critical theory from Enlightenment to the present; Goethe; philosophy and ethics; literature of the Weimar Republic.

Bernd R. Hüppauf, *Professor. Dr.Phil. 1970 (German), Tübingen.*

German literary and cultural history of the 19th and 20th centuries; literature and philosophy; representation of war and violence.

Avital Ronell, *Professor, German, Comparative Literature. Ph.D. 1979 (Germanic languages and literature), Princeton; B.A. 1974 (German, philosophy, French), Middlebury College.*

Literature; technology; psychoanalysis; feminism; "deconstruction"; philosophy; cyberculture; cultural critique; addiction studies.

Elke Siegel, *Assistant Professor/Faculty Fellow. Ph.D. 2003, Johns Hopkins; M.A. 1999 (German literature), Hamburg.*

Twentieth-century literature; psychoanalysis; feminism; literary theory.

Friedrich Ulfers, *Associate Professor; Director, Deutsches Haus. Ph.D. 1968 (19th- and 20th-century German literature), M.A. 1961, New York; B.B.A. 1959, City College (CUNY).*

German romanticism; 20th-century novel; poststructuralist/deconstructionist theory.

ADJUNCT FACULTY

Robert Cohen, *Adjunct Professor. Ph.D. 1988 (German), M.A. 1986 (German), New York.*

Twentieth-century German literature; Weimar modernism and avant-garde; Marxist theory debates of the 1930s; literary representations of the Holocaust; the Nazi period in postwar literature; Brecht; Peter Weiss.

VISITING FACULTY

Werner Hamacher, *Global Distinguished Professor of German.*

Literary theory; philosophy; aesthetics and hermeneutics; Goethe; Kleist; Walter Benjamin.

FACULTY EMERITI

Reinhard P. Becker, **Doris Starr Guilloton**, **Margret M. Herzfeld-Sander**, **Joan B. Reutershan**, **Volkmar Sander.**

Program and Requirements

Admission: Candidates to the Department of German must have earned a B.A. or an M.A. (or its foreign equivalent). In addition to the Graduate School of Arts and Science admission requirements, candidates must submit a recent sample of academic writing of approximately 15 pages. Scores from the Graduate Record Examination (GRE) general test or subject test in the humanities are accepted.

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

Required Courses: Methods of Teaching and Research (G51.1100) and Introduction to Critical Theory (G51.1111) are required of all degree candidates in the department. Students are strongly encouraged to take these courses in their first year of study.

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

MASTER OF ARTS

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

DOCTOR OF PHILOSOPHY

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

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

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.

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

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

Comprehensive Examination: A comprehensive examination must be taken within one semester after completion of the Ph.D. course requirements. The comprehensive examination concludes with a 20-minute public presentation of a research paper based on one of the exam questions. Successful completion of the examination permits the student to proceed to the dissertation proposal. Students who do not pass may take the examination a second time. A second failure precludes further work in the Ph.D. program. A detailed examination of the procedures and requirements of the department can be found in the department's *Graduate Student Handbook*.

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

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

DEUTSCHES HAUS

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

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

The Otto and Ilse Mainzer Fellowship was established in 2000 with the generous support of Ilse Mainzer in honor of the life and work of Otto Mainzer. It is open to graduate students in the department with focus areas including psychology, sexuality, gender studies, love, and friendship.

Other fellowships include the Altenhein Fellowship, the Ottendorfer Fellowship, and the Ottendorfer Distinguished Fellowship.

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

Courses

Methods of Teaching G51.1100 *Dortmann. 4 points.*

Focuses on the principles and practices of teaching German as a foreign language. Readings, video class demonstrations, and discussions, with an individually tailored “praktikum” for each participant. Develops techniques for working with aural, oral, reading, and writing skills.

Theories of Literary Interpretation G51.1111 4 points.

Introduction to debates concerning definitions of literary texts and the methodologies of interpretation: deconstructionist, hermeneutical, structuralist, poststructuralist; historicist; and dialectical theories of textuality and reading.

Depropriation: Theories of Subjectivity G51.1114 *Ronell. 4 points.*

Exploration of works in which an originary deconstitution of the subject is asserted. Some of the recurrent themes and topics under analysis include loss of the proper, the alien body, the politics of contamination, the figure of the writing couple, the logic of parasitism, internal alterity, and the question of thinking.

Origins of German Critical Thought I G51.1115 *Fleming. 4 points.*

A systematic introduction to German intellectual history with special emphasis on the role of art. Authors include Baumgarten, Herder, Kant, Schiller, Schlegel, Schelling, and Hegel.

Origins of German Critical Thought II G51.1116 *Fleming. 4 points.*

A continuation of G51.1115, this course presents Marx, Nietzsche, Heidegger, Gadamer, Adorno, Derrida, de Man, and Luhmann.

Theories of the Comic G51.1300 *Fleming. 4 points.*

Focuses on the emergence of notions of the comic in 18th-century German (and European) writing, tracing their development into the early 20th-century thought. Careful attention is paid to differentiating between different

comic phenomena—wit, irony, the ridiculous, humor—as well as to their increasing centrality in both theoretical and literary works.

Early German Cinema G51.1301 *4 points.*

Analysis and discussion of early German films with a special emphasis on documentaries.

Innocence in Literature G51.1400 *Baer. 4 points.*

Investigates the notions of innocence and its presumed correlates, experience, guilt, corruption, knowledge, etc., in literature.

Aesthetics and Anthropology of the Goethe Era G51.1409 *Hüppauf. 4 points.*

Focuses on the second half of the 18th century as the foundational epoch for the science of man and serves as an introduction to the intersection of anthropological and aesthetics of the body.

Goethe G51.1410 *Goebel. 4 points.*

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

Goethe's *Faust* G51.1411 *Ulfers. 4 points.*

Focusing on Goethe's transformations of the Faust myth, the following are examined: the historical sources of *Faust*, the work from the viewpoints of classicism and romanticism, the figure of Gretchen, and Faustian striving as a value of Western culture.

German Romanticism G51.1420 *Ulfers. 4 points.*

Examines the romantic movement as a way of living and writing. Attention is given to the development of a “new” mythology connecting poetry and myth, to romantic irony as a specific aesthetic process, and to the discovery of the unconscious and the irrational.

Introduction to Trauma Studies G51.1490 *Baer. 4 points.*

Introduction to a new field in cultural and literary studies that investigates responses to and definitions of subjective and collective trauma.

Rilke and European Modernism G51.1491 *Baer. 4 points.*

This seminar explores the poetry and prose of Rainer Maria Rilke in the context of European modernism.

Franz Kafka G51.1512 *Ulfers. 4 points.*

Kafka's work in the light of his preoccupation with language, particularly with the way this preoccupation affected his writing. The point of departure is the problematization of the referential function of language. An examination of Kafka's diaries and letters follows.

Bertolt Brecht G51.1513 *Coben. 4 points.*

Topics may include the disintegration of human and sexual relations in the early works; the destruction of identity and the construction of a “collective individuality”; the experience of the modern metropolis; Brecht's Marxism and his contribution to a new dialectics; Brecht's formal innovations in drama and poetry; and Brecht's theatre theories.

Modern German Drama G51.1520 *Baer. 4 points.*

Modern German plays after 1945 to the present. Major theoretical essays on the function of the theatre as a public institution and the problem of how to represent the world on the stage are discussed in conjunction with the plays.

German Poetry G51.1550 *Baer. 4 points.*

Provides some of the tools to approach lyrical texts, based on the premise that there is a distinct “lyrical language” with its own rules, grammar, and syntax. Readings include Klopstock, Goethe, Schiller, Heine, Hölderlin, Möricke, Eichendorff, George, Trakl, Rilke, Lasker-Schüler, Brecht, Sachs, Bachmann, Celan, Enzensberger, and Grünbein.

Representations of Fascism

G51.1570 4 points.

Demonstrates how fascism as an imaginary phenomenon has impacted on our systems of historical and aesthetic representation. The unrepresentability of the horrors of the Holocaust are juxtaposed with fascism in popular culture and film. Readings include Benjamin, Adorno, Lyotard, Lacoue-Labarthe, and Lefort.

Theory Clashes: Modernism-Avant-Garde-Traditionalism G51.1600

Coben. 4 points.

The overall focus is on the conceptualizations of realism produced by the “expressionism debate” of the late 1930s and its two main protagonists, Lukács and Brecht. Concludes with investigations of Adorno’s postwar attacks on both Lukács and Brecht and of GDR scholar Werner Mittenzwei’s attempt at reviving the progressive concepts of the Brecht camp.

Visual Culture G51.1650 Baer,

Hüppauf. 4 points.

Focuses on the role of visuality in modernist thought, with an emphasis on the German tradition. Examines how epistemological models are oriented to a subject defined as a viewer and producer of images. Readings in critical theory, art history, and theories of film and photography.

Heinrich von Kleist G51.1695

4 points.

Kleist’s major works are discussed, concentrating on Prinz von Homburg, Der zerbrochene Krug, and several of his novellas and essays.

Images of War and Violence in the Age of Modernity G51.1824

Hüppauf. 4 points.

The contributions that representations of modern warfare have made and continue to make to individual and collective images of violence are explored in relation to perceptions of the city and technology, artistic practices, the questioning (and sometimes inverting) of gender roles, memory, and national and individual identity.

Friedrich Nietzsche G51.1842

Ulfers. 4 points.

Examination of Nietzsche’s terms “Apollonian” and “Dionysian” in *The Birth of Tragedy* that serves as the basis

for an investigation of his aesthetic theory, epistemology, and ethics. Uses other writings as background and source. Traces Nietzsche’s impact on 20th-century literature.

Gottfried Benn G51.1861 Goebel.

4 points.

Interpretation of works from one of the greatest European lyricists of the 20th century. Focus is on his fictional prose; selections of his poetry; and his politics, including his early relationship to fascism.

Psychoanalysis and Philosophy

G51.1863 Ronell. 4 points.

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

Robert Musil G51.1868 Hüppauf.

4 points.

Introduction to a major author of early 20th-century German literature. Selected essays and fictional texts are studied as examples of modernism in German prose literature: *Der Mann ohne Eigenschaften*, *Drei Frauen*, *Nachlass zu Lebzeiten*.

Expressionism G51.1894 4 points.

Explores German contributions to literature and the other arts in a European context during the first half of the 20th century. Literary texts, painting, and films are considered in their relation to European movements.

Skepticism and Modern Literature

G51.1900 Hüppauf. 4 points.

Explores skepticism’s two basic questions: whether true knowledge can be found and a life in pursuit of moral good is possible. Examines the skeptical tradition through the end of the 19th century.

Literature of the Weimar Period

G51.1919 Coben. 4 points.

Topics include Weimar modernity, Weimar theatre, women, Jewish aspects and anti-Semitism, the rise of fascism, and the postexpressionist aesthetics of *Neue Sachlichkeit* (New Sobriety) in novels, drama, poetry, and journalism, with an interdisciplinary

interest in the other arts. Works by Roth, brothers Mann, Brecht, Seghers, Horváth, Fleisser, Tucholsky, Polgar, and Kisch.

Culture and Critique—The Frankfurt School’s Theories on Modernity and Culture in Context

G51.1920 Hüppauf. 4 points.

Seminar attempting both a reconstruction of philosophical preconditions and the methodological framework of the Frankfurt School and a critical assessment of its theories of aesthetics and the modern condition. Works by Adorno, Horkheimer, Marcuse, Benjamin, and Freud are examined.

Nazi Period and Holocaust in Postwar Literature G51.1934 Coben.

4 points.

Focuses on the constructions and reconstructions of the Holocaust in the literature of the postwar period 1945 to 1989. Investigates texts by those most directly affected by the Nazi period: the contemporaries and descendants of the perpetrators as well as of the victims, resisters, and witnesses; Adorno, Arendt, and Anders.

Postwar Modernism: Max Frisch and Peter Weiss G51.1945 Coben.

4 points.

Max Frisch and Peter Weiss, outsiders who confronted Germans with the Nazi past and became key figures in the reconstitution of (West) German postwar literature. Emphasis is on the experimental and innovative aspects of their works and on theories of diaristic and autobiographical prose.

The Poetics of Witnessing

G51.1992 Baer. 4 points.

Seminar examining the structure, significance, and possibility of personal, collective, and historical forms of witnessing and testimony in the 19th and 20th centuries. Particular emphasis is on lyric poetry and the relation between private and public traumatic experiences.

Realism: Problems in 19th-Century Prose G51.1994 Fleming. 4 points.

Systematic introduction to problems of representation in 19th-century prose. Authors include Tieck, Hebbel, Keller, Stifter, and others.

Derrida's Greatest Hits: The Appropriation of German Texts

G51.2002 *Ronell. 4 points.*

Students read a selection of Derrida's most influential works not so much as independent inventions of poststructuralism but as texts occurring within a highly determined conceptual lineage, requiring students to read ways in which poststructuralist texts both figure and transfigure the very tradition into which these texts locate themselves as participants and inheritors.

Modern Scandinavian G51.2124

Arranged on demand. 2 or 4 points.

Nietzsche and the Feminine

G51.2702 *Ulfers. 4 points.*

Explores the relation of Nietzsche's thought to feminine theory. The point of departure is Nietzsche's figure of "truth as woman"—a "truth" that, unlike Plato's, is not "one" but "excess."

Criticism, Critique, and Crisis:

Walter Benjamin G51.2900 *Goebel.*

4 points.

To this day, Walter Benjamin figures as one of the most important intellectual figures of our time. The purpose of this course is to provide a more comprehensive and contextualized introduction to his oeuvre, from the earliest engagement with German youth-culture to the latest work, the gigantic project of writing the history of the Parisian arcades.

Philosophy and Literature

G51.2912 *Taught annually in conjunction with the Departments of German, English, and Comparative Literature.*

Ronell. 4 points.

Recent themes include "forgiveness and violence," "sovereignty," "the figure of the animal in literature and philosophy."

Research G51.3000 *Open to advanced students with permission of the director of graduate studies and chair of the department. 2-6 points.*



HEYMAN HALL • 51 WASHINGTON SQUARE SOUTH, ROOM 101 • NEW YORK, NY 10012-1075 • 212-998-8980

CHAIR OF THE DEPARTMENT:

Professor Lawrence H. Schiffman

DIRECTOR OF GRADUATE STUDIES:

Professor Daniel E. Fleming

The Skirball Department of Hebrew and Judaic Studies offers programs leading to the M.A. and Ph.D. degrees. Doctoral students earn a master's degree in the course of their studies. Students may also complete a specific series of courses in Hebrew and Judaic studies and museum studies, qualifying for a master's degree with concentration in museum studies. A dual degree program offered jointly with the Robert F. Wagner Graduate School of Public Service provides opportunities for students to earn an M.P.A. in public and nonprofit management policy and a master's degree in Hebrew and Judaic studies. A joint program in Hebrew and Judaic studies and history enables outstanding students to pursue a doctoral degree in the two departments simultaneously. The Skirball

Department cooperates in the Program in Education and Jewish Studies of the Steinhardt School of Education.

The department's primary purpose is to train scholars in the areas of Jewish literature, religion, history, and thought who have mastered both a body of knowledge relating specifically to Jewish studies and the canons and practices of a general academic discipline. Courses are offered in biblical studies; post-biblical and Talmudic literature; medieval and modern Hebrew literature; history of the Jews in the ancient, medieval, and modern periods; Jewish philosophy, religious expression, and mysticism; and related fields. Many courses involve the reading of Hebrew texts, and some are conducted in Hebrew. Students are also required to take courses in at least one general disciplinary department. Students structure individual programs according to their areas of interest.

The department sponsors lectures and colloquia on current research in Jewish civilization, often in collaboration with the

Departments of History, English, and Middle Eastern and Islamic Studies; the Programs in Religious Studies, Medieval and Renaissance Studies, and Near Eastern Studies; and the Center for Ancient Studies. The Taub Center for Israel Studies and the Goldstein-Goren Center for American Jewish History are also housed in the Skirball Department. Course offerings are frequently augmented by outstanding visiting scholars from Israel.

The department benefits from the extensive Hebraica and Judaica holdings of the New York University libraries and from cooperative arrangements with Hebrew Union College-Jewish Institute of Religion. In addition, the Center for Jewish History, housing the libraries and archives of the YIVO Institute for Jewish Research, the Leo Baeck Institute, and the American Jewish Historical Society, is located near the NYU campus.

The city of New York is an ideal setting for Judaic studies, with a range of academic and cultural resources.

Faculty

Robert Chazan, S. H. and Helen R. Scheuer Professor of Modern Jewish History; Professor, History. Ph.D. 1967 (history), M.A. 1963 (history), B.A. 1958 (philosophy), Columbia. Honorary doctorates: 1994, Hebrew Union College; 1989, Gratz College; 1987, Jewish Theological Seminary.

Medieval Jewish history; medieval polemics.

Hasia R. Diner, Paul S. and Sylvia Steinberg Professor of American Jewish History; Professor, Hebrew and Judaic Studies, History. Ph.D. 1975 (history), Illinois; M.A.T. 1970 (history), Chicago; B.A. 1968 (history), Wisconsin.

American Jewish history; American immigration history; women's history.

David Engel, Maurice R. Greenberg Professor of Holocaust Studies; Professor, History. Ph.D. 1979 (history), B.A. 1972 (history), California (Los Angeles). History of the Jews in Eastern Europe; Holocaust; Zionism and Israel.

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

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

Daniel E. Fleming, *Professor*. Ph.D. 1990 (Near Eastern languages and civilizations), Harvard; M.Div. 1985 (Bible), Gordon-Conwell Theological Seminary; B.S. 1979 (geology), Stanford. Assyriology; Hebrew Bible interpretation and cultural history; ancient Syria.

Alfred L. Ivry, *Skirball Professor of Modern Jewish Thought; Professor, Middle Eastern and Islamic Studies*. D.Phil. 1971 (Islamic philosophy), Oxford; Ph.D. 1963, M.A. 1958 (Jewish philosophy), Brandeis; B.A. 1957 (English and philosophy), Brooklyn College (CUNY).

Medieval Jewish and Islamic philosophy; medieval philosophy; history of philosophy.

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

Hebrew language.

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

Modern European history.

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

Ann Macy Roth, *Clinical Associate Professor, Hebrew and Judaic Studies, Fine Arts*. Ph.D. 1985 (Egyptology), B.A. 1975 (Egyptology), Chicago.

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

Jeffrey L. Rubenstein, *Professor*. Ph.D. 1992 (religion), Columbia; M.A. 1987 (Talmud and Rabbinics), Jewish Theological Seminary; B.A. 1985 (religion), Oberlin College.

Rabbinic literature; ancient Judaism; Jewish law.

Lawrence H. Schiffman, *Ethel and Irwin A. Edelman Professor of Hebrew and Judaic Studies; Chair, Skirball Department of Hebrew and Judaic Studies*. Ph.D. 1974 (Near Eastern and Judaic studies), M.A. 1970, B.A. 1970 (Near Eastern and Judaic studies), Brandeis.

Dead Sea Scrolls; Jewish religious, political, and social history in late antiquity; history of Jewish law and Talmudic literature.

Mark S. Smith, *Skirball Professor of Bible and Ancient Near Eastern Studies*. Ph.D. 1985, M.Phil. 1983, M.A. 1982 (Near Eastern languages), Yale; M.T.S. 1980 (Old Testament), Harvard; M.A. 1979 (theology), Catholic University of America; B.A. 1976 (English), Johns Hopkins.

Ancient Israelite religion and culture; the Hebrew Bible; Hebrew grammar; the Dead Sea Scrolls; the Ugaritic texts.

Elliot R. Wolfson, *Judge Abraham Lieberman Professor of Hebrew and Judaic Studies; Director, Program in Religious Studies*. Ph.D. 1986 (Jewish mysticism and philosophy), M.A. 1983 (Jewish mysticism and philosophy), Brandeis; B.A. and M.A. 1979 (philosophy), Queens College (CUNY).

Jewish mysticism and philosophy; gender construction and the history of religion; symbolism and myth.

Ronald W. Zweig, *Marilyn and Henry Taub Professor of Israel Studies*. Ph.D. 1978 (modern history), Cambridge; B.A. 1971, Sydney.

History of the Jews; Holocaust; Zionism and Israel.

AFFILIATED FACULTY IN OTHER DEPARTMENTS

Barbara Kirshenblatt-Gimblett, *Performance Studies*; **Francis E. Peters**, *Middle Eastern and Islamic Studies*.

FACULTY EMERITUS

Baruch A. Levine.

Programs and Requirements

MASTER OF ARTS

The M.A. degree in Hebrew and Judaic studies is awarded to students who have completed at least 32 points of graduate course work (a minimum of 24 points in residence at New York University, including the required G78.1005), demonstrated proficiency in Hebrew and at least one Western language, passed a written comprehensive examination, completed a research paper in a departmental seminar, and obtained certification from two members of the department that the paper demonstrates research competence appropriate to the M.A. level. The M.A. degree is generally awarded in the ordinary course of doctoral study, although it may also be awarded as a terminal degree.

MASTER OF ARTS PROGRAM IN HEBREW AND JUDAIC STUDIES WITH A CONCENTRATION IN MUSEUM STUDIES

The Skirball Department of Hebrew and Judaic Studies has a cooperative arrangement with the Program in Museum Studies that allows students to pursue the M.A. degree in Hebrew and Judaic studies while completing a specific series of courses in museum studies. A candidate for this degree must complete 38 points, of which 24 are taken in Hebrew and Judaic studies, a full summer internship in a museum or cultural institution, and all examination requirements for the M.A. degree in Hebrew and Judaic studies. This specific area of study is

intended primarily for those who are or will be working as museum professionals in collections relating to Jewish history and civilization. Students interested in this program should consult the director of graduate studies of the Skirball Department of Hebrew and Judaic Studies or the Program in Museum Studies.

DUAL DEGREE PROGRAM IN PUBLIC ADMINISTRATION AND JUDAIC STUDIES

The dual degree Program in Public Administration and Judaic Studies, sponsored jointly by the Robert F. Wagner Graduate School of Public Service and the Skirball Department of Hebrew and Judaic Studies, leads to the M.P.A. degree in public and non-

profit management policy and the M.A. degree in Hebrew and Judaic studies. It is intended to train students for careers in Jewish communal service. Interested students should consult the program coordinator in the Skirball Department of Hebrew and Judaic Studies.

DOCTOR OF PHILOSOPHY

The Ph.D. is a research degree. Its completion signifies that the recipient is able to conduct original research and has made a serious contribution to knowledge of the field. Students must train in a major and a minor field and must acquire both the Judaic and general background and methodology necessary for their research.

Applicants must have completed a B.A. or M.A. degree in Hebrew, Judaic studies, or a related disciplinary field, such as history, philosophy, religion, or literature. Admission to the program is highly competitive. Candidates are admitted on the basis of their undergraduate and graduate records, as revealed in grade point average and academic letters of recommendation. All applicants must take the Graduate Record Examination (GRE). It is expected that admitted

students will be proficient in Hebrew at the time of matriculation. Students applying to the program are encouraged to contact the director of graduate studies before filing their applications.

To qualify for the doctorate, a student must satisfactorily complete graduate studies totaling 72 points (a minimum of 32 points in residence at New York University, including the required G78.1005), pass written qualifying examinations in major and minor fields and an oral examination in the major field, and present an acceptable dissertation. Students must demonstrate proficiency in the Hebrew language in its various phases as well as in another appropriate research language, and a reading knowledge of two modern Western languages, as demonstrated by examination.

JOINT DOCTOR OF PHILOSOPHY PROGRAM IN 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 matricu-

lated at New York University may apply directly for admission to the program. Students complete 36 points in Hebrew and Judaic studies and 36 points in history, pass major field written examinations in both departments and a joint oral examination, and meet all language requirements for the Ph.D. degree in Hebrew and Judaic studies. Students interested in this program should consult the director of graduate studies of the Skirball Department of Hebrew and Judaic Studies or the Department of History.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

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

Graduate students are encouraged to apply for outside sources of funding, such as the Foreign Language and Area Studies (FLAS) Fellowship and the Interuniversity Fellowship for Study in Israel, which allows students to spend one year studying at Israeli universities.

Courses

Two-Part Courses: A hyphen indicates a full-year course with credit granted only for completing both terms. A comma indicates credit is granted for completing each term.

REQUIRED COURSES FOR INCOMING GRADUATE STUDENTS

Problems and Methods in Hebrew and Judaic Studies G78.1005
Chazan, Engel, Schiffman. 3 points.
Introduces incoming graduate students to the field of Hebrew and Judaic studies, in its disciplinary, chronological, and geographic diversity. Contemporary issues and innovative approaches in the various areas of Judaic studies are explored.

Academic Hebrew G78.1318, 1319
Required of all students who do not pass the departmental Hebrew reading comprehension examination upon matriculation. Kamelbar. 3 points.
Intensive study of the language of Hebrew academic discourse. Students study primary source material in their area of specialization and secondary critical material.

INTERDISCIPLINARY COURSES

Representations of Christianity in Judaism Throughout History G78.3320 *Identical to* G90.3320.
Wolfson. 3 points.

Exploration of the various ways that Christianity has been represented in Jewish sources from late antiquity through the Middle Ages, with particular interest on the complex interface of the two traditions and the polemical attempts to draw sharp lines distinguishing them.

The Bible in Jewish Culture G78.3324 *Identical to* G90.3324.
Engel. 3 points.

Exploration of the diverse roles played by the Hebrew Bible in constructions of Jewish identity and in cultural productions by Jews through the centuries.

Gender and Judaism G78.2462
Wolfson. 3 points.

BIBLICAL AND ANCIENT NEAR EASTERN STUDIES

Historical Grammar of Classical Hebrew G78.1060 *Smith. 3 points.*
Traces the major features of phonology and morphology from the Canaanite language (ca. 1200) to the various stages of biblical Hebrew and then to Hebrew and Mishnah. Includes readings from different states of biblical and inscriptional Hebrew from the Iron, Persian, and Hellenistic periods, as well as Hebrew texts of the Dead Sea Scrolls and later Jewish literature.

Akkadian I, II G78.1101, 1102
Identical to G77.1361, 1362. *Fleming. 3 points per term.*
Introduction to cuneiform script and to the Akkadian language, with emphasis on grammatical structure.

Akkadian III, IV G78.1103, 1104
Identical to G77.1363, 1364.
Prerequisite: G78.1102 or the equivalent. Fleming. 3 points per term.
Reading of Akkadian literature.

Ancient Egyptian I, II G78.1111, 1112 *Identical to G77.1359, 1360. Goelet. 3 points per term.*
Introduction to hieroglyphics; readings in ancient Egyptian texts.

Ugaritic I, II G78.1115, 1116
Identical to G77.1378, 1379. Fleming, Smith. 3 points per term.
Introduction to the Ugaritic language and texts, providing important background for further study in the Semitic languages.

Aramaic I: Biblical Aramaic
G78.1117 *Identical to G77.1378. Prerequisite: one year of classical Hebrew or the equivalent. Smith. 3 points.*
Introduction to the various phases of Aramaic. Readings are selected from early and imperial documents, including Elephantine and inscriptions.

Aramaic II: Qumran Aramaic
G78.1118 *Identical to G77.1379. Students are encouraged but not required to take Aramaic I prior to enrolling in Aramaic II. Schiffman. 3 points.*
Introduction to Aramaic documents found at Qumran and contemporary sites. This represents the intermediate phase of Aramaic and Bar Kokhba texts.

Aramaic III: Syriac Aramaic
G78.1119 *Schiffman. 3 points.*
Introduction to sources preserved by the early Christian communities of the ancient and medieval Near East in Syriac.

Aramaic IV: Talmudic Aramaic
G78.1120 *Schiffman. 3 points.*
Introduction to Galilean and Babylonian Jewish Aramaic and related texts.

Pentateuch G78.1160 *Fleming, Smith. 3 points.*
Examination of modern source-critical theories regarding the composition of the Pentateuch. Close study of the language and historical background of the texts.

History of Israelite Religion
G78.1215 *Fleming, Smith. 3 points.*
Treats the biblical, archaeological, and comparative ancient Near Eastern evidence for Israelite religion in its origins, change, and conflict. Emphasis is on questions of definition and focus.

Seminar: Genizah Studies G78.1316
Schiffman. 3 points.
Trains students in the use and analysis of the manuscripts from the Cairo Genizah, which provide a vast treasure trove of information for virtually every aspect of Jewish civilization, history, and culture in antiquity, the Middle Ages, and the early modern period. Emphasizes the technical aspects of genizah research. Students select research projects in their own specific fields of interest and pursue them through the semester, culminating in a public presentation and a written paper.

Archaeology of Israel G78.2105
Identical to G77.1601. Fleming. 3 points.
Study of the archaeology of the land of Israel in antiquity. Emphasis is on discoveries that illuminate the background of the Bible.

Northwest Semitic Inscriptions
G78.2107 *Identical to G77.1381. Prerequisite: one year of classical Hebrew or the equivalent. Fleming. 3 points.*
Reading and analysis of Canaanite, Phoenician, Hebrew, and Aramaic inscriptions, with emphasis on philological problems and the importance of these texts for the history of the ancient Near East.

The Bible and Literary Criticism
G78.2115 *Identical to G65.2112, G90.2115, and G41.1115. Feldman. 3 points.*
Selected problems in current literary criticism are examined and applied to biblical narrative. Various "modernist" approaches to Scripture are emphasized: structuralism and poststructuralism; feminism and psychoanalysis; translation theory; phenomenology of reading; and historical poetics.

Seminar: History of the Ancient Near East G78.2601 *Identical to G77.1600 and G27.2601. Fleming, Smith. 3 points.*
History of Egypt, Canaan, and Mesopotamia, and the relevance of this history to the emergence of ancient Israel.

Topics in Ancient Near Eastern Literature G78.3305 *Fleming, Smith. 3 points.*
Study of a selected literary category that is found in both the Bible and other ancient Near Eastern writings, with attention to distinctive character and interconnections.

Topics in the Bible G78.3311
Fleming, Smith. 3 points.
Study of a selected biblical book, with careful attention to literary and historical problems.

SECOND TEMPLE AND RABBINIC LITERATURE AND HISTORY

Biblical Interpretation in Late Antiquity G78.1235 *Schiffman. 3 points.*
Traces the interpretation of a central biblical text or theme in the literature of ancient Jewish exegesis. Commentaries are placed in the context of ancient Jewish thought and the history of Jewish biblical interpretation.

Rabbinic Texts G78.2140 *Rubenstein, Schiffman. 3 points.*
Study of the interrelationships of the Mishnah, Tosefta, and Talmuds with one another and the midrashic corpus. Emphasizes the issues that arise from Rabbinic intertextuality from both literary and historical points of view.

Apocryphal Literature G78.2210
Identical to G77.3319. Schiffman, Smith. 3 points.
Selected Hebrew and Aramaic texts from the Apocrypha. Emphasis is on the biblical background and the place of this literature in the early history of Judaism.

Seminar: Dead Sea Scrolls
G78.2230 *Identical to G77.1313. Schiffman. 3 points.*
Selected texts are read and analyzed in order to reconstruct the Judaism of the Qumran sect and other groups of Second Temple period Jews. Students are trained in the use of Qumran manuscript sources and paleography.

Seminar: Geonic Literature
G78.2370 *Rubenstein. 3 points.*
Survey of critical methodologies, including form criticism, source criticism, and literary criticism, with special attention to manuscript and textual variants.

Readings in the Babylonian Talmud
G78.2371 *Identical to G77.3314. Rubenstein, Schiffman. 3 points.*
Study of a selected chapter of the Babylonian Talmud, paying attention to textual, linguistic, and historical matters. Emphasis is on the reconstruction of the history of the traditions preserved in the Talmud.

Palestinian Talmud G78.2375
Schiffman. 3 points.
Study of a selected chapter of the Palestinian Talmud emphasizing literary history, use of traditional and modern commentaries, and history of Jewish law.

Seminar in Tannaitic Midrash
G78.2379 *Identical to G77.3312.*
Rubenstein, Schiffman. 3 points.
Examination of selected texts from midrashic literature. Texts are placed in the context of rabbinic literature and the history of Jewish biblical interpretation.

Seminar in Amoraic Midrash
G78.2380 *Rubenstein, Schiffman. 3 points.*
Focuses on the midrashim Genesis Rabbah, the classic exegetical midrash, and Leviticus Rabbah, the classical midrash homiletical. Close textual study is combined with theoretical issues such as defining midrash, intertextuality, form-criticism, hermeneutics, the documentary approach, and the social context of midrash.

History of Judaism in Late Antiquity G78.2623 *Identical to G77.1692 and G90.1800. Schiffman. 3 points.*
Study of the history of Jewish thought, literature, law, and ritual in the formative years in which the classical tradition was coming to fruition in Talmudic literature. Emphasizes the development of the major ideas and institutions of Judaism in the Second Temple and Rabbinic periods and the factors, both internal and external, that contributed to it.

History of Jews in Babylonia
G78.3323 *Schiffman. 4 points.*
History of the Jewish community in Mesopotamia from the Assyrian and Babylonian exiles through the Achaemenid, Parthian, and Sassanian eras and up through the Islamic conquest. Draws on Jewish, Babylonian, Iranian, and Arabic sources and emphasizes the interplay between Jewish history and that of the surrounding cultures of ancient Iraq.

MEDIEVAL JEWISH HISTORY

Colloquium in Jewish History
G78.2447 *Chazan. 3 points.*
Examination of scholarly literature on a selected problem in Jewish history,

including (but not limited to) histories and theories of anti-Semitism, the Jewish family, Jewish migrations, and the history of Jewish women.

Medieval Hebrew Historical Texts
G78.2450 *Chazan. 3 points.*
Reading and analysis of medieval Hebrew narrative accounts of historical events.

Medieval Hebrew Polemical Texts
G78.2451 *Chazan. 3 points.*
Reading and analysis of medieval Hebrew texts that defined Jewish policy and practices and the beliefs and practices of opponent faiths.

The Medieval Church and the Jews
G78.2455 *Identical to G65.2455 and G90.2455. Chazan. 3 points.*
Investigates the diverse impingements of the Church on medieval Jewish life; the evolution of Church thinking, doctrine, and popular impact; and the responses of medieval Jews to their circumstances.

The Medieval Jewish Experience
G78.2456 *Identical to G65.2456. Chazan. 3 points.*

Begins by sketching the broad chronological outlines of the medieval Jewish experience; then focuses on a set of key challenges faced by medieval Jews and by the major lines of Jewish response to these challenges.

History of Medieval Ashkenazic Jewry G78.2642 *Chazan. 3 points.*
Focuses on the Jewry of medieval northern Europe from the 10th through the 15th centuries.

History of Medieval Sephardic Jewry G78.2643 *Identical to G57.2643. Chazan. 3 points.*
Focuses on the history of the Jews on the Iberian peninsula from antiquity through the expulsions of the 1490s.

MEDIEVAL JEWISH THOUGHT AND LITERATURE

Early Jewish Mystical Literature
G78.2402 *Wolfson. 3 points.*
Readings in Hekhalot and Merkavah texts, emphasizing historical links with Second Temple and Rabbinic traditions, as well as the role of this literature in the medieval Jewish mystical tradition.

Medieval Hebrew Poetry—The Classics G78.2410 *Feldman. 3 points.*
Works of the four luminaries of the classical golden age in Spain—Shmuel HaNagid, Shlomo Ibn Gabirol, Yehuda Halevi, and Moshe Ibn Ezra—are studied against the background of their sociohistorical context and poetics of Arabic literature of the time. Some selections of the rhymed prose (Makamot) by Alharizi are also read for instruction and pleasure.

Medieval Biblical Commentaries
G78.2412 *Chazan. 3 points.*
Traces the interpretation of a central biblical text or theme in the literature of medieval Jewish exegesis. Commentaries are placed in the context of medieval Jewish thought and the history of Jewish biblical interpretation.

Maimonides' *The Guide of the Perplexed* and Related Literature I
G78.2441 *Ivry. 3 points.*
Intensive study of the sources of Maimonides' thought in both the Jewish and non-Jewish worlds. Analysis of part I of *The Guide* from this perspective.

Maimonides' *The Guide of the Perplexed* and Related Literature II
G78.2442 *Ivry. 3 points.*
Study of parts II and III of *The Guide* as well as related Maimonidean writings dealing with metaphysical and political teachings.

Late Medieval Jewish Philosophy
G78.2445 *Ivry. 3 points.*
Responses to Maimonides and new themes in Jewish thought as developed by Gersonides, Crescas, Narboni, and Abravanel.

Sefer Yetsirah and Its Philosophical and Mystical Commentaries
G78.2454 *Wolfson. 3 points.*
Analysis of the ancient Jewish cosmological text *Sefer Yetsirah* and its impact on medieval Jewish philosophical and mystical literature. Discussion focuses on the interrelationship of philosophy and mysticism as intellectual trends in medieval Jewish culture.

Medieval Hebrew Mystical Literature G78.2467 *Identical to G90.2467. Wolfson. 3 points.*
Examination of the esoteric theosophy and mystical practices of the Rhineland Jewish Pietists of the 12th

and 13th centuries, with particular attention to the place of the Pietists in the history of ancient and medieval Jewish mysticism.

Contemplative Union and Ecstasy in Medieval Jewish Mysticism

G78.2468 *Wolfson*. 3 points.

Exploration of two typologies of contemplative union and ecstasy in medieval Jewish mysticism: the Neoplatonic typology evident in the theosophic kabbalah of Isaac the Blind and his Geronese disciples, Ezra, Azriel, and Jacob ben Sheshet, and the Aristotelian typology of the ecstatic kabbalah of Abraham Abulafia and other members of his school, Shem Tov ibn Gaon, Isaac ben Samuel of Acre, and the anonymous author of *Sba'are Zedeq*.

Readings in Zohar G78.2469

Wolfson. 3 points.

Intensive study of selections from the classic text of medieval Spanish kabbalah, the *Zohar*. Attention to hermeneutical and exegetical methods employed by the author of the *Zohar*.

The Mystical Heresy of Sabbatai Sevi and the Sabbatean Movement

G78.2470 *Wolfson*. 3 points.

Focuses on the mystical heresy surrounding Sabbatai Sevi in the 17th century, which Gershom Scholem referred to as the "largest and most momentous messianic movement in Jewish history subsequent to the destruction of the Temple and the Bar Kokhba Revolt."

The Circle of the Ba'al Shem:

Readings in Hasidism G78.2471

Wolfson. 3 points.

Intensive study of the main concepts of East European Hasidism through a close reading of the works of the main disciples of the Ba'al Shem Tov R. Dov Baer of Miedzyrzec and R. Jacob Joseph of Polonnoye. Topics discussed: mystical communion and religious leadership; gender and the social-political formation of community; ascetic eroticism and the cultivation of erotic asceticism; magic, theurgy, and the pietistic ideal.

Readings in Lurianic Kabbalah

G78.2472 *Wolfson*. 3 points.

Study of the main texts of Lurianic kabbalah through a close reading of

the works of R. Isaac Luria and his two disciples, R. Hayyim Vital and R. Israel Saruq.

Topics in Medieval Philosophy

G78.3460 *Identical to* G65.3460 and G77.3460. *Ivry*. 3 points.

Analysis of major texts and issues in medieval Jewish philosophy. Topic changes annually.

MODERN JEWISH THOUGHT

Modern Jewish Thought G78.1601

Ivry. 3 points.

Philosophical themes in the writings of Mendelssohn, Cohen, Rosenzweig, Buber, Soloveitchik, Fackenheim, and Levinas.

Mystical Elements of 20th-Century Jewish Philosophy G78.1810

Wolfson. 3 points.

Examination of kabbalistic and/or Hasidic elements reflected in the thought of modern Jewish existentialists and postmodern philosophers. Thinkers discussed include Franz Rosenzweig, Martin Buber, Abraham Joshua Heschel, Joseph Soloveitchik, Jacques Derrida, and Emmanuel Levinas.

MODERN JEWISH HISTORY AND CULTURE

Modern Responsa Literature

G78.1314 *Schiffman*. 3 points.

Study of important texts from modern rabbinic responsa, emphasizing their response to the challenge of modernity as well as the internal development of Jewish law.

Yiddishism in the 20th Century

G78.1320 *Estraikh*. 3 points.

Examination of the origin and development of Yiddishism as an international cultural movement and an ingredient of Jewish subcurrents in socialism, anarchism, folkism, and communism.

History of Contemporary Israel

G78.1693 *Identical to* G57.1525, G65.1681, and G77.1693. *Hertzberg*. 4 points.

Study of the ideological origins of the State of Israel, its political history, and the formation of its institutions.

Germans and Jews/Jews and Germans from the French Revolution Through World War I

G78.2673 *Identical to* G57.2673 and G65.2673. *Kaplan*. 4 points.

Explores the complex interactions of Jews and Germans and their perceptions of each other in Imperial Germany (1871-1918), exposing some of the internal social dynamics in Jewish history and in German history. Begins with era of emancipation and examines the developments among German Jews.

History of the Jews in Poland and Russia G78.2675 *Identical to*

G65.1531. *Engel*. 4 points.

The history of Russo-Polish Jewry from earliest times to the present, with a focus on modern conditions and problems.

Jews and Germans in Weimar and Nazi Germany G78.2676 *Identical to*

G57.2676. *Kaplan*. 4 points.

This course begins with the cataclysmic end of World War I, the feelings of hurt nationalism and revenge, and examines the political, economic, and social changes in German society as well as parallel developments among German Jews. Readings on the Weimar Republic discuss increasing German-Jewish involvement in culture and society as well as the increasing issue of anti-Semitism. The course focuses on the rise of Nazism, the social insiders and outsiders in Nazi Germany, the persecution and reactions of Jews within Germany, and the role of bystanders.

Jews and Germans in Postwar Germany: Conflicting Memories, Contentious Relations, 1945-2000

G78.2677 *Identical to* G57.2677 and G65.2677. *Kaplan*. 4 points.

Analysis of the evolving and contradictory ways in which Jews and non-Jews viewed the Holocaust and their ongoing interactions.

Jewish Historiography: The Modern Period G78.2682 *Engel*.

4 points.

Examination of major figures, works, and trends in the academic study of modern Jewish history in the 19th and 20th centuries.

Musical Diasporas: Blacks and Jews G78.2683 *Identical to G71.2170. Cohen. 4 points.*

The creative responses to exile, memory, and identity within and between the communities of African and Jewish diasporas in the United States. Discusses the implied affinity to a common heritage and ancestry, often related to a specific geographic location.

Historical Perspectives on the Jewish Community G78.2685 *Identical to G57.2685 and G65.2684. Chazan, Diner. 4 points.*

Graduate seminar examining the history of the Jewish community in America, focusing on the formal institutions that constituted the communal infrastructure. Considers the development of these institutions from the middle of the 17th century through the present era.

Colloquium in American Jewish History G78.2686 *Diner. 3 points.* Focuses on the social history of the Jewish people in America, broadly exploring the impact of immigration and the particular cultural and economic conditions of America in the 19th and 20th centuries.

Memoirs and Diaries in Modern European Jewish History G78.2688 *Identical to G57.2688. Kaplan. 4 points.* Readings of memoirs and diaries written by European Jewish women and men from the 18th century through the Holocaust.

Nazi Germany, the "Racial State" and the Persecution of Minorities G78.2689 *Identical to G57.2689. Kaplan. 4 points.* Analysis of the Nazi attempt to "purify" its society by excluding and, ultimately, murdering all those who did not "fit"—Jews, Sinti, Roma, the disabled, homosexuals, etc.

Major Issues and Problems in Modern Jewish History G78.2690 *Identical to G65.1521. Diner, Engel. 4 points.*

Explores a general topic in modern Jewish history on a comparative basis across a broad range of geographical contexts.

The Mandate System in the Middle East G78.2754 *Zweig. 3 points.* Examines the evolution of the League of Nations Mandates system in Syria, Lebanon, Palestine, Iraq, and Transjordan and the reasons for the system's demise.

Texts in Modern Jewish Intellectual History G78.2787 *Engel. 3 points.* Close reading of primary texts in Hebrew related to central debates in modern Jewish intellectual life, including those over religious reform, the nature of Jewish identity, Haskalah, nationalism, and the role of general humanistic ideas in modern Jewish thought.

Jewish Folklore and Ethnology G78.2835 *Identical to H42.2814. Kirshenblatt-Gimblett. 4 points.* Discussion of key works in the history of Jewish folklore and ethnography dealing with Christian Hebraists and Jewish ceremonial; Wissenschaft des Judentums in areas of Statistik, Altertumskunde, Sittengeschichte, and Volksliteratur; ethnographic expeditions among the Jews of Eastern Europe; Jewish Volkskunde as a discipline; anthropological studies of Jews from Efron's work on gesture to recent studies of contemporary Jewish life in the United States, Europe, and Israel.

The Jewish Community: Classical Institutions and Perspectives G78.3224 *Schiffman. 3 points.* Discussion of the fundamental institutions of Jewish community and social organization as expressed in Jewish thought and as evidenced in Jewish history in all periods, up to the present. Emphasis is on primary sources regarding varying conceptions of group solidarity and mechanisms for attaining it, including the role of the individual, the family, the community, the state, and the Jewish people as a whole.

Seminar in the History of the Yishuv and Israel G78.3522 *Engel, Zweig. 4 points.* In-depth study of a specific problem related to the development of the Jewish settlement in Palestine from the 1880s to the present. Problems may include illegal Jewish immigra-

tion to Palestine, the origin and reception of the partition plan, the Zionist movement and the Arabs, political change in the State of Israel, and Israeli foreign policy.

Topics in Holocaust Studies G78.3530 *Engel. 4 points.*

In-depth study of a specific problem related to the history of the Jews under Nazi impact, with emphasis on training in research methods. Topics may include examination of the history of a specific Jewish community under Nazi rule, the evolution of Nazi Jewish policy, the Jewish councils, armed resistance, relations between Jews and non-Jews under Nazi occupation, the Allied governments and the Holocaust, and free-world Jewry and the Holocaust.

Topics in East European Jewish History G78.3535 *Engel. 4 points.* Exploration of a selected problem in the history of the Jews in Eastern Europe, emphasizing primarily, but not necessarily limited to, Russia and Poland.

MODERN HEBREW LITERATURE

Hebrew Literary Texts: Poets, Critics, and Revolutionaries G78.1317 *Feldman. 3 points.* Study of 20th-century Hebrew poetry as a sociocultural phenomenon. Focus is on the interaction among generational rifts, attempts at modernization, foreign models, and gender differences.

Topics in Literary Theory: Gender, Otherness, and Difference G78.2453 *Identical to G29.2453, G41.2958, G65.2453, and G90.2453. Feldman. 4 points.* Examines the cross-Atlantic dialogue on gender from the perspective of one of the major "casualties" of postmodernism—the binarism of self and other. The resulting reconceptualization of "otherness" as "difference" is traced in major feminist signposts, from Woolf and Beauvoir to Irigaray and Kristeva, Rich and Showalter, Chodorow, Moi, and Gayatri Spivak (selections subject to change).

Readings in Contemporary Hebrew Literature: The Holocaust G78.2517 *Feldman. 3 points.*

Thematic approach to the formal, psychological, and ideological aspects of the construction of the Holocaust in Israeli drama, fiction, and poetry, with attention to “second generation” literature.

Gender and Culture in Fictional Autobiography: Israeli, European, and American G78.2540 *Identical to G29.1591, G41.2911, and G65.1522. Taught in English. Feldman. 3 points.* Probes the claims of culturalist and essentialist definitions of “gender” and “the subject”; demonstrates the tension between history and textuality; and questions traditional dichotomies such as self and society, the private and the collective, and the autonomous and the relational.

Israeli Women Writers: Feminism and Its Discontents G78.2545 *Feldman. 3 points.*

The recent tradition of Israeli women writers is studied in light of the problematic reception of feminist ideas by Israeli culture. Emphasis is on the divergence between fiction and poetry and its relation to gender differences.

Topics in Modern Hebrew Literature G78.3502 *Feldman. 3 points.*

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

Topics in Modern Hebrew Poetry G78.3506 *Feldman. 3 points.*

Advanced seminar on specialized topics that change annually (e.g., major poets; critical and theoretical issues).

RESEARCH

Master's Thesis Research G78.2901, 2902 1-4 points per term.

Directed Study in Jewish History G78.3791, 3792 1-4 points per term.

Directed Study in Hebrew Literature G78.3793, 3794 1-4 points per term.

Directed Study in Hebrew Manuscripts G78.3795, 3796 1-4 points per term.

Directed Study in Jewish Thought G78.3797, 3798 1-4 points per term.

Directed Study in Semitic Languages G78.3799, 3800 1-4 points per term.

Dissertation Research G78.3801-3802 1-4 points per term.



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DIRECTOR OF THE PROGRAM:

Associate Professor K. Fleming

DIRECTOR OF GRADUATE STUDIES:

Associate Professor K. Fleming

The Alexander S. Onassis Program in Hellenic Studies provides instruction in the language, lit-

erature, history, and politics of classical, Byzantine, and modern Greece. Students may pursue graduate study in Hellenic studies in conjunction with the

Departments of Classics, Comparative Literature, History, and Politics.

Faculty

K. Fleming, *Associate Professor, History, Middle Eastern and Islamic Studies (Hellenic Studies); Director, Center for European and Mediterranean Studies; Associate Director, Remarque Institute; Director, Alexander S. Onassis Program in Hellenic Studies. Ph.D. 1995 (history), California (Berkeley); M.A. 1989 (religion), Chicago; B.A. 1988 (religion), Barnard College.*

Modern Greek history; Balkans; late Ottoman history; nationalism; religion.

Phillip T. Mitsis, *Alexander S. Onassis Professor of Hellenic Culture and Civilization. Ph.D. 1982 (classics and philosophy), Cornell; B.A. 1974 (classics and philosophy), Williams College.*

Ancient philosophy.

Liana Theodoratou, *Clinical Associate Professor of Hellenic Studies; Director, Cultural Program; Director, NYU in Athens. Ph.D. 1992 (classics and modern Greek literature), M.A. 1985 (classics*

and modern Greek literature), Pittsburgh; B.A. 1982 (classics), Athens (Greece).

Greek and Latin lyric poetry; Greek drama; modern Greek poetry.

Financial Aid

In addition to the various forms of financial aid offered by the Graduate School of Arts and Science and outside agencies, the Alexander S. Onassis Program in Hellenic Studies offers fellowships and graduate assistance to

qualified students in the relevant areas of specialization. For more information, contact the director of graduate studies at the Onassis Program.

A comprehensive list of University, Graduate School, and departmental

fellowships, prizes, and awards appears in the *Financing Graduate Education* section of the *GSAS Application for Admission and Financial Aid*.

Courses

MODERN GREEK HISTORY

Modern Greek History G57.1124
4 points.

Examines how the major developments in modern European history from the Enlightenment and state formation to the post-1945 era were manifested in "peripheral" and "small" European nation-states by using Greece as a case study.

Topics in Balkan History G57.1506
4 points.

Primarily concerned with the emergence and persistence of nationalism in the Balkans. Explores the commonalities and differences between Balkan and European nationalist theory and practice.

European Travelers to Greece, 18th-19th Centuries G57.1507
4 points.

The changing image of Greece and the Greeks in the Balkans and the Near

East in European travel literature between the 1700s and the early 1900s.

Mediterranean Europe in the 20th Century G57.2503 *4 points.*

Discusses the ways in which individual countries of Mediterranean Europe experienced similar patterns of political and social change and the extent to which a common and distinct overall pattern of historical evolution in Mediterranean Europe emerged in the 20th century.

MODERN GREEK LANGUAGE AND LITERATURE

Modern Greek Poetry of the 20th Century G27.1142 *Taught in modern Greek. 4 points.*

Introduction to representative modern Greek poets of this century, including Cavafy, Sikelianos, Karyotakis, Seferis, Ritsos, Elytis, Galanaki, Laina, and Dimoula, through close reading of selected works. Considers the relation of the works to their historical, cultural, and comparative context.

Studies in 20th-Century Modern Greek Literature G27.1145 *Variable content course. 4 points.*

Topics of 20th-century poetry and prose of a specialized nature in comparative perspective; individual authors; and specialized topics on individual authors and movements.

Studies in Prose Genres: Novel Spaces of Hellenism, 1780-1900 G29.2300 *4 points.*

A reconsideration of conventional assessments of the early modern prose canon, notions of rural or urban realism, the viability of ethographia as a category, and the developmentalist presuppositions of theories of prose of the period, etc. Examines how prose works set about defining spaces—national, gendered, social—for the mapping of consciousness in the new state.

Topics in Literature and Contemporary Culture: Modern Greek Poetry/Poiesis G29.3925

4 points.

Selective examination of nation, representation, language, and gender in the development of poetry and the configuration of collective identity in Greece and its diaspora from the beginnings of the nation-state to the present.

MODERN GREEK CULTURE

Poetics of Oral Composition G27.1144 *4 points.*

Analysis and classification of the concepts of “formula” and “formulaic” and other tools of improvisation used in folk songs, which are by definition oral poetry, with emphasis on Homer’s epics.

POLITICAL SCIENCE

Topics in Modern Greek Politics G53.2530 *4 points.*

Focuses on political institutions and the political process in Greece. Particular attention is given to the state, political parties, and interest groups. The approach is historical and analytical.

BYZANTINE HISTORY

History of Byzantium I, 284-867 G57.1503 *4 points.*

Historical development of East Rome, from the foundation of Constantinople to the rise of the Macedonian Dynasty. The construction of a Christian empire, the dialogue of pagan and Christian cultural forms, the challenge of Islam, the growth of a multicultural empire.

History of Byzantium II, 867-1453 G57.1504 *4 points.*

Byzantium from the Macedonian Dynasty to the fall of Constantinople. The growth of a landed aristocracy, humanism, relations with the Slavs and Western Europe, Seljuq Anatolia, and the persistence of Hellenic cultural and administrative forms.

Seminar: Topics in Byzantine History G57.3025 *4 points.*

Close reading of primary and secondary source material concerning selected topics in the history of Byzantium.

Seminar: Readings in Medieval Greek Sources G57.3116

Prerequisites: two or more years of college-level Greek and permission of the instructor. 4 points.

Analysis of medieval Greek primary source material, with special attention to building philological and paleographic skills. Sources examined vary each year.



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CHAIR OF THE DEPARTMENT:

Professor Michael A. Gomez

DIRECTOR OF GRADUATE STUDIES:

Associate Professor Martha Hodes

The Department of History offers master's and doctoral programs in national, comparative, and transnational fields, including the history of Africa, African diaspora, Atlantic world, East Asia, Europe, Latin America and the Caribbean, and United States. There are joint Ph.D. programs in French history, through the Institute of French Studies; in Hebrew and Judaic studies and history, through the Skirball Department of Hebrew and Judaic Studies; and in history and Middle Eastern studies, with the Department of Middle Eastern and Islamic Studies. Students may choose to emphasize comparative or thematic approaches, either within their areas of specialization or as a second field.

The faculty is large, diverse, and distinguished. Their interests cover the spectrum of histor-

ical research, and no methodological or historiographical approach is favored or excluded. Though the graduate programs are built around colloquia and seminars within the department, they often include faculty from other departments as well as distinguished international visiting scholars.

Students are encouraged to think transnationally and comparatively—across time as well as space. This emphasis is furthered by associated faculty members—historians, anthropologists, political theorists, and others—from the Department of Comparative Literature, the Alexander S. Onassis Program in Hellenic Studies, the Center for Latin American and Caribbean Studies, the Program in Africana Studies, the Center for European Studies, the Institute of French Studies, the Department of Middle Eastern and Islamic Studies, the Department of East Asian Studies, the Skirball Department of Hebrew and Judaic Studies, and the Program in American Studies.

Graduates of the Department of History teach at respected colleges and universities, including Amherst College, Boston College, Clemson University, Columbia University, Connecticut College, Dartmouth College, Duke University, Hofstra University, Lehigh University, Lafayette College, Macalester College, Northwestern University, Rutgers University, Skidmore College, Southern Methodist University, State University of New York, University of California (San Diego), University of California (Irvine), University of Edinburgh, University of Madrid, University of Maryland, University of Michigan, University of Minnesota, University of Pennsylvania, University of Texas (Austin), University of Texas (San Antonio), University of Toronto, University of Vermont, and Wesleyan University. Others have careers in historical organizations, archival management, historical editing and publishing, and university and foundation administration.

Faculty

Karl Appuhn, *Assistant Professor*. Ph.D. 1999 (*history*), *Northwestern*; B.A. 1994 (*history*), *California (San Diego)*.

Early modern Europe; environmental history.

Brigitte Miriam Bedos-Rezak, *Professor*. Ph.D. 1977, *Ecole Nationales des Chartes (Sorbonne)*.

Medieval history; France; prescholastic culture and society; sign theory; sigillography, diplomatics, and paleography.

Thomas Bender, *Professor*; *University Professor of the Humanities*. Ph.D. 1971 (*history*), M.A. 1967, *California (Davis)*; B.A. 1966 (*history*), *Santa Clara*.

U.S. cultural history; 19th-century U.S. intellectuals; comparative study of cities.

Zvi Ben-Dor Benite, *Assistant Professor*. Ph.D. 2000 (*history*), C.Phil. 1998 (*history*), M.A. 1997 (*history*), California (Los Angeles); B.A. 1991 (*East Asian studies*), Hebrew (Jerusalem). *Chinese Muslim history*.

Lauren Benton, *Professor*. Ph.D. 1987 (*anthropology and history*), M.A. 1983 (*anthropology*), Johns Hopkins; B.A. 1978 (*economics*), Harvard. Early modern Atlantic world.

Edward Berenson, *Professor, History, French Studies; Director, Institute of French Studies*. Ph.D. 1981 (*history*), Rochester; B.A. 1971 (*history*), Princeton. Modern French social and cultural history; modern European history.

Jane Burbank, *Professor, History, Russian and Slavic Studies*. Ph.D. 1981, M.A. 1971, Harvard; M.L.S. 1969, Simmons College; B.A. 1967, Reed College.

Russian history; legal culture; imperial politics; peasants.

Herrick Chapman, *Associate Professor, History, French Studies*. Ph.D. 1983 (*history*), M.A. 1977 (*history*), California (Berkeley); M.P.A. 1972 (*public and international affairs*), B.A. 1971 (*history*), Princeton.

French history; social history; economic history.

Frederick Cooper, *Professor*. Ph.D. 1974, Yale; B.A. 1969, Stanford.

African history; colonization and decolonization; social sciences and the colonial world.

Hasia R. Diner, *Paul S. and Sylvia Steinberg Professor of American Jewish History; Professor, Hebrew and Judaic Studies, History*. Ph.D. 1975 (*history*), Illinois; M.A.T. 1970 (*history*), Chicago; B.A. 1968 (*history*), Wisconsin.

American Jewish history; immigration-ethnic history; women's history.

Nicole Eustace, *Assistant Professor*. Ph.D. 2001, Pennsylvania; B.A. 1994, Yale.

Eighteenth-century North America in the Atlantic world; gender, culture, and politics.

Ada Ferrer, *Associate Professor*. Ph.D. 1995 (*Latin American history*), Michigan; M.A. 1988 (*Latin American history*), Texas (Austin); B.A. 1984 (*English*), Vassar College.

Latin America and Caribbean; Cuba; nationalism and independence.

K. Fleming, *Associate Professor, History, Middle Eastern and Islamic Studies (Hellenic Studies); Director, Center for European and Mediterranean Studies; Associate Director, Remarque Institute; Director, Alexander S. Onassis Program in Hellenic Studies*. Ph.D. 1995 (*history*), California (Berkeley); M.A. 1988 (*religion*), Chicago; B.A. 1987 (*religion*), Barnard College.

Modern Greek history; Balkans; late Ottoman history; nationalism; religion.

Michael A. Gomez, *Professor, History, Middle Eastern and Islamic Studies; Chair, Department of History*. Ph.D. 1985, M.A. 1982, B.A. 1981 (*history*), Chicago.

African diaspora; Islam in West Africa.

Linda Gordon, *Professor*. Ph.D. 1970 (*history*), M.A. 1963 (*history and Russian studies*), Yale; B.A. 1961 (*history*), Swarthmore College.

Twentieth-century U.S. social, political, and social policy history; women and gender; family; U.S. Southwest.

Manu Goswami, *Associate Professor, History, East Asian Studies*. Ph.D. 1998, M.A. 1992, Chicago; B.A. 1989, Hood College.

Modern South Asian history; historical political economy; nationalism; history of globalization; social theory.

Greg Grandin, *Associate Professor*. Ph.D. 1999 (*history*), M.A. 1995 (*history*), Yale; B.A. 1992 (*history*), Brooklyn College (CUNY).

Central America and Latin America; the Cold War; nationalism.

Adam Green, *Associate Professor, History (American Studies)*. Ph.D. 1998 (*history*), Yale; B.A. 1985 (*history*), Chicago.

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

Fiona J. Griffiths, *Assistant Professor*. Ph.D. 1999 (*medieval history*), M.Phil. 1996 (*medieval history*), Cambridge; B.A. 1994 (*history*), Toronto.

Medieval history.

Harry Harootunian, *Professor, History, East Asian Studies*. Ph.D. 1958 (*history*), M.A. 1953 (*Far Eastern studies*), Michigan; B.A. 1951, Wayne State.

Early modern and modern Japanese history; historical theory.

Martha Hodes, *Associate Professor*. Ph.D. 1991 (*history*), M.A. 1987 (*history*), Princeton; M.A. 1984 (*religion*), Harvard; B.A. 1980 (*religion and political theory*), Bowdoin College.

Nineteenth-century United States; transnational race; Civil War era.

Richard W. Hull, *Professor*. Ph.D. 1968, M.A. 1965 (*African studies*), M.A. 1964 (*European history*), Columbia; B.A. 1962, Rutgers.

Democratization in Africa; origins of segregation in South Africa.

Walter Johnson, *Associate Professor*. Ph.D. 1995 (*history*), M.A. 1992 (*history*), Princeton; Dip. 1989, Cambridge; B.A. 1988 (*history*), Amherst College. Southern history; African American history; slavery.

Tony R. Judt, *Erich Maria Remarque Professor of European Studies; Professor, History; Director, Remarque Institute*. Ph.D. 1973 (*history*), M.A. 1973, B.A. 1969 (*history*), Cambridge.

Modern European history; French history and the history of ideas.

Rebecca Karl, *Associate Professor, East Asian Studies, History*. Ph.D. 1995 (*history*), Duke; M.A. 1989 (*politics*), New York; B.A. 1981 (*Russian literature*), Barnard College.

Modern Chinese history; theories of nationalism; nationalism in Asia; gender and radicalism.

Yanni Kotsonis, *Associate Professor*. Ph.D. 1994 (*history*), Columbia; M.A. 1986 (*Russian history*), London; B.A. 1985 (*history*), Concordia (Montreal).

Nineteenth- and 20th-century Russia; modern Europe; political economy; historical methods.

Barbara Krauthamer, *Assistant Professor*. Ph.D. 1999, M.A. 1996, Princeton; M.A. 1994, Washington; B.A. 1989, Dartmouth College.

African American; U.S. South and borderlands; U.S. women.

Karen Ordahl Kupperman, *Professor; Silver Professor*. Ph.D. 1978 (*history*), Cambridge; M.A. 1962 (*history*), Harvard; B.A. 1961 (*history*), Missouri. Early modern Atlantic world; colonization; Native American history.

John Joseph Lee, *Professor*. M.A. 1965, Manchester; B.A. 1962 (*history and economics*), College of Dublin. Irish history.

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

Paul Mattingly, *Professor; Director and Cofounder, Program in Public History. Ph.D. 1968 (history), M.A. 1964 (history), Wisconsin; B.A. 1962 (history), Georgetown.*
Suburbanization and urbanization; community formation; education.

Mary Nolan, *Professor. Ph.D. 1975 (history), M.A. 1969 (history), Columbia; B.A. 1966 (history), Smith College.*
Modern German history; European women's history; post-World War II order.

Christopher Otter, *Assistant Professor. Ph.D. 2002 (history), Manchester; M.A. 1996 (criticism and theory), Exeter (United Kingdom); Postgrad. Cert. of Ed. 1993 (history and English), Keele; B.A. 1991 (modern history), Oxford.*
Modern Europe.

Jeffrey Thomas Sammons, *Professor. Ph.D. 1982 (history), North Carolina (Chapel Hill); M.A. 1974 (history), Tufts; B.A. 1971 (history), Rutgers.*
U.S. social and cultural history, with emphasis on intersection of race and sport.

Robert J. Scally, *Professor; Director, Glucksman Ireland House. Ph.D. 1966 (European history), M.A. 1963 (European history), Princeton; B.A. 1961, Queens College (CUNY).*
Modern European history; English social history; Irish history.

Jerrold Seigel, *William R. Kenan, Jr. Professor of History. Ph.D. 1964 (history), Princeton; B.A. (magna cum laude) 1958 (history and literature), Harvard.*
Social and cultural theory; history of selfhood and subjectivity; relations between art and society.

John Shovlin, *Assistant Professor. Ph.D. 1995 (history), M.A. 1992 (history), Chicago; B.A. 1991 (history), Harvard.*
Eighteenth-century Europe; political and cultural history; French revolution; French intellectual history.

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

Sinclair Thomson, *Associate Professor. Ph.D. 1996 (Latin American history), M.A. 1987 (Latin American history), Wisconsin (Madison); B.A. 1982-1983 (religious studies), California (Berkeley); Certificate 1980-1991 (French language and history), Sorbonne (Paris).*
Colonial Latin America; Andean region; peasant and Indian politics.

Joanna Waley-Cohen, *Professor; Ph.D. 1987 (Chinese history), M.Phil. 1984, Yale; M.A. 1977, B.A. 1974, Cambridge.*

Early modern Chinese history; China and the West; Chinese imperial culture.

Daniel Walkowitz, *Professor; Director, Metropolitan Studies Program. Ph.D. 1972 (history), B.A. 1964 (English), Rochester.*
Social history; public history; labor history.

Peter Wosh, *Director, Program in Archival Management and Historical Editing. Ph.D. 1988 (American history), M.A. 1979 (history, with Certificate in Archival Management and Historical Editing), New York; B.A. 1976 (history), Rutgers.*

Archival management; American Christianity; local and community history; institutions and organizations.

Marilyn B. Young, *Professor. Ph.D. 1963 (history), M.A. 1958 (history), Harvard; B.A. 1957 (history), Vassar College.*
U.S. foreign relations; U.S.-East Asian relations; Third World women and gender.

ASSOCIATED AND AFFILIATED FACULTY IN OTHER DEPARTMENTS

Kamau Brathwaite, *Comparative Literature; Robert Chazan*, *Hebrew and Judaic Studies; Stephen F. Cohen*, *Russian and Slavic Studies; Angela Dillard*, *Gallatin School of Individualized Study; David Engel*, *Hebrew and Judaic Studies; Khaled Fahmy*, *Middle Eastern and Islamic Studies; Jan Tomasz Gross*, *Politics; Bernard Haykel*, *Middle Eastern and Islamic Studies; Adnan Husain*, *Middle Eastern and Islamic Studies; Zachary Lockman*, *Middle Eastern and Islamic Studies; Robert D. McChesney*, *Middle Eastern and Islamic Studies; Michael Peachin*, *Classics; Francis E. Peters*, *Middle Eastern and Islamic Studies; Richard Sennett*, *Sociology; Jonathan Zimmerman*, *Steinhardt School of Education.*

FACULTY EMERITI

Paul R. Baker, **Patricia Bonomi**, **North Callahan**, **Jill N. Claster**, **Penelope Johnson**, **Henry Noss**, **L. Jay Oliva**, **Carl E. Prince**, **David E. Reimers**, **Nicholas Sanchez-Albornoz**, **Stewart A. Stehlin**, **Chester C. Tan**, **Irwin Unger**.

Programs and Requirements

Admission: The Department of History accepts applicants for fall admission only. Applicants must show a minimum undergraduate grade point average of 3.3 to be considered, and Graduate Record Examination (GRE) scores are required. A complete application includes a sample of academic writing, a personal statement, and three letters of recommendation. To be considered for admission to one of the department's specialized programs, write or call the director of that program when applying for admission to the Department of History. Consult the *GSAS Application for Admission and Financial Aid* for application deadline information.

MASTER OF ARTS

The program for the master's degree in history offers students graduate work that serves a variety of needs and purposes. It can be an end in itself for students whose personal and/or professional goal is an M.A. degree. It can be combined with a certificate in the archives or public history. The M.A. can also be a preparatory graduate degree en route to the doctorate.

The Master of Arts degree requires the completion of 32 points, of which at least 24 must be within the history department. No more than 8 points may be transferred from other graduate schools. A request for transfer credits must be made within the first year of enrollment. There is no area specialization requirement at the master's level, but students must take at least one seminar in which a substantial research paper is completed. The student must achieve a grade of B or better in the seminar.

There is no general language requirement. However, a student specializing in Middle Eastern history for an M.A. degree must demonstrate proficiency in Arabic, Persian, or Turkish by passing, with a grade of B or better, at least two courses at the advanced level or beyond in one of those languages.

MASTER OF ARTS PROGRAM IN WORLD HISTORY

The M.A. program in world history is intended for students who seek a contemporary approach to historical study that combines inquiry into the methods and approaches to world history with comparative and thematic work and concrete training in one or two regions of the world. Among those whose needs it may serve are high

school or college teachers, people involved in international occupations, writers and others involved in the field of communications, and those exploring their own interest in further study.

Requirements for the program normally include eight one-semester courses (32 credit points), consisting of three core courses, three courses in a major field of study, and two courses in a minor field. Students must present a master's essay, and they must demonstrate a reading knowledge of a foreign language relevant to their work. Students may take cognate courses in world history in the Draper Interdisciplinary Master's Program in Humanities and Social Thought, and, with approval, up to two courses in anthropology, sociology, politics, economics, and literature.

Students must undertake study of two regions of the world, one of which will be designated the major field and one as the minor. The available regions are Africa, East Asia, Europe, Latin America, the Middle East, and North America. Students must elect at least one field outside of Europe and North America.

DOCTOR OF PHILOSOPHY

The program for the Ph.D. degree provides a framework within which students can acquire the following training and experience: (1) broad exposure to a general area of interest and to its current literature and controversies; (2) more intense training in the special field in which the student intends to conduct research and do his or her primary teaching; (3) a sound but more limited introduction to a second field; (4) training in research procedures and methods; (5) an appropriate linguistic competence; and (6) the completion of a dissertation judged to be a significant piece of historical research and writing.

To achieve these aims, the program is made up of the following components. (For a more complete discussion, see the *Handbook for Graduate Students*, available in the Department of History.)

Ph.D. Fields:

1. Africa
2. African diaspora
3. Atlantic world
4. Modern East Asia
5. Early modern Europe
6. Modern Europe

7. Latin America and the Caribbean
8. United States
9. Hebrew and Judaic studies (joint program)
10. Middle Eastern and Islamic studies (joint program)
11. French studies (joint program)

Course of Study: Ph.D. students must complete 18 courses (72 points), which is the equivalent of six full-time semesters. All students must take the one-semester course Approaches to Historical Research and Writing in their first year and a dissertation-writing seminar in their third year. There is no limit on the number of courses taken within the consortium member universities; nonetheless, each student should consult with his or her adviser on the appropriateness of the courses and their relationship to the student's course of study. Such courses cannot be taken in a student's first year of graduate work without special permission. Doctoral students can transfer no more than 40 points from outside this department. The request for transfer of credits must be made within one year of enrollment.

Foreign Language Requirement:

Ph.D. students should satisfy the foreign language requirement within the first year of graduate study; they must do so by the time they complete 48 points of course work. The minimal departmental requirement is one foreign language; additional languages may be required by the student's advisory committee. Students who choose the Middle East as their major field must fulfill the language requirements specified for the joint Ph.D. program in history and Middle Eastern studies; for details, see the *Department of Middle Eastern and Islamic Studies* section in this bulletin. Other areas requiring a foreign language for research may set particular additional requirements. Students should consult their adviser about what rules apply in their case.

Students must demonstrate proficiency in a foreign language that has direct relevance to their area of study. The choice of language must be approved by the student's adviser or by the director of graduate studies. Students may satisfy proficiency in one of the following ways: (1) by passing the proficiency examination in the language given by the Graduate School of Arts and Science; (2) by having earned a grade of B+ or better in an interme-

diates or advanced language course in a college or university no more than two years prior to enrollment. Exceptions may be made for languages required for primary research, by which a student's adviser may specify some other procedure as necessary to demonstrate sufficient competence. The language examination is offered by the Graduate School three times a year.

Qualifying Examination: Students must pass a written qualifying examination in one of the department's designated fields, as well as in a second field. Full-time students entering with a bachelor's degree take this examination at the end of the second year of study; other students take the examination within one semester after the completion of 12 courses (48 points). Those entering with an M.A. degree from outside the history department are normally expected to take the qualifying examination directly after they have completed six courses, of which one must be a "literature of the field" course. Students who have done graduate work elsewhere must, before sitting for the exam, complete all work for the number of courses the director of graduate studies has determined to be appropriate in each case. A student who does not pass the examination has the right to retake it once.

The qualifying examination is not a comprehensive examination. It is intended to test how well each student understands and can explain historical arguments and issues and bring to bear pertinent information and knowledge in discussing them.

Prospectus Oral Examination: Each student must pass a 90-minute oral examination after the language and course requirements have been completed. Full-time students normally take this examination at the end of the third year of study. Those entering with a master's degree should take the examination at the end of the second year. For other students, the precise time is arranged with the director of graduate studies, but it must be as soon after the completion of course work as is practicable.

The student must submit a dissertation prospectus prior to the examination. The discussion of this proposal is a major component of the examination. The committee for the examination consists of three faculty members: one is the student's major adviser; the other two are normally readers of the dissertation. Where appropriate, one member of the committee may be

from outside the department. No student may sit for the major field examination without the previous completion of the language proficiency specified for that field. Students who fail the major field examination may sit for it one more time, in the following fall term.

Dissertation: Each student must write a dissertation under the supervision of a member of the department (joint advisers are permitted). The dissertation committee, including the adviser, has five members; a minimum of three must be GSAS full-time faculty.

Program Plan: Ph.D. students should arrange their schedules so that they can complete the required "literature of the field" courses and at least one seminar by the end of the first year. The qualifying examination is a major concern of doctoral students in the first two years, but students should also ensure that they begin serious work in the major field during these years, for the sake of their overall professional development. A student's progress toward these goals is taken into account during the evaluation the department undertakes for each student following the qualifying examination.

The third year should be devoted primarily to the student's major field, including the planning of the dissertation project. It may also, if necessary, be used for completing the second field.

Major Field: Each doctoral student must designate a major field, within which the subject of the student's dissertation falls and presumably the field in which the student expects to be principally involved as a writer and teacher. Major fields should be broad enough so that they can prepare students to teach an upper-level undergraduate course or a graduate colloquium, but narrow enough so that students can develop professional competence in a body of literature, and each student's own primary research can contribute to the preparation. Major fields may be defined in chronological and geographical terms, or they may be partly topical. In each case, a student's major field should be worked out in discussion with his or her adviser and with one additional faculty member who has agreed to participate in examining it. Each field must be approved by the director of graduate studies.

Second Field: Each doctoral student must choose, by the end of the third semester, a second field and a second

field adviser, who will examine the student in the qualifying exam. Normally the program consists of three courses.

A second field may have the same dimensions as the major field, or it may be thematically defined. In every case, however, the second field may not be contained within the student's major field but must introduce some significant new area or dimension. Second fields may also be arranged in some fields in which no major fields are available and may be comparative. Archival management and historical editing also qualify as second fields, without respect to the major field. Women's history and public history, if comparative, also qualify as second fields without respect to the major field.

Transnational Fields: Two transnational fields contribute to the distinctiveness of our program, serving students across various fields of concentration.

The African diaspora field focuses on the dispersal and activities of people of African descent, from antiquity to the present, and incorporates Africa, South America, the Caribbean, North America, and Europe.

The Atlantic world field incorporates all of the continents that rim the Atlantic and spans early modern and modern eras.

FINANCIAL AID, ASSISTANTSHIPS, AND EXTERNAL FUNDING

All students admitted into the Ph.D. program receive a five-year fellowship from New York University that requires students to work as teaching assistants for three years. Students who have outside fellowships are also considered.

There is some financial aid available for M.A. students in the archives program and for full-time teachers studying world history but not for other M.A. students.

Graduate students studying Arabic, Persian, or Turkish may be eligible for a Foreign Language and Area Studies (FLAS) Fellowship.

Graduate students are encouraged to seek external sources of funding, whenever and wherever possible. The graduate administrator makes available to graduate students an up-to-date list of grants and fellowships. Smaller grants for special purposes are also available.

Courses

Courses are of several kinds:

1. Colloquia, based on common reading and discussion, in which students normally write interpretive papers, book critiques and review essays, and/or bibliographical essays.
2. Seminars, in which, after an initial period of common readings, students work primarily on a research project. (In certain cases students may also write research papers in courses that are technically "colloquia.")
3. "Literature of the field" courses, designed to provide entry to a broad area of history, through reading and discussion of a number of major issues, problems, and controversies that represent traditional and contemporary approaches to the area as a whole. These courses introduce students to the kinds of materials and issues that are tested on the qualifying examination and provide a framework for preparing to take the qualifying exam. M.A. students may be admitted to these courses with the instructor's permission.
4. Methodology courses, intended to introduce students to a wide spectrum of issues, theories, and research strategies. Ph.D. students are required to take a methodology course in their first year.
5. Independent study courses, devoted to reading, research, or some combination, set up between a student, or a small group of students, and a particular faculty member.
6. Dissertation prospectus seminars. Ph.D. students are required to take this seminar in their third year.

Doctoral students may, with the approval of their advisers, enroll in up to four courses in other departments; M.A. students may enroll in up to two. Doctoral students may also, with approval, prepare their second fields outside the history department. Courses are also available at area universities through the Inter-University Doctoral Consortium.

The following is a selected list of course offerings.

AFRICA

Europe's Relationship with Africa Since Classical Antiquity G57.1040
4 points.

See description under *Methods, Transnational, Comparative*.

History of Jews and Judaism in Africa G57.1556 4 points.

Imperialism, Colonialism, and Decolonization in Africa Since 1875 G57.1558 4 points.

Analysis of the theory and practice of imperialism as it applied to Africa south of the Sahara; the theory and practice of colonial administration in British, French, and Belgian Africa; and the nature of the relationships between the independent African nations and their former colonial masters.

The Fabric of West African Civilization G57.1559 4 points.

History of Apartheid in South Africa Since 1652 G57.1577
4 points.

Study of racial and ethnic conflict and cooperation in southern Africa since the late 17th century. Emphasis is on South Africa, Mozambique, and Zimbabwe.

Topics in African History: West Central Africa: Dimensions and Implications G57.1784 4 points.

Islam in West Africa G57.2007
4 points.

History of West Africa G57.2028
4 points.

African Slavery and the Atlantic Slave Trade G57.2555 4 points.
Examines the institution of servitude and slavery in tropical Africa since classical antiquity. Studies master-servant relationships in selected precolonial African societies and the Atlantic slave trade and its impact on African political, social, and economic organization.

African Civilization: Perceptions and Realities G57.2556 4 points.

AFRICAN DIASPORA

Conceptualizing the African Diaspora G57.1785 4 points.

A colloquium concerned with the ways in which the African diaspora has been (and is being) theorized; that is, the conceptual and methodological frameworks within which the African diaspora has been located, and by which the imaginary has been approached. Specifically, the field is considered in connection with and through insights provided by studies of the subaltern and cultural, theories of feminism and hybridity and creolization, black radical internationalism, etc.

Literature of the Field: The African Diaspora G57.1801 4 points.

A colloquium on the formation and development of the African diaspora, uncritically defined as the dispersal of people of African descent throughout the world, by way of examining the most recent and influential literature on the topic. Care is given to consider works addressing the Mediterranean Sea and Indian Ocean, as well as the Americas.

African Culture and Experience in North America G57.2029 4 points.
A seminar on African culture and experience in North America, differing from conventional courses on African Americans in that it focuses on and emphasizes the specifically African contribution while following the permutations and re-imagination of that contribution over time and in response to other cultural sources.

The Making of the African Diaspora G57.2622 4 points.
A seminar that emphasizes the historiography of what has come to be called the African diaspora, but in other eras was called something else, like pan-Africanism. Seminal works by Du Bois, Barnett Wells, Padmore, Casely Hayford, James, Blyden, Crummell, Cooper, etc., are examined.

EAST ASIA

Literature and Politics in Modern China G57.1195 4 points.
Explores the ways in which literature was intimately shaped by its social and political context and the extent to which literature itself became part of the material forces working to change that context.

Topics: East Asian History G57.1731 4 points.

China and the West G57.1916
4 points.

Modern Chinese Intellectual History G57.1919 4 points.

Historical Epics of China and Japan G57.1994 4 points.

Japanese Imperialism G57.1995
4 points.

Literature of the Field: Problems in Japanese History II G57.2001
4 points.

Modern Japanese Culture G57.2005
4 points.

Women and Social Change
G57.2290 4 points.
See description under *Methods, Transnational, Comparative*.

Culture of Imperialism G57.2557
4 points.
Exploration of the unequal exchange between colonizer and the colonized in the 19th and 20th centuries. The perspective is comparative, the method interdisciplinary.

Thought and Law in Imperial China G57.2558 4 points.
Examines the nature and role of Chinese legal culture from 221 BC to AD 1911. Topics include Confucian and popular religious influences; criminal, contractual, and family law; and the impact of Chinese law in Vietnam, Korea, and Japan.

Mapping South Asia: Culture, Politics, and History G57.2915
4 points.

Studies in Culture and Politics in Modern Japan G57.2917 4 points.

**MEDIEVAL EUROPE
(FROM THE FALL OF ROME
THROUGH THE 14TH
CENTURY)**

The Classical Tradition in the Middle Ages G57.1109 4 points.
Studies the role of the classical heritage of Greco-Roman antiquity in the formation of the culture of the Latin West. Focuses on the conflicts—real or imagined—between Christianity and classical culture and the ways in which classical learning was preserved, transmitted, and assimilated. Covers the Roman response to Hellenism through the medieval period and the 13th century.

The Transition from Classical Antiquity to the Middle Ages G57.1111 4 points.
Focuses on the main themes in classical antiquity, particularly Roman history, and the emergence of early Western medieval culture. Themes include the decline and transformation of the Western empire; the rise of Christianity; and the influx of Germanic peoples and how they all interacted with one another to build a new European civilization. Emphasis is on the reading of primary source

material and discussion of the problems and theories involved in understanding the evolution of a new civilization.

The Crucible of Europe: The Late Fifth Century to 1050 G57.1112 4 points.
During this period, Europe takes on form and coherence. Under the Carolingians, Ottomans, Normans, and the church, Europe builds on the foundations of the Romans. Topics include Europe's relations with the Byzantine and Islamic East.

The Harvest of the Middle Ages: 1250-1450 G57.1114 4 points.
Europe from the apogee of the medieval world to economic and social contraction. The dissolution of the medieval outlook is replaced with a new humanism that presaged something altogether different by the mid-15th century. Covers changes as well as continuity as Europe entered the early modern period.

Medieval France G57.1117 4 points.
France governed by the Capetian and Valois kings served as a seedbed for a brilliant medieval society. Agrarian and social-economic backgrounds, intellectual life, political strategies, crusades, literature, Gothic art, and personalities of that period.

Marginal People in the Middle Ages G57.1121 4 points.
Investigation of disenfranchised groups in medieval Europe: women, slaves, lepers, the poor, the insane, Muslims, Jews, and heretics. Why and how they were marginalized.

Central Middle Ages G57.1122 4 points.
Study of a period of cultural, artistic, and intellectual brilliance; growing intolerance; corporatism in government; and Christian imperialism.

History of Byzantium I, 284-867 G57.1503 4 points.
Examines the principal historical development of Byzantium from the reign of Diocletian to the rise of the Macedonian Dynasty.

History of Byzantium II, 867-1453 G57.1504 4 points.
Analyzes Byzantium from the Macedonian Dynasty to the fall of Constantinople in 1453 to the Ottoman Turks.

New Works in Medieval Studies G57.2100 4 points.

Women and Gender in the Middle Ages G57.2109 4 points.
Examines women's experience in and contributions to medieval Europe and developments in gender formulations during the Middle Ages.

Literature of the Field: Early Middle Ages G57.2112 4 points.
Research methods, interpretation, and the actual writing of medieval history have changed. This course explores changes in the approach to the study of medieval European history as they apply to social, cultural, and religious history.

Literature of the Field: Later Middle Ages G57.2113 4 points.
Interpretation of medieval history in the 20th century. Historiography and sociology of knowledge.

Christian Monasticism—East and West G57.2114 4 points.
History of Christian monasticism from its roots in the Egyptian desert, through its flowering in the central Middle Ages, to its partial destruction in the Reformation.

Italy in the Ages of Dante and Petrarch G57.2120 4 points.
History of northern Italy, the old Regnum Italiae, from the late 12th century to around 1400. Particular attention is paid to the 13th and early 14th centuries, the era of Dante and Petrarch; the economy; politics and civic culture; society, especially the social response to the new spirituality; and the economic, political, and social changes following the Black Death.

The Crusades: A Reevaluation G57.2219 4 points.
Studies the history of the Crusades and the Crusader Kingdom in the context of both the Latin West and the eastern Mediterranean world. Explores major themes and issues raised by the crusading movements against a background that provides an understanding of the era and an understanding of theories proposed by modern historians to interpret the Crusades. Emphasis is on primary sources—Latin, Arabic, Jewish, and Byzantine—in translation.

Topics in Byzantine and Ottoman History G57.3025 4 points.

Seminar in Medieval History
G57.3115 4 points.

Readings in Medieval Greek
Sources G57.3116 4 points.

Medieval Church G57.3119 4 points.
Readings and discussion of the culture and institutions of the Latin Church from the 6th to the 14th centuries. Introduction to important literature and problems that prepare the student for advanced-level research in medieval ecclesiastical history.

Church and Society in Premodern Europe G57.3120 4 points.
Research seminar on issues of the church and society in medieval and early modern Europe.

EARLY MODERN EUROPE
(1400-1789)

Literature of the Field: Early Modern Europe I G57.1150
Required of Ph.D. candidates making this their major field. 4 points.
Surveys major literature and historiographical issues in the early modern field.

Literature of the Field: Early Modern Europe II G57.1151
4 points.
Introduction to the field of early modern Europe through a critical reading of important works by modern historians in this field. Focuses on political, cultural, and intellectual history.

France: The Old Regime, 1562-1715 G57.1163 4 points.
Themes include demographic, economic, social, political, and cultural structures of the old order; the civil wars of the 16th century; political culture of royal absolutism; intellectual currents and oppositional politics; popular culture; historiographic debates; the Enlightenment and the development of political oppositions; and the origins of the French Revolution.

Italy During the Renaissance
G57.2157 4 points.
Intensive reading of themes from 14th-, 15th-, and 16th-century Italy, including the nature of the city-state and of Italian urban society, urban culture and humanism, the origins and nature of the Renaissance as seen in its historians, and the effects of the foreign invasions on Italian life and culture. A series of bibliographical papers are required.

The European Enlightenment
G57.2160 4 points.
Surveys the material, cultural, and intellectual origins of the European Enlightenment; Enlightenment thought as oppositional politics, with attention to religious, economic, social, and political writings; the culture of the scientific revolution; feminine and feminist cultures; political journalism and polemic; the literary underground; and popular culture and its politicization.

Topics in Early Modern Europe: European Society and Religion
G57.2162 4 points.

State and Society in Early Modern Europe G57.2164 4 points.

Early Modern Spain G57.2166
4 points.
Provides a solid knowledge of the political, social, and cultural history of early modern Spain.

History of Women in Early Modern Europe, 1500-1800 G57.2176
4 points.
Themes include women's legal status, family and work, intellectual and cultural life, religious practices, political roles, and gendered cultural values.

Gender and Politics in the Age of Democratic Revolution G57.2605
4 points.
See description under *Methods, Transnational, Comparative*.

MODERN EUROPE
(1750-PRESENT)

Culture and Society in the 19th Century G57.1000 4 points.

Modern Greek History G57.1124
4 points.
Examines how the major developments in modern European history from the Enlightenment and state formation to the post-1945 era were manifested in "peripheral" and "small" European nation-states by using Greece as a case study.

European Fascism in Comparative Perspective G57.1196 4 points.

Literature of the Field: Modern Europe Through the 19th Century
G57.1201 *Required of Ph.D. candidates making this their major field.* 4 points.
Survey of the major literature and historiographical issues in the modern European field.

Literature of the Field: Modern Europe from 1900 to 1945
G57.1202 4 points.

19th-Century France G57.1209
Identical to G46.1610. 4 points.
The impact of revolutions and economic changes on 19th-century French society.

20th-Century France G57.1210
4 points.

Society, Culture, and Politics in Contemporary Italy G57.1222
4 points.

Diplomatic History of Europe in the 19th Century G57.1251 4 points.
Major diplomatic events from 1789 to 1900, such as the French and Napoleonic Wars, European Restoration, national unification, imperialism, and the Bismarckian settlement. Discussion of their relation to political, economic, and social events.

Diplomatic History of Europe in the 20th Century G57.1252 4 points.
Major diplomatic events from 1900 to 1939, such as the various crises in the century's first decade, the origins and results of World War I, the search for security in the 1920s, Nazi and Fascist policy, and the coming of a second world war. Discusses their relation to political, economic, and social events.

Women in European Society and Politics G57.1253 4 points.
Explores main themes of and principal approaches to European women's history from the late 18th century through World War II. Readings focus on Britain, France, Germany, and Russia.

Politics and Society in Germany, 1870-1945 G57.1274 4 points.
Explores recent research and controversies in modern German social history. Emphasis is on the nature and contradictions of Germany's industrial capitalist system, the history of the German working class and its political and cultural organizations, and the history of women.

Czarist Russia, the Muscovite Period to the Revolution G57.1301
4 points.

The long-term geographical, social, and cultural foundations of Russian history. Emergence of the command society and the impact of modernization from the reign of Peter the Great to the Russian Revolution.

Revolutionary and Soviet Russia G57.1302 4 points.

Peasant, religious, and Praetorian rebellion in old Russia; the Populist and Marxist revolutionary movements; the urban and peasant revolutions in 1905 and 1917 to 1920; and the Stalinist industrial, urban, and bureaucratic revolution.

Political History of Russia, 1796-1856 G57.1325 4 points.

Introduction to the fundamentals of Russian history seen through the prism of the early 19th century and the study of war, diplomacy, state administration, agrarian reform, the nationalities question, the problems of industrialization, and intellectual and revolutionary movements.

The Decline and Fall of the Russian Empire, 1856-1917 G57.1326
4 points.

Modernization and its breakdown during the reigns of the last three czars. Agrarian and administrative reform, industrialization, urbanization and the urban crisis, the emergence of a revolutionary elite, and the revolutions of 1905 and February 1917.

History of England Since 1688 G57.1408 4 points.

Classic and current scholarship in English social and cultural history, law and society in the 18th century, family history, demography, industrialization and the city, Victorian women's history, and imperialism. Students present interpretive papers on themes developed with the instructor.

Britain in the 20th Century, 1914 to the Present G57.1409 4 points.

Introduction to the developing social structure and culture of England during and since the first Industrial Revolution. Topics in English social history include family history, mobility, work discipline, illegitimacy, and alcoholism, which are subjects of recent research.

History of Modern Ireland, 1690-1921 G57.1416 *Open to undergraduates with permission of instructor.* 4 points.

History of Modern Ireland, 1922-1998 G57.1417 4 points.

Irish and European Migration to America G57.1419 4 points.

Topics in Balkan History G57.1506
4 points.

Emergence and persistence of nationalism in the Balkans. Commonalities and differences between Balkan and European nationalist theory and practice.

Topics in East European Jewry G57.1526 4 points.

Topics in West European Jewish History G57.1527 4 points.

Topics in Women and Gender in French History G57.1764 4 points.

The French Economy Past and Present G57.1910 4 points.

Italian Fascism G57.1982 4 points.

Development of the European State in the 19th Century G57.2131
4 points.

Political, economic, and social developments in Europe from 1815 to 1914. How did Europe become a functional entity and meet its problems in terms of political institutions, governmental structures, and social movements that culminated in a changed relationship between individuals and the state? What forces shaped European society and prepared it for the 20th century? Conservatism, liberalism, and socialism and their effect on and interrelationship with political and social developments.

Modern French History G57.2163
Prerequisite: fluent reading knowledge of French. 4 points.

Covers French political, cultural, and social history from the mid-19th century to the 1960s. Students read major historical monographs and articles and present their plans for doctoral-level research on French history.

The French Revolution G57.2178
4 points.

Study of the economy, society, ideology, and political culture in France during the revolutionary decade, with attention to historiographic debates concerning the intellectual and cultural origins of the Revolution; the first new regime, 1789-1791; revolutionary radicalization; the political culture of the Terror; gender and revo-

lutionary politics; expansion and conquest; and the Revolution's impact on the formation of modern political culture.

Russian Revolution as Memoir G57.2183 4 points.

History and Memory in Europe/World War II G57.2184
4 points.

Nationalism, Imperialism, National Identity: Italy and the Mediterranean World, 1870-1930 G57.2226 4 points.

Paris, Vienna, and the Cultures of Modernism G57.2230 4 points.

Study of modernist culture in two of its most prominent settings, the Paris of the Third Republic and Vienna in the last years of the Hapsburg Empire. Introduction to political and social conditions that provided the framework for modernist currents and to representative figures in social theory, philosophy, literature, and the arts.

20th-Century French Political Thought G57.2233 4 points.

M.A. Seminar: Europe—The Making of 19th-Century Bourgeois Society G57.2240 4 points.

Weimar Germany G57.2248
4 points.

Explores strengths and weaknesses of Germany during its transition from a monarchy in 1918 to totalitarianism in 1933: the legacies of World War I, economic problems, foreign affairs, culture, and the enemies of the republic.

Post-World War II Germany G57.2250 4 points.

Economy, Society, and Politics in German History G57.2251 4 points.
Recent research and the controversies in modern German history, with a focus on the period from 1914 to 1945.

Origins of World War I G57.2257
4 points.

Explores the causes and responsibility for the war. Topics include the diplomatic crises before 1914, the internal situation of Austria, the assassination, and interpretations of the causes of war.

Origins of World War II G57.2258
4 points.

Explores the instability of the European state system of the post-1918 era and the contributions of each

state to the outbreak of war. Topics include the Versailles Treaty, reparations, Nazi and Fascist diplomacy, Western and Russian diplomacy, and the immediate cause of the war.

Topics in Working-Class History, 1870-1945 G57.2259 4 points.
Concentrates on the working class in Britain, France, Germany, and Italy. Investigates the character and composition of the working class, forms of working-class protest, and the theory and practice of working-class movements.

Politics and Ideas in Europe Since 1939 G57.2260 4 points.
Discusses aspects of European political, cultural, and intellectual history, from the Second World War to the present. Covers material from East and West Europe that is mostly primary in nature—novels, essays, contemporary political writings, etc. Emphasis is on the interrelation of cultural, political, and philosophical ideas and affairs in modern Europe.

Methods and Problems in European Intellectual History G57.2266 4 points.

Introduces modern European intellectual history, through the study of four to six major thinkers and the diverse and conflicting methods employed to interpret them. Those studied are chosen from a list that includes Kant, Rousseau, Hegel, Marx, Mill, Baudelaire, Durkheim, Bergson, Weber, Nietzsche, and Freud.

Britain and Ireland Since 1750 G57.2427 4 points.
Introduces the interpretive and primary literature in modern English history, with emphasis on recent scholarship and methodology in English social and cultural history. Readings and discussions of social class structure, the Victorian city and village, labor unions, public education and literacy, criminality, prostitution, and health.

Mediterranean Europe in the 20th Century G57.2503 4 points.
Discusses the ways in which individual countries of Mediterranean Europe experienced similar patterns of political and social change and the extent to which a common and distinct overall pattern of historical evolution in Mediterranean Europe emerged in the 20th century.

The Global Economy G57.2560 4 points.

Aesthetics and Politics in Europe, 1890-1939 G57.3270 4 points.
Study of selected artistic and literary movements whose practices located them at the intersection of aesthetic innovation and political challenge. Each year, two topics are chosen from the following: (1) aestheticism and futurism in Italy; (2) surrealism in France; (3) art and politics in Weimar Germany.

Bourgeois Life and Culture in 19th-Century Europe G57.3290 4 points.

LATIN AMERICA AND THE CARIBBEAN

Literature of the Field: Colonial Latin America G57.1801 4 points.
Examines how Spanish- and Portuguese-American empires were created, how their societies and cultures were shaped, and how their institutions and their economies were modified by internal changes. Considers the 18th-century reforms of the colonial system and the growing pressure for independence.

Literature of the Field: Modern Latin America, 1824-Present G57.1802 4 points.
Introduction to historiography of postindependence Latin America. Focuses on topics such as the integration of Latin America into the world capitalist trade and investment system, evolution of rural and urban labor systems and movements, liberalism, nationalism, U.S.-Latin American relations, and revolutionary movements.

Slavery, Colonialism, and Revolution in the Caribbean G57.1809 4 points.
Introduction to the major themes and debates of colonial Caribbean history. Begins with the reading of general works on the Caribbean: selections from major texts and classic essays by historians, anthropologists, and literary critics arguing the case for the study of the Caribbean as a unit of analysis. From there, goes on to consider the central themes of the region and the period: slavery, capitalism, and emancipation; colonialism, revolution, and imperialism; nationalism and race. Themes are studied from a variety of approaches and perspectives, from very local microhistorical studies to comparative ones to more sweeping global

treatments. Throughout, an attempt is made to bridge the vertical lines that often separate the study of the different linguistic and imperial Caribbeans.

History of Latin American Women G57.1810 4 points.

The Human Condition in Latin America, 1945-Present G57.1818
Identical to G65.1051. 4 points.
Introduction to Latin America through the study of contemporary history: population growth, urbanization, social transformations, economic development, political crises, relations with the developed and Third World nations. Attempts to make meaningful the recent past and present of our neighbors, to show how it engages with our own, and to evoke a sympathetic understanding of their aspirations.

Topics in Latin American and Caribbean History G57.2800 4 points.
Historiographic and analytic approaches to variable topics. Recent colloquia included Historical Perspectives on Race and Ethnicity in Latin America and Independence and Nationalism in the 19th Century. May also focus on the history of a particular country or subregion, such as modern Brazil, Central America, or the Caribbean.

Research Seminar: Latin America and the Caribbean G57.2801 4 points.
Methodology research seminar in which students learn the basic techniques of isolating and conceptualizing a topic, develop their research skills in handling primary and secondary sources available in the New York area, and complete a coherent, pertinent research paper of about 25 pages, with appropriate documentation and bibliography.

Topics in Latin American History: Culture and Politics in Latin America G57.2803 4 points.

Politics and Culture in Latin America G57.2804 4 points.

METHODS, TRANSNATIONAL, COMPARATIVE

Industrialization and the Working Class in Comparative Perspective Since 1870 G57.1022 4 points.

Study of the transition from a maturing to a late society in Europe and the United States. Examines economic pressures, technological developments, entrepreneurial policies, ethnic and national subcultures, and emergence of urban and state institutions as they relate to the social history of the working class, the labor movement, and class consciousness.

Europe's Relationship with Africa Since Classical Antiquity G57.1040 4 points.

History of Europe's relations with Africa south of the Sahara. Early Greek and Roman contacts and the role black Africans played in Mediterranean civilizations. Impact of Africa on Europe in the Middle Ages, Elizabethan attitudes toward African civilizations, the Age of European Discovery, early settlement, colonial relationships, and new colonial interaction.

Environmental History G57.1050 *Identical to G65.1022.* 4 points.

Analyzes monographs in the field, drawn from all geographical areas, dealing with major theoretical issues.

Global Encounters: 1300-1800 G57.1730 4 points.

The general aim of this course is to study global interactions between various societies from 1300 to 1800, a period during which peoples from all continents encountered one another in conditions of both cooperation and collision. Topics include comparative notions of empire and colonial practices; the ideas and beliefs each society held about themselves and "others" and the things and conventions that gave them such identities: language, color, ethnicity, kinship, religion, and so on. Throughout the course, students also study the structure of each society's thought; the categories of analysis used in encounters with other societies; and how interactions and the language used to characterize others changed over time. Other topics include trade between various societies; the creation of colonial societies; slavery: evolution, concepts, and its influence in the creation of racial theories; diaspora in history and its influence in the various societies affected by migratory movements.

Transnational Construction of Race G57.2008 4 points.

Explores the social, cultural, and political meanings and consequences of racial constructions, with attention to such topics as law, sex, gender, science, and empire. Interrogates North American racial systems in transnational contexts.

Women and Social Change

G57.2290 4 points.

Examines the role of women in revolution in Russia, China, Vietnam, and Cuba, with emphasis on theoretical perspectives on women developed by each movement and the relationship between theory and practice.

Gender and Politics in the Age of the Democratic Revolution

G57.2605 4 points.

Examines the "age of the democratic revolution," with a focus on the comparative history of women and gender in several European and American cultures.

Modern City Culture G57.2754

4 points.

Studies the culture of New York City in comparative perspective, particularly emphasizing the relation of political and economic modernization to the culture of modernity and artistic movements of modernism.

Theories of Nationalism G57.3500 4 points.

Approaches to Historical Research and Writing G57.3603 4 points.

Race and Place: Local, Regional, National, and Transnational Explorations G57.2014 4 points.

Explores historical constructions of race and the meaning and significance of race, with an emphasis on (though not limited to) the Americas. Seeks to place these explorations in the context of various geographical levels, from local and regional to national and transnational, with attention to the crossing of all such borders.

Early Modern European Imperialism: Discourses, Institutions, Experiences G57.2186 4 points.

This one-semester seminar on early modern European imperialism is designed to give students interested in the history of early modern Europe, the Atlantic world, the history of Africa, and colonial Latin America a

general understanding of the early modern ideologies and institutions that enabled Europe to colonize parts of Africa and the Americas. Throughout the semester, students examine several important topics: medieval precedents of early modern imperialism; theories of empire and monarchy; ideologies of conquest and colonization; models of conquest and colonial exploitation; and the relevance of race and slavery in understanding European influence in Africa and the Americas.

MIDDLE EAST

History of the Ottoman Empire G57.1125 4 points.

The Near East Under the Greeks and Romans G57.1501 *Identical to G77.1621.* 4 points.

History of the Middle East, 600-1200 G57.1502 *Identical to G77.1640.* 4 points.

Egypt in Modern Times G57.1511 *Identical to G77.1664.* 4 points.

Topics in Ottoman History G57.1513 *Identical to G77.1651.* 4 points.

Revolutions in the Islamic Middle East G57.1517 *Identical to G77.1616 and G93.1616.* 4 points.

Topics in Medieval Islamic History G57.1521 4 points.

Islam in the Modern World G57.1522 *Identical to G77.1803.* 4 points.

Seminar on the Modern History of the Middle East I: The Great Powers and the Middle East G57.1533 4 points.

Seminar on the Modern History of the Middle East II: Leaders and Revolutions G57.1534 4 points.

Modern Iran (1800 to the Present) G57.1541 *Identical to G77.1661.* 4 points.

Islamic Middle East, 1200-1800 G57.1641 4 points.

History of the Middle East: 1750-Present G57.1642 4 points.

Literature of the Field: Modern Middle Eastern History G57.1643
4 points.

Late Ottoman Empire G57.1652
4 points.

Seminar in Modern Middle Eastern History I G57.1653 4 points.

Seminar in Modern Middle Eastern History II G57.1654 4 points.

Problems and Methods in Middle Eastern and Islamic Studies G57.2513 *Identical to* G77.1687.
4 points.

Introduction to Islamic Studies G57.3502 *Identical to* G77.1700.
4 points.

**UNITED STATES
(CONTACT TO PRESENT)**

History of Sexuality G57.1057
4 points.
Investigates historical constructions of sexuality in the United States from the colonial era through the 20th century.

Lower East Side American Jewish Memory G57.1271 4 points.

History of American Judaism G57.1280 4 points.

Jewish Women in America: Historical Problems G57.1281
4 points.

Women and Social Movements: New York in the 1930s G57.1284
4 points.
This course is part of a national project to create a Web site documenting the history of women and social movements in the United States. The project is coordinated by Professors Thomas Dublin and Katherine Sklar at Binghamton University and involves scholars and students from around the country. Each team creates its own Web site, all of which are linked together.

Literature of the Field: 20th-Century United States G57.1600.001 *Required of Ph.D. candidates making this their major field.* 4 points.
Surveys major literature and historiographical issues in the American field in the 20th century.

Literature of the Field: U.S. Colonial Era G57.1600.002 *Required of Ph.D. candidates making this their major field.* 4 points.

Surveys major literature and historiographical issues in the American field in the colonial era.

The American Colonies to 1763 G57.1601 4 points.
Examines the origins of English colonization, labor and immigration patterns, religion, the economics of empire, social relationships, and politics from the perspective of continuity and change.

The American Revolution and Constitution G57.1603 4 points.
Studies the tension between England and the American colonies in a political and social context. Other topics include revolutionary ideology, constitutional conflict, the War of Independence, the framing of new state government, and the debate over the federal Constitution.

Politics, Ideas, and Culture in America, 1750-1930 G57.1604
4 points.
Studies selected practical and prescriptive versions of American culture and politics, articulated by writers, intellectuals, and political leaders from 1750 to 1930.

The United States, 1789-1824: Problems of the New Nation G57.1605 4 points.
Studies political behavior and party formations in the emergent American nation, with emphasis on the relationship of economic policy and foreign affairs to political process.

Literature of the Field: 19th-Century United States G57.1610 *Required of all Ph.D. candidates making this their major field.* 4 points.
Surveys the major literature and historiographical issues in the American field in the 19th century.

The United States in the 20th Century to 1945 G57.1612 4 points.
Studies political, economic, and foreign relations issues during the period from the Spanish-American War to 1945. Discusses major figures and developments historiographically to emphasize the historical literature, interpretations, and continuing dialogue.

Intellectual History of the United States, 1830 to 1890 G57.1701
4 points.

Surveys major currents of American thought in the 19th century, focusing on American romanticism and scientific naturalism, utilizing materials from imaginative literature, philosophy, the fine arts, political and social thought, religion, and science.

Intellectual History of the United States Since 1890 G57.1702 4 points.
Surveys major currents of American thought from the end of the 19th century, focusing on American relativism, utilizing materials from imaginative literature, philosophy, the fine arts, political science, and technology.

U.S.-East Asian Relations G57.1737
4 points.
From the open door as the McKinley administration understood it to the open door as Deng Xiaoping defined it. Examines the American imagination of Asia, the reality of U.S. policy toward specific Asian countries, and the corresponding imagination and reality of Asian nations toward the United States.

Local and Community History in America G57.1752 4 points.
See description under *Public History*.

History and Public Policy G57.1753
4 points.
See description under *Public History*.

Media and History G57.1755
4 points.
See description under *Public History*.

Historical Thinking: Women and Gender in the United States G57.1761 4 points.

Topics in American Women's History G57.1762 4 points.

Women and Work G57.1769
4 points.
Introduction to the major scholarship on women and work in U.S. women's history, with focus on the 19th and 20th centuries.

American Social History in the 19th Century G57.1771 4 points.
Causes and consequences of the Civil War, including the transition to capitalism and the transformation of work in the North; southern slavery; religion and reform; class, politics, and Jacksonian democracy; African

American freedom; labor and politics in the Reconstruction South and in the industrializing North; and capitalist expansion at the end of the century.

American Social History Since 1870 G57.1772 4 points.

Modernization of American society in the past 100 years, focusing on the growth of industrial and urban society. Attention to trends in social mobility and stratification; the impact of modernization on class structure, immigration, blacks, women, and the modern family.

Common People in Early America G57.1773 4 points.

The “less articulate,” from the Revolution to the Civil War. Urban, ethnic, and religious tensions and their contributions to a sense of rising class distinction in early American history.

History of American Higher Education G57.1778 *Identical to E55.2067.* 4 points.

Topics in the history of American colleges and universities since 1750. Analysis of educational policies and functions, with attention to the limitations of educational responsibility, the transformation of institutional structures, changing modes for gaining and imparting knowledge, and the social prerogatives and initiatives assigned to an educated class.

Afro-American History G57.1782 4 points.

Broad exposure to African American history. Begins with a historiographical introduction, describing the growth and development of the field, and moves to a major theme and period treatment ranging from ancient Africa to the civil rights movement. Provides an understanding of the field and a foundation for specialized course work and research.

Women in 20th-Century America G57.1789 4 points.

Surveys women in modern America, with emphasis on work, politics, feminism, and changing social roles.

Indians in Early America G57.1891 4 points.

Transnational Constructions of Race G57.2008 4 points.

Explores the social, cultural, and political meanings and consequences of racial constructions, with attention to such topics as law, sex, gender, science,

and empire. Interrogates North American racial systems in transnational contexts.

Master’s Seminar: Historical Research Methods G57.2022 4 points.

Introduction to the theoretical and methodological components involved in the research process. Considers historiographical issues; develops an understanding of the archival and library environments, focusing on searching strategies and the use of automated techniques; and emphasizes framing research questions. Students complete a research paper with appropriate documentation and bibliography in their area of interest.

American Cultural History G57.2024 4 points.

Examines modes of cultural history, particularly newer ones. Explores recent theoretical and historiographical discussions of cultural history.

19th-Century Intellectual and Cultural History G57.2025 4 points.

Christianity and Culture in America—From Finney to Falwell (1820-1990) G57.2026 4 points.

Examines the nature of American Christianity from the revivals of the early 19th century through the revival of the religious right in the 1990s. Explores themes in American religious development, including the changing nature of Roman Catholic, mainline Protestant, evangelical, fundamentalist, and Pentecostal movements; the relation between gender and religion, the development of African American religious traditions, and the relationship of Christianity to larger social, religious, and economic structures in American society. Students examine and interpret a wide range of primary sources and significant texts in American religious and cultural history.

Between History and Literature: Rethinking African American Autobiography G57.2027 4 points.

Gender/Cultural History in America G57.2030 4 points.

M.A. Seminar: Oral History, Afro-American G57.2256 4 points.

Immigration, Ethnicity, and Gender Relations G57.2293 4 points.

Right-Wing Politics in U.S. History G57.2306 4 points.

Transition from Slavery to Freedom in the United States G57.2553 4 points.

Topics in Colonial American History G57.2603 *May be repeated for credit with permission of the instructor.* 4 points.

Reading and discussion examining one aspect of colonial society in depth.

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

Studies the social, political, and cultural history of the Civil War era and its legacies, with particular attention to race.

Radicalism and Reform in the United States G57.2608 4 points.

Examines the origins, motives, and achievements of dissenting movements in America, from 17th-century English backgrounds to the present. Emphasizes individuals and groups interested in changing the existing system toward greater equality for the individual. Topics: nonconformist dissent of the Puritan revolution, reform and radicalism of the American Revolution, Jeffersonian and Jacksonian democracy, antebellum perfectionism, populism, socialism, progressivism, communism, the New Deal, and the 1960s New Left.

The Progressive Era G57.2609 4 points.

Emphasizes reading and discussion of selected specialized accounts of the Progressive Era and the variety of reformers and reform.

Research Seminar: U.S. History G57.2612, 2613 4 points per term.

Methodology research seminar in which students learn the basic techniques of isolating and conceptualizing a topic, develop their research skills in handling primary and secondary sources, and complete a coherent, pertinent research paper of about 25 pages, with appropriate documentation and bibliography. The instructor sets the limits of the area in which students choose topics, e.g., U.S. foreign policy since 1900 or the American Revolution.

American Legal History G57.2615 *Team taught by members of the history department and the law school faculties.* 4 points.

Explores the broad social and legal issues that shaped the American past and focuses on the human forces operative in American law.

Topics in American Social History G57.2621 *May be repeated for credit with permission of the instructor. 4 points.* Explores recent literature on American social history, with attention to the new interpretations of women and labor, education and religion, town and urban development, business structures, and social class formation.

Sports in American Society G57.2624 *4 points.*

Topics in U.S. History, 1789-1850 G57.2655 *4 points.* American political behavior in the eras of the first and second party system. Introduces biographical analysis and behavioral and quantitative analysis to penetrate the myths of the Age of Jackson and its antecedents.

Politics and Culture of the Great Depression G57.2696 *4 points.* Introduction to the major political, economic, and cultural trends of the 1930s, with attention to institutional change and the human impact of the depression.

The New Deal G57.2697 *4 points.* Deals with President Franklin Roosevelt's political leadership, the Great Depression, and the New Deal through reading and discussion of important monographic studies.

Topics in 19th-Century American Intellectual History G57.2707 *4 points.* Readings in American romanticism and American scientific naturalism.

Topics in 20th-Century American Intellectual History G57.2709 *4 points.* Works on the major currents of American thought in the 20th century.

Topics in 20th-Century American Cultural History G57.2710 *4 points.*

Urban Blacks in 20th-Century America G57.2714 *4 points.* Examines the maturation of a postslavery, rural economy and the rise of associated, racially proscriptive legislation; black responses and adjustments; the motivations for and expectations of migration; and the cultures and communities black people created and physically abandoned. Analyzes the political, social, and cultural life of urban African Americans in its many forms from the high to the low, assessing the flow of influence. Provides an overview and synthesis of the many local studies in hopes of identifying commonalities and distinctions across communities.

America in the 1960s G57.2715 *4 points.* Readings and discussion on the 1960s. Seeks an understanding of the politics, culture, ideology, economy, and movements for change of the decade; the Vietnam War and the antiwar effort.

Women's Political Culture G57.2750 *4 points.* Examines the varieties of women's participation in public life from 1820 to the present, with an emphasis on how gender consciousness has shaped its forms and content over time.

Cold War, 1945-1989 G57.2771 *4 points.*

U.S. History in the 20th Century G57.2776 *4 points.*

The United States Since 1945 G57.2778 *4 points.* Origins of the Cold War; domestic, social, economic, and political development. Special topics include the Fair Deal, the War on Poverty, and major social upheavals of the 1960s.

The Cold War, 1945-1989 G57.2779 *4 points.* Examination of the Cold War from World War II to the fall of the Soviet empire in 1989.

Topics in American Foreign Policy: Vietnam G57.2780 *4 points.*

Social Movements in the United States, 1890-Present G57.3608 *4 points.*

Topics in Intellectual and Cultural History G57.3611 *4 points.*

Seminar in American Intellectual History G57.3705 *Open to students at both the master's and doctoral levels. 4 points.* Research seminar focusing on topics in American intellectual history. Students prepare substantial research essays using primary source materials. Discussions of historiography, methodology, and bibliography. Class criticism of the students' work.

RESEARCH AND READING

Reading in History G57.3011, 3012 *1-4 points per term.*

Research in History G57.3021, 3022 *Open to students engaged in dissertation research by special permission of a departmental adviser. 1-4 points per term.*

Specialized Programs and Courses

HISTORY OF WOMEN AND GENDER

The Department of History offers a specialization or a second field in the history of women and gender. The field explores the changing role of women in history and the social construction of gender both historically and theoretically.

For the second field in comparative women's history at the doctoral level, students are expected to take three courses in areas other than the major field. The history of women and gen-

der can satisfy the departmental requirement for the doctoral second field if courses are comparative or in a field outside the major or in some combination thereof.

Marginalized People in the Middle Ages G57.1121 *4 points.* See description under *Medieval Europe*.

Women in European Society and Politics G57.1253 *4 points.* See description under *Modern Europe (1750-Present)*.

Introduction to Methodology in the History of Women and Gender G57.1763 *4 points.* Explores various aspects of methodology in women's history, drawing mainly on American and European sources. Topics include politics and culture, work and family, socialism, and sexualities.

Topics in American Women's History G57.1762 *4 points.*

Women and Work G57.1769

4 points.

See description under *United States (Contact to Present)*.

Women in 20th-Century America

G57.1789 4 points.

See description under *United States (Contact to Present)*.

History of Latin American Women

G57.1810 4 points.

Women and Gender in the Middle

Ages G57.2109 4 points.

See description under *Medieval Europe*.

History of Women in Early Modern Europe, 1500-1800 G57.2176

4 points.

See description under *Early Modern Europe*.

Women and Social Change

G57.2290 4 points.

See description under *Methods, Transnational, Comparative*.

Feminist Theory G57.2291 4 points.

Examines a range of feminist theoretical writing, places it historically, and relates it to other political, cultural, and scholarly feminist practices.

Religion, Family, and Gender in Early America, 1607-1840 G57.2604

4 points.

See description under *United States (Contact to Present)*.

Gender and Politics in the Age of Democratic Revolution G57.2605

4 points.

See description under *Methods, Transnational, Comparative*.

Women's Political Culture

G57.2750 4 points.

See description under *United States (Contact to Present)*.

PUBLIC HISTORY

The concentration in public history provides M.A. and Ph.D. candidates with the opportunity to prepare for careers as historians in public and private institutions outside academia, where historical perspective address areas as diverse as public policy, museum programs, and historically informed media dramatizations. The curriculum offers students four areas of historical work: material culture, media history, local and community history, and public policy. The concentration in public history is open to all

qualified M.A. and Ph.D. students.

Additional information on public history at NYU can be found on its Web site at www.nyu.edu/gsas/dept/history/public_history.

M.A. students may elect instead to complete a 44-point program leading to a New York State Board of Regents Certificate in Public History. In addition to requiring all the courses in the concentration, the certificate program requires students to take the two remaining introductory track courses and Literature of the Field: U.S. Colonial Era (G57.1600.002). Finally, all public history students should complement class work with internships in various participating agencies in the New York metropolitan area.

Enrollment is limited, and admission must be approved by the director of the program.

Introduction to Public History

G57.1750-1751 *Required core course in the public history program. 4 points per term.*

Addresses the expanding literature on the theory of public history, the shifting parameters of the field, and the emerging techniques and methodologies. Concentrates on a project in New York City.

Local and Community History in America G57.1752 4 points.

Focuses on the local and community history track of the public history program, giving special emphasis to the new urban history. Introduces the methodology and sources of community study.

History and Public Policy G57.1753 4 points.

Focuses on the policy track of the public history program and explores the process by which social insights and criticism become formalized into social policy in America. Issues related to health, education, crime and poverty, urban life, and public and cultural organizations receive particular emphasis.

Media and History G57.1755

4 points.

Focuses on the media track of the public history program and reviews efforts at historical dramatization and documentary for radio, television, film, and print media. Students conceptualize historical research for media formats.

The Culture of Consumption, Material Life, and the Built Environment in America G57.1756 4 points.

Oral History: Theory and Practice G57.2012 4 points.

Fieldwork with emphasis in archival research and interviewing. Students complete a common research project and train in collaborative techniques of research and historical interpretation.

ARCHIVAL MANAGEMENT AND HISTORICAL EDITING

The program in archival management and historical editing offers students the opportunity to combine either an M.A. or a Ph.D. degree in history with an Advanced Certificate in Archival Management and Historical Editing. The certificate program is also open to students with an M.A. or a Ph.D. degree in another appropriate social science- or humanities-based discipline. Ph.D. candidates in history may also elect to use the archives program as a second field, and Ph.D. students wishing to complete the entire program may apply 12 of the 20 required points toward their Ph.D. requirements.

Since 1977, this program has trained graduate history students for careers as archivists, historical editors, administrators, and manuscript curators. The program provides students with a solid foundation in the theory, methodology, and practice of archives. It also emphasizes the broad humanistic training in history necessary for archivists to develop a vision for their work. Course work in complementary disciplines and new technologies is stressed, ensuring that program graduates remain current with professional trends and developments. New York City offers a unique setting and laboratory for students exploring history and archives, and the program takes full advantage of the city's repositories in providing internships and practicum experiences for its students. Program graduates work as archivists in a wide variety of academic, non-profit, corporate, and governmental venues. The program's unique historical editing component also trains historians for alternative careers in preserving and disseminating historical documents in book, microform, CD-ROM, and electronic formats.

All entering students enroll in a sequential, two-semester colloquium (G57.1010 and G57.2010) that offers a broad overview of the field and com-

bines classroom instruction with hands-on experience in an archival setting. Over the course of two semesters, students complete a major research paper on an appropriate archival topic and arrange and describe two archival collections in conjunction with their practicum. Students are also required to take a course in historical editing, which focuses on the location, arrangement, and publication of documents. As part of this course, students undertake research to identify and annotate their documentary collection.

M.A. students enroll in a 44-point program of study, leading to the Master of Arts degree in history and to the certificate. Requirements for the M.A. degree and the advanced certificate are 24 points in history (which must include an M.A. seminar) and 20 points in archives. Students are required to complete 12 points in the three core courses G57.1010, G57.1012, and G57.2010. Students successfully completing the program must have 16 points with a grade of B or better. Students with more than 4 points below B are not eligible for the certificate and may not register for additional courses.

Students holding an appropriate master's degree in a social science or humanities discipline may be accepted into the program on a nondegree, certificate-only basis. Such students are permitted to register for 20 points in archives to complete the requirements. Ph.D. students in history wishing to use archives as a second field are required to complete the three core courses G57.1010, G57.1012, and G57.2010.

Through a consortium arrangement with Long Island University's Palmer School of Library and Information Science, students are also able to enroll in more library-oriented courses offered at Bobst Library and to apply these credits toward their certificate. Students should check with the director for a complete list of Palmer School offerings.

Enrollment is limited, and admission must be approved by the director of the program.

Archives and Historical Societies: Principles and Practicum I

G57.1010 *Required core course in archives program. 4 points.*

Introduction to the theory and practice of managing public, private, and institutional archives in the United States. Includes a historical overview of record keeping and archives; an introduction

to bibliographic resources, appraisal, arrangement and description, reference, collection strategies; and the development of the U.S. MARC:amc format. Students complete a supervised 45-hour practicum project in a professional archive.

Seminar in Historical Editing

G57.1012 *Required course in archives program. 4 points.*

Introduction to the theories, practices, and problems in editing and publishing historical documents. Students develop their own edited collections by drawing on a selection of Margaret Sanger papers, with prefatory material, transcriptions, annotations, and calendar.

Local and Community History

G57.1752 *4 points.*

See description under *Public History*.

Archives and Historical Societies: Principles and Practicum II

G57.2010 *Prerequisite: G57.1010.*

Required core course in archives program. 4 points.

Second half of the introductory, year-long overview. Topics include conservation techniques and preservation management, electronic records, developing museum exhibits and outreach programs, records management, non-textual material, professionalization and the role of the archivist as a public historian, legal and ethical issues, and managerial concerns. Students complete a supervised 70-hour practicum project in a professional archive.

Oral History: Theory and Practice

G57.2012 *4 points.*

See description under *Public History*.

Introduction to Preservation and Reformatting

G57.2013 *4 points.*
Introduction to preservation in archives, including an examination of the composition of paper, inks, nonprint materials, and the causes of damage and deterioration. Examines current preservation methods in archives and other repositories, such as conservation treatments, preservation microfilming, digitization and other types of reformatting, holdings maintenance programs and rehousing techniques, environmental control and disaster planning, and salvage methods.

Administrative History and Records Management

G57.2016 *4 points.*

Traces the rise of modern bureaucratic organizations and their relationship to

the documentary records that they create. Focuses on the administrative evolution of authority and policy implementation. Case studies apply the principles of modern information scheduling to the administration of corporate records and their relationship to archival materials.

Automated Archival Description

G57.2017 *4 points.*

Examines automated techniques for managing and providing access to archival records and historical manuscripts. Introduces basic word-processing, database, and spreadsheet concepts. Includes an introduction to the MARC format as well as an introduction to EAP, SGML, HTML, and XML.

The Historian and the Visual Record: Exploring Alternative Sources

G57.2021 *4 points.*

Analyzes visual media, including photographs, posters, magazine illustrations, advertisements, motion pictures, and video. Attention to media as a source for examining political, social, cultural, intellectual, and economic history. Includes a curatorial component exploring how archivists manage records.

Topics in Archives and Editing

G57.2023 *2 points.*

In-depth study of emerging issues for archivists and editors. Topics vary each semester, and recent courses have focused on the following: the U.S. MARC:amc format for describing archival material, fund raising and grants management, archives in the business and nonprofit worlds, electronic records, and developing historical exhibits.

Research in Archival Management and Historical Editing

G57.3013, 3014 *1-4 points per term.*

Readings in Archival Management and Historical Editing

G57.3023, 3024 *1-4 points per term.*

JOINT AND DUAL DEGREE PROGRAMS

Joint degree programs at the doctoral level are available with the Institute of French Studies, the Skirball Department of Hebrew and Judaic Studies, and the Department of Middle Eastern and Islamic Studies. M.A.-J.D. and Ph.D.-J.D. dual degree programs with the School of Law are

also available. Admission to these joint and dual degree programs must be granted by both departments or institutes or programs or schools upon entry or at the point of screening. Students in these programs normally are expected to complete the "literature of the field" courses and take the history department's qualifying examination and a major field examination that may bridge the two disciplines. Joint and dual degree candidates are exempt from the departmental requirement for a second field.

SPECIAL PROJECTS

The Margaret Sanger Papers Project collects, assembles, and publishes records documenting the life and career of the founder of the American birth control movement. Located in the department since 1987, the Sanger Papers Project microfilmed the Smith College Collections Series, consisting of almost 45,000 docu-

ments; in 1995 an additional 9,000 documents gathered in an international search were microfilmed as the Collected Documents Series. Both microfilmed series are being published by University Publications of America, along with a reel guide and index. The project is preparing an electronic edition of the microfilmed documents for distribution on CD-ROM or via the Internet. The project will then work on a four-volume book edition of selected Sanger letters. The project employs graduate assistants and other students. Documents from the Sanger Papers collection are available for student and faculty research and serve as practical examples for the course on historical editing.

For additional information, contact Dr. Esther Katz, codirector/editor of the Margaret Sanger Papers.

The Papers of Jacob Leisler Project is collecting, transcribing, and translating the entire extant public and pri-

vate correspondence of early New York governor Jacob Leisler (1640-1691) for publication in microfilm and annotated book editions. Considered by some colonial historians as the "Father of American Democracy" and best known for the 1689 New York uprising that bears his name, Leisler played a prominent role in the economic and social development of colonial New York and early America. Housed in the department since 1988, the Leisler Papers collection contains over 3,000 documents in Dutch, French, German, and English that provide a wealth of information on the Atlantic world in the early modern era. The project employs graduate and other students to assist in making the collection available to scholars and the public.

For additional information, please contact Dr. David William Voorhees, director of the Papers of Jacob Leisler Project.



Humanities and Social Thought

14 UNIVERSITY PLACE • NEW YORK, NY 10003-4589 • 212-998-8070

DIRECTOR OF THE PROGRAM:
Robin Nagle

ASSOCIATE DIRECTOR OF THE
PROGRAM:
Robert Dimit

The Draper Program offers innovative interdisciplinary study in the humanities and social sciences that is both flexible and rigorous. The program is founded on a belief in the unique value of cross-disciplinary research that brings together methods and materials from historical, cultural, artistic, political, literary, and other fields.

Students choose from a broad range of courses to create individualized programs of study. The flexibility of the Draper curriculum allows students to establish the links among disciplines that best suit their intel-

lectual goals and interests. Students integrate these varied elements with extensive faculty advising and gain a solid methodological foundation from the program's core courses. The program is structured around six areas of inquiry:

- Art Worlds
- The City
- Gender Politics
- Global Histories
- Literary Cultures
- Science Studies

Introductory courses familiarize students with the essential background, the fundamental questions, and the most current theories and scholarship in each area, thoroughly preparing students to participate in larger scholarly conversations.

New York University awards Draper students the Master of Arts degree on completion of 32 points (eight courses) and a

supervised master's thesis. A minimum of four Draper courses must be taken; the remaining courses may be taken in other departments and programs of the Graduate School of Arts and Science.

Either full-time or part-time study is possible, with most courses offered in the evening. Average time to complete the degree is between two and three years; full-time students can finish the program in three semesters.

Students in the Draper Program interact with a talented and diverse student body, work with members of the University's outstanding faculty, and enjoy the vibrance of New York City. They also draw on the University's extensive resources, including libraries, galleries, transportation resources, housing help, and athletic facilities.

Faculty

Master teachers in each area of inquiry play an important role in shaping the Draper Program. Senior members of the Faculty of Arts and Science who have strong commitments to interdisciplinary scholarship, master teachers provide curricular guidance and help to maintain connections to the rest of the Graduate School.

A Draper faculty fellow is also chosen for each area of inquiry. Faculty fellows are top-ranked junior scholars, selected through national searches, who are in residence at the Draper Program for three years. They teach, advise students, supervise research, and keep the program at the vanguard of current scholarship.

Outstanding faculty from many departments and programs in the Graduate School of Arts and Science participate in the Draper Program. Professors from Africana studies, American studies, anthropology, biology, cinema studies, comparative literature, English, Hebrew and Judaic studies, history, journalism and mass communication, performance studies, philosophy, physics, politics, and sociology regularly teach in the program, but in any given semester almost any discipline in the Graduate School may be represented by the Draper Program faculty. Additionally, the program invites top visiting scholars to teach courses in particular areas of expertise.

Julian Carter, *Assistant Professor, Gender Politics; John W. Draper Faculty Fellow. Ph.D. 1998 (history), California (Irvine); B.A. 1990 (history), Bryn Mawr College.*

U.S. sexualities; critical theory; sexual identity and the raced body; queer studies; mass and popular culture; marriage and sex education.

Robert Dimit, *Associate Director, John W. Draper Interdisciplinary Master's Program in Humanities and Social Thought*. Ph.D. 2000 (*comparative literature*), M.A. 1992 (*comparative literature*), New York; B.A. 1972 (*music*), Macalester College.

Early modern European literature and culture; English Restoration and French neoclassical theatre; history of affect; literature and music.

Paul Kelleher, *Assistant Professor, Literary Cultures; John W. Draper Faculty Fellow*. Ph.D. 2003 (*English*), M.A. 1998 (*English*), Princeton; B.A. 1994 (*English*), Duke.

Eighteenth- and 19th-century British literature; the novel; history of sexuality; critical theory; political theory; ethics.

Pedro Machado, *Assistant Professor, Global Histories; John W. Draper Faculty Fellow*. Ph.D. 2005 (*history*), London; M.A. 1997 (*history*), New Hampshire; B.A. 1993 (*history*), Cape Town.

South Asian merchant networks; comparative diasporas; comparative slave trade and slavery; genealogies of consumption and demand in the Indian Ocean; empire; migration.

Micki McGee, *Assistant Professor, Art Worlds; John W. Draper Faculty Fellow*. Ph.D. 2002 (*sociology*), CUNY (Graduate Center); M.F.A. 1983 (*visual arts and theory*), B.A. 1979 (*visual arts and communication*), California (San Diego).

Sociology of culture/culture studies; feminist and gender studies; social psychology; sociology of work.

Robin Nagle, *Director, John W. Draper Interdisciplinary Master's Program in Humanities and Social Thought*. Ph.D. 1994 (*anthropology*), M.Phil. 1991 (*anthropology*), M.A. 1989 (*anthropology*), Columbia; B.A. 1987 (*anthropology*), New York.

Consumption; garbage; material culture; urban studies; cultural geography.

Amy Ninetto, *Assistant Professor, Science Studies; John W. Draper Faculty Fellow*. Ph.D. 2002 (*anthropology*), M.A. 1997 (*anthropology*), Virginia; B.A. 1993 (*anthropology*), Franklin and Marshall College.

Science and politics; postsocialism in Russia; transnational migration; nationalism.

Sofia T. Shwayri, *Assistant Professor, The City; John W. Draper Faculty Fellow*. Ph.D. 2002 (*architecture*), M.S. 1997 (*architecture*), California (Berkeley); M.A. 1994 (*archaeology*), B.A. 1991 (*archaeology*), American (Beirut).

Third World development; transnational urbanization; housing; conflict and cities; politics of space.

MASTER TEACHERS

Art Worlds: Anna McCarthy, *Associate Professor, Cinema Studies*. Ph.D. 1995 (*television and radio*), M.A. 1991 (*television and radio*), Northwestern; B.A. 1989, Wesleyan.

Television history; media and cultural studies; Marxist theory.

The City: Dalton Conley, *Professor, Sociology; Director, Center for Advanced Social Science Research*. Ph.D. 1996 (*philosophy in sociology*), M.A. 1994 (*philosophy in sociology*), M.P.A. 1992 (*public policy and administration*), Columbia; B.A. 1990 (*humanities*), California (Berkeley).

Stratification/mobility; race; urban sociology; social policy; health and society.

Gender Politics: Barbara Browning, *Associate Professor, Performance Studies*. Ph.D. 1989 (*comparative literature*), M.A. 1987 (*comparative literature*), B.A. 1983 (*comparative literature*), Yale.

African diasporic performance; Brazilian popular culture; dance ethnography.

Global Histories: Mary Nolan, *Professor, History*. Ph.D. 1975 (*history*), M.A. 1969 (*history*), Columbia; B.A. 1966 (*history*), Smith College.

Modern German history; European women's history; post-World War II order.

Literary Cultures: Avital Ronell, *Professor, German, Comparative Literature*. Ph.D. 1979 (*Germanic languages and literature*), Princeton; B.A. 1974 (*German, philosophy, French*), Middlebury College.

Feminist philosophy; French and German literature; theory.

Science Studies: Emily Martin, *Professor, Anthropology (Institute for the History of the Production of Knowledge)*. Ph.D. 1971, Cornell; B.A. 1966 (*anthropology*), Michigan.

Anthropology of science and medicine; gender; money and other measures of value; ethnography of work; China and the United States.

ADVISORY BOARD

Thomas Bender, *History*; **Carolyn Dinshaw**, *Center for the Study of Gender and Sexuality*; **Barbara Kirshenblatt-Gimblett**, *Performance Studies*; **Mary Poovey**, *Institute for the History of the Production of Knowledge*; **Bambi B. Schieffelin**, *Anthropology*; **Marilyn B. Young**, *History*.

Programs and Requirements

Admission: The Draper Program is open for admission to persons who hold a bachelor's degree in any major or professional field from an accredited college or university. No specific undergraduate courses are required as prerequisites. A minimum cumulative grade point average of 3.0 in undergraduate courses is required. The Graduate Record Examination (GRE) is recommended but not required. For international students, the Test of English as a Foreign Language

(TOEFL) is mandatory, with a recommended minimum score of 650 (or 280 on the computerized version).

MASTER OF ARTS

Degree Requirements: To qualify for the Master of Arts degree, students must fulfill the following within five years after their first matriculation:

1. Complete a minimum of 32 points of course work with at least 24 in residence at New York University and 16 in residence in the program.

2. Maintain a 3.0 grade point average. Course grades of B- are considered unsatisfactory. Students who receive a grade below B go on probation; two course grades below B are grounds for dismissal.

3. Complete satisfactorily the final master's thesis in consultation with a faculty adviser and with the program's approval.

MUSEUM STUDIES

The Program in Museum Studies offers a certificate that Draper students may earn in conjunction with the

M.A. degree in the Draper Program. For more information about the Program in Museum Studies, see the description in this bulletin or call

212-998-8080. Graduate Enrollment Services, 212-998-8050, also has information about both programs.

Courses

Students should check a current class schedule each semester to see which courses are offered. Many meet in the evenings. All courses carry 4 points. The list below is representative, not exhaustive.

ART WORLDS

Introduction to Art Worlds I G65.1106

The first of a two-course sequence designed to explore debates about the production, consumption, distribution, and interpretation of the arts. Incorporating methods and insights from anthropology, history, philosophy, and sociology, this course introduces students to issues in and methods for cultural analysis. Readings include texts by Adorno, Benjamin, Becker, Bourdieu, Weber, Williams, and others.

Introduction to Art Worlds II G65.1116

Focuses on questions of reception and interpretation, particularly on the distinctions between “high” culture and other cultural designations. How have avant-garde notions and systems contributed to the “culture wars”? What role do class distinctions have in the evolution of cultural controversies? How do notions of good and poor “taste” emerge, and how are they defined? To what extent do debates over cultural freedom serve as proxies for other political struggles?

Possession and Performance:

Penetrable Selves G65.2666
“Spirit possession” provides one model for reconsidering the delineations of individual identity. This course reconsiders the relationship between spirit possession as registered in diverse cultural contexts and the political demarcation of the individual and community. Students examine ethnographies, film, and psychological analyses of the significance of possession and try to tie this discussion to

current debates surrounding the construction of national, racial, and sexual identity.

THE CITY

Introduction to the City I G65.1108

Introduces the complex nature of the city and the local and global political, social, and economic forces that shape it. As these forces manifest themselves differently in different localities, students study various city types, including the global city, the modern metropolis, and the informal city. New York City is the main platform for exploration, revealing as it does the continuities and congruencies in the forms and processes that characterize contemporary cities.

Garbage in Gotham: The Anthropology of Trash G65.1813

Traces changing definitions of value and worthlessness through Enlightenment, modern, and post-modern theory. Considers these through the perspective of trash, which is read as a reflection of contemporary social mores, time/space compression, and fragmentations of cultural identity, among other themes. Uses New York City as a case study.

The Contemporary City in Conflict: Militarization and Urban Warfare G65.2099

Seminar about the contemporary city in low- and high-intensity conflicts since the Cold War era. Focuses on two main processes: militarization of urban space and urban warfare. As a site of civil, military, economic, and political importance, the city can play a strategic role in either intensifying or reducing conflict. Students develop an understanding of the contemporary city as both a platform for and a target in local and global contests for cultural diversification, economic liberalization, political change, and militarization.

Planning, Politics, and the City: The Rebuilding of Berlin, Beirut, and New York City G65.2102

Seminar about planning and politics in the reconstruction of cities devastated by short- and long-term conflict. Explores themes of devastation, occupation, division, archaeology, and preservation, as well as collective memory and identity as they shape acts of reconstruction in Berlin, Beirut, and New York. Seeks to understand how war affects the political, social, and economic life of the city and transforms the urban environment through policies enacted by the state as it embarks on the process of clearing the ruins and launching reconstruction.

Introduction to the City II G65.2108

Students learn various approaches for studying the city by transforming a topic of interest into a researchable question, developing a research design, and identifying the most appropriate methods for their chosen research project. An overview of qualitative research methods is provided, both through the examination of existing studies and the development of the students’ own projects.

GENDER POLITICS

Introduction to Gender Politics I G65.1205

Investigates the relationship of the shape of the body to the shape of the self. Focuses on psychoanalytic discourse and its legacy in academic, artistic, and popular culture. Students read texts by Freud, Riviere, Fanon, Butler, Segwick, and others, and study material representations of sexuality in fiction, philosophy, photography, and dance.

Sexuality in Culture and Politics: The Explanation for Everything G65.1207

Explores current critical literature that uses sexuality to engage important

subjective, cultural, and political phenomena. What is “sexuality” and what can it explain? What tools can sexuality studies offer for thinking about modern life, about global politics, and about scholarly work? Topics include sex education; sexual geography; race, class, and the erotics of colonialism; and the queer renaissance of the 1990s.

Introduction to Gender Politics II
G65.1215

Focuses on Foucault’s thinking about sexuality, power, knowledge, and the body. Students read several of Foucault’s most influential works and discuss the critical reception of his ideas and their application by a range of scholars in the decades since his death.

GLOBAL HISTORIES

Introduction to Global Histories I
G65.1107

Surveys world historical trends by examining spaces and practices outside the normative expectations of national histories. Students read accounts from different historical periods of human encounters on and across the world’s major seas and oceans—“contact zones” that blur conventional territorial and cultural definitions—and review related concepts, tools, and methodologies adopted by world and global historians in their analyses.

History of the News G65.1120
Identical to G54.0018.

Broadly examines the cultural foundations of modern journalism; explores assumptions built into the communication called “news.” Particular attention is paid to ways in which the medium affects content and perspective.

African Slavery and the Atlantic Slave Trade G65.2051 *Identical to* G57.2555.

Examines the institution of servitude and slavery in tropical Africa since classical antiquity. Includes study of master-servant relationships, the Atlantic slave trade, and its impact on the political, social, and economic organization of Africa.

Introduction to Global Histories II
G65.2107

Studies colonialism from a comparative perspective. Examines the ways in which relations of power, subordina-

tion, and negotiation were constituted across time and space and poses questions about the most effective ways in which to understand the colonial “moment” in world history. Themes that are covered include race and classification, political subjectivity, and nationalism.

The “Cradle” of Globalization? History, Economy, Society, and Diaspora in the Indian Ocean
G65.2121

The history of the Indian Ocean is unique in its intensive indigenous commerce before the arrival of Europeans and in the coexistence of European and indigenous trade during the so-called modern era. This course explores the history of the peoples and societies who have “made” the world of the Indian Ocean over more than 5,000 years. The course pays particular attention to the transformations of economies and the movement of peoples and culture around the Ocean into modern times. It considers the nature of littoral or coastal societies, factors of unity and disunity (is there such a thing as an Indian Ocean “world?”), and the legitimacy of studying the Indian Ocean as the first “globalized” space.

Urban Blacks in 20th-Century America G65.2714 *Identical to* G57.2714.

Considers black Americans within the transformation of wealth, power, and population in the United States during the 20th century. Provides background and historical context on blacks prior to the 20th century but concentrates on developments after the turn of the century.

LITERARY CULTURES

The Passions of the Mind: Affect, Literature, and Music in Europe, 1600-1850 G65.1005

Explores relations among affect, literature, and music in the theory and practices of early modern Europe. Examines the theory of the passions in explicit contrast with late modern constructions of emotion.

Introduction to Literary Cultures I
G65.1301

An intensive survey of foundational texts in contemporary literary theory. Reading literary works from antiquity through modernity, students investi-

gate how language and the literary determine our various approaches, relations, and commitments to the “true” and the “real.” Touchstones for discussion include imitation, representation, subjection, transformation, resistance, and freedom.

The Ethics of Literary Interpretation G65.1305

Explores the relation of “theory” to “practice” as the space of an ethics of interpretation. Focuses on the ethical implications of the performative act of interpretation itself with particular attention to the concurrent yet sometimes competing claims of text and context. Readings include texts by Kant, Levinas, Lacan, Duras, Douglass, Morrison, Kafka, and others.

Introduction to Literary Cultures II
G65.1321

Investigates the ethical and political dimensions of contemporary critical theory. Also explores the ways in which literary texts articulate and unfold the ethical and political paradoxes that traditional philosophical discourse too often characterizes as simply forms of error, unreason, contradiction, or transgression.

The Literary History of Sexuality
G65.1323

Explores the mutually shaping relationship between literature and sexuality. Investigates the ways in which Freudian and Foucauldian accounts of sexuality are themselves determined by the history of literary production, reception, and interpretation. At the same time, considers how the categories and protocols of literary creation and understanding are inflected by the vicissitudes of sexual desire.

Law and Mass Communication
G65.2070 *Identical to* G54.0011.

Acquaints students with basic protections and restrictions of the law as applied to the institutional press. Discusses First Amendment principles and issues of libel, privacy, copyright, obscenity, fair trial, free press, reporter’s privilege, and rules of broadcast.

Heidegger and Wittgenstein
G65.2192

“Philosophy is an age grasped in thought,” Hegel once said, and if the 20th century was grasped in thought at all, it was by Martin Heidegger and

Ludwig Wittgenstein. If their thought is elusive, no wonder—for their age made the very idea of comprehension suspect. In Heidegger and Wittgenstein we meet two philosophers profoundly inclined toward the unity that metaphysics promises but forced to confront that promise as a receding possibility in an incomprehensible historical moment.

SCIENCE STUDIES

Science, Colonialism, and the State G65.1105

Explores how science and technology have been used both to support and to subvert colonialist and nationalist projects. Examines political contests over the meaning of the “traditional” and the “modern,” focusing on technology, medicine, museums, schools, and weapons.

Introduction to Science Studies I G65.1109

Surveys science from a variety of philosophical, sociological, historical, linguistic, anthropological, and critical perspectives. Explores debates over constructivism, relativism, and the uses to which scientific knowledge is put by examining how cultural boundaries between science and nonscience are constructed and maintained.

Introduction to Science Studies II G65.1110

Examines how new and emerging knowledges and technologies, such as cold fusion, genetics, cloning, organ transplantation, and assisted conception, are problematizing boundaries that are assumed to be natural and fixed, while at the same time remaking the social structures that support science.

Modernism and the Alienation of Form G65.2190

Since the French Revolution, the idea of progressive evolution gave Western culture a unified sense of its place in the great scheme of things, but the decades leading up to World War I saw the gradual decline of that paradigm. From the linguistic turn in philosophy to the professionalization of sociology, from symbolist poetry to cubism, from Bartók to Bauhaus, from the New Criticism to socialist realism, a preoccupation with form emerged as the defining characteristic of a modernism that could no longer rely on natural design. This course considers various examples of that preoccupation in a search for the roots of postmodern dissolution.



DEPARTMENT OF

Italian Studies

CASA ITALIANA ZERILLI-MARIMÒ • 24 WEST 12TH STREET • NEW YORK, NY 10011-8697
212-998-8730 • WEB SITE: www.nyu.edu/gsas/dept/italian

CHAIR OF THE DEPARTMENT:
Associate Professor Ruth Ben-Ghiat

DIRECTOR OF GRADUATE STUDIES:
Professor Virginia Cox

The Department of Italian Studies at New York University is recognized as one of the finest Italian programs in the country. It offers programs leading to the Master of Arts degree in Italian, the Master of Arts degree in Italian studies, and the Ph.D. degree in Italian. Courses are taught by an outstanding faculty with specialization in key areas of Italian literature and cultural history. Specific strengths of the faculty lie in the fields of medieval and Renaissance studies; 20th-century literature, film, and culture; postmodern Italy; the application of new technologies to the humanities; and cultural theory. In addition to courses taught by faculty members, the program offers courses taught by

eminent visiting professors from Italy and the United States. The recently established Tiro a Segno Foundation Fellowship in Italian American Culture allows the department to appoint prominent visiting professors to teach courses concerning the experience and contribution of Italian immigrants and Italian Americans to American culture and society.

The Italian program attracts full-time graduate students of superior quality from all parts of the world. In addition to training capable and creative scholars, one of the program's objectives is to promote the effective teaching of Italian at all levels. To this end, students teach several Italian language and literature courses, normally during the second and third years. The Italian program also welcomes qualified part-time students who wish to obtain a master's degree. An interdisciplinary approach is recommended: students are

encouraged to enroll in additional courses outside of the department, e.g., courses in history, cinema, comparative literature, and the fine arts.

NYU offers graduate students in Italian a number of unique resources. Students may take courses, pursue dissertation research, and do independent work at the magnificent Villa La Pietra, NYU's center for study abroad in Florence, and at the University of Florence. Graduate students may also take advantage of the resources of Casa Italiana, one of the most active Italian cultural centers in New York. Casa Italiana hosts colloquia, lectures, film series, concerts, and art exhibits throughout the year. In addition, the Department of Italian Studies and Casa Italiana organize the Zerilli-Marimò Prize for Italian Fiction, awarded every year to the author of a new Italian novel, and host the winner and other authors.

Faculty

Maria Luisa Ardizzone, *Assistant Professor*. Laurea 1967 (history), Palermo. Medieval poetry, philosophy, and science; contemporary poetry; intellectual history.

Ruth Ben-Ghiat, *Associate Professor*, Italian Studies, History; Chair, Department of Italian Studies. Ph.D. 1991 (comparative history), Brandeis; B.A. 1981 (history), California (Los Angeles).

Twentieth-century Italian culture and history; film; fascism and its memory.

Virginia Cox, *Professor*. Ph.D. 1989 (Italian literature), B.A. 1985 (modern and medieval languages), Cambridge.

Sixteenth-century Italian literature; history of rhetoric; early modern women's writings.

John Freccero, *Professor*, Italian Studies, Comparative Literature. Ph.D. 1958 (Romance languages), M.A. 1953 (French), B.A. (English), Johns Hopkins. Dante; medieval poetry and poetics; Machiavelli.

Jane Tylus, *Professor*. Ph.D. 1985 (comparative literature), Johns Hopkins; B.A. 1978 (English), College of William and Mary.

Late medieval and early modern Italian literature, with focus on gender and religion.

**ASSOCIATED FACULTY IN
OTHER DEPARTMENTS**

Daniel Javitch, *Comparative Literature*.

**AFFILIATED FACULTY IN
OTHER DEPARTMENTS**

Josephine Hendin, *English*; Tony Judt, *History*; Antonia Lant, *Cinema Studies*.

REGULAR VISITING FACULTY

Lina Bolzoni, *Global Distinguished Professor*.

RECENT VISITING FACULTY

Carla Benedetti, Robert Lumley, Salvatore S. Nigro.

Programs and Requirements

Admission: In addition to the requirements for admission to the Graduate School of Arts and Science, candidates for admission to the Department of Italian Studies must submit a sample of their writing.

**MASTER OF ARTS PROGRAM
IN ITALIAN**

The M.A. program in Italian consists of 32 points (at least 24 in residence at New York University) and a master's thesis. The thesis must be undertaken with the guidance of an adviser and with the prior approval of the director of graduate studies. Students are expected to acquire a solid background in critical practice and a broad knowledge of all periods of Italian culture.

**MASTER OF ARTS PROGRAM
IN ITALIAN STUDIES**

The M.A. program in Italian studies was created to meet the demands of students interested in learning about Italian culture and society as it applies to their primary field of work or study. The candidate is expected to select at least four courses from the offerings of the Department of Italian Studies. Most courses taken outside the department must be related to Italian culture.

The program consists of 32 points (at least 24 in residence at New York University) and a master's thesis. The thesis must be undertaken with the guidance of an adviser and with the prior approval of the director of graduate studies.

DOCTOR OF PHILOSOPHY

Degree Requirements: To qualify for the doctorate, a student must satisfactorily complete graduate studies totaling at least 72 points (at least 32 points in residence at New York University), pass a qualifying examination, and present an acceptable dissertation. Requirements include the course work taken either at New York University or elsewhere as part of the Master of Arts degree, which is prerequisite to the Doctor of Philosophy

degree. Completion of all requirements is expected within seven years and preferably within five for students entering with a B.A. degree or within three to four years for students entering with an M.A. degree.

Foreign Language Requirements: Students are required to demonstrate proficiency sufficient for research purposes in a language other than English or Italian. The choice of language is subject to approval by the student's academic adviser or the director of graduate studies and depends on the student's interests and area of specialization. Students specializing in the medieval and Renaissance periods are usually advised to demonstrate proficiency in Latin. Students specializing in the modern period are usually advised to choose from among French, German, or Spanish. Other languages must be approved by a departmental committee.

Proficiency in Latin may be demonstrated in one of the following ways: (1) passing a regularly scheduled test prepared by the Department of Classics at the level of intermediate Latin or (2) showing an official college transcript with at least one course in Latin literature with texts read in Latin. Proficiency in French, German, or Spanish may be demonstrated by any of the methods described in the *Degree Requirements* section of this bulletin or by passing with a grade of B or better a graduate course taught in that language.

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

Course of Study and Qualifying

Examinations: All candidates for the doctorate are expected to demonstrate comprehensive knowledge of Italian culture and history as well as mastery of methodological, critical, and theoretical concerns. On completion of all courses, students are required to take a Ph.D. qualifying examination. This examination may be repeated once

after a period of no less than three months.

Admission to Candidacy: When the student has completed at least one year in residence and all course and language requirements, passed the required examinations, proposed an acceptable subject for the dissertation, and been recommended by the department, the student is formally admitted to candidacy for the doctorate, and an advisory committee is appointed.

Dissertation Defense: When the dissertation is completed and approved by the adviser and at least two readers, an oral examination is scheduled at which the candidate presents and defends research results to a faculty committee of five.

MASTER OF PHILOSOPHY

Students who are accepted as candidates in the doctoral program and who fulfill all the requirements for the doctorate (except the dissertation and its defense) are qualified for the Master of Philosophy degree. The requirements include the completion of 72 points (at least 32 points in residence at New York University), competence in a foreign language and the successful completion of the comprehensive or qualifying examination. Students who fail the qualifying or comprehensive examination do not receive the Master of Philosophy degree.

CONSORTIUM

The Inter-University Doctoral Consortium (IUDC) allows advanced Ph.D. students to take graduate courses at Columbia University, CUNY Graduate Center, Fordham University, New School University, Princeton University, Rutgers University, and Stony Brook University. The consortium helps to expand the intellectual possibilities of doctoral study by affording students—in particular those from smaller departments—the opportunity to take courses that are not offered at their home institution.

DEPARTMENTAL INFORMATION

Casa Italiana Zerilli-Marimò: This National Historic Landmark, once the home of General Winfield Scott, was purchased by New York University thanks to a gift from Baroness Mariuccia Zerilli-Marimò in memory of her late husband, Guido, industrialist and diplomat. It was inaugurated in 1990 and is the seat of the Department of Italian Studies. Equipped with a research library and a 100-seat theatre, the Casa is an active cultural center, offering a wide variety of events, from academic lectures to art exhibits to social gatherings.

Noted guests have included Gianni Amelio, Joseph Brodsky, Gianni Celati, Francesca Duranti, Vittorio Gassman, René Girard, Shirley Hazzard, Dante Isella, Dacia Maraini, Marco Risi, Giorgio Strehler, Gay Talese, and Giuseppe Tornatore.

Graduate Students Association: The GSA is an active group of departmental graduate students that sponsors departmental as well as interdisciplinary colloquia, parties, and meetings on professional matters such as placement and publication.

Graduate Placement: The department and New York University's Office of Career Services work closely

with students in exploring career directions and in locating suitable positions. Graduates regularly have found teaching posts at colleges and universities as well as jobs in the public and private sectors.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

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

Courses

Courses may be given either in Italian or in English.

GENERAL

Screen Memories: Novel into Film G59.1881 *Ben-Ghiat. 4 points.*
Examines the transformation of literary narrative into cinematic discourse. Films by Visconti, Bertolucci, Pasolini, De Sica, and Scola; literary texts by D'Annunzio, Lampedusa, Verga, Moravia, Boccaccio, Bassani, Tarchetti, and others.

Studies in Italian Culture G59.1981 *Variable content course. Staff. 4 points.*
Recent topics: literature and the history of science (Freccero and Ardizzone); women's writing and religious crisis in early modern Europe and the Americas (Tylus); Italian colonialism (Ben-Ghiat).

Introduction to the History and Methods of Textual Criticism and Interpretation: Memory, Autobiography, and the Self G59.2185 *Staff. 4 points.*
Delving into the history, theory, and practice of autobiography from Petrarch and Cellini to Casanova and Aleramo, the course addresses such issues as the making of the self and of the national identity.

Topics in Italian Literature G59.2192 *Variable content course. Staff. 4 points.*
Recent topics: pastoral and peasants in Italian culture (Tylus); gender and writing in Renaissance Italy (Cox); love and magic, words and images in *Orlando Furioso* and 16th-century culture (Bolzoni).

Topics in Italian American Culture G59.2195 *Variable content course. Taught every other year by the Tiro a Segno Visiting Professor of Italian American Culture. 4 points.*
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.

Guided Individual Reading G59.2891 *Staff. 4 points.*

Literary Theory G59.3080 *Variable content course. Staff. 4 points.*

MEDIEVAL/EARLY MODERN

Divina Commedia I, II G59.2311, 2312 *Ardizzone, Freccero. 4 points per term.*

Dante and Medieval Thought G59.2314 *Ardizzone. 4 points.*
Dante's minor works and, in particular, *Vita Nova*, *Convivio*, and *De vulgari eloquentia*, read in light of the philosophical-theological debate of the time. Focus is on intellectual history, medieval theory of knowledge, intelligence, and speculation from the Pseudo-Dionysius to Albert the Great, St. Thomas Aquinas, and St. Bonaventure.

Guido Cavalcanti: The Other Middle Ages G59.2318 *Ardizzone. 4 points.*
Explores a range of medieval interdisciplinary topics that are not grounded in theology and rereads Cavalcanti's poetry as emblematic of the "other Middle Ages" and its scientific-philosophical context. Focus is on the intellectual debate in Europe and, in particular, in Bologna; poetry, rhetoric, and medieval natural philosophy; optics; medicine; ethics and logic.

Monasticism: Asceticism and Writing G59.2324 *Ardizzone. 4 points.*
Inquiry into Western monasticism and into the practices of asceticism. From the Fathers of the Desert to the life in the convents. Readings from St. Francis and Italian religious literature of the 13th and 14th centuries. Mysticism and the mystic experience of women such as Umiliana de' Cerchi, Angela da Foligno, and Margherita da Cortona.

Boccaccio G59.2331 *Ardizzone. 4 points.*
Critical reading of the *Decameron*, with references to Boccaccio's minor works and his narrative poetry. Boccaccio's cultural background as well as the new society and the new model of culture he activated are emphasized.

Studies in Medieval Culture G59.2389 *Variable content course. Staff. 4 points.*
Recent topics: bodies, passion, and knowledge (Ardizzone); Stilnovisti: poetry and intellectual history (Ardizzone).

Petrarch and Petrarchism G59.2322 *Cox. 4 points.*
An in-depth look at the lyric poetry of Francesco Petrarca (1304-1374) and its influence within Italian literary culture in the 15th and 16th centuries. The thematic focuses of the

course include gender, the relation between poetry and the visual arts, and the impact of printing on patterns of literary production and consumption.

The Arts of Eloquence in Medieval and Early Modern Italy G59.2588

Cox. 4 points.

Recent scholarship in medieval and early modern culture has increasingly stressed the centrality of the study of rhetoric in these periods, and the range of its influence, not simply on literature but on everything from art, music, and architecture to political thought. This course serves as an introduction to medieval and early modern rhetoric in Italy, conceived of broadly as a global art of persuasive discourse, spanning both verbal and nonverbal uses.

The Courtesan in Early Modern Italian Society and Culture

G59.2590 *Cox. 4 points.*

Examines the figure of the so-called *cortigiana onesta* within 16th- to 17th-century Italian culture, with a particular focus on the role courtesans played within the literary culture of the period, both as authors and as the subject of literary works. Also pays some attention to representations of courtesans within the visual arts and to their role within the musical culture of the time and in the early history of Italian theatre.

Machiavelli G59.2511 *Freccero. 4 points.*

Reading of the *Principe*, parts of the *Discorsi*, and the *Mandragola*, with particular attention to the author's place in the history of political speculation.

Tasso and the Invention of Modernity G59.2571 *Tylus. 4 points.*

Reading of *Gerusalemme Liberata* as a text connecting the Renaissance and modernity, with discussion of the historical, ethical, and cultural background of the Counter-Reformation.

Studies in Renaissance Literature G59.2589 *Variable content course. Cox, Tylus. 4 points.*

Studies in Early Modern Literature G59.2689 *Variable content course. Cox, Tylus. 4 points.*

Vico G59.2731 *Staff. 4 points.*
Vico as a landmark in the formation of modern literary and aesthetic theory, between ancient rhetoric, classical poetics, and the romantic orientations.

19TH AND 20TH CENTURIES

Italian Fascism G59.1982 *Ben-Ghiat. 4 points.*

Interdisciplinary study of the politics, culture, and social policies of the Italian dictatorship from the 1922 March on Rome through World War II. Secondary source readings are supplemented with films and texts from the period (speeches, novels, the fascist press). Topics covered include the relationship of fascism and modernity, resistance and collusion, racism and colonialism, fascist masculinity and femininity, and the project of refashioning Italians.

Italian Colonialism G59.1983 *Ben-Ghiat. 4 points.*

Explores Italian colonialism from the late 19th century through decolonization. Through readings of colonial travel literature, novels, films, diaries, memoirs, and other texts, students address the meaning of colonialism within Italian history and culture, the specificities of the Italian colonial case within broader trends of European imperialism, and the legacies of colonialism in contemporary Italy.

Leopardi G59.2821 *Staff. 4 points.*

Reading of the *Canti* and their relationship to contemporary romanticism as theory and practice.

Manzoni G59.2841 *Staff. 4 points.*

The *Promessi Sposi* as the major Italian novel and its place in the author's career, the romantic movement, and the later development of Italian literature.

Italy During World War II: Resistance, Collaboration, and the Problem of Memory G59.2882 *Ben-Ghiat. 4 points.*

Looks at Italy from 1940 to 1945, with a focus on cultural, political, and psychological responses to the dramatic events that marked the country during World War II. Films, novels, and reportage by authors such as Vittorini, Malaparte, Calvino, and Rossellini are featured.

Studies in 19th-Century Literature G59.2889 *Staff. Variable content course. 4 points.*

Pirandello and Contemporary Italian Theatre (Up to World War II) G59.2981 *Staff. 4 points.*
Pirandello's plays and essays as a key to understanding the avant-garde and the crisis of modernity. Futurist and

"grotesque" drama. Theories of contemporary theatre.

Decadent Italy 1860-1930 G59.2982 *Staff. 4 points.*

Readings in turn-of-the-19th-century Italian fiction and nonfictional prose, with emphasis on the theory of fictional genres and recurrent themes in the modern novel; Verga, Svevo, D'Annunzio, Pirandello, and Tozzi.

The Postmodern Canon G59.2983 *Staff. 4 points.*

Italian fiction from the seventies to the present. From Calvino, Volponi, and Pasolini, to Tondelli and Tabucchi.

20th-Century Italian Poetry G59.2984 *Ardizzone. 4 points.*

Reading and analysis of major poetic texts of the century until contemporary poetry. Principal authors: D'Annunzio, Pascoli, Luzi, Montale, Saba, Sereni, Zanzotto. Focus is on movements such as symbolism, decadentism, ermetism, as well as the discourse of the avant-garde.

Neorealism G59.2986 *Ben-Ghiat. 4 points.*

Examines the neorealist movement in literature and cinema that swept Italian culture after World War II. Emphasis is on the varieties of neorealist styles, the movement's role in projects for the revival of Italian national culture, and its relation to other cultural forms and traditions in Italy and abroad.

Studies in 20th-Century Literature G59.2989 *Variable content course. Staff. 4 points.*

Futurism G59.2991 *Ben-Ghiat. 4 points.*

Examines the poetics and politics of the futurist movement with special attention to the works of F. T. Marinetti and the movement's female writers.

Up to Speed: New Italian Fiction and Film G59.2999 *Staff. 4 points.*

The transformation of Italian society, culture, and identity through the narratives of the best young novelists and directors of today.



CHAIR OF THE DEPARTMENT:

Associate Professor Brooke Kroeger

DIRECTOR OF GRADUATE STUDIES:

Associate Professor William Serrin*Inquiries: 212-998-7993;**graduate.journalism@nyu.edu*GENERAL ASSIGNMENT AND
INVESTIGATIVE REPORTING:*Print/Online***Assistant Professor Robert S. Boynton***Print Inquiries: robert.boynton@nyu.edu***Assistant Professor Mark Dery***Online Inquiries: mad13@nyu.edu**Broadcast***Associate Professor Marcia Rock,
Director***Inquiries: 212-998-7985;**marcia.rock@nyu.edu*BUSINESS AND ECONOMIC
REPORTING:**Associate Professor Stephen D. Solomon,
Director***Inquiries: 212-998-7995;**business.journalism@nyu.edu*CULTURAL REPORTING AND
CRITICISM:**Professor Ellen Willis, Director***Inquiries: 212-998-3780;**cultural.program@nyu.edu*SCIENCE AND ENVIRONMENTAL
REPORTING:**Professor William E. Burrows,
Director***Inquiries: 212-998-7970;**william.burrows@nyu.edu*GLOBAL AND JOINT PROGRAM
STUDIES:**Associate Professor Carol R. Sternhell***Inquiries: 212-988-7999;**carol.sternhell@nyu.edu*

CAREER SERVICES:

Ellen Walterscheid*Inquiries: 212-992-9665;**ellen.walterscheid@nyu.edu*

ADJUNCT RELATIONS:

Clinical Associate Professor**Mary W. Quigley***Inquiries: 212-998-7998;**mary.quigley@nyu.edu*

At New York University, we believe that journalism has a serious public mission and can make a difference. We want to educate those who agree.

Opportunities abound in the media world, but the opportunity to do compelling work that informs, engages—and matters—is what drives our faculty, motivates our students, and informs our entire approach.

Great journalism has always come from the great cities of the globe, and there is no better place to learn the craft than the city of New York—where power and wealth concentrate, news and culture originate, and daily events fascinate.

Centrally located in Manhattan's Greenwich Village, the department immerses students in the richness and vitality of the city, while attracting to campus many of the leaders and thinkers in the journalism profession. New York City is our laboratory—and our inspiration. The very first lesson we offer students is: Tap into it, with our help.

NYU students study as interns in almost every major news organization in the city. They often graduate to jobs in newspapers, magazines, broadcast outlets, and online operations headquartered in New York, though some choose to go elsewhere. And every day, students

move outward from the classroom to the city, on assignments that take them all over town.

The full-time faculty is itself of national stature in the journalism world. As writers, reporters, producers, and critics, NYU professors continue to practice the journalism they teach and preach, holding the profession to its highest standards of public service. The adjunct faculty, our teaching professionals, features working journalists from all the major news media, who share their wealth of experience and a commitment to craft.

Each area of study pairs accomplished faculty who have worked in the field with students who seek practical instruction and intellectual depth. Most classes are kept small (12 to 18 students) to allow for one-on-one instruction. In addition to the general M.A. program, general assignment and investigative reporting in print/online and broadcast, the department offers specialized curricula based on subject matter: a concentration in cultural reporting and criticism; a certificate program in business and economic reporting; and a certificate program in science and environmental reporting. Students may also enroll in one of the department's joint programs: journalism and Latin American and Caribbean studies; journalism and Near Eastern studies; journalism and

French studies; or biomedical journalism.

Course work begins with the basic skills of reporting, writing, and research, but simultaneously students are taught what journalism at its best can be—and what it should accomplish in a free and democratic society. They are also encouraged to publish their work, with assignments, internships, and online projects geared to this end.

Housed within the arts and sciences core of a leading university, the department sees journalism as an essential strand in the liberal arts tradition and a critical factor in public culture. But we also recognize that news these days is a business. When our skilled graduates enter that business, they are prepared to improve and enliven it.

Department facilities include state-of-the-art computer equip-

ment; classrooms fashioned to generate an authentic newsroom atmosphere; the Center for Online Research, which offers NEXIS/LEXIS and DIALOG capabilities; and a fully equipped broadcast facility with a TV studio and linear and non-linear editing and digital and beta field equipment.

Faculty

Paul Berman, *Distinguished Writer in Residence*. M.A. 1973 (*American history*), *Columbia*.

Political journalism and commentary; literary journalism; intellectual history.

Dick Blood, *Clinical Associate Professor*. M.A. 1958, *Columbia*; B.S. 1954 (*liberal arts/journalism*), *Boston*.

Urban affairs; editing nonfiction books.

Robert S. Boynton, *Assistant Professor*. M.A. 1988 (*political science*), *Yale*; B.A. 1985 (*philosophy and religion*), *Haverford College*.

Culture, ideas, books, politics, and religion.

William E. Burrows, *Professor; Director, Science and Environmental Reporting*. M.A. 1962 (*government*), *B.A.* 1960 (*government*), *Columbia*.

Air, space, and national security reporting.

Ted Conover, *Distinguished Writer in Residence*. B.A. 1981 (*independent scholar*), *Amherst College*.

Investigative reporting; social issues; participatory journalism; magazine journalism.

David J. Dent, *Associate Professor*. M.S. 1982 (*journalism*), *Columbia*; B.A. 1981 (*political science*), *Morehouse College*.

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

Mark Dery, *Assistant Professor*. B.A. 1982 (*English*), *Occidental College*.

New media; the digital age; unpopular culture; cybercrit.

Dan Fagin, *Associate Professor; Associate Director, Science and Environmental Reporting Program*. B.A. 1985 (*government*), *Dartmouth*.

Environmental journalism; science journalism; science and religion.

Pete Hamill, *Distinguished Writer in Residence*. Former editor-in-chief, *New York Post*, *New York Daily News*. Fiction; immigration and politics; art and jazz; *New York City*.

Robert Lee Hotz, *Distinguished Writer in Residence*. M.A. 1973 (*theatre history*), *B.A.* 1973 (*English and drama*), *Tufts*. Science and technology reporting; research ethics; neuroscience issues.

Steven Johnson, *Distinguished Writer in Residence*. M.A. (*English*), *Columbia*; B.A. 1990 (*semiotics*), *Brown*.

Science journalism; popular culture; technology.

Brooke Kroeger, *Associate Professor; Chair, Department of Journalism*. M.S. 1972 (*journalism*), *Columbia*; B.S. 1971 (*journalism, political science*), *Boston*.

Long-form writing; archival research; women, foreign, and general interest reporting; identity.

Susie Linfield, *Associate Professor*. M.A. 1981 (*journalism*), *New York*; B.A. 1976 (*American history*), *Oberlin College*.

Film, dance, book, and art criticism; history of criticism; cultural politics.

Michael Ludlum, *Clinical Associate Professor*. B.A. 1959 (*philosophy*), *Hobart College*. *CBS Fellowship*, 1966-1967, *Columbia*.

Broadcast journalism; radio and television; journalism ethics.

Catherine S. Manegold, *Visiting Professor*. B.A. 1977 (*English*), *Carleton College*.

International relations; the history of race and diversity issues; military culture.

Pamela Newkirk, *Associate Professor*. B.A. 1983 (*journalism*), *New York*.

Art, culture, media history, and media bias.

Michael Norman, *Associate Professor*. B.A. 1971 (*English*), *Rutgers*.

Narrative in nonfiction and the fictive conventions possible in a work of reportage; the meaning of life-theme, ethos, literary practice.

Adam L. Penenberg, *Assistant Professor*. B.A. 1986 (*economics*), *Reed College*.

Technology; investigative journalism; jazz.

Mary W. Quigley, *Clinical Associate Professor*. M.A. 1979 (*journalism*), *New York*; B.A. 1971 (*English*), *Fordham*.

Workplace trends; women and work; military families.

Marcia Rock, *Associate Professor; Director, Broadcast Journalism*. Ph.D. 1981 (*communications*), *New York*; M.S. 1976 (*film and television*), *Brooklyn College (CUNY)*; B.A. 1971 (*English*), *Wisconsin*.

Women in the media; Ireland and Northern Ireland; new technologies.

Jay Rosen, *Associate Professor*. Ph.D. 1986, M.A. 1981 (*media studies*), *New York*; B.A. 1979 (*humanities*), *SUNY (Buffalo)*.

Journalism, democracy, and citizenship; public journalism; press ethics.

Charles Seife, *Associate Professor*. M.S. 1996 (*journalism*), *Columbia*; M.S. 1995 (*mathematics*), *Yale*; B.A. 1993 (*mathematics*), *Princeton*.

Science journalism; history of mathematics and science.

William Serrin, *Associate Professor*. B.A. 1961 (*English*), *Central Michigan*.

Labor reporting; labor history; urban reporting; American history.

Stephen D. Solomon, *Associate Professor; Director, Business and Economic Reporting*. J.D. 1975, *Georgetown*; B.A. 1971 (*journalism*), *Pennsylvania State*.

First Amendment law; business affairs and public policy.

Mitchell Stephens, *Professor*. M.J. 1973 (*journalism*), *California (Los Angeles)*; B.A. 1971 (*English*), *Haverford College*.

History and future of media and news; coverage of ideas.

Carol R. Sternhell, *Associate Professor*. Ph.D. 1981, M.A. 1976 (*modern thought and literature*), *Stanford*; B.A. 1971 (*history and literature*), *Harvard*.

Feminism; motherhood; cultural politics; literary criticism; women and media.

Jane Stone, *Associate Professor*. B.A. 1981 (*journalism*), *SUNY (Binghamton)*.

Investigative reporting; public policy journalism; legal journalism; television reporting.

Stephen M. Twomey, *Clinical Associate Professor*. B.S.J. 1973 (*journalism*), *Northwestern*.

Reporting; long-form writing.

Ellen Willis, *Professor; Director, Cultural Reporting and Criticism*. B.A. 1962 (*English*), *Barnard College*.

Cultural journalism; popular culture; cultural politics.

Craig Wolff, *Clinical Associate Professor*. B.A. 1979 (*political science*), *Rochester*.

Narrative nonfiction; memoir and biography; reporting on race.

Programs and Requirements

MASTER OF ARTS

The Department of Journalism offers numerous choices for specialization, either by medium of communication or by subject matter.

General Assignment and Investigative Reporting

Students in this concentration receive in-depth training in reporting and writing for every medium—print, online, and broadcast—and in every form, from daily newswriting to long-form magazine journalism, from spot news to documentary. Those primarily interested in print and online journalism learn to cover fast-breaking stories and write newspaper-style features, as well as to write and edit for magazines, with an emphasis on experimentation with voice, style, and audience. The online course offerings prepare students for the communications landscape of the near future. Broadcast students learn to use cameras and editing equipment and to produce their own news stories and short documentaries. All three require nine courses (36 points). For print/online information, contact the department at 212-998-7993 or graduate.journalism@nyu.edu; for broadcast, contact Associate Professor Marcia Rock at 212-998-7985 or marcia.rock@nyu.edu.

Cultural Reporting and Criticism

Students are equipped with a broad background in cultural issues as well as the reportorial and analytical skills needed to write on the arts, popular culture, the media, social issues, and social groups and milieus. Nine courses (36 points) are required. Contact the cultural reporting and criticism office at 212-998-3786 or cultural.program@nyu.edu.

Business and Economic Reporting

The program educates students who aspire to cover major stories in business, finance, and economics. Students take specialized business writing courses as well as courses at NYU's Leonard N. Stern School of Business. The program requires three semesters of study plus part of one summer; students must complete 13 courses (46 points). Students receive an M.A. degree in journalism and a certificate in business and economic reporting. Full-time and part-time study is available. Contact Associate Professor Stephen D. Solomon at 212-998-7995 or business.journalism@nyu.edu.

Science and Environmental Reporting

The program prepares students to cover stories in science, medicine, and the environment for careers in the news media, industry, government, and public interest groups. The program requires three semesters of study plus part of one summer; students must complete 11 courses (48 points). Students receive an M.A. degree in journalism and a certificate in science and environmental reporting. Contact Professor William E. Burrows at 212-998-7970 or william.burrows@nyu.edu.

GLOBAL AND JOINT PROGRAM STUDIES

Currently, the Department of Journalism offers four joint master's programs, with others in development at this writing. Applicants to joint programs must be accepted by both participating departments.

Journalism and Latin American and Caribbean Studies

The joint M.A. program in journalism and Latin American and Caribbean studies prepares students for careers as professional newspaper, magazine, or broadcast journalists with a particular expertise on Latin America and the Caribbean. The program is administered jointly by the Department of Journalism and the Center for Latin American and Caribbean Studies.

Journalism and Near Eastern Studies

The joint M.A. program in journalism and Near Eastern studies is designed to prepare students for careers as professional newspaper, magazine, or broadcast journalists with a particular expertise on the Near East. The program is administered jointly by the Department of Journalism and the Hagop Kevorkian Center for Near Eastern Studies.

Journalism and French Studies

The joint M.A. program in journalism and French studies provides advanced education and training for students wishing to combine specialized knowledge of France with journalistic writing and/or broadcasting skills. It is designed to prepare students for careers as professional journalists with a particular expertise on France and the French-speaking regions of the world. The program is administered jointly by the Department of Journalism and the Institute of French Studies.

Biomedical Journalism

The joint M.S. program in biology and journalism prepares students with advanced training in biology for pro-

professional positions in the communications field. The program is designed for students holding a bachelor's degree with a major in biological sciences or its equivalent and who have little or no previous training in journalism. Experienced professional writers lacking the requisite biology background are considered for admission, but, if accepted, they will be required to take supplemental courses to make up this deficiency. The program is administered jointly by the Department of Journalism and the Department of Biology.

ADMISSION

The Department of Journalism considers applicants holding a bachelor's degree in any field. A journalism background is not required. Along with the completed application, the applicant must provide two copies of official transcripts from his or her undergraduate university, three letters of recommendation, and three writing samples. These samples should be indicative of the applicant's best overall work and need not have been published. A statement of purpose, which should adhere to the guidelines listed in the journalism supplement attached to the general application, is also required.

To be considered for the graduate program, an applicant must have an undergraduate grade point average (GPA) of at least 3.0, a verbal score of at least 600 on the general test of the Graduate Record Examination (GRE), and a 5.0 on the analytical writing test of the GRE. No specific subject test is necessary. International applicants must also take the Test of English as a Foreign Language (TOEFL), including the Test of Written English (TWE), unless they completed their undergraduate education at an institution where English is the primary language of instruction. A minimum TOEFL score of 250 on the computer test or 600 on the paper test is required, along with a minimum score of 5.0 on the TWE. (For the cultural reporting and criticism concentration, a score of 6.0 is required.) *International applicants MUST have a fluent command of written English.*

The GREs and TOEFL are given periodically throughout the year. Specific test dates can be obtained by calling the Educational Testing Service, 609-921-9000, or by visiting their Web site at www.ets.org/commun.html.

Applications are accepted for fall admission only. Please adhere to the

deadline dates published in the *GSAS Application Appendix*. Applications submitted after the due date are considered on a rolling admission basis if seats remain, but many programs fill rapidly.

DEGREE REQUIREMENTS

Students take 36 to 48 points for the Master of Arts degree, depending on the program in which they are enrolled (see *Master of Arts* section above). Up to 8 points of electives may be taken, including classes outside the department. Internships, Directed Reading, and Independent Study are considered electives. Internships cannot be taken for credit until at least 20 points have been completed. The department believes the program is best completed through three semesters of full-time study, although part-time students are accepted. It is not always possible, however, to offer part-time students a complete selection of courses each semester. Some, but not all, classes are available at night.

Students are expected to maintain a GPA of 3.0 throughout their graduate career. Students whose GPA falls below 3.0 are placed on academic probation. Students on probation may be asked to leave the program if they receive additional grades below B.

General Assignment and Investigative Reporting

Print/Online

Required Courses: Writing, Research, and Reporting Workshop I and II; The Journalistic Tradition; Editing Workshop or Magazine Writing Workshop; and Feature Writing Workshop.

One seminar: Press Ethics; The Law and Mass Communications; History of the News; Perspectives on Race and Class; or similar course.

Three electives, at least two from the advanced skills course offerings: International Reporting; Online Reporting; Investigative Reporting; Specialized Reporting; or similar courses.

Typical (full-time) programs are shown below.

Semester I: Writing, Research, and Reporting Workshop I; Editing Workshop; and The Journalistic Tradition or a seminar course 12 points

Semester 2: Writing, Research, and Reporting Workshop II; Feature Writing Workshop; and The Journalistic Tradition or a seminar course 12 points

Semester 3: Two skills courses and an internship 12 points

or

Semester I: Writing, Research, and Reporting Workshop I; The Journalistic Tradition; and a seminar or an elective 12 points

Semester 2: Writing, Research, and Reporting Workshop II; Feature Writing Workshop or similar course; and remaining seminar or elective 12 points

Semester 3: Magazine Writing; Magazine Editing and Production or an advanced skills course; and Feature Writing Workshop or similar course or an internship 12 points

Broadcast

Required courses: Writing, Research, and Reporting Workshop I; The Journalistic Tradition; Broadcast Writing; Television Reporting I; Television Reporting II; and Advanced TV Reporting.

One seminar: Press Ethics; The Law and Mass Communication; History of the News; Understanding Communication; or similar seminar.

Two electives.

A typical (full-time) program is shown below.

Semester 1: Writing, Research, and Reporting Workshop I; Television Reporting I; and Media Ethics 12 points

Semester 2: Television Reporting II; The Journalistic Tradition; and an elective 12 points

Semester 3: Advanced TV Reporting; an elective; and an internship or elective 12 points

Cultural Reporting and Criticism

Required courses: Writing, Research, and Reporting Workshop I (Cultural Writing) and II or an equivalent advanced writing-reporting course; The Journalistic Tradition or Literary Journalism; The Cultural Conversation; Critical Survey; and Topics in Cultural Journalism. **Note:** One of the following courses may be substituted for Writing, Research, and Reporting II: Reporting on Social Worlds; Specialized Reporting: The Arts; Specialized Reporting: Social Commentary; Specialized Reporting: The Journalism of Ideas; Specialized Reporting: Portfolio; or another advanced writing-reporting course with the permission of the director of CRC.

One seminar: A second section of Topics in Cultural Journalism or Literary Journalism; Current Problems in Mass Communication; Press Ethics; The Law and Mass Communication; History of the News; or an equivalent seminar approved by the director of CRC.

Two electives.

A typical (full-time) program is shown below.

Semester 1: Writing, Research, and Reporting Workshop I; Critical Survey; and The Cultural Conversation 12 points

Semester 2: Writing, Research, and Reporting Workshop II or equivalent; Literary Journalism; and a seminar or an elective 12 points

Semester 3: Topics in Cultural Journalism; a seminar or an elective; and an internship 12 points

Business and Economic Reporting

Note: At the discretion of the director, students who have already taken any of the listed business courses may be placed in higher-level classes.

Required courses in journalism: Writing, Research, and Reporting Workshop I and II; Specialized Reporting (business coverage); Television Reporting (business coverage); Social Impact: Reporting How Corporations Affect Their Communities; Topics in Financial Accounting, Financial Markets, and Corporate Finance; and Internship or Directed Reading.

One seminar: The Law and Mass Communication; Press Ethics; or another course approved by the director.

One journalism elective.

Required courses at the Leonard N. Stern School of Business: Understanding Firms and Markets; and Global Business Environment.

One elective: Economic and Business History of the United States or Financial History.

One elective: Marketing: Delivering Value to Businesses and Customers; Competitive Advantage from Operations; Information Technology and Industry Performance: The Media Industry; Global Banking and Capital Markets; Media and Management; Multinational Business Management; or Business Law for Managers.

A typical (full-time) program is shown below.

Semester 1: Writing, Research, and Reporting Workshop I; one seminar or elective in journalism; Topics in Financial Accounting, Financial Markets, and Corporate Finance; and Understanding Firms and Markets 15 points

Semester 2: Writing, Research, and Reporting Workshop II; Specialized Reporting; Television Reporting; and Global Business Environment 15 points

Summer: Internship or Directed Reading 2 points

Semester 3: Social Impact: How Corporations Affect Their Communities; one elective in journalism; two electives at the Leonard N. Stern School of Business 14 points

Science and Environmental Reporting

Required courses: Writing, Research, and Reporting Workshop I and II; Science Survey I and II; Press

Ethics; Feature Article; Broadcast Writing; Medical Writing; Environmental Reporting; Science Writing; and Internship.

A typical (full-time) program is shown below.

Semester 1: Writing and Reporting Workshop I; Press Ethics; and Science Survey I 14 points

Semester 2: Writing and Reporting Workshop II; The (Science) Feature Article; and Science Survey II 14 points

Summer: Broadcast Writing and Medical Writing 8 points

Semester 3: Environmental Reporting; Science Writing; and Internship 12 points

Note: There are also field trips and special, daylong seminars.

All Specializations

Possible electives include any courses in the department (if prerequisites are met) or any graduate-level course in another department or school at NYU if approved by that department or school. Up to 8 points may be transferred from another institution (if approved by the dean's office). All applications for transfer credits must be made within the first year of matriculation. See the graduate administrative aide for a transfer application.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

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

Courses

Not all courses are offered every semester. All courses carry 4 points per term.

The Law and Mass Communication G54.0011

Discusses exceptions to the First Amendment language that "Congress shall make no law . . . abridging the freedom of speech or of the press." Subjects covered include prior restraint of the press, libel, invasion of privacy, obscenity, shield laws and protection of sources, free press and fair trial, and broadcast regulations by the FCC.

Press Ethics G54.0012

Explores the ethical questions facing working journalists. Focuses on specific cases, both real and hypothetical. Through readings, papers, and class discussion, students analyze the ethical problems raised by these cases and develop their own systems for making ethical decisions.

Minority Perspectives/Minority Presence and the Media G54.0015

With the Kerner Commission Report as a backdrop, this course examines the portrayals and perspectives of "minorities" in today's media, looking at issues of representation, access, and power.

History of the News G54.0018

How have people traditionally understood "news"? What assumptions are built into this form of communication? How do changes in the medium through which news is exchanged from speech to writing, to print, to broadcasting affect its content and perspective? These questions are approached through anthropological research, classical literature, and historical texts, as well as through the formal history of journalism. Students are encouraged to draw conclusions about the nature and logic of news that can be applied to modern news systems.

Current Problems in Mass Communication G54.1019

Topical issues in journalism. Subjects vary: media criticism, perspectives on race and class, global journalism, and others.

Writing, Research, and Reporting Workshop I, II G54.1021, 1022

Workshop I is taken the first semester; Workshop II, the second semester.

Provides a foundation in the principles and practices of basic news reporting. Includes lectures on reporting principles and techniques, study of specialized areas of reporting, and completion of increasingly challenging in-class assignments. Students use New York City as a laboratory to gather and report actual news events outside the classroom. A special section of Workshop I is offered for students in the cultural reporting and criticism concentration. A special section of Workshop II is offered for students in the Business and Economic Reporting Program.

The Journalistic Tradition G54.1023

Students read from the works of some of the best English and American journalists, including Benjamin Franklin, Thomas Paine, Margaret Fuller, Charles Dickens, Stephen Crane, H. L. Mencken, Ernest Hemingway, Edward R. Murrow, Lillian Ross, James Baldwin, and Tom Wolfe. Special attention is paid to tone, voice, and imagery and to theories of reporting.

Net Culture and New Media: Issues in Digital Journalism G54.1025

Students delve deep into the social, legal, and ethical issues generating buzz in digital culture, from Napster to hackers, online gender-bending to weblogging, or "blogging." Past guest speakers have included Net guru Clay Shirky, Steven Johnson (*Emergence: The Connected Lives of Ants, Brains, Cities, and Software*), and editors from *Nerve* and *The Smoking Gun*. Students write several papers, which are published in the department webzine, *ReadMe*.

Magazine Editing and Production

G54.1030 *Pre- or corequisite: G54.1231.* Covers all editorial and production aspects of publishing a magazine: generating ideas and planning content; working with writers, photographers, art directors, and editors; selecting art; copyediting and proofreading; writing captions and headlines; and doing layout. Noneditorial problems—printing, advertising, promotion, and circulation—are also discussed. Emphasis is

on practical assignments and the final project, an issue of *Manhattan South*.

Television Reporting I G54.1040

Prerequisite: G54.1070.

This beginning course introduces students to field reporting. Students learn how to develop story ideas, write to picture, structure a story, interview people, and gather the audio and visual elements essential to television reporting. As the course develops, detailed script analysis is combined with in-depth discussions of the completed pieces. A six-hour lab for the fieldwork complements the four-hour lecture. Students shoot and edit their work in teams of two to three students. They mainly use small DV cameras and linear editing systems as well as a few nonlinear editing systems. Completed pieces are aired on *NYU Tonight*, a live weekly newscast.

Literary Journalism G54.1050

A course for ambitious writers who want to learn to read the way professional writers read, explicating the structure and language of well-crafted narratives and learning how to apply those lessons and techniques to their own work. Close readers and careful thinkers are wanted.

Topics in Financial Accounting, Financial Markets, and Corporate Finance G54.1060

Prerequisite: enrollment in the Business and Economic Reporting Program or special permission.

Provides a foundation for students who intend to become journalists covering business and financial issues. Students study accounting language and concepts and learn how to read and analyze the financial statements issued by corporations. They learn how to use these financial statements to detect problems and assess the financial health of an enterprise. The course also covers the financial markets and the financing tools available to corporations in need of capital.

Broadcast Writing Workshop G54.1070

Instruction in writing and producing the news for broadcast and writing on deadline. The class writes and produces a television newscast.

Editing Workshop G54.1123

Prerequisite: G54.1021.

Provides a foundation in copyediting with an emphasis on print media. Students learn to edit for accuracy of factual material, grammar, consistency of style, and conciseness; to combine, condense, and change the emphasis of stories; and to write headlines.

Feature Writing Workshop

G54.1125 *Prerequisite: G54.1021.*

Designed to acquaint the student with the skills for writing sidebars, profiles, and other types of "soft" news. Students learn to recognize good feature ideas, interview in order to develop features, write feature leads, and organize feature stories.

Reporting New York City G54.1152

Prerequisite: G54.1021.

With New York City as a backdrop, students familiarize themselves with the range of issues affecting urban America, including race relations, housing, education, mass transportation, and the availability of city services. The workings of City Hall and municipal politics are also explored. Students interview government officials, cover press conferences, and report on citywide elections.

Social Impact: Reporting How Corporations Affect Their Communities G54.1161

Prerequisite: enrollment in the Business and Economic Reporting Program or special permission.

Using a case study approach, students explore the significant impact that corporations have on community life. Analysis includes both the costs (e.g., pollution, job dislocations, unsafe products) and the benefits (e.g., wealth creation, innovation, employment) of corporate activities. Writing assignments help students master the difficult task of covering such issues, which often become the focus of deep conflict among interest groups. The goal is to provide insight and perspective to students who will become journalists covering similar issues.

Radio Reporting G54.1171

Prerequisite: G54.1070.

Students learn to cover different types of news events and issues for radio newscasts. They write and record reports, interview newsmakers on tape, file reports from the field, select and edit taped actualities, and write copy to use with the tape in newscasts. Sufficient instruction in audio production and announcing is included to enable students to produce their own reports.

Television Reporting II G54.1172

Prerequisite: G54.1040.

This intermediate second-semester course is run like a local news operation. The students work individually as reporters some weeks and as crew other weeks. They cover beats and do short investigative and enterprise stories as well as cover breaking news and NYU-related stories that air weekly on *NYU Tonight*. A three-hour editorial meeting provides the time to pitch

and plan stories as well as critique finished pieces. Shooting and editing are done as needed with an open schedule. Students have full access to the DV equipment and editing systems throughout the week. Students edit their in-depth pieces on the Final Cut Pro nonlinear editing system.

Advanced TV Reporting G54.1175
Prerequisites: G54.1070 and G54.1172. Students produce in-depth news-magazine pieces that strengthen their reporting and stylistic skills. The class works as a production team and holds editorial meetings every week. Students have the freedom to produce their stories according to their own schedules outside of class. Students have access to digital and beta cameras and edit on nonlinear systems.

Science Writing G54.1180
Prerequisite: enrollment in the Science and Environmental Reporting Program or special permission. Covers methods of popularizing scientific, technical, and medical information for the mass media with emphasis on producing work that meets the standards of professional publication or broadcast.

The Cultural Conversation G54.1181 *Prerequisite: enrollment in the cultural reporting and criticism concentration or special permission.* Acquaints students with a broad view of culture and of cultural journalism as an ongoing public conversation, while providing an introduction to the basic concepts and practice of cultural criticism. Emphasizes the connections between aesthetic and social issues.

Specialized Reporting G54.1182
Prerequisite: G54.1021. A variety of specialized reporting classes are offered on a rotating basis. Following is a partial list: Investigative Reporting, Sports Reporting, Reporting the Arts, Reporting the Workplace, Photojournalism, Writing Social Commentary, News Bureau, Long-Form Nonfiction, Visual Thinking, and the Journalism of Ideas.

International Reporting G54.1183
Prerequisite: G54.1021. In the cosmopolitan environment of New York, students develop sources, interview experts, and produce stories on international topics. Course also uses New York's ethnic neighborhoods and wide diversity to teach the fundamentals of international reporting, as students delve into the often hidden worlds various ethnic groups bring into their communities in New York.

Critical Survey G54.1184
Prerequisite: enrollment in the cultural reporting and criticism concentration or special permission. Teaches students how to write arts criticism that combines clear, vivid prose and a distinctive individual voice with close analysis of specific works in such media as music, literature, art, movies, dance, and theatre. Surveys late 19th- and 20th-century history of criticism.

Reporting on Social Worlds G54.1186
Focuses on developing the in-depth reporting skills needed to depict social and cultural milieus with accuracy and power. Students examine the problems and challenges of reporting on social worlds created by identities, places, occupations, institutions, and interests.

Medical Writing G54.1187
Prerequisite: enrollment in the Science and Environmental Reporting Program or special permission. Provides a solid basis for understanding many of the elements involved in covering medicine, including the biology of cancer, environment-related illness, epidemiology, and the precepts of sound medical research and peer review. Students are required to write several stories from press releases, conferences, and developed interviews.

Environmental Reporting G54.1188
Prerequisite: enrollment in the Science and Environmental Reporting Program or special permission. Designed to train students to write balanced, informative articles about environmental issues and alert them to the special problems reporters face covering a beat that is often highly charged and highly politicized. For this reason, the investigative aspects of environmental reporting are emphasized.

The Online Magazine: ReadMe G54.1191 *Skills course.* Combines an advanced course in digital journalism with the experience of being on the staff of a working webzine, *ReadMe*, the department's student-run online magazine about new media and Net culture. With the professor acting as executive editor, students assume masthead positions from managing editor to marketing director. As well, every class member builds an online clip file by writing articles for the magazine. Students receive course credit for their work on *ReadMe*.

Digital Journalism: Online Reporting Workshop G54.1192
Prerequisite: G54.1021. Graduate skills course.

Students master the basics of Web production and the tools of the wired reporter, from search-engine techniques to the art of the e-mail interview to distinguishing hard facts from dirty data on the Net. In the process, students explore ethical, legal, and cultural issues unique to online journalism. For their final project, students conceive, design, and build a webzine and then create the content—the in-depth, heavily reported articles—to fill it.

Magazine Writing Workshop G54.1231 *Prerequisite: G54.1125.* Teaches the practical skills required of a nonfiction magazine writer, as well as how to focus an article for a particular market. Emphasis is on producing pieces that both inform and entertain through the careful use of language and the cultivation of an effective, powerful style. Each student writes a magazine-length article of publishable quality.

Topics in Cultural Journalism G54.1281 *Prerequisites: enrollment in the cultural reporting and criticism concentration or special permission, G54.1181, and G54.1184.* Focuses on a broad cultural theme, allowing students to pursue a variety of interests. Students read and discuss relevant works of cultural journalism, explore an aspect of the topic in depth, and produce a substantial writing project.

Fieldwork in Journalism G54.1290
Prerequisite: permission of the department. Students who have completed more than half the required courses may receive permission to intern with area publications or broadcast stations. Their work is evaluated by executives and editors of the cooperating news organizations.

Directed Reading G54.1299
A student works with one professor on a substantial project combining readings with in-depth writing.

Science Survey I, II G54.2000, 2001
Prerequisite: enrollment in the Science and Environmental Reporting Program or special permission. This two-semester course, team-taught by scientists and a science writer, examines several key scientific, technological, and environmental problem areas from the different perspectives of the scientist and the journalist. Topics may vary yearly but typically include nutrition, recombinant DNA, global warming, energy systems and sources, space flight, biology of cancer, AIDS, and toxic wastes and their disposal. Students prepare background material and write a news story about each topic at the end of its segment.



CENTER FOR

Latin American and Caribbean Studies

53 WASHINGTON SQUARE SOUTH, 4 WEST • NEW YORK, NY 10012-1098 • 212-998-8686

DIRECTOR OF THE CENTER:
Professor George Yúdice

The Center for Latin American and Caribbean Studies (CLACS) at New York University is an interdisciplinary teaching, research, and public information program. It opens channels of communication and encourages the sharing of ideas and observations across disciplinary boundaries, to the mutual benefit of both faculty members and students. Over fifty NYU faculty members and from two to ten visiting and adjunct professors each semester constitute the directly associated staff of the Center.

The Center has a special interest in Caribbean issues and in the relations between U.S. soci-

ety and Caribbean/Latin American nations. While not ignoring the more traditional approaches to the region, the Center stresses the study of contemporary inter-American relations—the emerging social, cultural, economic, and political links between and among the Americas. Rather than simply providing a window through which North Americans may observe Latin America and the Caribbean, the Center seeks to serve as a bridge between them. Additionally, the Center faculty have special expertise in cultural studies and culture-economy-development policies relating to communications, media, arts, and cultural institutions in Latin America and the Caribbean and in the United States (particularly as they relate

to Latinos and immigrant communities). This is especially appropriate for an institution located in New York City, a cosmopolitan hub of migration, communications, and decision making involving and directly affecting Latin America and the Caribbean.

CLACS offers a Master of Arts program in Latin American and Caribbean studies with three options: Latin American and Caribbean studies; Latin American and Caribbean studies with a concentration in museum studies; or Latin American and Caribbean studies with an advanced certificate in museum studies. CLACS also offers a dual degree M.A.-J.D. program with the NYU School of Law and a joint M.A. program with the Department of Journalism.

Faculty

Markus S. Schulz, *Assistant Professor/Faculty Fellow*. Ph.D. 2003, M.A. 1997 (sociology), *New School*; B.A. 1993 (philosophy), *Free University of Berlin*. Media sociology.

George Yúdice, *Professor*, *Spanish and Portuguese Languages and Literatures (American Studies)*; *Director*, *Center for Latin American and Caribbean Studies*. Ph.D. 1977 (*Romance languages*), *Princeton*; M.A. 1971 (*Spanish and Portuguese*), *Illinois*; B.A. 1970 (*Spanish and chemistry*), *Hunter College (CUNY)*. Transnational politics and cultural policy studies; globalization; civil society.

AFFILIATED FACULTY IN OTHER DEPARTMENTS

Tom Abercrombie, *Anthropology*; **Gerard L. Aching**, *Spanish and Portuguese Languages and Literatures*; **Asale Ajani**, *Gallatin School of Individualized Study*; **Helene M. Anderson**, *Spanish and Portuguese Languages and Literatures*; **Miriam de Mello Ayres**, *Spanish and Portuguese Languages and Literatures*; **Renée Blake**, *Linguistics*; **Kamau Brathwaite**, *Comparative Literature*; **Barbara Browning**, *Performance Studies*; **Alejandro Cañeque**, *Gallatin School of Individualized Study*; **Youssef Cohen**, *Politics*; **Juan E. Corradi**, *Sociology*; **J. Michael Dash**, *French*; **Arlene Dávila**, *Anthropology (American Studies)*; **Ana M. Dopico**, *Comparative Literature*, *Spanish*

and Portuguese Languages and Literatures; **James D. Fernández**, *Spanish and Portuguese Languages and Literatures*; **Raquel Fernández**, *Economics*; **Ada Ferrer**, *History*; **Sibylle Fischer**, *Spanish and Portuguese Languages and Literatures*; **Shepard Forman**, *Center on International Cooperation*; **Jeffrey R. Goodwin**, *Sociology*; **Gregory Grandin**, *History*; **Jeff D. Himpele**, *Anthropology*; **Guillermina Jasso**, *Sociology*; **Aisha Khan**, *Anthropology*; **Kenneth L. Krabbenhoft**, *Spanish and Portuguese Languages and Literatures*; **Christopher Mitchell**, *Politics*; **Sylvia Molloy**, *Spanish and Portuguese Languages and Literatures*; **José Esteban Muñoz**, *Performance Studies*; **Robin Nagle**, *Draper Program*; **Judith K. Némethy**, *Spanish and Portuguese Languages and Literatures*; **Sonia M. Ospina**, *Robert F.*

Wagner Graduate School of Public Service; Pedro Noguera, Steinhardt School of Education; Marta C. Peixoto, Spanish and Portuguese Languages and Literatures; Mary Louise Pratt, Spanish and Portuguese Languages and Literatures; Adam Przeworski, Politics; Cristina Rodriguez, NYU School of Law; Silvia N. Rosman, Spanish and Portuguese Languages and Literatures; Kathleen A. Ross, Spanish and Portuguese Languages and Literatures; John V. Singler, Linguistics; Lok C. D. Siu, Anthropology, Asian/Pacific/American Studies; Robert P. Stam, Cinema Studies; Marcelo Suarez-Orozco, Steinhardt School of Education; Eduardo Subirats, Spanish and Portuguese Languages and Literatures;

Edward J. Sullivan, Fine Arts; Constance Sutton, Anthropology; Diana Taylor, Performance Studies; Sinclair Thomson, History.

VISITING FACULTY

Jorge Castañeda, Global Distinguished Professor of Politics and Latin American and Caribbean Studies.

AFFILIATED ADJUNCT FACULTY

Carlos Decena, Adjunct Lecturer, Cultural Studies. Ph.D. 2004, New York; B.A. 1995, Pennsylvania.

Gender and sexuality; Caribbean migrations.

Patricio Navia, Adjunct Professor, Politics. Ph.D. 2003, New York; B.A. 1992, Chicago.

Electoral systems; democratization and democratic institutions.

Arturo Porzecanski, Adjunct Lecturer, Economics. Ph.D. 1975, Pittsburgh; B.A. 1971, Whittier College.

International finance; emerging markets; Latin American economics.

Albor Ruiz, Lecturer, Journalism. M.A. 1970, B.A. 1969, Florida.

Programs and Requirements

The Center for Latin American and Caribbean Studies is an important force in identifying professors and students with shared interests in Latin America and the Caribbean, opening channels of communication and encouraging the sharing of ideas and observations across disciplinary boundaries.

The Center sponsors research conferences, lectures, roundtables, and film series related to Latin America and the Caribbean, and North America's interrelationships and shared interests with both.

Cross-listed courses are offered at CUNY and Columbia University.

Admission: Students should have earned a Bachelor of Arts degree in the social sciences or the humanities or a Bachelor of Science degree from an accredited college or university and graduated with a cumulative average of at least a B (3.0). Students should also have a working knowledge of Spanish, French, or Portuguese.

Students must submit scores for the Graduate Record Examination (GRE). International students must also take the Test of English as a Foreign Language (TOEFL).

MASTER OF ARTS

Degree Requirements: Eight courses (32 points) are required for this degree. The student must maintain a GPA of 3.0 or better. The student must take two core, integrating courses offered by the Center in fall and spring, respectively. Four courses (16 points) are taken in the department (anthropology, cinema studies, economics, history, politics, etc.) or in a discipline (migration studies, devel-

opment studies, cultural policy, etc.) in which the student chooses to specialize. Students may also elect a specialization in business by enrolling in courses offered through the Langone Program at the Leonard N. Stern School of Business. (Students must register for Stern courses in the CLACS office.) The remaining two courses (8 points) are distributive or elective, taken outside of the specialization. These may include courses in other departments of the Graduate School of Arts and Science (GSAS) that are related to Latin American and Caribbean studies and that the CLACS director approves, and, on occasion, graduate courses offered by other schools (such as the Steinhardt School of Education's Foreign Languages Education Division) that pertain directly to the student's educational and career goals, and that, at the time, are unavailable through GSAS (also subject to the director's approval).

Another requirement for the Master of Arts degree is the completion of a major project. An expanded and revised research paper in the student's area of specialization or in an integrating course may satisfy this requirement. Students must complete the degree within five years.

Language competency in Spanish, French, or Portuguese must be proven through either option "1" (course work) or "3" (examination) as defined in the *Degree Requirements* section of this bulletin.

The joint M.A. program in journalism and Latin American and Caribbean studies prepares students for careers as professional newspaper, magazine, or broadcast journalists with a special

background in Latin America and the Caribbean. This 46-point program consists of a specialized selection of courses in journalism totaling 22 points (including the 2-point Directed Reading course to fulfill the major project requirement), a sequence of courses in Latin American and Caribbean studies totaling 24 points, and a major project. Students must be formally admitted by both the Department of Journalism and the Center for Latin American and Caribbean Studies.

The dual degree M.A.-J.D. program in law and Latin American and Caribbean studies provides training in foreign cultures to prepare law students for international careers and for dealing with Latin American and Caribbean businesses and clients in the United States. In-depth knowledge of Latin American and Caribbean history, politics, society, and political economy adds a valuable intellectual dimension to the training of law students who plan to practice international private and public law or corporate law for foreign clients. The M.A.-J.D. program requires a total of 94 points for the two degrees and can be completed in three to four years. Candidates for the dual degrees submit separate applications to the Graduate School of Arts and Science and the School of Law. Detailed information regarding residency requirements and credit distribution can be obtained by contacting the director of the Center for Latin American and Caribbean Studies.

The M.A. degree in Latin American and Caribbean studies with a concentration in museum studies is awarded after satisfactory completion of 36

points (20 in CLACS and 16 in museum studies), a major project, and a full summer internship in a museum or cultural institution. This concentration is aimed primarily at those who are or will be museum professionals in Latin America and the Caribbean or are specializing in collections from these areas in U.S. museums. The program provides professional skills and internship opportunities in museum studies, as well as substantive academic knowledge of Latin America and the Caribbean.

The M.A. degree in Latin American and Caribbean studies is awarded with the certificate in museum studies after satisfactory completion of 48 points (32 in CLACS and 24 in museum studies), a major project, and a full

summer internship in a museum or cultural institution. Students may use 8 points from museum studies to count toward the required 32 points in CLACS.

Additional opportunities are available for CLACS students through cross-registration in courses offered at City University of New York (CUNY) and Columbia University. Registration in these courses requires the director's permission; their enrollments are limited, and students may take no more than two courses at CUNY or Columbia during their M.A. work at CLACS.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

Each year CLACS conducts a competition for summer field study awards; on average, 10 projects proposed by graduate students can be supported each summer. A limited number of faculty awards are available as well. Recipients receive round-trip airfare to their research site. Those interested should call the Center for details on applying; full applications are usually due during the third week of February for summer projects.

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

Courses

Students should check a current class schedule each semester to see which courses are being offered. Many classes are offered in the evening. All courses carry 4 points per term unless otherwise noted.

CORE COURSES

Master's degree candidates must take G10.1001 (offered every fall) and G10.2001 (offered every spring). These core courses are open to graduate students from other departments and to certain qualified undergraduate students with the Center's permission.

Introduction to Latin American and Caribbean Studies G10.1001
Begins with a history of the emergence of Latin American and Caribbean studies and continues as a wide-ranging survey of the various disciplinary and interdisciplinary approaches to the area. Some of the readings are meant to explore the boundaries of the established disciplines that are applied to Latin American and Caribbean studies.

Research Seminar in Latin American and Caribbean Studies G10.2001

In this seminar, students gain proficiency in a major field of scholarship, under the supervision of the CLACS director and affiliated faculty. The seminar refers to neither a region nor a discipline, but a broad set of thematic concerns grouped under such rubrics as development studies; social move-

ment and democratic transition studies; inter-American relations; violence and conflict resolution; gender and sexuality studies; immigration and ethnic studies; tourism studies; sport studies, communications and cultural policy studies, etc., all of which traverse several disciplines and are best approached by constructing a conceptual and categorical map reflecting the ways scholarship structures these fields.

OTHER COURSES OFFERED BY CLACS AND OTHER DEPARTMENTS

Following is a list of selected courses with Latin American or Caribbean foci that may be included in a CLACS master's program. Shown below is a representative sample, not a complete list, of courses. A separate list of the courses offered during each semester is issued by CLACS before the registration period. Students may petition the director if they wish to include courses not mentioned on the GSAS list in their degree program at the Center. Selected courses at Columbia University and CUNY are also listed in the class schedule, and students follow the same registration procedure as they normally do for NYU courses.

CLACS

CLACS Visiting Course G10.1002
Spring. Topic changes every spring.

Contemporary Inter-American Relations G10.1004 *Fall. Identical to G53.2765.*

Seminar in Latin American Studies G10.1008 *Spring. Topic changes every spring.*

Inter-American Studies G10.1009
Fall. Identical to G13.2308.

Reading and Research G10.1010
Independent study. Fall and spring.

The United States, Latin America, and the Media G10.1015 *Fall. Identical to G54.0001.*

Government and Politics of Latin America G10.1017 *Spring. Identical to G53.2621.*

Latin American Economics G10.1018 *Spring. Identical to G31.1605.*

Covering Latino and Caribbean Stories in the United States G10.1019 *Spring. Identical to G54.1019.*

Movements and Media in Latin America G10.1020 *Fall.*

Latinos in Urban Schools G10.1023
Fall. Identical to E20.2097.001.

Education and Development in
Latin America G10.1024 *Spring.*
Identical to E20.2094.001.

Media, Culture, and Power in Latin
America G10.1026 *Spring.*

Migration and the Caribbean in the
Space of Global Flows G10.1200
Spring.

Populism and Democracy in Latin
America G10.2030 *Fall.*

CLACS Internship G10.3000 *Fall,*
spring.

Financial Issues in Latin America
G10.3002 *Spring. Identical to*
G31.3002.007.

AMERICAN STUDIES

Inter-American Studies G13.2308

Race in the Americas G13.2316

ANTHROPOLOGY

Ethnographic Traditions: The
Caribbean G14.1319

Transnational Processes G14.1634

Topical Seminar: Ritual and
Performance G14.3399

BUSINESS

The following courses are offered at
the Leonard N. Stern School of
Business.

Global Business Environment
B01.2303

Global Perspectives B30.2338

Emerging Economies B50.2335

CINEMA STUDIES

The following courses are offered at
the Tisch School of the Arts.

Latin American Avant-Garde and
New Media H72.2061

Brazilian Cinema I, II H72.2117,
2118

COMPARATIVE LITERATURE

Topics in Caribbean Literature I, II
G29.2650, 2651

Haiti in Caribbean Context
G29.2652

Society and Literary Imagination
G29.3135

ECONOMICS

Microeconomics Theory G31.1003

Macroeconomics Theory G31.1005

International Trade G31.1505

International Finance G31.1506

Economic Development I G31.1603

Latin American Economics
G31.1605 *Identical to G10.1018.*

INTERNATIONAL EDUCATION

The following courses are offered at
the Steinhardt School of Education.

School and Society Here and
Abroad E23.2007

Technical Assistance in Education
Abroad E23.2861

FINE ARTS

Modernism in Latin America
G43.2034

Visual Culture in the 20th-Century
Caribbean G43.2344

Arts of Brazil G43.3034

HISTORY

Seminars in Latin America
G57.1800, 1801, 1802, 2800

U.S. Policy in the Caribbean, 1898
to Present G57.1812

JOURNALISM

The United States, Latin America,
and the Media G54.0001 *Identical to*
G10.1015.

Covering Latino and Caribbean
Stories in the United States
G54.1019 *Identical to G10.1019.*

The following journalism courses
count only toward the joint degree in
journalism and Latin American and
Caribbean studies.

Writing and Reporting Workshop I
G54.1021

Broadcast Writing Workshop
G54.1070

Editing Workshop G54.1123

Feature Workshop G54.1125

International Reporting G54.1183

LINGUISTICS

Pidgin and Creole Languages
G61.2510

African and Caribbean Creoles
G61.2520

MUSEUM STUDIES

Museum Studies I: History and
Theory of Museums G49.1500

Museum Studies II: Museum
Collections and Exhibitions
G49.1501

Museum Documentation G49.2220

Topics in Museum Studies
G49.3330

Exhibition Planning and Design
G49.3332

Internship G49.3990

PERFORMANCE STUDIES

The following courses are offered at
the Tisch School of the Arts.

Borderlands and Barrios:
Globalization and Migration
H42.2380

Negotiating Latin American
Performance H42.2381

Politics and Performance:
Performing Colonialism H42.2406

Possession and Performance
H42.2666

Latin American Theatre H42.2822

POLITICS

Comparative Politics G53.1500

Latin American Government and
Politics G53.2621 *Identical to*
G10.1017.

Contemporary Inter-American
Relations G53.2765 *Identical to*
G10.1004.

PORTUGUESE

Brazilian Literature: *Realismo* to
the Present G87.1812

Brazilian Novel G87.1831

Contemporary Brazilian Literature
G87.2810

The Development of Brazilian
Poetry G87.2841, 2842

Literary History and Criticism in
Brazil G87.2852

Autobiography in Brazil G87.2967

SOCIOLOGY

Contemporary Sociological Theory
G93.2115

Comparative Modern Societies
G93.2133

Political Sociology G93.2441

Social Movements G93.3153

SPANISH

Special Topics in Latin American
Literature G95.2967, 2968



Law and Society

110 WEST THIRD STREET, ROOM 216 • NEW YORK, NY 10012-1074
212-998-8536 • FAX: 212-995-4034 • E-MAIL: law.society@nyu.edu • WEB SITE: www.law.nyu.edu/ils

DIRECTOR:

Professor Lewis A. Kornhauser

ASSOCIATE DIRECTOR:

Associate Professor Jo Dixon

The law and society program offers a Ph.D., a J.D.-Ph.D. dual degree, and a J.D.-M.A. dual degree in law and society. As an interschool

program, supported by New York University's School of Law and the Faculty of Arts and Science, the law and society program serves as an intellectual center for faculty, graduate students, and law students interested in studying law and legal institutions from an interdisciplinary social science perspective.

Law and Society encourages a wide range of social science perspectives, theoretical frameworks, and empirical methods. In addition to formal course work, the program convenes the NYU law and society colloquium and the law and society workshop, sponsors sociolegal conferences, and hosts visiting scholars.

Faculty

STEERING COMMITTEE

Lewis A. Kornhauser, *Alfred and Gail Engelberg Professor of Law, Law; Director, Law and Society (Law/GSAS). Ph.D. 1980 (economics), J.D. 1976, California (Berkeley); M.A. 1972, B.A., Brown.*

Microeconomic analysis; litigation; jurisprudence.

Jo Dixon, *Associate Professor, Sociology; Associate Director, Law and Society (Law/GSAS). Ph.D. 1989, Indiana; M.A. 1981, Emory; B.A. 1972, North Carolina.*

Law and society; law and social policy; courts; punishment; legal profession; gender and law; human rights; criminology; violence; Central Europe; transitional justice.

Vicki L. Been, *Elibu Root Professor of Law, Law; Faculty Director, Root-Tilden-Kern Scholarship Program (Law); Director, Furman Center for Real Estate and Urban Policy (Law). J.D. 1983, New York University; B.S. 1978, Colorado State.*

Environmental justice; land use; property; state and local government.

Oscar G. Chase, *Russell D. Niles Professor of Law, Law; Codirector, Institute of Judicial Administration (Law). J.D. 1963, Yale; B.A. 1960, New York.*

Civil litigation in social and cultural context; comparative civil procedure.

Paul G. Chevigny, *Joel S. and Anne B. Ebrekranz Professor of Law, Law. LL.B. 1960, Harvard; B.A. 1957, Yale.*

Relations between the citizen and the state; criminal and civil rights litigation; police abuse in the global South.

Barry Friedman, *Jacob D. Fuchsberg Professor of Law, Law. J.D. 1982, Georgetown; B.A. 1978, Chicago.*

Federal courts; public law; criminal procedure; politics of judicial review.

David W. Garland, *Arthur T. Vanderbilt Professor of Law, Law; Professor, Sociology; Codirector, Center for Research in Crime and Justice (Law). Ph.D. 1984, Edinburgh; M.A. 1978, Sheffield; LL.B. 1977, Edinburgh.*

Sociology and history of punishment; crime control and criminal justice policy; sociology of law; social theory; history of criminological ideas.

Anna L. Harvey, *Associate Professor, Politics. Ph.D. 1995, M.A. 1990, Princeton; B.A. 1988, Ohio.*

Political economy; electoral politics; political parties; politics of judicial review.

Bernard Haykel, *Associate Professor, Middle Eastern and Islamic Studies. D.Phil. 1997, Oxford; M.Phil. 1991, B.A. 1989, Georgetown.*

Islamic law and society; Yemeni society and history.

Sally Engle Merry, *Professor, Anthropology, Law and Society. Ph.D. 1978, Brandeis; M.A. 1967, Yale; B.A. 1966, Wellesley College.*

Human rights; gender violence; gender and law; law and culture; mediation and conflict resolution; legal consciousness.

Fred R. Myers, *Professor, Anthropology; Silver Professor; Chair, Department of Anthropology. Ph.D. 1976, M.A. 1972, Bryn Mawr College; B.A. 1970, Amherst College.*

Social anthropology; hunters and gatherers; kinship and social organization; symbolic systems; dispute processes; art and material culture; Fourth World peoples; Australia.

Tom R. Tyler, *Professor, Psychology; NYU University Professor; Affiliated Professor, Law. Ph.D. 1978, M.A. 1974, California (Los Angeles); B.A. 1973, Columbia.*

Organizational/social psychology; social justice; the psychology of authority; legal psychology; survey research/field research.

CORE FACULTY

Derrick A. Bell, *Visiting Professor, Law. LL.B. 1957, Pittsburgh; B.A. 1952, Duquesne.*

Civil liberties; racism and American law.

Lauren Benton, *Professor, History*; Ph.D. 1987, M.A. 1983, *Johns Hopkins*; B.A. 1978, *Harvard*.

Legal cultures; social theory; world history; Atlantic history; colonialism.

Jerome Bruner, *Professor, Psychology*; *NYU University Professor*; *Affiliated Professor, Law*. Ph.D. 1941, *Harvard*; B.A. 1937, *Duke*.

Cognitive psychology; rules, language, and culture of legal practices.

Paulette M. Caldwell, *Professor, Law*. J.D. 1969, B.S. 1966, *Howard*.

Real estate transactions; employment discrimination; lawyering; property; race and legal scholarship.

Peggy Cooper Davis, *John S. R. Shad Professor of Lawyering and Ethics, Law*; *Director, Lawyering Program*. J.D. 1968, *Harvard*; B.A. 1964, *Western College for Women*.

Influence of antislavery ideology on American constitutional theory; use of multiple intelligences and reasoning styles in the work of lawyering; effects of culture and discourse styles on legal processes and on the development of law.

David F. Greenberg, *Professor, Sociology*. Ph.D. 1969, M.S. 1963, B.S. 1962, *Chicago*.

Deviance; sociology of law; criminology; quantitative methods; sociology of sex; sociology of science.

Christine B. Harrington, *Associate Professor, Politics, Law and Society*; *Affiliated Associate Professor, Law*; Ph.D. 1982, M.A. 1976, *Wisconsin*; B.A. 1974, *New Mexico*.

Politics and ideology of law; legal culture; legal profession; dispute processing and litigation; administrative law and regulatory politics; constitutional law and society; law and state formation in American political development.

James B. Jacobs, *Chief Justice Warren Berger Professor of Constitutional Law in the Courts, Law*; *Director, Center for Research in Crime and Justice (Law)*. Ph.D. 1975, J.D. 1973, *Chicago*; B.A. 1969, *Johns Hopkins*.

Criminal law; criminal procedure; sociology of law; state and local government; administration of the criminal justice system.

Benedict Kingbury, *Murry and Ida Becker Professor of Law*; *Director, Institute for International Law and Justice (Law)*. D.Phil. 1990, M.Phil. 1984, *Oxford*; LL.B. 1981, *Canterbury*.

International institutions; theory of international law; indigenous peoples in international law; international courts and tribunals; history of international law.

Sylvia A. Law, *Elizabeth K. Dollard Professor of Law, Medicine, and Psychiatry, Law*; *Codirector, Arthur Garfield Hays Civil Liberties Memorial Program (Law)*. J.D. 1968, *New York University*; B.A. 1964, *Antioch College*. Civil rights issues; social policies; women's and minorities' rights; culture and law; health law.

Steven Lukes, *Professor, Sociology*. D.Phil. 1968, B.A. 1962, *Oxford*. Social theory; political theory; moral philosophy.

Holly Maguigan, *Professor, Law*; *Faculty Director, Global Public Service Law Project*. J.D. 1972, *Pennsylvania*; M.A. 1969, *California (Berkeley)*; B.A. 1966, *Swarthmore College*.

Criminal law, criminal procedure, evidence; global public service lawyering; domestic violence.

William E. Nelson, *Judge Edward Weinfeld Professor of Law, Law*. Ph.D. 1971, *Harvard*; LL.B. 1965, *New York*; B.A. 1962, *Hamilton College*.

Legal history and scholarship; legal history of 20th-century New York; history of common law in America.

Jerome Skolnick, *Claire Clements Dean's Chair Emeritus, California (Berkeley)*; *Affiliated Professor, Law*; *Codirector, Center for Research in Crime and Justice (Law)*. Ph.D. 1957, M.A. 1953, *Yale*; B.B.A. 1952, *City College (CUNY)*.

Criminal justice policy; policing and courts.

Frank K. Upham, *Wilf Family Professor of Property Law, Law*. J.D. 1974, *Harvard*; B.A. 1957, *Princeton*. Japanese law and society; urban politics; economic regulations; minorities' and women's rights.

AFFILIATED FACULTY

Philip Alston, *Professor, Law*; *Director, Center for Human Rights and Global Justice (Law)*. J.S.D. 1980, LL.M. 1977, *California (Berkeley)*; LL.M. 1976, B.Comm. 1976, LL.B. 1972, *Melbourne*.

International law; international organizations; human rights; children's rights.

Anthony G. Amsterdam, *Professor, Law*; *University Professor*. LL.B. 1960, *Pennsylvania*; B.A. 1957, *Haverford College*. Honorary degree: LL.D., *John Jay College of Criminal Justice*.

Clinical legal education; evidence; criminal law and procedure; law and psychiatry; lawyering theory.

Jean-Pierre Benoît, *Professor, Economics*; *Affiliated Professor, Law*. Ph.D. 1983, *Stanford*; B.A. 1978, *Yale*.

Economic theory; game theory; industrial organization; law and economics.

Rochelle C. Dreyfuss, *The Pauline Newman Professor of Law, Law*. J.D. 1981, *Columbia*; M.S. 1970, *California (Berkeley)*; B.A. 1968, *Wellesley College*. Intellectual property; law and science; civil procedure.

Noah Feldman, *Professor, Law*. J.D. 1997, *Yale*; D.Phil. 1994, *Oxford*; B.A. 1992, *Harvard*.

Administrative law; constitutional law; law and religion; comparative law; intellectual history of legal theory.

Linda Gordon, *Professor, History*. Ph.D. 1970, M.A. 1963, *Yale*; B.A. 1961, *Swarthmore College*.

Twentieth-century U.S. social, political, and social policy history; women and gender; family; U.S. Southwest.

Douglas Guthrie, *Associate Professor, Sociology*. Ph.D. 1997, M.A. 1994, *California (Berkeley)*; B.A. 1992, *Chicago*. Courts; labor; organizations.

Stephen Holmes, *Walter E. Meyer Professor of Law, Law*; *Professor, Politics*. Ph.D. 1976, M.Phil. 1975, M.A. 1974, *Yale*.

History of European liberalism; disappointments of democracy and economic liberalization after communism.

Linda G. Mills, *Professor, Social Work*; *Affiliated Professor, Law*; *Vice Provost for Undergraduate Education and University Life*. Ph.D. 1994, *Brandeis*; M.S.W. 1986, *San Francisco State*; J.D. 1983, *California (Hastings)*; B.A. 1979, *California (Irvine)*.

Bias in the legal system; intimate violence; psychodynamics of the legal system.

Richard S. Randall, *Professor, Politics*. Ph.D. 1966, M.A. 1962, Wisconsin; B.A. 1956, Antioch College.

American politics; civil liberties; prescriptive and operating freedoms of speech; theory of tolerance in mass liberal democratic society; censorship and social control.

John Phillip Reid, *Russell D. Niles Professor of Law*. J.S.D. 1962, LL.M. 1960, New York University; M.A. 1957, New Hampshire; LL.B. 1955, Harvard; B.S.S. 1952, Georgetown.

Law of the fur trade and the mountain men; law of the American West, especially the Overland Trail to the Pacific;

English, British, and American legal and constitutional theory prior to the American Revolution.

David A. J. Richards, *Edwin D. Webb Professor of Law*. J.D. 1971, Harvard; Ph.D. 1970, Oxford; B.A. 1966, Harvard.

Ethics; philosophy of law; philosophy and social theory; justice, gender, and sexual preference.

Bambi B. Schieffelin, *Professor, Anthropology*. Ph.D. 1979, M.A. 1977, B.S. 1967, Columbia.

Linguistic anthropology; discourse analysis; language and gender; language socialization; language ideology; language and the legal process; Papua New Guinea and the Caribbean.

Stephen J. Schulhofer, *Robert B. McKay Professor of Law*. Law. LL.B. 1967, Harvard; B.A. 1964, Princeton.

Criminal procedure; criminal justice; juvenile crime and sentencing; sexual harassment; Fifth Amendment principles.

Diane L. Zimmerman, *Samuel Tilden Professor of Law*. J.D. 1976, Columbia; B.A. 1963, Beaver College.

First Amendment issues; civil liberties; women's rights.

FACULTY EMERITUS

Wolf V. Heydebrand.

Programs and Requirements

Law and Society offers a Ph.D., a J.D.-Ph.D. dual degree, and a J.D.-M.A. dual degree in law and society.

DOCTOR OF PHILOSOPHY

The Doctor of Philosophy in law and society affirms that the recipient has a comprehensive knowledge of social science theories and research in the interdisciplinary field of law and society, an in-depth knowledge of the theories and research in one chosen subfield of law and society, a basic knowledge of one of the social science disciplines engaged in disciplinary research in law, and systematic training in the quantitative and qualitative social science methods used in law and society research. Students are advised by the director of graduate studies during their first year. After the first year of study, students select one of the law and society core or affiliated faculty as an adviser. Students enrolled in the Ph.D. program in law and society may take up to 12 credits in the NYU School of Law after consultation with their adviser and with the permission of the instructor. Ph.D. students may also take a maximum of 24 credits in reading and research.

General Degree Requirements: To qualify for the doctorate, a student must satisfactorily complete graduate studies totaling at least 72 graduate credits, with a minimum of 32 credits at the doctoral level in residence at New York University and a cumulative GPA of B (3.0) or better; pass comprehensive qualifying examinations; and present an acceptable disser-

tation. Most graduate courses carry 4 credits. Students may petition that a limited number of law and society graduate courses taken elsewhere be transferred and credited toward the degree requirements, but only after completing three courses at New York University. Only relevant law and society courses approved by the director of graduate studies and GSAS may be transferred.

Foreign Language Requirement:

Proficiency in at least one language other than English is required of all doctoral candidates. Foreign language proficiency examinations are at once an examination of both the foreign language and English. Currently, a student may choose to demonstrate proficiency in ancient Greek, Chinese, French, German, Hebrew, Italian, Japanese, Latin, Portuguese, Russian, or Spanish. Students who use a foreign language other than the above as an integral part of their dissertation research may petition for a substitution. Language proficiency may be demonstrated by any of the following: (1) passing the foreign language proficiency examination given by the Graduate School of Arts and Science (GSAS); (2) passing the departmental examination, if one is regularly scheduled by the department in which the student is registered; or (3) completing, or having completed, not more than two years before matriculation, with a grade of B or better, a full or final intermediate-level college course in the language. Students who have met the foreign language requirement

in another graduate school not more than two years before matriculation in GSAS may request that such credentials be accepted, with the approval of the dean. The foreign language requirement may be waived with approval by the LSP director of graduate studies and GSAS.

Basic Law and Society Course Requirement:

This requirement ensures that students receive a comprehensive knowledge of the social science theories and research in the interdisciplinary field of law and society. To meet this requirement, students must take the two basic law and society courses with a minimum grade of B in their first year of study: Sociolegal Seminar (G62.1001), offered each fall semester, and Law and Social Policy (G62.1002), offered each spring. Students should complete this requirement by the end of the first year of Ph.D. studies.

Methods Course Requirement:

To ensure that students receive adequate methodological training for conducting research, they are required to take one quantitative methods course in statistics and one qualitative methods course in historical, interviewing, or ethnographic methods. While not required, it is highly recommended that students take one advanced course in either quantitative or qualitative methods. The advanced methods course typically focuses on the methods used for the dissertation research. Students should complete this requirement by the end of the second year of Ph.D. studies.

Disciplinary Minor Course

Requirement: All students are required to acquire a basic knowledge of one of the social science disciplines engaged in disciplinary research in law and society. After selecting a discipline, each student is required to take three non-methods courses offered by the selected disciplinary department. A grade of B is the minimum grade required for each of the three courses.

Law and Society Colloquium and Workshop Requirement: Law and society Ph.D. students are required to attend the law and society colloquium and workshops during their first year of Ph.D. studies.

Law and Society Written Field

Exam: The law and society field exam requires that students demonstrate a comprehensive knowledge of the interdisciplinary field of law and society. The examination covers material from the two basic law and society courses and supplemental readings from the law and society reading list. The law and society written field exam committee is composed of the faculty teaching the two required basic law and society courses. The exam is a written 24-hour take-home exam that is graded as pass or fail; it is given twice a year. If students fail, they may take it again but are not permitted to retake it more than once. Students should complete this exam by the end of the second year of Ph.D. work.

Law and Society Oral Subfield

Exam: Each student is required to demonstrate an in-depth knowledge of one of the subfields of law and society. Each student selects three NYU law and society faculty to serve as the law and society oral subfield exam committee. Two of the three oral exam committee members must be NYU GSAS faculty or NYU School of Law faculty with a Ph.D. These faculty assist the student in developing an appropriate reading list for the exam. The law and society subfield exam is given twice a year. If students fail, they make take it again but are not permitted to retake it more than once. The exam is a two-hour oral exam graded as a pass or fail by the three selected faculty. A pass requires that two of the three selected faculty pass the exam. Students should complete this exam by the end of the third year of Ph.D. work.

Dissertation: After the dissertation chair and two readers approve a dissertation proposal and the chair submits a dissertation proposal acceptance form signed by the director of graduate stud-

ies, the dissertation may be undertaken. Once the completed dissertation is approved by the dissertation chair and two readers, an oral defense form is filed, and the oral dissertation defense is scheduled. Of the chair and two readers, two must be GSAS full-time faculty. The completed dissertation is defended in a two-hour oral defense before a five-member committee consisting of the dissertation chair, the two readers, and two additional members. Of the five members, three must be full-time GSAS faculty. Any dissertation members that are not full-time GSAS faculty must be approved by the vice dean at least four months prior to the defense. A successful defense requires that four of the five members of the dissertation committee vote to approve the dissertation. For rules concerning time to degree, refer to the *GSAS Policies and Procedures Manual*.

DUAL JURIS DOCTOR AND DOCTOR OF PHILOSOPHY

Students with a special interest in law may wish to pursue the dual degree program leading to the J.D. and Ph.D. degrees. Students who wish to enroll in the dual degree program must apply separately to the School of Law and to the Graduate School of Arts and Science (GSAS). Students may apply to both schools simultaneously or to one school while in the first year of study at the other. There are no specific admission standards or applications for dual degree applicants at either school. Once admitted to both schools, the student qualifies for the dual degree program.

General Degree Requirements: The School of Law requires the completion of 82 credits in six semesters of full-time study for the J.D. degree. Full-time study is defined as 12 or more credit hours per semester, primarily in courses commencing prior to 6 p.m. One semester of full-time graduate study, or up to 12 credits, from the Graduate School of Arts and Science is counted toward the J.D. degree. Thus, at least one of the student's semesters in GSAS must be full-time and consist of a majority of credits in daytime courses. For a complete description of courses required for the J.D. degree, consult the *School of Law Bulletin*. The Ph.D. degree requires 72 credits of graduate study with a cumulative GPA of B (3.0) or better, of which 12 credits are accepted from the School of Law. The two degrees therefore require a total of 130 credits (70 at the School of Law and 60 at the Graduate School of Arts and Science). Because some of the cred-

its earned in each program are counted toward the other degree, it is possible to complete the course requirements for both degrees in five years of full-time study. Students pursuing the dual degree program typically spend their first year in the Graduate School of Arts and Science, the second year in the School of Law, alternating years until the requirements for both schools are satisfied. Students may also take up to a maximum of 24 credits in reading and research. Students may petition for a limited number of law and society graduate courses taken elsewhere to be transferred and credited toward the Ph.D. degree requirements, but only after completing three courses at New York University. Only relevant law and society courses approved by the director of graduate studies and GSAS may be transferred.

Foreign Language Requirement:

Proficiency in at least one language other than English is required of all doctoral candidates. Foreign language proficiency examinations are at once an examination of both the foreign language and English. Currently, a student may choose to demonstrate proficiency in ancient Greek, Chinese, French, German, Hebrew, Italian, Japanese, Latin, Portuguese, Russian, or Spanish. Students who use a foreign language other than the above as an integral part of their dissertation research may petition for a substitution. Language proficiency may be demonstrated by any of the following: (1) passing the foreign language proficiency examination given by the Graduate School of Arts and Science (GSAS); (2) passing the departmental examination, if one is regularly scheduled by the department in which the student is registered; or (3) completing, or having completed, not more than two years before matriculation, with a grade of B or better, a full or final intermediate-level college course in the language. Students who have met the foreign language requirement in another graduate school not more than two years before matriculation in GSAS may request that such credentials be accepted, with the approval of the dean. The foreign language requirement may be waived with approval by the director of graduate studies and GSAS.

Basic Law and Society Course

Requirement: This requirement ensures that students receive a comprehensive knowledge of the social science theories and research in the interdisciplinary field of law and soci-

ety. To meet this requirement, students must take the two basic law and society courses with a minimum grade of B in their first year of study: Sociolegal Seminar (G62.1001), offered each fall semester, and Law and Social Policy (G62.1002), offered each spring. Students should complete this requirement by the end of the first year of Ph.D. studies.

Methods Course Requirement: To ensure that they receive adequate methodological training for conducting research, students are required to take one quantitative methods course in statistics and one qualitative methods course in historical, interviewing, or ethnographic methods. While not required, it is highly recommended that students take one advanced course in either quantitative or qualitative methods. The advanced methods course typically focuses on the methods used for the dissertation research. Students should complete this requirement by the end of the second year of Ph.D. studies.

Disciplinary Minor Course Requirement: All students are required to acquire a basic knowledge of one of the social science disciplines engaged in disciplinary research in law and society. After selecting a discipline, each student is required to take three non-methods courses offered by the selected disciplinary department. A grade of B is the minimum grade required for each of the three courses.

Law and Society Colloquium and Workshop Requirement: Law and society Ph.D. students are required to attend the law and society colloquium and workshops during their first year of Ph.D. studies.

Law and Society Written Field Exam: The law and society field exam requires that students demonstrate a comprehensive knowledge of the interdisciplinary field of law and society. The examination covers material from the two basic law and society courses and supplemental readings from the law and society reading list. The law and society written field exam committee is composed of the faculty teaching the two required basic law and society courses. The exam is a written 24-hour take-home exam that is graded as pass or fail; it is given twice a year. If students fail, they may take it again but are not permitted to retake it more than once. Students should complete this exam by the end of the second year of Ph.D. work.

Law and Society Oral Subfield

Exam: Each student is required to demonstrate an in-depth knowledge of one of the subfields of law and society. Each student selects three NYU law and society faculty to serve as the law and society oral subfield exam committee. Two of the three oral exam committee members must be NYU GSAS faculty or NYU School of Law faculty with a Ph.D. These faculty assist the student in developing an appropriate reading list for the exam. The law and society subfield exam is given twice a year. If students fail, they make take it again but are not permitted to retake it more than once. The exam is a two-hour oral exam graded as a pass or fail by the three selected faculty. A pass requires that two of the three selected faculty pass the exam. Students should complete this exam by the end of the third year of Ph.D. work.

Dissertation: After the dissertation chair and two readers approve a dissertation proposal and the chair submits a dissertation proposal acceptance form signed by the director of graduate studies, the dissertation may be undertaken. Once the completed dissertation is approved by the dissertation chair and two readers, an oral defense form is filed, and the oral dissertation defense is scheduled. Of the chair and two readers, two must be GSAS full-time faculty. The completed dissertation is defended in a two-hour oral defense before a five-member committee consisting of the dissertation chair, the two readers, and two additional members. Of the five members, three must be full-time GSAS faculty. Any dissertation members that are not full-time GSAS faculty must be approved by the vice dean at least four months prior to the defense. A successful defense requires that four of the five members of the dissertation committee vote to approve the dissertation. For rules concerning time to degree, refer to the *GSAS Policies and Procedures Manual*.

DUAL JURIS DOCTOR AND MASTER OF ARTS

Students who wish to enroll in the J.D.-M.A. dual degree program must apply separately to the School of Law and to the Graduate School of Arts and Science. Students may apply to both schools simultaneously or to the Graduate School of Arts and Science when in the first or second year of study at the School of Law. Once admitted to both schools, the student

qualifies for the dual degree program. There are no specific admission standards or applications for dual degree applicants at either school. Students are advised by the director of graduate studies during their first year. After the first year of study, students select one of the law and society core or affiliated faculty as an adviser. Students pursuing the dual degree program typically spend their first year in the Graduate School of Arts and Science.

General Degree Requirements: The School of Law requires 82 credits of study for the J.D. degree; however, in the dual degree program, 8 credits for courses taken in the Graduate School of Arts and Science are applied to the J.D. degree. For a complete description of courses required for the J.D. degree, consult the *School of Law Bulletin*. The Graduate School requires 32 credits of study for the M.A. degree with a cumulative GPA of B (3.0) or better; however, in the dual degree program, 8 credits for courses taken in the School of Law are applied to the M.A. degree. Students in this program are required to take a total of 98 credits for the two degrees (74 and 24 credits, respectively, for the J.D. and the M.A.).

Law and Society Course

Requirements: This requirement ensures that students receive a comprehensive knowledge of the social science theories and research in the interdisciplinary field of law and society. To meet this requirement, students must take the two basic law and society courses with a minimum grade of B in their first year of study: Sociolegal Seminar (G62.1001), offered each fall semester, and Law and Social Policy (G62.1002), offered each spring. The remaining courses are elective and selected from the law and society course offerings. Students may also take up to a maximum of 24 credits in reading and research. There is no foreign language requirement for the J.D.-M.A. dual degree.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

A comprehensive list of University and Graduate School fellowships, prizes, and awards appears in the *School of Law Bulletin* and in the *Financing Graduate Education* section of the *GSAS Application for Admission and Financial Aid*. Only students admitted to the Ph.D. or J.D.-Ph.D. degree program qualify for awards from the Graduate School.

Courses

The semester at the School of Law starts and ends approximately one week earlier than that of the Graduate School of Arts and Science. Contact Law and Society for specific dates.

Course numbers listed in the course descriptions below refer to the following:

Law and Society Course: Open to law and society (Ph.D., J.D.-Ph.D., J.D.-M.A.) and other GSAS students.

Cross-Listed Law and Society/Law Course: Open to law and society (Ph.D., J.D.-Ph.D., J.D.-M.A.) and School of Law students.

Law Course: Open to law and society (Ph.D., J.D.-Ph.D., J.D.-M.A.) students with permission and School of Law students.

Cross-Listed Law and Society/GSAS Course: Open to law and society (Ph.D., J.D.-Ph.D., J.D.-M.A.) and other GSAS students.

GSAS Course: Open to law and society (Ph.D., J.D.-Ph.D., J.D.-M.A.) and other GSAS students.

Cross-Listed Law and Society/Law/GSAS Course: Open to law and society (Ph.D., J.D.-Ph.D., J.D.-M.A.), GSAS, and School of Law students.

The Sociolegal Seminar G62.1001 (Law and Society)/L06.3570 (Law) Kornhauser.

This seminar (1) surveys approaches for understanding the relationship between social and legal thought and (2) examines their methodologies. Readings examine the extent to which social science and law have common theoretical and methodological foundations. Focus is on analytical, doctrinal, institutional, and philosophical perspectives and approaches to the study of law and society. The interface between legal and social, cultural, economic, and political phenomena is studied through critical debates as well as from a historical and comparative perspective.

Law and Social Policy G62.1002 (Law and Society)/G93.3534 (Sociology)/L06.3580 (Law) Dixon. Scholars have debated for centuries the relationship between law and social policy and whether law leads or follows social change. Regardless of one's position on these issues, most agree that law and society are interwoven such that law constitutes a field where social policies are created, reinforced, and transformed. This course utilizes

the lens of the courts to examine the relationship between law, social policies, and social change. The first part of the course analyzes how social policies are created, reinforced, and transformed in constitutional courts. Students begin by examining the consequences of U.S. Supreme Court decisions in both creating and eliminating race and gender segregation. Next, they explore the role of constitutional courts in transforming social welfare policies in transitional societies such as postcommunist Central Europe. The second part of the course analyzes how social policies are created, reinforced, and transformed in trial courts. Students consider the relationship between social policy and the transformation of criminal courts in the progressive era; they then investigate this relationship in the contemporary context. In particular, the relationship between social policies and current criminal court transformations involving plea bargaining, sentencing guidelines, and the recent creation of problem-solving, specialized drug and domestic violence courts is explored. The third and final part of the course examines how social policies are created, reinforced, and transformed in international courts. In particular, students explore human rights policies and the development of the International Criminal Court.

Introduction to Legal Philosophy G62.1003 (Law and Society)/L06.3005 (Law) Murphy.

Survey of 20th-century contributions to legal philosophy. In addition to the central debate between H. L. A. Hart and Ronald Dworkin over the concept of law, students discuss natural law theory, legal realism, critical legal studies, feminist jurisprudence, critical race theory, and some aspects of post-modern legal theory. The course begins with an introduction to the methods of moral and political theory.

Sociology of Law G62.1103 (Law and Society)/G93.2434 (Sociology) Dixon, Garland, Greenberg.

Designed to provide a broad theoretical framework for analyzing and interpreting the interrelationships between law, politics, and society. This course begins with a consideration of the intellectual and methodological differences between law and social science; it then examines the interface between law and social science from two perspectives. First, the relationship between law and society is traced from the point of view of the influence of

norms and customs, social structure, and class and power on the development, form procedure, and substance of law. Second, the impact of law on society is examined in the areas of rights and social movements, race discrimination, gender discrimination, and crime and justice. Critical race theory and critical gender theory receive special attention here. A section on law, courts, and the administration of justice examines the institutional structure and transformation of the American legal and judicial system, and a final section on the legal profession, legal education, and critical legal theory deals with the contradictory role of lawyers as agents of the status quo and of social change.

Seminar in the Sociology of Law G93.3534 (Sociology) Dixon, Garland, Greenberg.

This course is designed to allow students to conduct research on a topic covered in G62.1103. Students are required to enter the course with a well-formulated research proposal.

Law and Modern Society G62.1004 (Law and Society)/L06.3560 (Law) Garland.

This seminar explores the changing forms and functions of law in modern society and the sociological theories that seek to interpret these developments. The concept of modernity forms the background for the first half of the course, in which the work of Durkheim, Marx, and Weber are reviewed in some detail. Thereafter the class addresses a body of work, by writers such as Foucault, Selznick, and Teubner, that argues that the character of modern law—and modern society—is changing in ways that require us to revise our understanding of the relationship of “law” to “society.” Themes include the decline of the rule of law; the emergence of responsive or reflexive law; law in the welfare state; laws, norms, and discipline; the relation between law and other systems of regulation; and the idea of postmodernity as it applies to the legal sphere. The course does not presuppose any prior knowledge of social theory.

Classic Sociological Theory G93.2111 (Sociology) Garland, Lukes. Examines major figures of modern sociology, including Marx, Durkheim, Weber, Simmel, Mead, Freud, and Parsons. Focuses on the conditions and assumptions of social theory, the

process of concept formation and theory building, general methodological issues, and the present relevance of the authors examined. An effort is made to speculate on the nature of the growth of knowledge in sociology.

Advanced Theory Seminar:

Foucault G62.1010 (Law and Society)/G93.3112 (Sociology) *Garland*.

This seminar is concerned with developing an in-depth understanding of the work of Michel Foucault and its implications for social and historical research. The class studies several of his substantive historical studies (*Discipline and Punish, Madness and Civilization, The Birth of the Clinic, and The History of Sexuality*) and explores key concepts in Foucault's work, such as archaeology and genealogy, power/knowledge, governmentality, and subjectification. Critical responses to Foucault's work are discussed, as are attempts by other authors to put Foucaultian concepts to their own use.

Law, Culture, and Power G62.1012 (Law and Society)/G14.3391 (Anthropology)/L06.3701 (Law) *Merry*.

Anthropologists view law as basic to social life but highly variable in different cultural and historical contexts. This course examines theoretical and methodological issues in legal anthropology, looking at some of the classics in the field as well as contemporary work concerning the cultural dimensions of law and their relationship to forms of power and governmentality. It focuses on ethnographic methods for studying law and legal institutions. The first part of the course examines early work that grappled with the question of defining law in contexts that lacked formal legal systems. The second part explores legal pluralism, law and the colonial process, law and culture, the relationship between law and discipline, and law and everyday life. As students read ethnographic studies of everyday legal phenomenon, they discuss how to carry out ethnographic research and experiment with mini-research projects. In each of the readings, students consider ethnographic approaches to legal phenomena and discuss how each author has done his or her ethnographic research and the techniques involved.

Culture and Disputing G62.1301 (Law and Society)/L06.3500 (Law) *Bruner, Chase, Chevigny*.

Study of various types of dispute resolution found in societies ranging from primitive to technocratic as well as variations in disputing models within a given society. In order to give theoretical grounding to the foregoing, selections from texts on anthropology, law, and society and from the work of legal comparativists are assigned. The goal is to obtain a deeper understanding of the cultural relativism of legal institutions.

Alternative Dispute Resolution L09.3523 (Law) *Chase*.

This course concerns "alternate" methods of dispute resolution. By this is meant the processes used to resolve disputes that are different from, and therefore alternative to, formal civil litigation. These "alternate" processes include arbitration, mediation, and negotiation. This course focuses on the legal rules that regulate the use and methodology of these processes. It also explores the policy justifications and the problems that are raised by these alternatives: To what extent should such alternatives be permitted, encouraged, or required by government? Further, the course tries to understand the social forces that further or impede their adoption.

Language and Problem Solving: The Legal Process and Narrated Self G14.1702 (Anthropology) *Schieffelin*.

Analysis of language as a particular type of problem-solving activity. Views language as a significant form of social action and, as such, as a resource for participants and researchers. Grounding themselves in comparative materials, theories, and methodologies drawn from the literature on comparative studies of dispute resolution, symbolic interaction, political economy of language, narrative, and the "narrated self," students explore how two speech genres—disputing and narrating—come together in the context of small claims court, an important legal institution in contemporary American society. This course introduces students to research in the ethnography of speaking, pragmatics, conversation analysis, narrative analysis, and interpretive sociolinguistics.

Politics of the Legal Order G62.1101 (Law and Society)/G53.2355 (Politics) *Harrington*.

The role of law in politics. Overview of approaches that shape the theoretical and empirical contours of the public law field and contribute to multidisciplinary law and social science studies. Examines institutional, judicial behavior, legal impact, dispute processing, ideological, and neoinstitutional approaches. Studies multidisciplinary political movements and debates, such as liberal legalism, legal realism, legal pluralism, law and society, law and economics, feminist jurisprudence, critical legal race theory, and interpretive sociolegal theory. Focus is on legal and political development, legal institutions, judicial politics, litigation, and legal-political mobilization. The object is to investigate both the politics of law and the law of politics.

State, Law, and Politics in Society G62.1102 (Law and Society)/L06.3565 (Law)/G53.2356 (Politics) *Chevigny, Harrington*.

Examines the relationship between law and the state by asking whether and how law is autonomous from the political powers of the state. Studies the institutional powers of the legal profession and the judiciary, doctrinal, and legal rights. Examines sociolegal theories of interpretation. Investigates the ideology of law in legal formalism, both contemporary and in the past; law and society; and critical legal studies.

The American Constitution G53.2350 (Politics) *Randall*.

Analysis of the political, social, economic, cultural, and legal circumstances surrounding the great conflicts in American constitutional development. Particular attention is given to how those conditions and events affected and were affected by the Constitution and its interpretation, in historical context and in American political thinking. The American judicial tradition and its discontents are explored through the work of individual justices of the Supreme Court.

The Supreme Court and the Constitution G53.2359 (Politics) *Randall*.

Examines the third branch of government as chief interpreter of the Constitution and reviewer of the work of government. The structure, procedures, personnel, and informal organi-

zation of the Court are considered along with the appointment process. Some attention is given to the impact of the Court's decisions and to public opinion about the Court. Emphasis is on the Court's political role in a democratic polity.

Current Constitutional Issues

G62.1201 (Law and Society)/L01.3536.01 (Law) *Bell*.

Students learn best by doing, that is, by active participation in the subject matter. Using simulation models, students perform the functions of both justices of the U.S. Supreme Court and attorneys handling litigation before that Court. By simulating the Court's perspective, on the litigation in which it grants or denies remedies, students better understand the often opaque reasoning the Court provides in adopting or rejecting principles, doctrines, and standards. This structure enables participants to gain a good understanding of how factors, neither stated nor even recognized, can influence the judicial process.

Constitutional Theory of

Emergency Powers L01.3533 (Law) *Ferejohn, Pasquino*.

The seminar discusses from a historical perspective models of constitutionalization of emergency power, specifically: the Roman dictatorship; Machiavelli, Rousseau, and the revival of the constitutional emergency power in the republican tradition; Locke and the king's prerogative; Montesquieu, the "veil on liberty," and the "suspension" of the constitution during the French Revolution (the Revolutionary government); Lincoln and the suspension of habeas corpus during the American Civil War; Carl Schmitt and the Diktaturgewalt of Article 48 of the Weimar Constitution; De Gaulle and Article 16 of the constitution of the French Fifth Republic; Article 115a of the Bonner Grundgesetz; emergency power in India, Israel, Northern Ireland, and Latin America. The seminar considers, moreover, the recent American debate: Guantanamo and after.

State and Local Government

G62.1105 (Law and Society)/L01.3016 (Law) *Jacobs, Viteritti*.

Explores the power that state and local governments have to regulate, provide public services, redistribute wealth, spend, finance private projects, tax, and borrow, and ways in which law tries to keep that power accountable. Some of the doctrinal issues considered include conflicts between state and local

authority, controls imposed as conditions on federal or state grants, limits on borrowing and deficit spending, direct democracy, nondiscriminatory access to services, and local government liability for damages for violations of civil rights and antitrust law.

Seminar in Labor Law Theory

G62.1026 (Law and Society)/L07.3560 (Law) *Estreicher*.

Theoretical perspectives in the study of labor and employment law. Topics include the theory of the Wagner Act, reformist perspectives, economic critiques of regulation of labor markets, the critical legal studies movement challenge, and comparisons with labor and employment law systems of other countries.

Law and Economics G62.1024 (Law and Society)/L06.3020 (Law)

Kornhauser.

The first part of this course is a survey of intermediate microeconomic theory, with an emphasis on welfare economics. It provides a framework for the second part of the course, which is an economic analysis of tort and property rules and consideration of similar problems in law and economics.

Voting, Game Theory, and the Law G62.1025 (Law and Society)/L06.3035 (Law) *Benoît*.

This course first addresses the properties of various voting methods and procedures. It considers desirable properties that a voting method might possess and determines which methods, if any, have these properties. The ideas developed are used to analyze practical problems, such as voting in union elections and the provision of minority representation within the context of the Voting Rights Act. Next, the course considers the concept of power and examines the distribution of power among voters in different states and within voting bodies, such as the United Nations Security Council and congressional committees. Finally, the course develops concepts related to strategic thinking used in game theory and applies these concepts to voting situations and legal problems.

Law and Social Science G62.1403 (Law and Society)/L06.3008 (Law)

Tyler.

Introduction to the interface between law and the social sciences. Explores the use of social science research findings in a variety of areas of the law. These areas include jury decision making; the use of profiles in identifying

suspects; evidence such as lie detectors, eyewitnesses, and repressed memories; trademark confusion; psychological assumptions underlying constitutional law; citizen dissatisfaction with the law and legal authorities; and a variety of other topics.

Justice and Authority in Groups

G62.1029 (Law and Society)/G89.3404 (Psychology) *Tyler*.

Introduction to psychological research on social justice. Three areas of justice are considered: distributive justice, procedural justice, and retributive justice. Distributive justice is concerned about the impact of people's assessments of the fairness of the distribution of resources or opportunities within groups, organizations, or societies. Procedural justice examines the importance of judgments about the fairness of decision-making procedures. Retributive justice explores people's views about fair ways to punish those who break social rules. Emphasis is on reading and discussing recent theoretical and empirical writings on these topics.

American Legal History G62.1202 (Law and Society)/L06.3010 (Law) *Reid*.

Beginning with the colonial period and emphasizing the 19th century, this course covers the formative era of American law in early Massachusetts Bay; the constitutional controversy leading to the American Revolution; the growth of law in the early republic; the law of the clan and of the blood feud among the Cherokees; the American law of slavery; and the fugitive slave controversy.

Readings in American Legal

History G62.1203 (Law and Society)/L06.2521 (Law) *Prerequisite: U.S. Constitutional Law or permission of instructor. Reid*.

Readings in the history of American law, with emphasis on studies casting light on the nature of law and its relationship to society. Assigned books and articles are reported on, reports are distributed, and class hours are devoted largely to discussion. Students are asked to submit two-page evaluations of works read.

Seminar in Sociology of Law:

Gender Politics and Law G62.1021 (Law and Society)/G93.3534 (Sociology) *Dixon*.

More than statutes, rules, and court cases, law constitutes a discursive field where structured inequalities and

shared cultural understandings are defined, reinforced, and transformed. This course focuses on the development and changes in U.S. legal discourses and how these debates produce the context for the development, administration, and interpretation of gender relations. Students explore the historical development of the liberal legal system in the United States as it relates to gender as well as critiques of liberal legalism from the standpoint of legal realism, critical legal theory, and literary criticism. In addition, students examine legal debates in various substantive areas, such as constitutional law, abortion, reproduction, homosexuality, domestic and sexual violence, employment discrimination, divorce, and custody.

Gender Issues in Law and Culture G62.1028 (Law and Society)/L06.3567 (Law) *Bruner, Gilligan, Richards*. This seminar explores, from both a historical and contemporary perspective, the role of various interpretive perspectives on gender in law and culture as tools for the understanding, diagnosis, and remedy of racism and sexism as interlinked evils that afflict both men and women, heterosexuals and homosexuals. Its central topic is the terms of the struggle to introduce unconventional, gender-subversive voices and topics into public discourse, criticizing cultural racism, sexism, and homophobia.

Race and Legal Scholarship G62.1022 (Law and Society)/L06.3545 (Law) *Caldwell*. This seminar considers how concepts of prejudice and theoretical work on the operation of racial ideology affect developments in the law concerning the protection against racial discrimination afforded by specific constitutional and statutory laws as well as interpretations of the impact of race generally in other substantive legal areas. Recent developments in the study of race in the social sciences are considered. Students examine contemporary problems in race relations in light of the theoretical foundations of classical legal scholarship, law and economics, critical legal scholarship, and the emerging critical scholarship on race—much, but not all, of which is written by legal scholars of color.

Race, Values, and the American Legal Process G62.1023 (Law and Society)/L06.3512 (Law) *Higgenbotham Jr.*

This seminar examines the use of the law to both perpetuate and eradicate racial injustice in the United States from the inception and rise of slavery during the colonial period through the U.S. Supreme Court decision in *Brown v. Board of Education* in 1954. The major institutions studied are the courts and the legislatures (predominantly at the colony or state level). The course explores both criminal and civil law and focuses particularly on their role in the preclusion or allowance of traditional family relations, education options, due process in the courts, and other “rights” for blacks.

Large-Scale Organizations G62.1104 (Law and Society)/G93.2132 (Sociology) *Dixon, Guthrie*. Introduction to the rapidly changing field of large-scale organizations. Begins by locating the field at the intersection of various social science disciplines as well as business management, public administration, the anarchist theory of organization, Marxism, and critical theory. Major organizational theories and approaches discussed include Weber, scientific management, human relations, decision theory and systems models, contingency theory, resource-dependence and strategic choice, institutionalism, population ecology, and the phenomenology of organizations. After considering various methods of organizational analysis, the course focuses on a number of organizational environments, with particular emphasis on the political economy, the policy networks of the state, and the transformation of the judiciary and the courts. Finally, certain dimensions of internal structure and change are discussed, particularly organizational control structures from markets and hierarchies to technocratic corporatism and democratic participation.

Law and Literature L06.3510 (Law) *Gillers, Stimpson*. How does literature use law as a source of structure and theme? How does literature view law and legal institutions? What can literature and literary imagination bring to the performance of legal tasks, including “telling stories” about cases? What different (or similar) interpretive rules do lawyers and literary critics employ in construing a text? How are human passions and the human condition dif-

ferently described and treated in law and literature?

Criminology G62.2021 (Law and Society)/G93.2503 (Sociology) *Dixon, Garland, Greenberg*. This course provides a critical evaluation of the historical development of the study of crime. The readings offer a variety of theoretical and methodological approaches to the analysis of various areas of crime (violent—property—victimless—white collar). The class provides a forum for critically discussing the variety of theoretical frameworks, issues, research methodologies, and findings used in examining the construction, violation, and punishment of crime.

Seminar in Criminology G93.3513 (Sociology) *Dixon, Garland, Greenberg*. This course is designed to allow students to conduct research on a topic covered in G62.2021. Students are required to enter the course with a well-formulated research proposal.

Juvenile Justice L04.3019 (Law) *Jacobs*. This course covers the full range of criminal procedures applicable to juveniles: searches and seizures, pretrial interrogation, confidentiality, diversion, pretrial detention, transfer to adult court, right to counsel, sentencing, conditions of confinement, etc. In addition, the casebook is augmented with some materials on juvenile crime, juvenile criminal records, and the handling of juvenile offenders in other countries.

Child, Parent, and State L08.3030 (Law) *Guggenheim*. The legal rights, responsibilities, and disabilities of parents and children in the American legal system, including the historical and philosophical background and development of juvenile court, issues relating to juvenile delinquency, abuse and neglect laws, foster care, and students, and issues related to adolescents including sex-related medical treatment and informed consent to medical care.

The Sociology of Punishment G62.1020 (Law and Society)/G93.2508 (Sociology) *Garland*. This seminar discusses the literature of the sociology of punishment and the various theoretical traditions through which the institutions of penality have been understood. It is particularly concerned with developing a sociologi-

cal account of contemporary patterns of penal practice in the United States and elsewhere.

Criminal Sanctions G62.2022 (Law and Society)/L04.3525 (Law) *Garland*. This seminar examines current issues in the sentencing and sanctioning of offenders. Using historical, sociological, and philosophical approaches, it aims to develop a critical understanding of contemporary policies and practices of punishment. Readings deal with policies such as incapacitation, just desserts, expressive justice, and retribution and look at the decision making and practices of the institutions that implement them. The aim is to ground normative analysis (as developed by the philosophical literature) in a more empirical knowledge of how penal institutions actually work.

Death Penalty G62.2028 (Law and Society)/L06.3577 (Law) *Garland*. The aim of this seminar is to develop an in-depth analysis of the institution of capital punishment and to address a series of questions to which it gives rise. Using historical and sociological research, the seminar explores how the forms, functions, and social meanings of capital punishment have changed over time and what social forces have driven these changes. Thereafter, the course focuses on the modern American death penalty and the specific characteristics of the institution that has taken shape in the post-Furman era.

Race, Poverty, and Criminal Justice G62.2027 (Law and Society)/L04.3512 (Law) *Stevenson*. Examines the influence of race and victim-offender economic status in the administration of criminal justice. Conscious and unconscious racism as well as overt and more complicated mechanisms for creating bias against the poor are explored. Students study racial disparities in charging, discretionary judgments in the prosecution of criminal cases, sentencing, and the formulation of crime policy in the United States, and discuss issues of race and class in criminal case court decisions. Students assess the effectiveness of antidiscrimination law in the crime and punishment area and review data and empirical studies on a variety of issues that impact the poor and people of color in the criminal justice system. Particular attention is paid to the role of legislators, prosecutors, state and federal judges, defense attorneys, and jurors, and litigation and other reform

strategies aimed at bias against racial minorities and the poor are discussed.

Policing in Democratic Societies G62.2023 (Law and Society)/L04.3533 (Law) *Skolnick*.

What are the origins of democratic policing? How are police organized, and how do they function? Why do law enforcement officials act the way they do, in patrolling, searching, seizing, interrogating? What are the occasions, explanations, and remedies for police brutality, corruption, and perjury? What kinds of rules, organizations, and institutions are appropriate and effective for maintaining police accountability in a democratic society? Although students discuss some constitutional cases, this is not a systematic seminar in the doctrine of police practices. Rather, the focus is on the history, sociology, and politics of the police. Police accountability through politics and law is a major concern.

Gun Control G62.2025 (Law and Society)/L04.3525 (Law) *Jacobs, Noble*. This seminar examines the problem that firearms and other weapons pose for contemporary society and the constitutional, statutory, administrative, and court-made laws relating to the regulation of firearms and other weaponry. Topics include firearms and crime; firearms and self-defense; the Second Amendment as a limitation on congressional regulation; federalism and the federal role in the regulating of firearms; the role of the Bureau of Alcohol, Tobacco, and Firearms; the conflict between state and local government in regulating firearms; criminal law issues (including aggravated offenses, prophylactic offenses, and presumptions); sentencing law issues (bootstrapping and other enhancements for crimes committed with firearms); the prohibition and regulation of subcategories of firearms (e.g., "Saturday night specials" and "assault rifles"); products liability and gun control; controls on ammunition; controls on less lethal weaponry (knives, mace, and brass knuckles); and controls on more lethal weaponry (explosives and military weapons).

Regulation of Vice G62.2024 (Law and Society)/L04.3559 (Law) *Skolnick*. What is vice and how does it differ from crime? If we criminalize it, can we regulate it? And if we decriminalize it, how shall we regulate it? This seminar discusses a range of "vices" and regulatory strategies that might

be applied. Because students need to know much about the nature of the "vice" in order to sensibly discuss policy options, there is considerable reading, some of it required, others recommended.

Corruption and Corruption Control G62.2026 (Law and Society)/L04.3510 (Law) *Goldstock*.

This seminar examines the pervasive problem of official corruption and the various bodies of law and legal institutions that exist to prevent, detect, and punish corruption. Topics include bribery and antigratuity statutes; the federal role in investigating and prosecuting state and local corruption under the Hobbes Act and mail statutes; conflict of interest and financial disclosure laws; government contracting; campaign financing; regulating lobbyists; inspectors general; auditing and accounting controls; and civil service and administrative enforcement strategies and sanctions.

Deviance and Social Control G62.2020 (Law and Society)/G93.2160 (Sociology) *Dixon, Duster, Greenberg, Horowitz*.

Broad, introductory course in the sociology of deviance and social control. Students read and analyze classical and contemporary texts representing different theoretical and research traditions, dealing with the designation of some types of behavior and conditions as deviant; ideologies and methods of social control; the etiology of deviance; deviant subcultures; and the politics of deviance. An attempt is made to examine a wide range of normative violations, such as crime, mental illness, witchcraft, scientific deviance, alcohol and drug use, and various types of sexual deviance.

Health Law G62.2002 (Law and Society)/L13.3525 (Law) *Law*. Considers how the law influences the availability, quality, and cost of medical care, and demands a sophisticated understanding of many bodies of law, including the Constitution; state and federal administrative law; the regulation of insurance; the Byzantine statutes defining benefit and regulatory programs; tort principles of duty, consent, confidentiality, and malpractice; corporate law (profit and not-for-profit); labor law; tax law; and more. However, the focus is not primarily legal. Rather, the effort is to grapple with defining life experiences and to explore the political, philosophical,

and personal values that shape these experiences. Statutes, regulations, and judicial decisions are primary source materials, but these are placed in an empirical policy context.

Empirical Issues in Land Use and Environmental Law G62.2004 (Law and Society)/L10.3501 (Law) *Been*.

This seminar explores the empirical assumptions that underlie leading theoretical justifications for various aspects of land use and environmental law, survey and critique existing empirical evidence bearing upon those assumptions, and formulate research plans for further tests of the assumptions. Particular attention is given to the empirical bases for various theories regarding when compensation should be paid for environmental and land use restrictions imposed upon property. The course does not assume statistical or econometric knowledge, nor are students asked to conduct statistical tests. Instead, the emphasis is on learning to identify often hidden empirical assumptions, gaining rudimentary understanding of empirical methodologies, and developing an ability to formulate research questions for persons (such as expert witnesses) who do have the econometric skills necessary to actually execute the studies. Students prepare short critiques of existing empirical studies and present a proposal for an empirical study. Students who wish to use the seminar for a part A paper may use the proposal as the springboard for a longer analysis. The seminar lays the groundwork for developing a clinic in which students provide empirical analyses necessary for informed land use and environmental policy discussions. Although a background in land use or environmental law is not an absolute prerequisite, some familiarity with at least one of those areas is desirable.

Land Use, Housing, and Community Development in New York City G62.1106 (Law and Society)/L10.3506 (Law) *Schill, Upham*.

Overview of the theory and practice of urban development in low- and moderate-income neighborhoods. Focus is on three specific subject areas: land use, housing, and community development. Begins with background readings on the growth of cities and urban economies, the interaction of demographics and markets, and the legal framework of local government in general. Then looks in detail at a series

of case studies selected to illustrate the fundamental legal, political, and economic issues in land use and housing. The primary goal for the seminar is the familiarization of the students with the legal and political frameworks within which development takes place in low- and moderate-income neighborhoods in New York City. A second goal is the explication in several concrete settings of the relationship between legal doctrine—the presentations of “legal frameworks” that begin the seminar and each case study—and what actually results from the interaction of legal, political, and economic forces. A third goal is the training of students in empirical fieldwork and sociolegal methodology. Fieldwork reports provide an opportunity for students to integrate empirical investigation with theory building.

Sex Discrimination Law G62.2006 (Law and Society)/L08.3508 (Law) *Ellis, Goldscheid*.

Taught by feminist practitioners, this course seeks to integrate feminist theory with the practice of women's rights law by examining a wide range of contemporary women's rights legal issues. Beginning with the development of constitutional protection for gender discrimination, the course examines topics such as reproductive rights, educational equity, violence against women, employment, and gender bias in the courts, with attention to how women's rights concerns intersect with issues of race, class, and sexual orientation. The course discusses how litigation, public policy, and legislative strategies have and can be used to achieve feminist visions of equality.

Sexuality and the Law G62.2007 (Law and Society)/L08.3509 (Law) *Ettelbrick*.

Begins with the development of constitutional, medical, and theoretical constructions of sexuality. The question of how state regulations and legal analysis promote or reflect certain views of sexuality, gender, and sexual orientation is central to discussion and study. The later part of the course applies this background to three specific institutional contexts in which the social rules of sexuality and gender are challenged and changed through the legal process: the military, marriage and the family, and the workplace.

Intimate and Family Violence L08.3501 (Law) *Mills*.

Lawyers and social workers are often unprepared for the unique emotional, legal, and cultural challenges posed by working with survivors of intimate abuse. In part, the tension lies between the public feminist discourse on domestic violence and the individual realities of battered women's lives. Drawing on legal and related social work research and methods, this interdisciplinary course for law and social work students explores how to reconcile cultural, political, mental health, and safety concerns as they are reflected in the movement to address domestic violence. Using empirical studies as a platform for exploring diverse approaches to working with battered women, their batterers, and their children, this course develops a method that lawyers and social workers can use to traverse such issues as the batterer's recidivism and the victim's autonomy. Developing a critique of feminist theory from the survivor's point of view is key to improving existing strategies for addressing domestic abuse.

Rights of the Mentally Disabled G62.2008 (Law and Society)/L08.3535 (Law) *Levy*.

Study of the delicate balance between government benevolence and individual autonomy. This seminar considers the rights of persons with mental disabilities in institutional and community settings and explores issues involving psychiatric expertise, involuntary commitment, the right to treatment, the right to refuse treatment, discrimination, the rights of newborns with mental disabilities (the “Baby Doe” cases) and medical decision making for incompetent persons (Cruzan, et. al.). Students examine the development of case law and statutes and the social policies underlying them, analyze briefs and transcripts from selected cases, and attend a commitment hearing.

Free Speech, Censorship, and Culture G62.1204 (Law and Society)/L01.3502 (Law) *Adler*.

Examines the law of free speech and censorship from an interdisciplinary perspective. Explores the following questions: What are the roots of the impulse to censor? What cultural assumptions are embedded in First Amendment law and theory? How does censorship law reflect or reinforce cultural anxieties about certain sub-

jects, such as gender and class, and about certain forms of expression, such as technology and art? In what ways does censorship law shape literature, art, and popular culture? Readings include First Amendment case law and theory as well as selections from other disciplines

Comparative Law and Social

Change G62.3001 (Law and Society)/G93.3534 (Sociology) *Garland*.

This seminar explores the historical and structural interrelationships between law, politics, and economy in the United States and Europe in the 20th century. Starting with the theories of Marx and Weber and the historical work of Horwitz, Hurot, Merryman, and Tigar and Levy, the focus is on the analysis of 20th-century developments such as legal realism, the legal process approach, feminist jurisprudence, critical legal studies, and the economic analysis of law. Parallel jurisprudential movements are analyzed for Europe (e.g., the work of the early critical legal theorists Fraenkel, Kirchheimer, and Neumann and the theories of Luhmann, Teubner, and Habermas). Concludes with an inquiry into the underpinnings of state socialist, fascist, and postsocialist legal systems.

History and Theory of International Law L06.3539 (Law) *Kingsbury*.

This course explores the intellectual foundations of contemporary international law. The aim is to embed thinking about international law in wider bodies of political and legal theory. The course considers the competing approaches to international order developed by Grotius, Pufendorf, Hobbes, and some of their modern successors, including fundamental concepts of sovereignty, anarchy, and society, and rights and law in international relations; the approaches to imperialism and colonial expansion taken by Vitoria, Gentili, Locke, and 19th-century British liberals, and the interaction of international law with colonial and postcolonial projects; the vitality of alternative models of international order and alternative histories of international law; the theoretical underpinnings of the positivist-progressive mainstream of international law in the 20th century, with a particular focus on Oppenheim and on the relations of law to power; the imagination and problems of international law as law and as a discipline and of the roles of international lawyers.

Indigenous Peoples in International Law L05.3547 (Law) *Kingsbury*.

Issues concerning indigenous peoples (including descendants of precolonial inhabitants in the Americas and Australasia and groups in Asia and elsewhere) are increasingly significant in many countries and in the United Nations, the World Bank, the Organization of American States, and other international institutions. This seminar discusses challenges to the standard liberal concepts and to democratic theory posed by such issues as the meaning and problems of the concept of indigenous rights; the nature and meaning of the right to self-determination (including native peoples' self-determination if Quebec secedes from Canada and important developments in indigenous peoples' rights in Latin American states); tensions between individual rights and group rights (e.g., in discriminatory membership rules); minority rights regimes in international law; tensions between indigenous peoples' rights and environmental law; and indigenous peoples' rights under international trade and intellectual property regimes.

Children's Rights in International Law L05.3563 (Law) *Alston*.

This seminar focuses on the evolution of children's human rights within the context of international law and the extent to which they have influenced the content and institutional arrangements for the promotion of human rights. The United Nations convention on the Rights of the Child, the most widely ratified human rights treaty in history, provides the framework for discussions. The seminar considers the background drafting of the 1989 Convention and ways in which the broader international law framework impacts upon children. It explores conceptual dilemmas involved in the recognition of these rights; the content of the major principles enshrined in the Convention (notably the principles of nondiscrimination; the best interests of the child; and children's right to participate). The focus is on key topics such as abortion; juvenile justice; corporal punishment; child soldiers; intercountry adoption; refugee children; and child sexual exploitation.

International Human Rights L05.3034 (Law) *Alston*.

This course provides a general introduction to the role of human rights in the 21st century. It examines the historical origins of the concept, its international legal context, and its normative structure. Themes that run throughout the course include cultural relativism, the relationship between rights and duties, the "public-private" distinction, and the changing conceptions of statehood and sovereignty. The course concentrates on the United Nations system, dealing with both charter-based and treaty-based arrangements. In order to illustrate the functions and processes of institutions, the course looks at issues such as disappearances, arbitrary detention, female circumcision, homosexuality, political participation, and democratization. The role of nonstate actors, and corporations in particular, is examined.

War Crimes and International Criminal Courts L05.3552 (Law) *Alston*.

This seminar traces the evolution of International Humanitarian Law from the 19th century through Nuremberg to its current application by the international criminal tribunals. Particular emphasis is on aspects of the International Criminal Court, which will be in the process of being established as the seminar progresses. Judge Richard Goldstone of the South African Constitutional Court and former prosecutor of the ICTY (International Criminal Tribunal for the former Yugoslavia) will be contributing to part of the seminar.

Constitutional Justice and Comparative Perspective L01.3528 (Law) *Kramer, Parquino*.

This course focuses on the decision-making procedures, the type of deliberation, and the reasons-giving rhetoric of constitutional courts in different countries (notably France, Germany, Italy, Spain—other national cases are considered according to the interest, the nationality, and the linguistic competencies of the students). More specifically, students read and discuss opinions of the courts and analyze the role these institutions play in the structure of constitutional governments. The origins of judicial review and tensions between democratic accountability and constitutional adjudication are also discussed.

Law and Development L06.3554
(Law) *Holmes, Upham.*

This course examines the various theories of the role that law and legal institutions play in national economic, social, and political development and use empirical evidence from selected countries to critique these theories. Approaches range from neoclassical economics to cultural determinism to institutional sociology and include the work of authors like Douglas North, Amartya Sen, Chalmers Johnson, and Hernando de Soto. The course considers themes such as the definition of the rule of law for developing societies; the meaning of development; the impact and influence of economic globalization; the role of external organizations such as the World Bank, the WTO (World Trade Organization), or USAID (U.S. Agency for International Development); and the role of factors such as culture, history, and race.

Race and the Law: The United States and South Africa G62.3003
(Law and Society)/L06.3542 (Law)
Higgenbotham Jr.

Comparative analysis of the legal process in South Africa and the United States. Focus is primarily on (1) the political leadership and in-court advocacy by lawyers and (2) the similarities and differences in the education laws and cases in South Africa and in the United States.

Law and Society in Japan G62.3004
(Law and Society)/L05.3006 (Law)
Upham.

Looks at the interaction of the legal system and legal institutions with Japanese society, politics, and economics. The goal is to use Japan as a case study of the role that law can play in contemporary advanced democracies and thereby test current social theory of law and society against a non-Western experience. Looks closely at several different areas of law in Japan, including environmental protection, patients' rights, freedom of religion, civil rights issues in employment discrimination and affirmative action, criminal procedure and police practices, HIV/AIDS, and family law. Readings consist of translated cases, statutes, and other types of legal documents, and secondary materials. Evaluation is based primarily on a take-home examination/essay, although in particular circumstances permission is granted to students who wish to write a research paper instead. No particular background is required or

recommended, and students with no previous interest or experience in Japan are welcome.

Law and Society in China G62.3005
(Law and Society)/L05.3009 (Law)
Coben, Scogin.

Deals with the development of the indigenous Chinese legal tradition, within the context of the Confucian, legalist, and Taoist philosophy; the reform of law in modern China; and the emerging legal framework for foreign investment in China. The Confucian legal tradition is at the core of the legal cultures of East Asia including Japan, Korea, and much of Southeast Asia. The first part of the course serves as an introduction to that tradition. Contemporary China has seen an effort to create a new legal system within the context of transforming a communist command economy into a market system. The second part of the course looks at the role of law in this process from the perspective of domestic actors as well as foreign investors.

Islamic Law and Society G62.3006
(Law and Society)/G77.1852 (Middle Eastern and Islamic Studies)/L05.3560 (Law) *Haykel.*

The aim of this seminar is to expose graduate students to a variety of writings in and on Islamic law. The first readings consist of introductory surveys. These are followed by recent studies on the theoretical foundations of Islamic law (*usul alfiqh*). Students then sample some substantive legal material as it is presented in the classical legal manuals. The aim here is to give a sense of the way in which Islamic law was traditionally presented and how these manuals were then used by scholars. This is followed by an examination of the methods and forms of transmission of Islamic legal knowledge and expertise. Students then look at a number of studies that depict Islamic law as it was understood, practiced, and enforced. Next, students look at the treatment of Islamic jurists of marginals and minorities in theoretical writings as well as historical experience in order to explore how norms were established and enforced and how those who did not fully fit these were conceived and treated by the law. Finally, students survey the attempts to reform Islamic law in modern times.

Women and Islamic Law G62.3007
(Law and Society)/G77.1854 (Middle Eastern and Islamic Studies) *Haykel.* Acquaints students with the ways Islamic law has treated women in theory and practice. Students are exposed to medieval and modern texts regarding the status of women as believers, daughters, wives, mothers, and legal persons. Case studies from different periods of Islamic history as well as writings from contemporary anthropology are read and discussed. The aim is to examine the ways in which Islamic law has been variously defined, invoked, implemented, or not implemented, in different contexts. Emphasis is on the strategies women have sought to transgress "the law" in order to achieve a better outcome for themselves. In addition, students look at the ways in which modern legislation in the Muslim world has treated women and discuss the debates over their rights and identity that have taken place amongst feminists (both Muslim and non-Muslim) and Islamists and in international bodies such as the United Nations.

Comparative Criminal Justice Clinic: Focus on Domestic Violence L02.2504 (Law) *Das Dasgupta, Maguigan.*

Domestic violence occurs everywhere, with different resonances in different cultures. Every country has a criminal justice system, but the attempt to use arrest and prosecution as tools against domestic violence is far from universal. Within each nation where domestic violence is prosecuted, there is debate about whether a criminal-court approach will ever make more than a marginal difference. This debate, examined in a comparative and interdisciplinary context, is the focus of the weekly seminar. Specific areas of inquiry include mandatory arrest, prosecutorial discretion, no-drop policies, and mandatory reporting to law enforcement by health care providers. The main points of comparison are India and the United States.

Legal Changes After Communism L05.3522 (Law) *Holmes.*

This yearlong seminar focuses on the main issues of postcommunist legal development, with an emphasis on Russia and the countries of Eastern Europe, including problems of judicial review, federalism, separation of powers, legislative oversight, rights enforcement, electoral law, and corruption.

Transitional Justice in Times of Transition L05.3536 (Law) *Boraine, Van Zyl.*

This course deals with the historical, political, social and, especially, legal questions arising from transitions in countries emerging from dictatorship or authoritarian governments to new forms of democracy. In particular, the emphasis is on how countries deal with their past in building a new future. Many countries have experienced grave violations of human rights, and the course examines the various ways of addressing these violations. The focus is on tribunals and truth commissions. The course considers the period of the Nuremberg Trials until the contemporary conflicts in the Balkans.

Case Studies in Transitional Justice L05.3540 (Law) *Prerequisite: L05.3536. Boraine, Van Zyl.*

Case studies, historical and contemporary, of countries experiencing transition are discussed in this course. In each case study, documents related to the specific country are made available to the students prior to the class. Examples of some of the countries considered include Peru, East Timor, Ghana, Sierra Leone, Mexico, Northern Ireland, Afghanistan, Burma, and Zimbabwe. Students select one case study for their semester paper.

Topics in Advanced Property G62.3002 (Law and Society)/L10.3537 (Law) *DeVita, Upham.*

This seminar addresses a range of issues in contemporary property law from the perspectives of American, European, and Japanese law. Topics include theories of property, security of title, land-use controls, the intergenerational transfer of wealth, intellectual property, and the role of property rights in economic development.

Global Public Service Lawyering: Theory and Practice L05.4510 (Law) *Maguigan, Upham.*

This seminar examines the history and theory of public interest lawyering from a global perspective. Topics include the effectiveness of impact litigation versus other approaches to social change, the appropriateness of public interest law for non-Western societies, the impact of economic markets on the developing world, the role of international legal and political norms on domestic law, and the consideration of the role of lawyers and legal institutions in addressing these issues.

The Empowered Self: Law and Society in the Age of Individualism L06.3551 (Law) *Franck.*

This seminar examines the gradual emancipation of the individual in national and international law, including the right to nationality, religion, choice of career, and name. These and other issues of personal emancipation are studied in the context of various legal systems and cultures. The emerging rights pertaining to gender and political participation are discussed by reference to the historic evolution of human rights and civil rights.

Topics in Law and Society G62.3300 (Law and Society) *Staff.* Special topics.

Reading and Research G62.3304 *Staff.* Independent study.

Colloquium in Legal, Political, and Social Philosophy L06.3517 (Law) *Dworkin, Nagel.*

Interpretation, the Human Sciences, and the Law: The Lawyering Theory Colloquium G62.1401 (Law and Society)/L06.3555 (Law) *Amsterdam, Bruner, Davis, Morawetz.*

Colloquium on Constitutional Theory L06.3501 (Law) *Freedman, Kramer, Sager.*

Colloquium on Law, Economics, and Politics I and II L06.3531 and L06.3513 (Law) *Full-year course. Ferejohn, Kornhauser.*

Colloquium on the Law, Economics, and Politics of Urban Affairs L10.3504 (Law) *Been, Ellen, Schill.*

Legal History Colloquium L06.4515 (Law) *Full-year course. Nelson.*

Colloquium on Culture and Law L06.3587 (Law) *Bruner, Chase.*

Globalization and Its Discontents Colloquium L05.3557 (Law) *Fox, Kingsbury, Stewart.*

Colloquium on Innovation Policy L12.3534 (Law) *Dreyfuss, First.*

NONCREDIT COLLOQUIA

Law and Society Colloquium (Law and Society) *Dixon, Kornhauser.*

Law and Society Workshop (Law and Society) *Dixon, Greenberg.*

Hoffinger Criminal Justice Colloquium (Center for Research in Crime and Justice/Law) *Jacobs, Garland, Skolnick.*



719 BROADWAY, 4TH FLOOR • NEW YORK, NY 10003-6860 • 212-998-7950 • FAX: 212-995-4707

CHAIR OF THE DEPARTMENT:

Professor Anna Szabolcsi

DIRECTOR OF GRADUATE STUDIES:

Professor Gregory R. Guy

The main strengths of the department are in the core areas of grammar (phonology, syntax, semantics),

in sociolinguistics, and in neurolinguistics. Research by faculty and graduate students seeks to combine theoretical depth and empirical richness.

The department has strong ties to the Departments of Anthropology, Philosophy, and Psychology. The bonds to these

disciplines reflect the department's commitment to a broad-based and comprehensive approach to the study of language.

The department's Ph.D. program prepares students for research in linguistics and for careers in academe and industry.

Faculty

Mark R. Baltin, *Professor*. Ph.D. 1978 (*linguistics*), *Massachusetts Institute of Technology*; M.A. 1975 (*linguistics*), *Pennsylvania*; B.A. 1971 (*linguistics*), *McGill*.

Syntax; semantics; lexical representation.

Chris Barker, *Associate Professor* (starting 2006-2007). Ph.D. 1991 (*linguistics*), B.A. 1986 (*computer and information sciences*), *California (Santa Cruz)*; B.A. 1983 (*English*), *Yale*.

Formal semantics; syntax/semantics interface; computational linguistics.

Renée A. Blake, *Associate Professor*. Ph.D. 1997 (*linguistics*), M.A. 1993 (*linguistics*), B.S. 1987 (*biology*), *Stanford*.

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

Christopher T. Collins, *Associate Professor*. Ph.D. 1993 (*linguistics*), B.S. 1985 (*mathematics*), *Massachusetts Institute of Technology*.

Theory of Syntax; comparative syntax of African languages; English, Ewe, Jul'hoansi, =Hoan, and Khoisan syntax.

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

Lisa B. Davidson, *Assistant 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.

Ray C. Dougherty, *Associate Professor*. Ph.D. 1968 (*linguistics*), *Massachusetts Institute of Technology*; M.S. 1964 (*engineering science*), B.A. 1962 (*engineering science*), *Dartmouth College*.

Computational and mathematical models of language; generative syntax and morphology; language acquisition.

Adamantios I. Gafos, *Associate Professor*. Ph.D. 1996 (*cognitive science*), M.A. 1994 (*cognitive science*), *Johns Hopkins*; M.S. 1992 (*computer science*), *Purdue*; B.A. 1990 (*computer science*), *Patras (Greece)*.

Phonology; phonetics; morphology.

Gregory R. Guy, *Professor*. Ph.D. 1981 (*linguistics*), M.A. 1975 (*linguistics*), *Pennsylvania*; B.A. 1972 (*English language and literature*), *Boston*.

Linguistic variation and language change; sociolinguistics; phonology, phonetics, Romance linguistics.

Richard S. Kayne, *Professor*. *Docteur ès Lettres* 1976 (*linguistics*), *Paris VIII*; Ph.D. 1969 (*linguistics*), *Massachusetts Institute of Technology*; B.A. 1964 (*mathematics*), *Columbia*. *Honorary degree: Doctorate honoris causa* 1995, *Leiden (The Netherlands)*.

Syntactic theory; comparative syntax; Romance languages.

Paul M. Postal, *Research Professor*. Ph.D. 1962 (*anthropology*), *Yale*; B.A. 1957 (*philosophy, anthropology*), *Columbia*.

Syntax; structure of French; foundations of linguistics.

Liina Pytkäinen, *Assistant Professor*. *Linguistics, Psychology*. Ph.D. 2002 (*linguistics*), *Massachusetts Institute of Technology*; M.A. 1997 (*linguistics*), *Pittsburgh*.

Neurolinguistics; psycholinguistics; semantics; syntax; lexicon.

John Victor Singler, *Professor*. Ph.D. 1984 (*linguistics*), M.A. 1979 (*linguistics*), *California (Los Angeles)*; M.A. 1976 (*African studies*), *London*; B.A. 1969 (*history*), *Dartmouth College*.

Sociolinguistics; pidgins and creoles; language contact; phonology.

Anna Szabolcsi, *Professor; Chair, Department of Linguistics*. Ph.D. 1987 (*linguistics*), *Hungarian Academy of Sciences*; M.A. 1978 (*linguistics*), B.A. 1976 (*English and linguistics*), *Eötvös Loránd (Budapest)*.

Formal semantics; Hungarian syntax; syntax/semantics interface.

AFFILIATED FACULTY IN OTHER DEPARTMENTS

Doris R. Aaronson, *Psychology*; Kit Fine, *Philosophy*; Milan Fryscák, *Russian and Slavic Studies*; Ralph Grishman, *Computer Science*; Don

Kulick, *Anthropology*; Gary F. Marcus, *Psychology*; Robert D. McChesney, *Middle Eastern and Islamic Studies*; Brian McElree, *Psychology*; Haruko Momma, *English*; Naomi Sager, *Computer Science*; Bambi B.

Schieffelin, *Anthropology*; Stephen Schiffer, *Philosophy*.

FACULTY EMERITA

Noriko Umeda.

Programs and Requirements

Admission: The applicant should have a demonstrated strength in one of the areas the research in the department focuses on and, ideally, a solid background in core areas of linguistics.

Entering students should have a reasonable command of at least one foreign language. The Graduate Record Examination is required of all applicants.

The department has two different degree programs, and applicants should specify the degree program for which they are applying. The department's principal degree program is the Ph.D. program, for students interested in a career in research. Most students admitted to the department enroll in this program.

Exceptionally, students may enroll in a terminal M.A. program. A student who is permitted to enroll in the terminal M.A. program and who subsequently wishes to enter the Ph.D. program must apply to the department for admission to the latter alongside all new applicants. Acceptance is not automatic.

MASTER OF ARTS

A student enrolled in the terminal M.A. program must select a track in accordance with the student's interests. Upon selecting a track, the student then selects an adviser who specializes in that area.

Degree Requirements:

1. Satisfactory completion of graduate studies totaling at least 32 points of approved courses (at least 24 in residence at New York University). Course work in a field other than linguistics must be approved in advance by the student's adviser.

The M.A. program is organized by track. Each track has its own course requirements, which add up to 24 of the 32 points required for the M.A. The courses that the student takes for the remaining 8 points are determined by the student in consultation with the student's adviser. The tracks are listed below.

Computational Linguistics: G61.1210, G61.1310, G61.1340, G61.1830, G61.2310, and a second course in computational linguistics.

Historical Linguistics: G61.1210, G61.1220, G61.1310, G61.1410, G61.1510, and a second course in historical linguistics.

Phonology: G61.1210, G61.1220, G61.1310, G61.2110, a third course in phonology, and one of the following: G61.1410 or G61.1510.

Sociolinguistics: G61.1210, G61.1220, G61.1310, G61.1510, and two of the following: G61.2110, G61.2530, or G61.2540.

Syntax: G61.1210, G61.1310, G61.1340, G61.2310, a third course in syntax, and one of the following: G61.1220, G61.1410, G61.1510, or G61.1830.

Any proposed substitution of some other course for a "track" course must be approved both by the student's adviser and the director of graduate studies.

2. Reasonable proficiency in a foreign language of clear relevance to the student's research, subject to approval by the director of graduate studies. Proficiency can be demonstrated either by earning a grade of B or better in at least the fourth term of a college foreign language course completed not more than two years before the student's admission to the Graduate School of Arts and Science, or by passing the appropriate Graduate School of Arts and Science foreign language proficiency examination. When proficiency is demonstrated in some other way (e.g., when a student presents an undergraduate degree from a foreign university where the language in question is the medium of instruction for the student's course of study), the director of graduate studies may forward to GSAS a request for a waiver of the foreign language examination.

3. Passing a written examination that should be taken during the term in which course work is completed (and must be taken for the first time no later than the term following the one in which course work is completed). Students may take the examination a second time if necessary.

DOCTOR OF PHILOSOPHY

M.A. Degree Requirements:

1. Satisfactory completion of graduate studies totaling at least 32 points of approved courses (at least 24 in residence at New York University), including G61.1210, G61.1220, G61.1310, G61.2310, and one of the following: G61.1340, G61.1410, G61.1510, or G61.1830. While only one of the last four courses is required for the M.A., all four of them are required for the Ph.D. Therefore, any of these four courses not taken for the M.A. should be taken as soon as possible thereafter.

Students wishing to specialize in syntax or semantics are required to take G61.2370. Students taking G61.2370 must take it in the semester immediately following G61.1340.

The department recommends that students wishing to specialize in sociolinguistics take at least two courses in linguistic anthropology, specifically Linguistic Anthropology (G14.1040) and one other from the following: Ethnographic Methods (G14.2700), Identity and Language (G14.3392), or Linguistic Field Methods (G14.3394).

The department does not normally transfer credits for previous graduate course work. In exceptional circumstances, a small number of graduate credits may be transferred. The student will be advised by the director of graduate studies concerning equivalencies. Requests for transfers of credits for particular courses must be made within the student's first year in the department.

2. Reasonable proficiency in a foreign language of clear relevance to the student's research, subject to approval by the director of graduate studies (DGS). Proficiency can be demonstrated either by earning a grade of B or better in at least the fourth term of a college foreign language course completed not more than two years before the student's admission to the Graduate School of Arts and Science, or by passing the appropriate Graduate School of Arts and Science foreign language proficiency examination. When proficiency is demonstrated in some other way (e.g., when a student has received

an undergraduate degree from a foreign university where the language in question was the medium of instruction for the student's course of study), the director of graduate studies may forward to GSAS a request for a waiver of the foreign language examination.

3. An article-quality paper in which the student demonstrates the ability to carry out original research. This is the student's first qualifying paper; the Ph.D. degree requires a second one. The rules and timetables for the two qualifying papers are spelled out together in item 4 of the Ph.D. requirements.

Ph.D. Degree Requirements:

1. A Master of Arts degree in linguistics, as described above.

2. Completion of 40 points of approved course work beyond the master's degree, including G61.1340, G61.1410, G61.1510, and G61.1830, if the student has not taken them at the M.A. level. Students must offer a total of 72 points of course work including work required for the master's degree or its equivalent.

3. In addition to the foreign language requirement for the M.A. degree, the student must demonstrate reasonable proficiency in a second foreign language of clear relevance to the student's research, subject to approval by the director of graduate studies. Proficiency can be demonstrated either by earning a grade of B or better in at least the fourth term of a college foreign language course completed not more than two years before the student's admission to the Graduate School of Arts and Science, or by passing the appropriate Graduate School of Arts and Science foreign language proficiency examination. When proficiency is demonstrated in some other way (e.g., when a student presents an undergraduate degree from a foreign university where the language in question is the medium of instruction for the student's course of study), the director of graduate studies may forward to GSAS a request for a waiver of the foreign language examination.

4. Qualifying papers in two different areas of linguistics. A qualifying paper (QP) is called "qualifying" because by it a student demonstrates that she/he is qualified to do a dissertation. It contains original thought, a command of the literature, sound linguistic analysis and argumentation, and clear presentation.

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

Qualifying-paper committee. Each qualifying-paper committee consists of a committee chair and two other faculty members. It is the student's responsibility to obtain the consent of the committee chair and members to participate on the committee. The committee should be fully constituted **before** the beginning of the semester in which work begins on the QP.

The timetable for submission. The student submits the first QP in the fourth semester of the student's career and the second QP in the fifth semester. If one of the QPs contains an extensive experimental or fieldwork component, one semester is added to that QP's timetable. Thus, if it is the first QP, it is due in the fifth semester (and hence the second QP is due in the sixth semester), while if it is the second QP that adds an extensive experimental/fieldwork component, it is due in the sixth rather than the fifth semester. This alteration of timetable must be agreed upon by the student's adviser, QP committee chair, and the DGS no later than the beginning of the semester in which the QP would otherwise be due.

Proposals. Before undertaking a QP, students must prepare a two-page proposal of their QP consisting of an abstract and a reading list. For QPs with extensive experimental or fieldwork content, this proposal must include a timetable indicating what work is to be done and when, extending across both semesters of work. The student is then expected to adhere to this timetable. For QPs conducted during the spring semester, the proposals must be delivered to the committee chair in the last week of the fall semester; for QPs conducted during the fall semester, they are due the first week of the fall semester. Students receive prompt feedback from the QP committee members on the proposal.

Deadlines. A substantial first draft of the QP must be submitted by the beginning of the tenth week of spring semester (ordinarily the first week after the spring break), or the ninth week of fall semester. The student's committee reviews the paper with the student within three weeks of submission. This evaluation results in a finding that the paper is either acceptable, acceptable upon revision, or unacceptable. If the paper is found to be "acceptable upon revision," the student has four weeks to complete the revisions to the satisfaction of the committee.

Students are expected to submit acceptable QPs on time. If a student's paper is either not submitted on time or submitted but not deemed acceptable by

the student's committee, or if the student fails to complete acceptable revisions required by the committee within the prescribed time limits, then the student is placed on academic probation. If the student fails to submit an acceptable paper in the following semester, then the student is terminated. When a student on academic probation submits an acceptable QP and returns to good standing, the student's QP timetable is adjusted by one semester. However, if a student is on academic probation for the first QP, he or she may not go on academic probation for nonsubmission, lateness, or unacceptability of the second QP; instead, the student is terminated. In sum, the first time a student fails to submit an acceptable QP on time, the student goes on academic probation; the second time this happens in the course of a student's career (whether it is on the first QP or the second), the student is terminated. Probation is regulated by GSAS.

Note also that the Graduate School requires completion of qualifying requirements for doctoral candidates by the end of the third year of study, which means that students must complete and pass both QPs by the end of the third year. Failure to do so is grounds for termination. Therefore, if students take an extra semester for a QP with extensive experimental work or field work, there is no room to also have a semester of probation; conversely, if they take an extra semester to complete a QP for which they are placed on probation, there is no room for an extra semester to do experimental work/fieldwork.

The M.A. degree for students in the Ph.D. program. When a student's first paper is accepted, the student is eligible for an M.A. degree, provided that the student has met the M.A. course and foreign language requirements.

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

The relationship of a student's advisers to the student's qualifying-paper committees. One of the student's overall advisers may additionally function as a member of one or both of the student's qualifying-paper committees (and as

the chair of one of them). It is, however, not presumed that an adviser will do so, and students are encouraged to involve a wide range of faculty members in the preparation of their qualifying papers.

5. Dissertation proposal. After completing the second qualifying paper, the student begins work on a dissertation proposal. Once the student selects the area in which she or he wishes to write a dissertation, the student meets with her or his potential dissertation adviser and obtains that faculty member's agreement to serve in that capacity. Together the student and the dissertation adviser explore potential topics for the dissertation.

Students may incorporate one (or both) of the qualifying papers into the dissertation proposal if appropriate. Similarly, it is fully expected that large sections of the dissertation proposal will go directly into the dissertation.

The timetable for submission. A student may hand in a dissertation proposal at any time during the fall semester; during the spring semester, the proposal must be handed in by the Monday immediately following spring break.

The timetable for completion of the dissertation proposal is sensitive to the timetable for QPs (above). Specifically, it is sensitive to whether or not one of the student's QPs contains extensive empirical content and therefore requires an additional semester to complete.

If neither of the student's QPs contains extensive empirical content, the student submits the dissertation proposal during the fourth year. The student's dissertation proposal must be submitted and accepted by the end of the first

semester of the fifth year. If that does not happen, then the student is placed on academic probation the following semester. If the student's proposal is not submitted and accepted in the student's first semester on academic probation (i.e., the second semester of the fifth year), then the student is terminated.

If one of the student's QPs contains extensive empirical content, the student submits a dissertation proposal during the fourth year or, at the latest, by the end of the first semester of the fifth year. The student's dissertation proposal must be submitted and accepted by the end of the fifth year. If that does not happen, then the student is placed on academic probation the following semester. If the student's proposal is not submitted and accepted in the student's first semester on academic probation (i.e., the first semester of the sixth year), then the student is terminated.

All students should note that the timetable for completion of the dissertation proposal is not adjusted for a student who is placed on academic probation for failure to get a QP accepted in the semester in which it is due. Regardless of a student's QP history, the timetable for completion of the dissertation proposal is that which is stated above.

Evaluation of the proposal. Once a student submits a proposal, then the student's committee evaluates it. If the committee finds the proposal acceptable, then the student may proceed to work on the dissertation. If the committee does not find the proposal acceptable, it notifies the student as to what changes it recommends. The student may then submit a revised proposal in the following semester.

Completion of other requirements.

Ordinarily, a student whose dissertation proposal is accepted has already met the other nondissertation requirements for the Ph.D. (i.e., the foreign language and course requirements). A student who reaches this level and has not yet met these requirements is encouraged to do so at once.

6. Defense of the dissertation is during a final oral examination.

Full-time status: To qualify for full-time status, Ph.D. students enroll in courses according to the following schedule. The three courses completed in the fourth and fifth years must be seminars; they cannot be reading courses.

First Year: fall, 12 points; spring, 12 points.

Second Year: fall, 12 points; spring, 8 points.

Third Year: fall, 8 points; spring, 8 points.

Fourth Year: fall, 4 points; spring, 4 points.

Fifth Year: 4 points.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

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

Courses

Specific information as to which courses are offered each term and when they meet is published each term in the University's class schedule. Not all of the courses listed below are offered each year. Those who are not graduate students in this department should seek the instructor's permission before enrolling in a course.

Field Methods G61.0044

Prerequisites: an introductory linguistics course and one course in either syntax or phonology. Collins. 4 points.

Phonology I G61.1210 Gafos. 4 points.

Phonology II G61.1220 *Prerequisite: G61.1210 or permission of the instructor. Gafos. 4 points.*

Syntax G61.1310 *Baltin, Collins, Kayne. 4 points.*

Evaluation of Linguistic Theories G61.1320 *Dougherty. 4 points.*

Semantics I G61.1340 *Szabolcsi. 4 points.*

Historical Linguistics G61.1410 *Costello. 4 points.*

Theory and Methods of Etymology G61.1420 *Costello. 4 points.*

Sociolinguistics G61.1510 *Blake, Guy, Singler. 4 points.*

African American English G61.1520 *Blake. 4 points.*

Philosophical Foundations of Language Study G61.1710 *Dougherty. 4 points.*

Introduction to Programming for Linguists G61.1830 *Dougherty. 4 points.*

Acoustic Phonetics G61.2110 *Davidson. 4 points.*

Experimental Techniques in Speech and Phonetics Research G61.2120 *Prerequisites: G61.1210 and G61.2110, or permission of the instructor. Davidson. 4 points.*

Laboratory Phonology G61.2220 *Prerequisite: G61.1220 or permission of the instructor. Singler. 4 points.*

Syntactic Theory and Analysis
G61.2310 *Prerequisite: G61.1310 or permission of the instructor. Balin, Collins, Kayne. 4 points.*

Using Wolfram's Cellular Automata as Models of Human Communication G61.1825
Dougherty. 4 points.

Lexical Representation G61.2340
Prerequisite: G61.2310 or permission of the instructor. Balin. 4 points.

The Interface of Language and Cognition G61.2350 *Prerequisite: V61.0013, G61.1310, or permission of the instructor. Balin. 4 points.*

Grammatical Relations in Syntax
G61.2360 *Prerequisite: G61.1310 or permission of the instructor. Postal. 4 points.*

Semantics II G61.2370 *Prerequisite: G61.1340 or permission of the instructor. Pylkkänen, Szabolcsi. 4 points.*

Indo-European Grammar and Phonology G61.2410 *Costello. 4 points.*

Sanskrit Grammar and Phonology
G61.2420 *Costello. 4 points.*

Languages in Contact G61.2450
Prerequisite: G61.1410, G61.1510, or permission of the instructor. 4 points.

Indo-European Syntax G61.2460
Costello. 4 points.

Pidgin and Creole Languages
G61.2510 *Singler. 4 points.*

African Languages and Caribbean Creoles G61.2520 *Singler. 4 points.*

Linguistic Variation G61.2530 *Guy, Singler. 4 points.*

Sociolinguistic Field Methods
G61.2540 *Blake. 4 points.*

Gender and Language G61.2550
Prerequisite: G61.1510 or permission of the instructor. 4 points.

First-Language Acquisition
G61.2610 *Prerequisite: G61.2310 or permission of the instructor. Davidson. 4 points.*

Computer Modeling of Language Acquisition G61.2810 *Dougherty. 4 points.*

An Introduction to Computational Modeling of Recursion:

Coordination, Subordination, and Embeddings G61.2820 *Dougherty. 4 points.*

Problems in the Structure of a Selected Foreign Language
G61.2930 *With permission, may be repeated for credit. 4 points.*

Computational Morphology
G61.2950 *Dougherty. 4 points.*

Seminar in Phonetics G61.3110
Prerequisites: G61.1210 and G61.2110, or permission of the instructor. With permission, may be repeated for credit. 4 points.

Seminar in Phonology G61.3210
Prerequisite: G61.1220 or permission of the instructor. With permission, may be repeated for credit. Davidson, Gafos. 4 points.

Theoretical Issues Across Subfields of Linguistics G61.3220 *Prerequisite: background in one of the following: introductory syntax semantics, phonology, or sociolinguistics. 4 points.*

Seminar in Syntax G61.3320
Prerequisite: G61.2310 or permission of the instructor. With permission, may be repeated for credit. Balin, Collins, Kayne, Postal. 4 points.

Seminar in Semantics G61.3340
Prerequisite: G61.2370 or permission of the instructor. With permission, may be repeated for credit. Pylkkänen, Szabolcsi. 4 points.

Recurring Themes in Generative Grammar G61.3350 *Balin, Postal. 4 points.*

Seminar in Historical Linguistics
G61.3410 *Prerequisite: G61.1410 or permission of the instructor. With permission, may be repeated for credit. Costello. 4 points.*

Seminar in Linguistic Reconstruction G61.3420
Prerequisite: G61.1410 or permission of the instructor. With permission, may be repeated for credit. Costello. 4 points.

Seminar in Sociolinguistics
G61.3510 *Prerequisite: G61.1510 or permission of the instructor. With permission, may be repeated for credit. Blake, Guy, Singler. 4 points.*

Seminar in Neurolinguistics
G61.3710 *Prerequisite: graduate status in linguistics, psychology, or neuroscience, or permission of the instructor. Pylkkänen. 4 points.*

Seminar on Computational Models of Language G61.3820 *Prerequisite: G61.1830 or permission of the instructor. With permission, may be repeated for credit. Dougherty. 4 points.*

VARIABLE CONTENT COURSES

Directed Reading in Linguistics
G61.3910 *Prerequisite: permission of the director of graduate studies. May be repeated for credit. 1-6 points.*

Ph.D. Dissertation Research
G61.3930 *Prerequisite: permission of the director of graduate studies. May be repeated for credit. 1-6 points.*

CROSS-LISTED COURSES

These courses may be counted toward degree requirements as set forth above.

Anthropology

Linguistic Anthropology G14.1040
4 points.

Ethnographic Methods G14.2700
4 points.

Identity and Language G14.3392
4 points.

Linguistic Field Methods G14.3394
4 points.

English

Development of the English Language G41.2044 *4 points.*

Philosophy

Philosophy of Language I G83.2296
4 points.

Psychology

Language Acquisition G89.2214
3 points.

Seminar in Verbal Learning and Verbal Behavior G89.3250 *3 points.*
Russian and Slavic Studies

Roman Jakobson: Poetics, Linguistics, Semiotics G91.2119
4 points.



DIRECTOR OF THE COURANT
INSTITUTE OF MATHEMATICAL
SCIENCES; HEAD, DEPARTMENTS
OF MATHEMATICS AND COMPUTER
SCIENCE:

Professor Charles M. Newman

DEPUTY DIRECTOR OF THE
INSTITUTE:

W. Stephen Childress

CHAIR OF THE DEPARTMENT:

Professor Jalal Shatah

DIRECTOR OF GRADUATE STUDIES:

Professor Fedor A. Bogomolov

The Department of
Mathematics of
the Courant
Institute of
Mathematical

Sciences offers several degree programs. The Ph.D. programs offer research opportunities and instruction at the highest level in a range of core, multidisciplinary, and computational mathematics. In addition to the Ph.D. program in mathematics, the department offers a Ph.D. program in atmosphere ocean science and mathematics. The master's programs provide professional training in financial modeling and computation and mathematical and computational techniques of scientific computing, as well as in traditional core areas of mathematics.

The philosophy of the Courant Institute, developed over several decades, has been to maintain a

balanced interaction between pure and applied mathematics. The Institute has long been a leader in mathematical analysis, applied mathematics, and computational science. In core mathematics, strengths include partial differential equations, stochastic processes, differential geometry and topology, and dynamical systems. In multidisciplinary mathematics, the Institute's program encompasses research activities not found in most mathematics departments: wave propagation, computational fluid dynamics (including aerodynamics, magnetofluid dynamics, and biofluid dynamics), atmosphere ocean science, mathematical biology, financial modeling, and materials science. Much of the research is externally funded and involves postdoctoral scientists. There is an active program of research seminars, and participation by students is strongly encouraged.

New York University is a member of the Inter-University Doctoral Consortium, whose members include City University of New York Graduate Center; Columbia, Fordham, New School, Princeton, Rutgers, and Stony Brook Universities; and Teachers College, Columbia University. With permission, doctoral students may cross-reg-

ister for courses in these institutions and thus have access to a very broad range of mathematics and related fields.

The Department of Mathematics is housed in Warren Weaver Hall, which contains a mathematical sciences library of 64,000 volumes, over 275 journals, extensive back files, and a growing array of electronic resources such as Web of Science (ISI) and MathSciNet. Over 1,300 electronic scientific journal titles in various disciplines are available at the University. Every Ph.D. student has a workstation on his or her desk. In addition, workstations and PCs are available in public locations. The Applied Mathematics Laboratory is an experimental facility in fluid mechanics and other applied areas. The Center for Atmosphere Ocean Studies is the locus for multidisciplinary studies and research in critical environmental problems, such as global warming, ozone depletion, monsoon and El Niño cycles, and pollution of air and water; it organizes a weekly colloquium and brings together interested faculty and students from different departments.

Faculty

Steve L. Allen, *Clinical Associate Professor; Deputy Director, M.S. Program in Mathematics in Finance*. B.A. 1967 (mathematics), Columbia.

Mathematical finance.

Marco M. Avellaneda, *Professor*. Ph.D. 1985 (mathematics), Minnesota; Lic. en Cien. 1981 (mathematics), Buenos Aires. Applied mathematics; mathematical modeling in finance; probability.

Gerard Ben Arous, *Professor*. Ph.D., 1981 (mathematics), Paris VII; DEA 1979 (probability), Paris VI; DEA 1979 (statistics), Orsay; Maîtrise 1978 (mathematics), Paris VII.

Probability theory and applications; statistical mechanics.

Simeon M. Berman, *Professor*. Ph.D. 1961 (mathematical statistics), M.A. 1958 (mathematical statistics), Columbia; B.A. 1956 (economics), City College (CUNY). Stochastic processes; probability theory; applications.

Fedor A. Bogomolov, *Professor*. D.Sc. 1984 (mathematics), Ph.D. 1974 (mathematics), Steklov Institute of Mathematics; M.A. 1970 (mathematics), Moscow.

Algebraic geometry and related problems in algebra, topology, and number theory.

Oliver Bühler, *Associate Professor, Mathematics (Atmosphere Ocean Science), Director, Center for Atmosphere Ocean Science*. Ph.D. 1996 (applied mathematics), Cambridge; Diplom 1992 (applied physics), Technical University of Berlin; M.S.E. 1990 (aerospace engineering), Michigan.

Geophysical fluid dynamics; waves and vortices in the atmosphere and ocean; statistical mechanics; stochastic wave theory.

David Cai, *Associate Professor*. Ph.D. 1994 (physics); M.S. 1989 (physics), Northwestern; B.S. (physics) 1984, Beijing. Nonlinear stochastic behavior in physical and biological systems.

Sylvain E. Cappell, *Professor*. Ph.D. 1969 (mathematics), Princeton; B.A. (summa cum laude) 1966 (mathematics), Columbia.

Algebraic and geometric topology; symplectic and algebraic geometry.

Jeff Cheeger, *Professor*. Ph.D. 1967 (mathematics), M.S. 1966 (mathematics), Princeton; B.A. 1964 (mathematics), Harvard.

Differential geometry and its connections to analysis and topology.

Yu Chen, *Associate Professor*. Ph.D. 1991 (mathematics), M.S. 1988 (mathematics), Yale; B.S. 1982 (mathematics), Tsinghua (China).

Numerical scattering theory; ill-posed problems; scientific computing.

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

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

W. Stephen Childress, *Professor; Deputy Director, Courant Institute of Mathematical Sciences*. Ph.D. 1961 (aeronautics and mathematics), California Institute of Technology; M.S.E. 1958 (aeronautical engineering), B.S.E. 1956 (aeronautical engineering), Princeton.

Fluid dynamics; magnetohydrodynamics; biological fluid mechanics.

Tobias H. Colding, *Professor*. Ph.D. 1992 (mathematics), Pennsylvania.

Differential geometry; geometric analysis; partial differential equations; three-dimensional topology.

Percy A. Deift, *Professor*. Ph.D. 1976 (mathematical physics), Princeton; M.S. 1971 (physics), Rhodes (South Africa); M.S. 1970 (chemical engineering), B.S. 1967 (chemical engineering), Natal (Durban, South Africa).

Spectral theory; inverse spectral theory; integrable systems; random matrix theory.

Paul R. Garabedian, *Professor*. Ph.D. 1948 (mathematics), M.A. 1947 (mathematics), Harvard; B.A. 1946 (mathematics), Brown.

Complex analysis; computational fluid dynamics; plasma physics.

Jonathan B. Goodman, *Professor*. Ph.D. 1982 (mathematics), Stanford; B.S. 1977 (mathematics), Massachusetts Institute of Technology.

Wave propagation; computational physics; computational finance.

Leslie Greengard, *Professor*. M.D./Ph.D. 1987 (computer science), Yale; B.A. 1979 (mathematics), Wesleyan.

Applied and computational mathematics; partial differential equations; com-

putational chemistry; mathematical biology.

Frederick P. Greenleaf, *Professor*. Ph.D. 1964 (mathematics), M.A. 1961 (mathematics), Yale; B.S. 1959 (engineering physics), Pennsylvania State.

Noncommutative harmonic analysis; Lie groups and group representations; invariant partial differential operators.

Mikhail Gromov, *Jay Gould Professor of Mathematics*. D.Sc. 1973 (mathematics), Ph.D. 1969 (mathematics), Leningrad.

Riemannian manifolds; symplectic manifolds; infinite groups; mathematical models of biomolecular systems.

C. Sinan Güntürk, *Assistant Professor*. Ph.D. 2000 (applied and computational mathematics), Princeton; B.S. 1996 (mathematics and electrical engineering), Boğaziçi (Istanbul, Turkey).

Harmonic analysis; information theory; signal processing.

Eliezer Hameiri, *Professor*. Ph.D. 1976 (mathematics), New York; M.S. 1972 (physics and applied mathematics), B.S. 1970 (physics and applied mathematics), Tel Aviv (Israel).

Applied mathematics; magnetohydrodynamics; plasma physics.

Helmut Hofer, *Professor*. Ph.D. 1981 (mathematics), Dip. 1979, Zurich.

Symplectic geometry; dynamical systems; partial differential equations.

David M. Holland, *Associate Professor, Mathematics (Atmosphere Ocean Science)*. Ph.D. 1993 (atmospheric and oceanic sciences), McGill; M.S. 1986 (physical oceanography), B.S. 1984 (physics), Memorial (Canada).

Ocean-ice studies; climate theory and modeling.

Richard Kleeman, *Professor, Mathematics (Atmosphere Ocean Science)*. Ph.D. 1986 (mathematical physics), Adelaide (Australia); B.S. 1980 (theoretical physics), Australian National.

Predictability of dynamical systems relevant to the atmosphere and ocean; climate dynamics.

Robert V. Kohn, *Professor*. Ph.D. 1979 (mathematics), Princeton; M.Sc. 1975 (mathematics), Warwick; B.A. 1974 (mathematics), Harvard.

Nonlinear partial differential equations; materials science; mathematical finance.

Fang-Hua Lin, *Professor; Silver Professor. Ph.D. 1985 (mathematics), Minnesota; B.S. 1981 (mathematics), Zhejiang (China).*

Partial differential equations; geometric measure theory.

Andrew J. Majda, *Samuel F. B. Morse Professor of Arts and Science; Professor, Mathematics. Ph.D. 1973 (mathematics), M.S. 1971 (mathematics), Stanford; B.S. 1970 (mathematics), Purdue.*

Modern applied mathematics; atmosphere ocean science; partial differential equations.

Nader Masmoudi, *Associate Professor. Ph.D. 1999 (mathematics), Dipl. Adv. Stud. 1996 (applied mathematics), Paris-Dauphine.*

Nonlinear partial differential equations.

Henry P. McKean, *Professor; Silver Professor. Ph.D. 1955 (mathematics), Princeton; B.A. 1952 (mathematics), Dartmouth.*

Probability; partial differential equations; complex function theory.

David W. McLaughlin, *Professor, Mathematics, Neural Science; Provost, New York University. Ph.D. 1971 (theoretical physics), M.S. 1969 (physics), Indiana; B.S. 1966 (mathematics and physics), Creighton.*

Applied mathematics; nonlinear wave equations; neural science.

Charles M. Newman, *Professor; Director, Courant Institute of Mathematical Sciences. Ph.D. 1971 (physics), M.A. 1968 (physics), Princeton; B.S. 1966 (mathematics and physics), Massachusetts Institute of Technology.*

Probability theory; statistical physics; stochastic models.

Olivier Pauluis, *Assistant Professor, Mathematics (Atmosphere Ocean Science). Ph.D. 2000 (atmospheric and oceanic sciences), Princeton; Licence d'Ingenieur Civil en Mathématiques Appliquées 1995, Catholic University of Louvain (Belgium).*

Climate and the general circulation of the atmosphere; moist convection; tropical meteorology; numerical modeling.

Jerome K. Percus, *Professor, Mathematics, Physics. Ph.D. 1954 (physics), M.A. 1948 (mathematics), B.S. 1947 (electrical engineering), Columbia.*

Chemical physics; mathematical biology.

Charles S. Peskin, *Professor, Mathematics, Neural Science; Silver Professor. Ph.D. 1972 (physiology),*

Yeshiva; B.A. 1968 (engineering and applied physics), Harvard.

Applications of mathematics and computing to problems arising in medicine and biology; fluid dynamics of the heart; molecular machinery within biological cells; mathematical/computational neuroscience.

Richard M. Pollack, *Professor, Mathematics, Computer Science. Ph.D. 1962 (number theory), New York; B.A. 1956 (philosophy and mathematics), Brooklyn College (CUNY).*

Algorithms in real algebraic geometry; discrete geometry; computational geometry.

Wei Qing Ren, *Assistant Professor. Ph.D. 2002 (mathematics), New York; B.S. 1994 (mathematics), Nanjing.*

Applied mathematics; scientific computing; multiscale modeling of fluids.

John Rinzel, *Professor, Neural Science, Mathematics. Ph.D. 1973 (applied mathematics), M.S. 1968 (applied mathematics), New York; B.S. 1967 (engineering science), Florida.*

Computational neuroscience; nonlinear dynamics of neurons and neural circuits; sensory processing.

Sylvia Serfaty, *Associate Professor. Ph.D. 1999 (mathematics), Paris XI (Orsay); M.S. 1995 (mathematics), Ecole Normale Supérieure (Paris).*

Partial differential equations; variational problems with applications to physics.

Jalal Shatah, *Professor; Chair, Department of Mathematics. Ph.D. 1983 (applied mathematics), M.S. 1981 (applied mathematics), Brown; B.S. 1979 (mathematics and engineering science), Texas (Austin).*

Partial differential equations; analysis.

Michael J. Shelley, *Professor. Ph.D. 1985 (applied mathematics), M.S. 1984 (applied mathematics), Arizona; B.A. 1981 (mathematics), Colorado.*

Applied mathematics and modeling; visual neuroscience; fluid dynamics; computational physics and neuroscience.

Scott Sheffield, *Assistant Professor. Ph.D. 2003 (mathematics), Stanford; B.A./M.A. 1998 (mathematics), Harvard.*

Probability and mathematical physics.

K. Shafer Smith, *Assistant Professor, Mathematics (Atmosphere Ocean Science). Ph.D. 1999 (physics), California (Santa*

Cruz); B.S. 1992 (physics and mathematics), Indiana.

Large-scale atmospheric and oceanic dynamics; climate dynamics; geostrophic turbulence; waves and instabilities; balanced dynamics.

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

Discrete mathematics; theoretical computer science.

Daniel L. Stein, *Professor, Physics, Mathematics. Ph.D. 1979 (condensed matter theory), M.S. 1977 (physics), Princeton; B.S. 1975 (physics), Brown.*

Quenched disorder in condensed matter systems; stochastic escape phenomena; fluctuations in mesoscopic systems.

Esteban G. Tabak, *Professor. Ph.D. 1992 (mathematics), Massachusetts Institute of Technology; Civ. Eng. 1988 (hydraulics), Buenos Aires.*

Physical processes in the atmosphere and ocean; turbulence.

Anna-Karin Tornberg, *Assistant Professor. Ph.D. 2000 (numerical analysis), Licentiate 1998 (numerical analysis), Royal Institute of Technology (Stockholm, Sweden); M.S. 1997 (engineering physics), Uppsala (Sweden); M.S. 1996 (mechanical engineering), Houston.*

Numerical analysis; computational fluid dynamics; moving boundary problems.

Daniel Tranchina, *Associate Professor, Biology, Mathematics, Neural Science. Ph.D. 1981 (neurobiology), Rockefeller; B.A. 1975 (neurobiology), SUNY (Binghamton).*

Mathematical modeling in neuroscience; biostatics.

Eric Vanden Eijnden, *Associate Professor. Ph.D. 1997 (physics), B.S. 1992 (physics), Free University of Brussels.*

Stochastic partial differential equations; statistical mechanics; turbulence theory.

S. R. Srinivasa Varadhan, *Frank Jay Gould Professor of Science; Professor, Mathematics. Ph.D. 1963 (statistics), Indian Statistical Institute; M.A. 1960 (statistics), B.Sc. (honors) 1959 (statistics), Madras.*

Probability theory; stochastic processes; partial differential equations.

Akshay Venkatesh, Associate Professor. Ph.D. 2002 (mathematics). Princeton; B.S. 1997 (mathematics and physics), Western Australia.

Automorphic forms; number theory; analysis and dynamics on homogenous spaces.

Harold Weitzner, Professor. Ph.D. 1958 (physics), M.A. 1955 (physics), Harvard; B.A. 1954 (mathematics and physics), California (Berkeley).

Plasma physics; fluid dynamics; differential equations.

Olof B. Widlund, Professor, Computer Science, Mathematics. Habilitation 1966 (mathematics), Uppsala (Sweden); Ph.D. 1964, M.S. 1960 (mathematics), Royal Institute of Technology (Stockholm).

Numerical analysis; partial differential equations; parallel computing.

Lai-Sang Young, Professor; Silver Professor. Ph.D. 1978 (mathematics), M.S. 1976 (mathematics), California (Berkeley); B.A. 1973 (mathematics), Wisconsin (Madison).

Dynamical systems and ergodic theory.

Jun Zhang, Assistant Professor, Physics, Mathematics. Ph.D. 1994 (physics), Copenhagen; M.S. 1990, Hebrew (Jerusalem); B.S. 1985 (physics), Wuhan (China).

Fluid dynamics; biophysics; complex systems.

ASSOCIATED FACULTY IN OTHER DEPARTMENTS

Marsha J. Berger, Computer Science; **Kit Fine**, Philosophy; **Bhubaneswar Mishra**, Computer Science; **Michael L. Overton**, Computer Science; **Nikolaus Rajewsky**, Biology; **Tamar Schlick**,

Chemistry, Computer Science; **Demetri Terzopoulos**, Computer Science.

AFFILIATED FACULTY IN OTHER DEPARTMENTS

Robert Shapley, Neural Science; **Eero P. Simoncelli**, Neural Science; **Alan Sokal**, Physics; **George Zaslavsky**, Physics.

FACULTY EMERITI

Jack Bazer, **Eliezer Bromberg**, **Martin D. Burrow**, **Martin D. Davis**, **Harold M. Edwards**, **Warren W. Hirsch**, **Eugene Isaacson**, **Frank Karal**, **Samuel N. Karp**, **Peter D. Lax**, **Cathleen S. Morawetz**, **Louis Nirenberg**, **Jacob T. Schwartz**, **Harold N. Shapiro**, **Lu Ting**, **Peter Ungar**.

Programs and Requirements

Admission: The graduate programs are open to students with strong mathematical interests who have sufficient mathematical background. For the Ph.D. program, this generally entails an undergraduate degree in mathematics or a related branch of science or engineering. For the master's programs, relevant job experience may be a partial substitute. More detailed information on admission can be obtained from the department. See also the requirements for admission to the Graduate School of Arts and Science in the *Admission* section of this bulletin.

Students applying to the Ph.D. program may be admitted to the master's program in mathematics at the discretion of the department. A student enrolled in the master's program in mathematics who earns a grade of A in the departmental written comprehensive examination may be admitted to the Ph.D. program at the discretion of the department. Students should be able to complete the program requirements for the master's programs listed below in three semesters of full-time study.

MASTER OF SCIENCE

There are specific curricular course requirements for all M.S. programs listed below. These may be found in the *Department of Mathematics Guide to Admission and Graduate Studies*, available in the office of the department or on the Web at www.math.nyu.edu/degree/guide.

Mathematics: To fulfill the requirements for the master's degree in mathematics, a student must either complete

36 points and pass the departmental written comprehensive examination at the master's level or complete 32 points and submit an acceptable master's thesis approved by the department. In either case, at least 12 points must be taken from the core courses offered by the department. The master's thesis topic may be in pure mathematics, or it may be related to the student's professional goals, such as financial modeling and computation. Part-time students may be able to find a thesis topic related to their current employment.

Scientific Computing (Leslie Greengard, Director): This program is offered jointly by the Departments of Mathematics and Computer Science of the Courant Institute. It offers focused training in mathematical and computational techniques as well as appropriate parts of computer science that enable the student to make full use of modern computational hardware and software. To fulfill the requirements for the master's degree in scientific computing, a student must complete 36 points including a computational master's project, which must demonstrate mastery of computational methods as well as use of modern data analysis and graphical methods.

Mathematics in Finance (Peter P. Carr, Director): This is a professional master's program that prepares students for careers in quantitative finance. Course work covers mathematical background, financial theory and models, computational techniques, and practicalities of financial markets and

instruments. Instructors include Courant Institute faculty and New York City finance professionals. There is a strong career placement component. Students must complete 36 points, including a master's project. Further information about the program is available in the office of the department and on the Web at www.math.nyu.edu/financial_mathematics.

ADVANCED CERTIFICATE

In addition to the M.S. Program in Mathematics in Finance, the department now offers a Mathematics in Finance Certificate Program, which permits part-time students working in the industry to take just the courses most relevant to their interests and needs. Individuals enrolled in this program choose any eight of the twelve courses associated with the mathematics in finance curriculum.

DOCTOR OF PHILOSOPHY

The Graduate School of Arts and Science requirements for the Doctor of Philosophy degree are listed in the *Degree Requirements* section of this bulletin.

Mathematics: The two-stage qualifying examination consists of a written comprehensive examination (which also satisfies a requirement for the Master of Science degree in mathematics) and an oral preliminary examination. All students who plan graduate study beyond the master's level are urged to take the written comprehensive examination as soon as possible.

Students with outstanding preparation in mathematics may be able to pass the examination on entering the program. The oral preliminary examination is usually taken after two years of graduate study and only after passing the written comprehensive examination with a grade of A. Further information about the program is available in the office of the department and on the Web at www.math.nyu.edu/degree/guide.

Atmosphere Ocean Science and Mathematics: This program focuses on the application of modern applied mathematics to the problems of atmosphere and ocean science. It has a strong multidisciplinary component

and draws on the physical sciences as well as applied mathematics and computer science. The degree requirements are similar to those of the Ph.D. program in mathematics listed above and include a required core of applied mathematics courses. There are also notable distinctions such as an additional requirement for courses in physical sciences. Further details about the program are available on the Web at caos.cims.nyu.edu/page/home.

DEPARTMENTAL FELLOWSHIPS AND ASSISTANTSHIPS

Fellowships and assistantships are available to highly qualified students

who plan to engage in full-time study for the Ph.D. degree in mathematics. Applicants for these awards are required to submit their scores on the general and subject tests of the Graduate Record Examination (GRE).

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

Detailed information regarding programs, course work, and financial opportunities can be found on the Web at www.math.nyu.edu/degree/guide.

Courses

All mathematics courses carry 3 points per term (except Master's Thesis Research [G63.3881], which carries 2 points, and Independent Study courses, which range from 1 to 3 points). A majority of courses, including essentially all those taken by part-time students, meet once a week for a two-hour period beginning at 5:10 p.m. or at 7:10 p.m. A number of courses are offered earlier in the day.

The course listings below are representative of the mathematics program as a whole but do not refer specifically to this academic year. Not every course is given every year. Information on current offerings and course descriptions are available in the office of the department and on the Web at www.math.nyu.edu.

ALGEBRA AND NUMBER THEORY

Linear Algebra G63.2110, 2120
Linear spaces and mappings. Matrices and linear equations. Eigenvalues and eigenvectors. Jordan form. Special classes of matrices, spectral theory.

Algebra G63.2130, 2140 *Prerequisite: elements of linear algebra.*

Basic concepts including groups, rings, modules, polynomial rings, field theory, and Galois theory.

Special Topics in Algebra G63.2160
Recent topics: algebraic curves and Abelian varieties; Lie algebras and Lie groups; representation of finite groups and Lie groups; orthogonal polynomials.

Number Theory G63.2210, 2220
Introduction to the elementary methods of number theory. Topics: arithmetic functions, congruences, the

prime number theorem, primes in arithmetic progression, quadratic reciprocity, the arithmetic of quadratic fields.

Special Topics in Number Theory G63.2250, 2260

Recent topics: analytic theory of automorphic forms; computational number theory and algebra.

GEOMETRY AND TOPOLOGY

Topology G63.2310, 2320

Prerequisites: elements of point-set topology and algebra.

Survey of point-set topology. Fundamental groups, homotopy, covering spaces. Singular homology, calculation of homology groups, applications. Homology and cohomology of manifolds. Poincaré duality. Vector bundles. De Rham cohomology and differential forms.

Special Topics in Topology G63.2333, 2334

Recent topics: toric varieties and their applications; characteristic classes of invariants of manifolds; vector bundles and singular varieties.

Differential Geometry G63.2350, 2360

Theory of curves and surfaces. Riemannian geometry: manifolds, differential forms, and integration. Covariant derivatives and curvature. Differential geometry in the large. Curvature, geodesics, Jacobi fields, comparison theorems, and Gauss-Bonnet theorem.

Special Topics in Geometry

G63.2400, 2410

Recent topics: holomorphic curves in contact and symplectic geometry; global geometry and topology of Kaehler manifolds; degeneration of Riemannian metrics with special holonomy; foliated structures.

ANALYSIS

Multivariable Calculus G63.1002

Intended for master's students. Does not carry credit toward the Ph.D. degree.

Calculus of several variables: partial differentiation, vector calculus, Stokes' theorem, divergence theorem, infinite series, Taylor's theorem.

Introduction to Mathematical

Analysis G63.1410, 1420

Rigorous treatment of limits and continuity. Riemann integral. Taylor series. Absolute and uniform convergence. Elements of ordinary and partial differential equations. Functions of several variables and their derivatives. The implicit function theorem, optimization, and Lagrange multipliers. Theorems of Gauss, Stokes, and Green. Fourier series and integrals.

Real Variables G63.2430, 2440

Basics of the theory of measure and integration, elements of Banach spaces. Metric spaces, Ascoli-Arzelà theorem, Radon-Nikodym theorem, Fourier transform, distributions. Sobolev spaces and imbedding theorems. Geometric measure theory, harmonic analysis, functional analysis. Measure theory and convergence theorems.

Complex Variables G63.2450, 2460

Analytic functions. Cauchy's theorem and its many consequences. Fractional

linear transformations and conformal mappings. Introduction to Riemann surfaces. The Riemann mapping theorem. Entire functions. Special functions.

Ordinary Differential Equations

G63.2470, 2480 *Prerequisites: linear algebra and elements of complex variables.* Existence, uniqueness, and continuous dependence. Linear ODE. Stability of equilibria. Floquet theory. Poincaré-Bendixson theorem. Additional topics may include bifurcation theory, Hamiltonian mechanics, and singular ODE in the complex plane.

Partial Differential Equations

G63.2490, 2500 *Prerequisites: linear algebra, complex variables, and elements of ordinary differential equations.* First-order equations. Cauchy-Kowalewsky theorem. Constant-coefficient, second-order equations: Laplace's, heat, and wave equations. Explicit representation formulas and qualitative methods, such as the maximum principle. Nonlinear equations, e.g., Burger's and minimal surface equations.

Functional Analysis G63.2550, 2560

Prerequisites: linear algebra, complex variables, and real variables. Banach spaces. Functionals and operators. Principle of uniform boundedness and closed graph theorem. Completely continuous mappings. Invariant subspaces. Linear operators, spectral theorem for self-adjoint operators. Hilbert-Schmidt operators. Semigroups. Fixed-point theorem. Applications.

Special Topics in Functional Analysis

G63.2561, 2562
Recent topic: spectral theory.

Harmonic Analysis G63.2563

Prerequisites: linear algebra, complex variables, and real variables. Hardy-Littlewood maximal functions and Marcinkiewicz integrals, singular integrals. Fourier series and Fourier integrals. Interpolation theorems. Applications in partial differential equations.

Special Topics in Partial Differential Equations G63.2610, 2620

Recent topics: weak convergence methods; complex Ginzburg-Landau equations and vortex dynamics; geometric PDE; math topics in classical fluids and superfluids.

Special Topics in Ordinary

Differential Equations G63.2615, 2616

Recent topics: Hamiltonian mechanics; bifurcation theory; nonlinear dynamics and chaos.

Special Topics in Analysis

G63.2650, 2660

Recent topics: dynamical systems and ergodic theory; random matrices; optimal transportation; geometric measure theory.

NUMERICAL ANALYSIS

Numerical Methods G63.2010, 2020 *Identical to G22.2420, 2421.* *Corequisite: linear algebra.*

Numerical linear algebra. Approximation theory. Quadrature rules and numerical integration. Nonlinear equations and optimization. Ordinary differential equations. Elliptic equations. Iterative methods for large, sparse systems. Parabolic and hyperbolic equations.

Selected Topics in Numerical Analysis G63.2011, 2012

Recent topics: immersed boundary method; parallel algorithms in scientific computing and many body problems; finite elements in fluids.

Advanced Numerical Analysis: Computational Fluid Dynamics

G63.2030 *Identical to G22.2945.* *Prerequisites: familiarity with numerical methods and linear algebra.*

Problems from applications such as gas dynamics, combustion, and oil reservoir simulation. Flows with shocks and discontinuities. Adaptive methods. Issues of algorithm design and computer implementation. Parallel computation.

Advanced Numerical Analysis: Nonlinear Optimization

G63.2031 *Identical to G22.2945.* *Prerequisites: knowledge of linear algebra and computer programming.*

Constrained and unconstrained optimization. Topics: Newton's method and modifications, conjugate gradient and other methods suited to large, sparse systems, conditions of optimality; linear and quadratic programming.

Advanced Numerical Analysis: Initial Value Problems for Differential Equations

G63.2032 *Identical to G22.2945.* *Prerequisite: elements of the theory of ordinary and partial differential equations.*

Design and analysis of numerical methods for time-dependent problems. Stability via CFL, Fourier, and energy estimates. Properties of commonly used schemes. Treatment of physical and artificial boundaries. Compressible gas dynamics and shock capturing methods.

Advanced Numerical Analysis:

Finite Element Methods G63.2040 *Identical to G22.2945.* *Prerequisites: elements of Hilbert space and theory of elliptic equations.*

Basic theory of elliptic equations and calculus of variations. Conforming finite elements. Approximation and interpolation by piecewise polynomial functions. Error bounds. Numerical integration. Nonconforming and isoparametric elements. Mixed methods. Problems of parabolic type.

Computing in Finance G63.2041

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.

Scientific Computing G63.2043

Prerequisites: multivariate calculus and linear algebra. Some programming experience recommended.

Methods for numerical applications in the physical and biological sciences, engineering, and finance. Basic principles and algorithms; specific problems from various application areas; use of standard software packages.

Monte Carlo Methods and Simulation of Physical Systems

G63.2044 *Identical to G22.2960.*

Prerequisite: basic probability. Principles of Monte Carlo: sampling methods and statistics, importance sampling and variance reduction, Markov chains and the Metropolis algorithm. Advanced topics such as acceleration strategies, data analysis, and quantum Monte Carlo and the fermion problem.

Computational Methods for Finance G63.2045

Prerequisites: G63.2043 or G63.2020, and G63.2792.

Computational methods for calibrating models; valuing, hedging, and

optimizing portfolios; and assessing risk. Approaches include finite difference methods, Monte Carlo simulation, and fast-Fourier-transform-based methods.

APPLIED MATHEMATICS AND MATHEMATICAL PHYSICS

Applied Mathematics G63.2701, 2702 *Corequisites: linear algebra and complex variables.*

Survey of methods and problems.

Methods include Fourier series and integrals, Laplace transforms, asymptotic expansions, elementary ordinary and partial differential equations, and simple numerical calculations.

Problems include particle dynamics, wave propagation, heat flow, steady state fluid flow, and electrostatics.

Partial Differential Equations for Finance G63.2706 *Prerequisites: basic probability and linear algebra.*

Partial differential equations and advanced probability for financial applications. Dynamic programming, Hamilton-Jacobi equations, and viscosity solutions. Parabolic equations, diffusions, and Feynman-Kac. Stochastic games, stopping times, and free boundary problems.

Financial Econometrics and Statistical Arbitrage G63.2707

Prerequisites: G63.2043, G63.2791, and familiarity with basic probability. 3 points.

An introduction to econometric aspects of financial markets, focusing on the observation and quantification of volatility and on practical strategies for statistical arbitrage.

Mechanics G63.2710, 2720

Newtonian mechanics. Lagrangian and Hamiltonian mechanics. Integrable systems. Billiards. Method of averaging. KAM theory. Melnikov method.

Wave Propagation G63.2721, 2724

Prerequisite: elements of complex variables. Reflection, refraction, and diffraction. Huygens' principle. Asymptotic methods: shocks and propagation of discontinuities. Solitary waves and their interaction. Backlund transformations. Inverse scattering methods. Applications.

Elasticity G63.2730 *Corequisites: linear algebra and complex variables.*

Stress, strain, constitutive equations, energy principles. Nonlinear theory: analysis of large deformations.

Linearization. Wave propagation: body waves, Rayleigh waves. Elastostatics:

variational methods, complex variable methods.

Special Topics in Elasticity

G63.2740

Recent topic: composite materials.

Linear Programming and Game Theory G63.2741 *Identical to G22.2730. Prerequisite: linear algebra.*

Convex sets and linear inequalities.

Duality. The simplex method.

Computational aspects, including sparse data structures and numerical stability. Applications to operations research and network problems.

Software for linear programming.

Capital Markets and Portfolio Theory G63.2751

A mathematically sophisticated introduction to the analysis of investments.

Core topics include expected utility, risk and return, mean-variance analysis, equilibrium asset pricing models, and arbitrage pricing theory.

Case Studies in Financial Modeling G63.2752 *Prerequisites: G63.2041 and G63.2792.*

Advanced topics in quantitative finance, such as dynamic hedging; the volatility surface; local volatility and stochastic volatility models; jump-diffusions; volatility-dependent options; power-law tails and their consequences; behavioral finance.

Risk Management G63.2753

Prerequisites: G63.2791 and G63.2041 or equivalent programming.

Measuring and managing the risk of trading and investment positions: interest rate positions, vanilla options positions, and exotic options positions. The portfolio risk management technique of Value-at-Risk, stress testing, and credit risk modeling.

Fluid Dynamics G63.2770, 2780

Corequisite: complex variables.

Physics of fluids, incompressible flow, water waves, compressible flow, viscous flow, acoustics, shock waves, stability theory, turbulence, and chaos.

Derivative Securities G63.2791

Prerequisite: G63.2901.

A first course in derivatives valuation. Arbitrage, risk neutral pricing, binomial trees. Black-Scholes theory, early exercise, barriers, interest rate models, floors, caps, swaptions. Introduction to credit-based instruments.

Continuous Time Finance G63.2792

Prerequisites: G63.2791 and G63.2901.

Advanced option pricing and hedging using continuous time models: the martingale approach to arbitrage pricing; interests rate models including the Heath-Jarrow-Morton approach and short rate models; the volatility smile/skew and approaches to accounting for it.

Interest Rate and Credit Models

G63.2794

An introduction to widely used fixed income models, emphasizing their implementation and applications to pricing, hedging, and trading strategies. Topics include extraction of the yield curve from market data; pricing and hedging of interest-based instruments using binomial and trinomial tree models calibrated to market data; and credit risk models including applications to the pricing of collateralized debt obligations and the evaluation of credit risk in loan portfolios.

Mathematical Methods of Electromagnetic Theory G63.2810, 2820

Prerequisite: complex variables.

Basics such as Huygens' principle, phase and group velocity, reflection and refraction. Electromagnetic processes according to Maxwell's theory. Transmission lines. Stationary waves and scattering. Waves in periodic and random media.

Special Topics in Applied Mathematics G63.2830, 2840

Recent topics: medical imaging; asymptotic expansions; turbulent diffusion; vorticity and incompressible flow; geophysical fluid dynamics; computational methods for atmosphere ocean science; waves and mean flows; waves in the atmosphere and ocean: the tropics.

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

Recent topics: molecular motors; enzymology; bioinformatics; viruses and prokaryotes; statistical analysis of genomic data; computational genomics; neuronal networks.

Special Topics in Mathematical Physiology G63.2855, 2856 *Identical to G23.2855, 2856.*

Recent topics: physiological control mechanisms; mathematical aspects of neurophysiology; mathematical aspects of visual physiology; mathematical models in cell physiology.

Special Topics in Fluid Dynamics
G63.2862

Recent topics: fluid dynamics of animal locomotion; complex fluids.

Special Topics in Mathematical Physics G63.2863, 2864

Recent topics: quantum computation; supersymmetry; quantum dynamics; hydrodynamical limit of nonreversible particle systems.

Mathematical Methods of Quantum Mechanics G63.2870, 2880

Corequisite: functional analysis.

Matrix mechanics, wave mechanics, path integral formulation, exact solutions, approximation methods, many-body systems, Kato theorems, Fadeev formulation, and bounds on expectations.

Statistical Mechanics and Kinetic Theory G63.2883, 2884

Prerequisites: linear algebra, elements of mechanics, and fluid dynamics.

Fundamentals of statistical mechanics, ergodic problems, irreversibility. Statistical thermodynamics, entropy, macroscopic causality. Boltzmann equation, existence, approach to equilibrium, fluid dynamics and slip flow, finite mean free-path flows, kinetic theory of ionized gases.

Plasma Physics G63.2885, 2886

Prerequisites: elements of fluid dynamics and differential equations.

Particle orbits, guiding-center motion, containment, equilibrium and stability. Propagation of waves; shock waves, collisional and collisionless. The Vlasov, Fokker-Planck, and Boltzmann equations; transport coefficients and diffusion. Applications to high-temperature plasmas, in particular to thermonuclear containment.

Magnetofluid Dynamics G63.2887

Prerequisite: elements of fluid dynamics. Magnetofluid dynamics as an extension of fluid dynamics, with emphasis on applications to nuclear fusion. Wave phenomena. Magnetohydrodynamic equilibrium. Linearization and stability. Diffusive effects.

PROBABILITY AND STATISTICS

Basic Probability G63.2901

Probability as a tool in computer science, finance, statistics, and the natural and social sciences. Independence. Random variables and their distributions. Conditional probability. Laws of

large numbers. Central limit theorem. Random walk, Markov chains, and Brownian motion. Selected applications.

Stochastic Calculus G63.2902

Prerequisite: G63.2901 or equivalent.

An application-oriented introduction to those aspects of diffusion processes most relevant to finance. Topics include Markov chains; Brownian motion; stochastic differential equations; the Ito calculus; the forward and backward Kolmogorov equations; and Girsanov's theorem.

Probability: Limit Theorems

G63.2911, 2912 *Prerequisite: familiarity with the Lebesgue integral or real variables.*

The classical limit theorems: laws of large numbers, central limit theorem, iterated logarithm, arcsine law.

Further topics: large deviation theory, martingales, Birkhoff's ergodic theorem, Markov chains, Shannon's theory of information, infinitely divisible and stable laws, Poisson processes, and Brownian motion. Applications.

Advanced Topics in Probability

G63.2931, 2932

Recent topics: statics and dynamics of some disordered media; stochastic analysis; superdiffusivity of interacting particle systems; applied stochastic analysis and methods.

Topics in Applied Probability

G63.2936

Recent topics: stochastic control and optimal trading in incomplete and inefficient markets; information theory and financial modeling; stochastic differential equations and Markov processes.

Mathematical Statistics G63.2962

Prerequisite: a working knowledge of probability at the undergraduate level.

Principles and methods of statistical inference. Topics: large sample theory, minimum variance unbiased estimates, method of maximum likelihood, sufficient statistics, Neyman-Pearson theory of hypothesis testing, confidence intervals, regression, nonparametric methods.

DISCRETE MATHEMATICS AND LOGIC

Elements of Discrete Mathematics

G63.2050 *Identical to G22.2340.*

Sets, relations, and functions. Algebraic structures. Recursion and induction. Combinatorial mathematics. Graph theory. Probability.

Combinatorics and Probability

G63.2061, 2062

Permutations and combinations. Generating functions. Recurrence relations. Inclusion-exclusion. Burnside lemma and Polya's theorem. Probability spaces and conditional probabilities. Binomial, Poisson, and Gaussian distributions. Random variables and expectation. Graphs and digraphs. Trees, circuits, networks, and flows. Planar graphs, coloring. Probabilistic methods in graph theory.

Discrete and Computational Geometry G63.2063

Algorithms for geometric problems involving points, lines, and convex sets. Topics: convex hull formation, planarity testing, and sorting. Applications to robotics.

Special Topics in Discrete and Computational Geometry

G63.2163, 2164

Recent topics: algorithms in real algebraic geometry; random graphs; combinatorial geometry.

Theory of Computation G63.2271, 2272

Identical to G22.2350, 2351.

Formal languages: regular languages, regular expressions, finite-state machines, context-free languages, grammars, and pushdown machines. Computability: primitive recursive functions, partial recursive functions, recursive languages, recursively enumerable languages, and Turing machines. Computational complexity: space and time complexity, complexity classes (such as P, NP, PSPACE, L, and NL), and complete problems.

RESEARCH

Independent Study G63.3771, 3772, 3773, 3774 *Prerequisite: permission of the department. 1-3 points.*

Master's Thesis Research G63.3881

Prerequisite: permission of the thesis adviser. May not be repeated for credit. 2 points.

Ph.D. Research G63.3991, 3992, 3993, 3994, 3995, 3996, 3997, 3998
Open only to students who have passed the oral preliminary examination for the Ph.D. degree. Prerequisite: permission of the dissertation adviser.



DEPARTMENT OF

Middle Eastern and Islamic Studies

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CHAIR OF THE DEPARTMENT:
Professor Zachary Lockman

DIRECTOR OF GRADUATE STUDIES:
Associate Professor Khaled Fahmy

The graduate programs of the Department of Middle Eastern and Islamic Studies provide training in fields relating to the history, cultures, languages, literatures, and religions of the Middle East, including ancient Egyptian civilization but focusing mainly on the period from the rise of Islam to the present. Members of the department are drawn from different disciplines (including anthropology, history,

Islamic studies, language instruction, literature, and the study of religion) and are committed to providing students with a solid disciplinary grounding; at the same time, the department fosters interdisciplinary and comparative approaches to the study of the Middle East.

The department offers a program leading to the doctorate in Middle Eastern and Islamic studies. With the Department of History, it also offers the Joint Ph.D. Program in History and Middle Eastern Studies.

The Department of Middle Eastern and Islamic Studies seeks students committed to pursuing

the Ph.D. degree. The Master of Arts degree is offered not as a terminal degree but as a marker of a graduate student's progress toward the Ph.D. degree.

Students interested in a master's degree only should apply to the Program in Near Eastern Studies (see separate listings), which offers a stand-alone M.A. in Near Eastern studies, a joint M.A. in Near Eastern studies and journalism, an M.A. in Near Eastern studies with a concentration in museum studies, and an M.A. in Near Eastern studies with a business track.

Faculty

Peter J. Chelkowski, *Professor. Ph.D.* 1968 (*Persian*), Tebran (Iran); *M.A.* 1958 (*oriental philosophy*), Jagiellonian (Cracow). *Postgraduate* 1959-1962 (*history and Islamic studies*), London.

Persian literature; mysticism; Islamic studies and performing arts of the Middle East.

Sibel Erol, *Senior Language Lecturer. Ph.D.* 1993 (*comparative literature*), *M.A.* 1981 (*English literature*), California (Berkeley); *B.A.* 1979 (*English literature and linguistics*), Istanbul.

Turkish language; role of writing in teaching language; the uses of literature in language teaching; the novel; nationalism; women authors.

Khaled Fahmy, *Associate Professor. D.Phil.* 1993 (*social and economic history*), Oxford; *M.A.* 1988 (*political science*), *B.A.* 1985 (*economics*), American University in Cairo.

Social history of the modern Middle East (emphasis on law and medicine); gender studies; Egypt.

Ahmed Ferhadi, *Clinical Associate Professor. Ph.D.* 1989 (*linguistics*), *M.A.* 1988 (*teaching Arabic as a foreign language*), Michigan; *M.S.* 1979 (*applied linguistics*), Edinburgh.

Arabic language; sociolinguistics; technology applications in pedagogy.

Michael Gilsenan, *David B. 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.

Ogden Goellet, *Research Associate Professor. Ph.D.* 1982 (*history*), *M.A.* 1975 (*history*), Columbia; *B.A.* 1966 (*German literature*), Harvard.

Egyptian cultural history; ancient Egyptian religion; Egyptian lexicography.

Bernard Haykel, *Associate Professor, Middle Eastern and Islamic Studies, History. D.Phil.* 1997 (*oriental studies*), *M.Phil.* 1991 (*modern Middle Eastern studies*), Oxford; *B.A.* 1989 (*international politics*), Georgetown.

Islamic law and society; Yemeni society and history.

Adnan A. Husain, *Assistant Professor, Middle Eastern and Islamic Studies, History. Ph.D.* 1998 (*history*), *M.A.* 1993, *B.A.* 1991, California (Berkeley). Medieval Middle Eastern and European history; comparative, cultural history and theory; religion, mysticism, apocalypse.

Gabriela Nik. Ilieva, *Language Lecturer. Ph.D.* 2000 (*South Asian languages, ESL minor*), Minnesota; *M.A.* 1990 (*Indology*), *B.A.* 1988 (*Indology, English philology*), Sofia (Bulgaria).

Foreign language pedagogy; gender and pragmatics in Hindi and Sanskrit; historical Indo-Aryan linguistics; medieval Indian poetics.

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

Ritual law; Islam.

Philip F. Kennedy, *Associate Professor*. D.Phil. 1995 (*classical Arabic poetry*), M.A. 1988 (*Middle Eastern studies*), B.A. 1985 (*oriental studies*), Oxford.

Classical and modern Arabic literature (poetry and prose); wine poetry; modern vernacular Arabic poetry.

Mohammad M. Khorrami, *Senior Language Lecturer*. Ph.D. 1996 (*French and Persian literature*), Texas (Austin); M.A. 1991 (*French literature*), Houston; B.A. 1980 (*sociology*), Tebran.

Computer-based language training; modern Persian literature.

Zachary Lockman, *Professor, Middle Eastern and Islamic Studies, History; Chair, Department of Middle Eastern and Islamic Studies*. Ph.D. 1983 (*history and Middle Eastern studies*), M.A. 1977

(*Middle Eastern studies*), Harvard; B.A. 1974 (*Near Eastern studies*), Princeton. Modern Middle East history; Egypt and Palestine.

Robert D. McChesney, *Professor*. Ph.D. 1973 (*Near Eastern studies*), M.A. 1973 (*Near Eastern studies*), B.A. 1967 (*oriental studies*), Princeton.

Early modern history of Iran and central Asia.

Mona N. Mikhail, *Associate Professor*. Ph.D. 1972 (*Arabic and comparative literature*), M.A. 1967, Michigan; B.A. 1961 (*English literature, comparative literature*), Cairo.

Modern and contemporary Arabic language and literature; gender studies.

Francis E. Peters, *Professor, Middle Eastern and Islamic Studies (Religious Studies), History*. Ph.D. 1961 (*Islamic studies*), Princeton; M.A. 1952 (*philosophy and Greek*), B.A. 1950 (*classics*), St. Louis.

Islamic history and religion; comparative Judaism, Christianity, and Islam; the Haj.

Everett K. Rowson, *Associate Professor*. Ph.D. 1982 (*Near Eastern languages and literatures*), M.Phil. 1973 (*Near Eastern languages and literatures*), Yale; B.A. 1968 (*classics*), Princeton.

Classical Arabic and Islamic philosophy; *adab*; law and theology.

Ella Shohat, *Professor, Art and Public Policy, Middle Eastern and Islamic Studies*. Ph.D. 1986 (*cinema studies*), M.A. 1982 (*cinema studies*), New York; B.A. 1981 (*philosophy and comparative literature*), Bar-Ilan (Israel).

Cultural studies; postcolonial theory; transnational and gender studies.

ASSOCIATED AND AFFILIATED FACULTY IN OTHER DEPARTMENTS

Zvi Ben-Dor Benite, *History*; **K. Fleming**, *History (Hellenic Studies)*; **Finbarr Barry Flood**, *Fine Arts*; **Michael Gomez**, *History*; **Alfred L. Ivry**, *Hebrew and Judaic Studies*; **Deborah Anne Kapchan**, *Performance Studies*; **Farhad Kazemi**, *Politics*; **Timothy P. Mitchell**, *Politics*.

FACULTY EMERITUS

James Carse.

Programs and Requirements

All incoming graduate students are assigned an adviser, with whom they should consult regarding course selection. Once they are in a program, students may change advisers after notifying the director of graduate studies. However, departmental approval is required for selection of a dissertation adviser or change thereof.

MASTER OF ARTS

Admission: All applicants must submit Graduate Record Examination (GRE) scores; graduates of undergraduate institutions where instruction is in a language other than English must also submit scores from the Test of English as a Foreign Language (TOEFL) or equivalent. The department strongly recommends that applicants have already acquired proficiency in Arabic, Persian, or Turkish at the intermediate level or beyond.

The department accepts applicants for fall admission only.

Course of Study: The Master of Arts degree requires the completion of 32 points of course work, no more than 8 points of which may be transferred from

other graduate schools. All students must take the following courses: Problems and Methods in Middle Eastern and Islamic Studies (G77.1687); two courses in Middle Eastern history; two other Middle East-related courses; one seminar on a Middle East-related topic; and two language courses at the advanced level or beyond.

Students must also either complete a master's thesis that meets departmental standards or, with the approval of their adviser, submit two seminar papers, at least one of which would contain substantial original research based on primary sources and both of which would, in the judgment of the student's two master's thesis/papers readers, have been developed and substantially reworked such that they are roughly equivalent in caliber to work that might reasonably be submitted for publication in a scholarly journal in the student's field. The master's thesis or the two papers must be discussed and approved in an oral defense that will include the two readers and the student.

Requirements for the Master of Arts degree should be met within two years

of matriculation at New York University. No student who has not yet received the master's degree by that time may register for additional course work without departmental approval, nor may any student who has already received the M.A. degree continue course work without departmental approval.

DOCTOR OF PHILOSOPHY

Admission: Students already in the department working toward the M.A. degree who want to continue graduate study and pursue the Ph.D. degree should apply to the department for permission by the beginning of the semester in which they will complete all requirements for the M.A. degree. That application should include a statement of research interests, an outlined plan of study, and at least three letters of recommendation from NYU faculty. Departmental permission to continue graduate work toward the Ph.D. degree is neither automatic nor guaranteed; students to whom the department denies permission to continue graduate study receive the M.A.

as their terminal degree, provided they have met all the requirements for that degree.

Students who already have, or are about to receive, an M.A. degree from another department, program, or university should apply for admission in accordance with the procedures specified by the Graduate School of Arts and Science. At the department's discretion, students may be granted up to 32 points of degree credit for graduate-level course work done elsewhere.

Course of Study: Students must complete 72 points of graduate course work, including at least three graduate seminars and Problems and Methods in Middle Eastern and Islamic Studies (G77.1687), if not already taken. They must also demonstrate proficiency in either Arabic, Persian, or Turkish as well as a reading knowledge sufficient for research purposes of at least one European language. A student may be required by his or her dissertation adviser to learn additional languages, in keeping with the student's specific research needs.

As early as possible in their graduate studies, students should choose two major fields and begin focusing their studies on them. Subject to the availability of faculty, major fields may include Islamic studies; ancient Egyptian history/language/culture; classical Arabic language and literature; modern Arabic language and literature; Persian language and literature; and Turkish language and literature. Students primarily interested in Middle Eastern history should see below for information about the Joint Ph.D. Program in History and Middle Eastern Studies.

By the end of their third year of graduate study, students should have taken and passed a written comprehensive examination in each of their two major fields. Students prepare for these examinations by course work and by working through a reading list for each field under the supervision of the faculty member who will examine them; each examination will have a second reader as well. Each written comprehensive examination will be followed by an oral examination, administered by the two readers. Students who do not pass a major field examination may petition the department for permission to take it one more time.

After completing the major field requirements, the student should formulate a dissertation proposal, in consultation with his or her primary dissertation adviser as well as the faculty members on the student's disser-

tation committee. On completion of all course work (including all incompletes) and the fulfillment of all language requirements, the student must successfully defend the dissertation proposal, with the student's adviser and two other faculty members serving as examiners.

The completed dissertation must conform to departmental and Graduate School of Arts and Science standards, be read and approved by the student's supervisor and two other faculty members, and be defended in a public oral defense in which those three readers and two additional examiners participate.

JOINT PH.D. PROGRAM IN HISTORY AND MIDDLE EASTERN STUDIES

Note: Program requirements are subject to revision; contact the director of graduate studies for updated information.

Admission: Students primarily interested in the history of the Middle East should seek admission to the Joint Ph.D. Program in History and Middle Eastern Studies, in accordance with the procedures specified by the Departments of Middle Eastern and Islamic Studies and History. Admission to the joint program is contingent on outstanding academic performance and is provisional until the completion of all M.A. requirements and until qualifying examinations are taken and passed.

Course of Study: Joint Ph.D. students must complete a total of 72 points, including three graduate seminars; at least one of those seminars must be in a non-Middle Eastern field. Students must demonstrate proficiency in at least one Middle Eastern language, in accordance with the procedures prescribed by the Department of Middle Eastern and Islamic Studies, as well as a reading knowledge of at least one European language, in accordance with the procedures prescribed by the Department of History. A student may be required by his or her dissertation adviser to learn additional languages, in keeping with the student's specific research needs.

Students should begin defining the fields of historical study in which they wish to specialize and concentrate as early as possible. Joint program students must also take the methodology course required of all history graduate students. Between their second and third year of full-time study, students must take and pass a comprehensive

examination in each of two major fields of history. One field must be Middle Eastern; the other may be Middle Eastern or one of the other fields defined by the Department of History. Subject to the availability of faculty, Middle Eastern fields may include modern Middle Eastern history (1750-present), early modern Middle Eastern history (1200-1800), and early Islamic history (600-1200); other Middle Eastern history fields may be approved later. Each student's choice of fields must be approved by the directors of graduate studies of both departments.

Both comprehensive examinations are normally taken at the end of the same semester, but students may petition to take one of their examinations no later than the end of the following semester. Each written comprehensive examination will be followed by an oral examination, administered by the two readers. Students who do not pass a comprehensive examination may petition for permission to take it one more time. Students preparing for an examination in any of the fields for which the Department of History prescribes "literature of the field" courses must take those courses. For Middle Eastern history fields, preparation for examinations in those fields may be done in formal "literature of the field" courses, if offered, or through reading courses arranged with faculty. In either case, students prepare for their examinations by course work in the field and by working through a reading list for the field under the supervision of the faculty member who will examine them; each examination will have a second reader as well.

After successfully completing his or her comprehensive examinations, the student should begin to formulate a dissertation proposal, in consultation with the student's primary dissertation adviser. On completion of all course work (including all incompletes) and the fulfillment of all language requirements, the student must successfully defend the dissertation proposal, with the student's adviser and two other faculty members serving as examiners.

The completed dissertation must conform to departmental and Graduate School of Arts and Science standards, be read and approved by the student's supervisor and two other faculty members, and be defended in a public oral defense in which three readers and two examiners participate.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

The Department of Middle Eastern and Islamic Studies awards a number of graduate and teaching assistantships to new and continuing graduate students. Students who are studying Arabic,

Hebrew, Persian, or Turkish and who are U.S. citizens or permanent residents may also apply for the Foreign Language and Area Studies Fellowship (FLAS); for details, contact the director, Hagop Kevorkian Center, New York University, 50 Washington Square South, New York, NY 10012-1073.

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

Courses

Regularly offered Middle Eastern and Islamic studies graduate courses may be lectures, colloquia, or seminars. Unless otherwise noted, all nonlanguage courses listed below are colloquia.

For elementary and intermediate courses in Middle Eastern languages, see the current *College of Arts and Science (CAS) Bulletin*.

Courses on Middle East-related topics offered by the Departments of Anthropology, Classics, Comparative Literature, Economics, History, Politics, and Sociology and by the Institute of Fine Arts are open to students with permission of the instructor and may be credited toward a degree in Middle Eastern and Islamic studies in accordance with departmental rules and requirements.

Problems and Methods in Middle Eastern and Islamic Studies

G77.1687 *Required of all incoming M.A. and Ph.D. students. 4 points.*

ANCIENT EGYPTIAN LANGUAGE AND CIVILIZATION

Introduction to Ancient Egyptian I, II G77.1359, 1360 *Goelet. 4 points per term.*

Introduction to hieroglyphics; readings in ancient Egyptian texts.

Advanced Ancient Egyptian I, II G77.1390, 1391 *Identical to G43.3817. Prerequisite: G77.1360 or the equivalent. Goelet. 4 points per term.* Advanced readings in ancient Egyptian texts.

Note: Advanced readings courses in hieroglyphic texts, Old Egyptian, and Coptic are also offered.

ARABIC LANGUAGE AND LITERATURE

Prerequisite for advanced Arabic language courses: Intermediate Arabic or the equivalent.

Advanced Media and Literary Arabic I, II

G77.1005, 1006 *Prerequisite: Advanced Arabic or the equivalent. Ferhadi. 4 points per term.*

Advanced Arabic I, II G77.1112, 1113 *Prerequisite: Intermediate Arabic or the equivalent. Ferhadi. 4 points per term.*

Medieval Arabic Literature: Prose

G77.1114 *Kennedy. 4 points.* Readings in selected authors from the 8th century to the 12th century.

Medieval Arabic Literature: Poetry

G77.1115 *Identical to G29.1115. Kennedy. 4 points.* Readings in selected poets from the 8th century to the 12th century.

Medieval Arabic Literature: Qur'an and Tafsir G77.1116 *Kennedy. 4 points.* Readings from the Qur'an and Tafsir.

Arabic Literature: Modern Prose and Poetry G77.1117 *Identical to G29.1732. Mikbail. 4 points.* Introduction to the genres of modern Arabic prose and poetry, with readings in each.

Colloquial Arabic: Egyptian G77.1118 *Prerequisite: one year or the equivalent of modern standard Arabic. Mikbail. 4 points.* Practice in aural/oral communication in the colloquial Arabic dialect of contemporary Egypt.

Arabic Composition G77.1120 *Mikbail. 4 points.* Practical language exercises in Arabic language and style. The finer points of grammar and syntax are studied. Introduction to the different styles of expository prose writing, standard forms of letter writing, and idiomatic expressions.

Topics in 20th-Century Literature G77.1122 *Identical to G29.1122. Staff. 4 points.* Selected topics in 20th-century Arabic literature from a global perspective.

Recognition and Anagnorisis in Arabic, Islamic, and European Narrative

G77.1124 *Identical to G29.1124. Kennedy. 4 points.* Investigates narrative epistemology (the themes and dynamic of knowledge, ignorance, and discovery) in Islamic and European narrative from the ancient world to the modern novel.

Introduction to Islamic Texts

G77.1705 *Haykel, Katz. 4 points.* Acquaints students with the most important tools for the understanding, contextualization, and critique of classical Arabic texts.

20th-Century Arabic Literature in Translation G77.1710 *Identical to G29.1710. Mikbail. 4 points.* Introduction to 20th-century Arabic literature.

Modern Arabic Literary Criticism G77.1777 *Identical to G29.1777. Mikbail. 4 points.* Selected topics in 20th-century Arabic literary criticism.

Drama and the Mass Media in the Arab World G77.1778 *Mikbail. 3 points.*

This seminar investigates the origins of modern Arabic drama and its intimate interfacing with mass media in contemporary Arab societies.

Seminar in Medieval Arabic Literature G77.3192 *Kennedy. 4 points.*

Selected topics in medieval Arabic literature.

Seminar in Modern Arabic Literature II G77.3197 *Identical to G29.3197. Staff. 4 points.* Selected topics in modern Arabic literature.

See also the Arabic language courses listed in the *College of Arts and Science Bulletin* under Middle Eastern and Islamic Studies.

PERSIAN LANGUAGE AND LITERATURE

*Prerequisite for the following courses:
Intermediate Persian or the equivalent.
Staff: Cbelkowski, Kborrami, McChesney.*

Persian Historical and Biographical Texts G77.1412 4 points.

Advanced Persian: Poetry G77.1413 4 points.

Advanced Persian: Contemporary Literature G77.1415 4 points.

Persian Literary Prose G77.1416 4 points.

TURKISH LANGUAGE AND LITERATURE

*Prerequisite for the following courses:
Intermediate Turkish or the equivalent.
Staff: Erol.*

Turkish Literary Texts: Ottoman Historical Texts G77.1512, 1513 4 points per term.

Turkish Literary Texts: Modern Turkish Literature G77.1514, 1515 4 points per term.

MIDDLE EASTERN HISTORY

Note: The following are lecture courses.

History of the Middle East, 600-1200 G77.1640 *Identical to G57.1502. Husain. 4 points.*
Survey of the history of the Middle East from 600 to 1200.

History of the Middle East, 1200-1800 G77.1641 *Identical to G57.1641. McChesney. 4 points.*
Survey of the history of the Middle East from 1200 to 1800.

History of the Middle East, 1750-Present G77.1642 *Identical to G57.1642. Fahmy, Lockman. 4 points.*
Survey of the history of the Middle East from 1750 to the present.

Note: The following are colloquia.

Literature of the Field: Modern Middle Eastern History G77.1643 *Identical to G57.1643. Staff. 4 points.*

Topics in Medieval Islamic History G77.1646 *Identical to G57.1521. Husain. 4 points.*
Topics in medieval Middle Eastern social, cultural, economic, and political history.

Topics in Ottoman History G77.1651 *Identical to G57.1513. Staff. 4 points.*
Topics in Ottoman political, social, economic, and cultural history.

The Late Ottoman Empire G77.1652 *Identical to G57.1652. Staff. 4 points.*
Topics in the history of the Ottoman Empire from the 18th century to the First World War.

Modern Iran (1800 to the Present) G77.1661 *Identical to G57.1541. Cbelkowski. 4 points.*
History of Iran in the 19th and 20th centuries, focusing on the internal and external forces that have helped shape modern Iranian history in its political, economic, social, cultural, and religious dimensions.

Egypt in Modern Times G77.1664 *Identical to G57.1511. Fahmy, Lockman. 4 points.*
Modern Egyptian history from the end of the Ottoman-Mamluk period to the present, largely through an exploration of the scholarly literature and of various paradigms that have been used to interpret that history.

History of Muslim Central Asia G77.1666 *McChesney. 4 points.*
General survey covering the region of the central Asian republics from the Muslim conquests in the eighth century to the present. Focus is on social and economic history.

Nationalisms and Nation-States in the Middle East G77.1670 *Lockman. 4 points.*
Emergence of national identities, nationalist movements, and nation-states in the modern Middle East, studied comparatively and in relation to various approaches to understanding nationalism and state formation.

Islamic Institutions G77.2855 *Staff. 4 points.*
Origins, evolution, and significance of key political, social, cultural, and religious institutions of premodern Islamic societies.

Note: The following are seminars.

Medieval Identities and Histories G77.1647 *Identical to G57.1647. Husain. 4 points.*
Social and cultural history of communities and their identities in the pre-modern Middle East.

Medieval Islamic Texts and Contexts G77.1648 *Identical to G57.1648. Husain. 4 points.*
Medieval Arabic and Persian texts.

Seminar in the History of the Modern Middle East I G77.1653 *Identical to G57.1653. Lockman. 4 points.*
Topics in the history of the modern Middle East.

Seminar in the History of the Modern Middle East II G77.1654 *Identical to G57.1654. Staff. 4 points.*
Topics in the history of the modern Middle East.

Seminar in Waqf Studies G77.1783 *McChesney. 4 points.*
Pre-Islamic origins, legal systemization, social uses, and economic impact of Islamic religious endowments from medieval times to the present.

Seminar in Safavid History G77.2551 *McChesney. 4 points.*
Study of the historiographical issues, the nature and development of state structures, and the parameters of involvement in the world economy of the 16th and 17th centuries.

Seminar on Early Modern Central Asia G77.2660 *McChesney. 4 points.*
Evolution of the Chinggisid system and the economy, society, and culture of Bukhara, Samarkand, and Balkh.

MIDDLE EASTERN AND ISLAMIC CULTURES, SOCIETIES, AND ECONOMIES

Topics in the Sociology of the Modern Middle East G77.1612 *Identical to G90.1576. Staff. 4 points.*

Cities of the Middle East G77.1626 *Identical to G14.1626 and G65.1021. Gilseman. 4 points.*
Issues of modernity in Middle Eastern cities and regions. Topics may include approaches to the transformation of cities in the Middle East; colonial and postcolonial urban spaces; architecture, politics, and social identities; discourses of the city; tradition and modernity; and everyday life, work, and gender issues.

Anthropology for Middle Eastern Studies G77.1636 *Identical to G14.1322. Gilsean. 4 points.*

Assessment of the contribution of anthropological research to the study of Middle Eastern history, politics, literature, and civilization.

Sufism G77.1668 *Identical to G90.1575. Chelkowski. 4 points.*
Survey of the origins, development, forms, and significance of Sufism as a dimension of Islamic thought and practice.

Introduction to Islamic Studies G77.1700 *Identical to G90.1700. Peters. 4 points.*
Approaches and methods used in the study of Islam as a religion and of Islamic history.

Shi'i Islam G77.1750 *Identical to G90.1577 and G93.1618. Chelkowski. 4 points.*
Survey of the origins, development, forms, and significance of Shi'i Islam.

Economy of the Middle East G77.1781 *Identical to G31.1608. Staff. 4 points.*

Economic and policy issues facing the states in the region, including the effect of oil on the economies of the exporting states, industrial and agricultural strategies and experience, and labor migration.

Topics in Economic and Social History of the Middle East G77.1782 *Staff. 4 points.*

Islam and Politics G77.1785 *Haykel. 4 points.*
Political dimensions of Islam.

Islam in the Modern World G77.1803 *Identical to G90.1803. Staff. 4 points.*
Social, political, and cultural roles of Islam in the modern period.

Islamic Law and Society G77.1852 *Identical to L05.4525. Haykel. 4 points.*
Introduction to Islamic law in theory and as social practice.

Women and Islamic Law G77.1854 *Haykel. 4 points.*
Islamic law and its treatment of women in theory and practice.

Muhammad and the Qur'an G77.1857 *Identical to G90.1502. Peters. 4 points.*
Life, times, and works of Muhammad and the Qur'an as a sacred text.

Seminar in Islamic Philosophy G77.3111 *Ivry. 4 points.*
Problems in Islamic philosophy in the original texts and translation.

COURSES OFFERED IN CONJUNCTION WITH OTHER DEPARTMENTS

History of the Ancient Near East G77.1600 *Identical to G78.2601 (Hebrew and Judaic Studies). Levine. 4 points.*

Government and Politics of the Middle East G77.2590 *Identical to G53.2590 (Politics). Kazemi, Mitchell. 4 points.*

RESEARCH AND READING

Department faculty may also offer various specialized reading, directed study, independent study, and master's thesis and dissertation research courses. These courses require permission of both the instructor and the director of graduate studies and, where appropriate, command of the relevant language.



240 GREENE STREET, SUITE 400 • NEW YORK, NY 10003-6675 • 212-998-8080 • FAX: 212-995-4185
E-MAIL: museum.studies@nyu.edu • WEB SITE: www.nyu.edu/fas/program/museumstudies

DIRECTOR OF THE PROGRAM:
Dr. Bruce J. Altshuler

The Program in Museum Studies offers a course of study in contemporary theory and practice of museum work. The program prepares those who seek careers as directors; curators; educators; registrars; collections managers; and development, media, and communications specialists. Our graduates are working around the world in museums of fine arts, history, anthropology, science and technology, and natural history; in arboretums, national parks, and science centers; with private and corporate collections; and in government agencies, historical societies, and art galleries.

The program offers a Master of Arts degree in museum studies and an Advanced Certificate in museum studies. It also offers a concentration in museum studies

to those enrolled for a master's degree in one of the following NYU departments or programs: Africana Studies, Hebrew and Judaic Studies, Latin American and Caribbean Studies, and Near Eastern Studies.

The 32-point Master of Arts Program in Museum Studies is an innovative program employing an interdisciplinary approach to the study of museums and preparation for museum work. We welcome a diversity of academic backgrounds in our applicants and encourage in-depth education in subjects related to the type of museum or institution in which a student intends to work after graduation. Our courses cover the history and theory of museums as well as practical training in vital areas of museum work, taught by a faculty consisting of both scholars from a variety of fields and museum professionals.

The 24-point Advanced

Certificate Program in Museum Studies is designed to prepare those who have a strong graduate education in a particular discipline for a museum career. This course of study is intended for those who already have a master's or doctoral degree in the humanities, social sciences, or sciences or who currently are enrolled or have been admitted into an M.A. or Ph.D. program at New York University or another highly reputed university in the United States or abroad. In order to be awarded the advanced certificate, students must complete both the Program in Museum Studies and their graduate degree requirements.

A maximum of 8 points in museum studies may be applied toward the M.A. or Ph.D. degree offered by departments of the Graduate School of Arts and Science and at other schools at the University.

Faculty

Bruce J. Altshuler, *Director, Program in Museum Studies; Adjunct Professor, Fine Arts, Museum Studies. Ph.D. 1977 (philosophy), M.A. 1974 (philosophy), Harvard; B.A. 1971 (philosophy), Princeton.*

History of exhibitions; museum history and theory; modern and contemporary art.

Miriam Basilio, *Assistant Professor/Faculty Fellow. Ph.D. 2002 (art history), M.A. 1995 (art history), M.A. 1991 (liberal studies), Advanced Certificate*

1991 (museum studies), New York; B.A. 1989 (political science), Boston College.

Art, propaganda, cultural property, and national identity in Spain; modern Spanish and Latin American art; and the reception of Latin American art in the United States.

Haidy Geismar, *Assistant Professor/Faculty Fellow. Ph.D. 2003 (anthropology), University College London; B.A. (honors) 1997 (archaeology and anthropology), Cambridge.*

Anthropology of material and visual culture; museum studies; Pacific anthropology.

Glenn Wharton, *Research Scholar (a joint appointment in the Program in Museum Studies and the Conservation Center at the Institute of Fine Arts in the Faculty of Arts and Science). Ph.D. 2005 (conservation/archaeology), University College London; M.A. 1981 (art conservation), SUNY (Oneonta); B.A. 1977 (art history/combined social sciences), California (Santa Barbara).*

Conservation of cultural materials with specialization in contemporary art and archaeology, public participation in conservation, history and philosophy of conservation.

Paul Williams, *Assistant Professor/Faculty Fellow*. Ph.D. 2003 (cultural studies), Melbourne (Australia); M.A. 1997 (anthropology), California (Berkeley); B.A. 1994 (politics), Canterbury, (New Zealand).

Nationalism, culture and arts policy, the political uses of genocide and war memorials, and the utilization of new media in exhibition programs; museums and memorials in New Zealand, Australia, New Caledonia, Cambodia, and the U.S.

AFFILIATED ADJUNCT FACULTY

Ivy L. Barsky, *Adjunct Assistant Professor*. M.A. 1990 (art history), Pennsylvania; B.A. 1987 (art history/English), New York. *Deputy Director for Programs, Museum of Jewish Heritage—A Living Memorial to the Holocaust*, New York.

Mindy Duitz, *Adjunct Associate Professor*. M.A. 1974 (art history), B.A. 1969 (art history and fine art), SUNY (Binghamton). *Arts management and planning consultant*.

Jeffrey D. Feldman, *Adjunct Assistant Professor*. Ph.D. 2002 (anthropology), Virginia; M.S. 1995 (ethnology and museum ethnography), M.Phil. 1993 (modern Jewish studies), Oxford; B.A. 1989 (English), Carleton College. *Assistant Professor and Acting Director, Graduate Program in Museum Studies, City College (CUNY)*, New York.

Ileen S. Gallagher, *Adjunct Assistant Professor*. M.A. 1978 (museum studies), John F. Kennedy; B.A. 1976 (art history), California (Berkeley). *Principal, ISG Productions*, New York.

Josephine Gear, *Adjunct Associate Professor*. Ph.D. 1976 (modern art history), M.A. 1970 (art history), B.A. 1969 (art history), New York. *Independent curator and writer*.

Katherine A. Lyons, *Adjunct Assistant Professor*. M.A. 1999 (arts administration), SUNY (Fashion Institute of Technology); B.A. 1993 (Spanish and art history), SUNY (Buffalo). *Associate Director, Corporate Relations, Museum of Modern Art*, New York.

Jeffrey L. Trask, *Adjunct Lecturer*. M.A. 1998 (museum studies), SUNY (Fashion Institute of Technology); B.S. 1991 (interior design/studio art), Radford. Ph.D. candidate (U.S. history), Columbia.

Program and Requirements

Admission: Applications for admission to the Master of Arts program are accepted from those who have received a bachelor's degree from an American college or university or those with international credentials that are equivalent to an American bachelor's degree.

Applications for admission to the advanced certificate program are accepted from those who already have a master's or doctoral degree in hand or who are currently applying to, have been accepted into, or are enrolled in a graduate program at New York University or another highly reputed university.

All applicants must provide a report from the general test of the Graduate Record Examination (GRE). In addition, international applicants must achieve a score of at least 600 on the paper-based test or 250 on the computer-based test of the Test of English as a Foreign Language (TOEFL).

Special arrangements and collaborations accommodate visiting museum professionals, special students, and foreign scholars.

A strong academic record, a desire to communicate, and evidence of commitment to museums and related institutions are important factors in obtaining admission.

Admission to the program is granted independently of admission to another graduate department, and applicants are notified separately.

Acceptances are made in the fall semester to the Program in Museum Studies. Spring applications are considered if space remains available in the program. Please contact the program before applying.

Applicants are encouraged to obtain further information and to arrange an interview by contacting the Program in Museum Studies, 212-998-8080, fax: 212-995-4185, e-mail: museum.studies@nyu.edu; or by writing to the Program in Museum Studies, New York University, 240 Greene Street, Suite 400, New York, NY 10003-6675.

MASTER OF ARTS

The Master of Arts degree requires completion of 32 points, of which at least 24 must be within the Program in Museum Studies. Students must complete five core courses. Three core courses provide an understanding of the historical and theoretical ground of current museum practice, both nationally and internationally (History and Theory of Museums, G49.1500); a focused introduction to the creation of exhibitions and the management of collections (Museum Collections and Exhibitions, G49.1501); and a comprehensive account of the administrative, strategic, and financial aspects of museum management (Museum Management, G49.1502). Students also enroll in the Museum Studies Research Seminar (G49.3991); write an M.A. thesis; and

enroll in the Museum Studies Internship (G49.3990), a project-based, 300-hour internship in a museum or appropriate cultural institution. Students must successfully complete Internship (G49.3990) and Research Seminar (G49.3991) with grades 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.).

All students in the Program in Museum Studies must arrange appointments for advisement each semester they are in the program, whether or not they are taking courses.

The M.A. program must be completed within five years of admission.

ADVANCED CERTIFICATE

Students in the 24-point advanced certificate program are responsible for completion of museum studies certificate requirements as well as the master's or doctoral requirements of their degree-granting departments. A maximum of two courses or 8 points of the 24 points required to complete the certificate may be counted toward the M.A. or Ph.D. by participating departments.

The advanced certificate curriculum comprises five core courses and two electives. The core courses are History and Theory of Museums (G49.1500), Museum Collections and Exhibitions (G49.1501), Museum Management (G49.1502), Internship (G49.3990), and Research Seminar (G49.3991). Students must successfully complete Internship (G49.3990) and Research Seminar (G49.3991) with grades 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.

All students in the Program in Museum Studies must arrange appointments for advisement each semester they are in the program, whether or not they are taking courses.

The advanced certificate program must be completed within three years of admission.

CONCENTRATIONS IN MUSEUM STUDIES IN CONJUNCTION WITH OTHER M.A. PROGRAMS

All concentrations in museum studies combine in-depth knowledge of a particular discipline with museum theory and professional training. They are designed for those who intend to pursue careers in museums and cultural organizations and those currently employed in the field who wish to acquire new skills and formal training. All concentrations offer individualized internship placement and provide a comprehensive knowledge of contemporary theory and practice of museum work.

M. A. Degree in Africana Studies/Concentration in Museum Studies

This program requires the completion of 36 points (16 in museum studies), a master's essay, and a full summer internship in a museum or cultural institution. Those planning to work as museum professionals with collections in museums, historic houses and sites, and government agencies relating to black history and culture, literature, and politics are encouraged to apply.

For more information, contact the

Program in Africana Studies, 212-998-2130, or the Program in Museum Studies, 212-998-8080.

M.A. Degree in Near Eastern Studies/Concentration in Museum Studies

This program requires the completion of 48 points (32 in Near Eastern studies and 16 in museum studies), a full summer internship in a museum or cultural institution, and a master's essay combining topics in Near Eastern study and museology.

For more information, see the *Hagop Kevorkian Center Program in Near Eastern Studies* section of this bulletin or contact the Program in Near Eastern Studies, 212-998-8877, or the Program in Museum Studies, 212-998-8080.

M.A. Degree in Hebrew and Judaic Studies/Concentration in Museum Studies

This program requires the completion of 38 points and is aimed primarily at those who are or will be museum professionals in collections relating to Jewish history and civilization.

For more information, contact the Skirball Department of Hebrew and Judaic Studies, 212-998-8980, or the Program in Museum Studies, 212-998-8080.

M.A. Degree in Latin American and Caribbean Studies/Concentration in Museum Studies

This program requires the completion of 36 points (16 in museum studies), a master's essay, and a full summer internship in a museum or cultural institution. Those planning careers in cultural affairs, art, government, and museums are encouraged to apply.

For more information, contact the Center for Latin American and Caribbean Studies, 212-998-8686, or the Program in Museum Studies, 212-998-8080.

INTERNSHIPS

One of the unique opportunities open to students in the program is the individualized and project-oriented personal internship placement for one

semester or more (approximately 300 hours). As the artistic, financial, and cultural center of the country, New York City has the largest concentration of museums anywhere in the world. Thus, students may work at one of the more than 90 museums in the metropolitan area or elsewhere in the United States and abroad. Placements are based on the student's long-range goals, academic specialization, area of museum career goals, experience, and skills. In choosing an internship, the student and the internship coordinator give primacy to matching the goals set by the student to the experience offered at the museum.

The program considers the internship a catalyst in the workplace for synthesizing academic studies and practical skills and in preparing students for placement and advancement as museum professionals.

SPECIAL PROJECTS

Students may participate in special projects and exhibitions, colloquia, and symposia organized by the program and/or by other institutes and academic units at NYU.

Students participated in the Graduate Student Symposium "Visible Players in Civic Life: On Civic Engagement in Museums" (December 2003 and 2004), co-organized with the CCNY Graduate Program in Art History and Museum Studies and the Lower East Side Tenement Museum.

Students assisted with installation of an exhibit for the public conference "Art and Optics: An Evaluation of David Hockney's New Theories Regarding Opticality in Western Painting of the Past 600 Years" (December 1-2, 2001), organized by the New York Institute for the Humanities at NYU.

Other past activities have included student work on program contracts for the collection, registration, and storage of historical collections at the Statue of Liberty National Monument/Ellis Island (National Park Service) and on the educational programming development for and staffing at the New York Transit Museum (Metropolitan Transit Authority).

Courses

REQUIRED COURSES

History and Theory of Museums
G49.1500 *Geismar, Williams. 4 points.*
Introduction to the social, cultural, and political history of museums. This course focuses on the formation of the

modern museum with an emphasis on the U.S. context. Museums of natural history, anthropology, science, technology, history, and art are addressed from a variety of disciplinary approaches that explore the institution and its

practices with respect to governance, colonialism, nationalism, class, gender, ethnicity, and community. Frequent visits to New York museums are required, along with weekly writing assignments, and a final paper.

Museum Collections and Exhibitions G49.1501 *Gear. 4 points.*
Close examination of current theories, methodologies, and technologies of objects, collections, and exhibitions. Time is divided between the theoretical (how collections and exhibitions shape knowledge) and the practical (documenting and processing collections and curating exhibitions). The material studied includes collections of art, history, living history, natural history, and science. Assignments include oral presentations and written proposals.

Museum Management G49.1502 *Duitz. 4 points.*
Overview of management, finance, and administration for those aspiring to managerial and supervisory positions in museums. Topics covered include organizational structure and the roles and relationships of museum departments; operational issues, including security and disaster planning; museum accounting and finance, including operating and capital expense budgeting; leadership and strategic planning; and legal and ethical issues facing museums.

Internship G49.3990 *Required of all M.A. and advanced certificate candidates. Geismar. 2 points.*
Students nearing completion of their master's in museum studies, or their certificate and their academic degree, must apply in writing to the program internship coordinator. Placements are made on an individual basis and are project oriented. For one or more semesters, a minimum of 300 hours is spent as an intern at a museum or other suitable institution. A daily log, diary, and progress report are required. Students must earn a grade of B or better to receive the M.A. or advanced certificate.

Research Seminar G49.3991 *Required of all M.A. and advanced certificate candidates. Altsbuler and staff. 2 points.*
Students conduct research combining their academic and professional interests, using appropriate methodology. They formulate a topic, prepare an annotated bibliography, and write the qualifying paper based on their research. M.A. students also develop their thesis proposal. Students must earn a grade of B or better to receive the M.A. or advanced certificate.

ELECTIVES

Topics in Museum Studies
G49.3330 *4 points.*
Current issues in the museum profession and the interdisciplinary study of museums. Outside museum scholars, specialists, and university faculty offer in-depth examination of topics. Practicums with hands-on components are also offered periodically under this course number. Some examples are listed below. (Refer to the current course schedule for particular seminars offered in each academic year.)

Topics in Museum Studies: Museums and Contemporary Art
G49.3330 *Altsbuler. 4 points.*
Investigates historical, theoretical, and practical aspects of the collecting and exhibiting of contemporary art in museums. Following a survey of the history of museums' exhibition of contemporary works, the course focuses on current issues of display and acquisition. Topics include curatorial strategies for exhibition and collection development, biennialism, special problems relating to new media, conservation issues, and recent museum architecture designed for the display of contemporary art. The course also investigates conflicts of interest that can arise for museum staff and trustees in collecting and exhibiting contemporary art and art works created as a critique of the museum. Two short essays, a class presentation, and a final paper are required.

Topics in Museum Studies: Exhibiting Latin American Art in the United States, 1931-Present
G49.3330 *Basilio. 4 points.*
Closely examines selected exhibitions held in U.S. museums that have shaped the definition of "Latin American art." Is the transnational category "Latin American art" a product of survey exhibitions and museum collecting? If so, how does this affect the way in which artists, works, and the history of art in individual countries are regarded? Why does "Latin American art" get "rediscovered" periodically, and what political and economic developments affect patronage and exhibitions? How has the Museum of Modern Art in particular played a pivotal role in defining Latin American art since it began exhibiting and collecting in the 1930s?

Topics in Museum Studies: Anthropology Museums, Museum Anthropology G49.3330 *Geismar. 4 points.*
Examines the history, structure, and social life of anthropology museums and the study of museums by anthropologists, focusing on a broad range of examples from the mid-19th century to the present. The syllabus traces the role played by museums in developing various anthropological paradigms, including evolutionary ethnology, physical anthropology, fieldwork, cultural relativism, natural history, repatriation, and postmodernism. The challenge is to understand the global processes and politics of building ethnographic collections, displays, and education programs, as well as the shifting role of the anthropology museum in the academy and the culture industry. Students examine the emergence of the museum as the celebrated focus of anthropological teaching, its subsequent demise, and then its reemergence as the subject of ethnography itself.

Topics in Museum Studies: Heritage and Memory in History Museums G49.3330 *Williams. 4 points.*
Examines the controversial subject of museums that represent heritage, history, and memory. Considering cases as diverse as Colonial Williamsburg, Mexican American heritage museums, slavery museums in Africa, Holocaust museums, and museums of Native American history, seeks out common themes and problems that define museum representations of the past. Topics covered include authenticity, race, cultural property, cultural brokers, nationalism, interpretation, multivocality, photography, contact zones, context, multiculturalism, and community outreach. The objective is to examine the connections and distinctions between the theory and practice of exhibiting history and to understand how material culture, social process, and historical events converge in the social production of collections and institutions. The focus is on museums not merely as containers of history, but as social arenas that influence and determine the politics, value, and experience of the past. Accordingly, students are expected to develop a theoretical toolkit for contextualizing and addressing controversies in the heritage industry.

Topics in Museum Studies: Cultural Property, Rights, and Museums G49.3330 *Geismar. 4 points.*

What does it mean to own or have a culture? Are all cultures the same? Is owning your culture a basic human right? This course investigates the growing discussions about cultural property rights that have emerged in the context of museum practices, from collection and display to conservation and archiving. A general analysis of concepts of culture, property, and rights related to these material and social domains is offset by sessions that examine how different understanding of entitlements may be negotiated within museum spaces and how museum objects (broadly defined) may be understood as cultural resources. Special focus is on legislation, political events such as war, indigenous rights movements, international conceptions of intellectual and cultural property, and the commodity transaction and the marketplace, and their impact on museum practice.

Topics in Museum Studies: The Political Uses of Museums: Diplomacy, Tourism, Governmentality G49.3330 *Williams. 4 points*

In the last two decades, politics appears to have entered the museum as seldom before. This seems to reflect an increased awareness of key institutions' capacity to make authoritative public statements about contested values. Museums increasingly take a stand on divisive social issues, like cultural diversity and tolerance, art and obscenity, science and morality, and "difficult histories." Exhibitions and programs foregrounding such topics have an ambiguous relation to government, the tourist industry, and visitors. While they often paint a less than pretty or proud social portrait, they are often financially lucrative. Yet other museums remain steadfastly committed to more idealized visions of national progress, scientific and military prowess, and the artistic canon. The often stark distinction between these ideas about the role of the museum in the public sphere has raised critical questions: Are museums the most suitable places for political debate? What role do—and should—governments, interest groups, and corporate sponsors play in this realm? Are museums fighting for the "hearts and minds" of local visitors and international tourists, or merely telling stories?

This course considers the political factors that affect museums, including government cultural policy, diplomatic missions, funding bodies, tourism organizations, interest groups, international museum partnerships, and, of course, politicized visitors themselves. A range of case studies is drawn on, including traveling 9/11 exhibitions, Museums of Tolerance, live indigenous performances, revisionist war exhibitions, and art-in-society controversies.

Research in Museum Studies G49.3915 *1-4 points.*

Independent research on a topic determined in consultation with the program director.

Development, Fund-Raising, and Grantsmanship G49.2221 *Lyons. 4 points.*

Overview of organizational development principles as they relate to the fund-raising and grantsmanship process. Topics include sources of funding, current trends, and fund-raising techniques, earned income, public relations, volunteers, and membership. Includes a practicum in proposal writing and work experience with an arts organization in program development and fund-raising.

Museum Conservation and Contemporary Culture G49.2222 *Wharton. 4 points.*

An introduction to heritage conservation combining hands-on experience, museum laboratory visits, and discussion of historic preservation in the context of contemporary culture. This seminar is divided into three broad topics: museum collections care, the history and philosophy of Western conservation, and the conservation of modern and contemporary art. It aims to provide a technical understanding of artifacts while placing their conservation in a broad cultural context. The seminar addresses concerns of living artists as well as indigenous groups and others with claims to the disposition and care of cultural materials.

Local Museums, Historic Houses, and Sites G49.2223 *Trask. 4 points.*

Restored interiors, structures, and landscapes that function as museums whether they are period rooms in a large museum, free-standing historic houses, or entire villages are numerous and popular. What purposes do such assemblages serve in preserving and

presenting our material culture? Students study the history of such restorations and the methods used in their administration. The course is taught through a combination of lectures, site visits, and case study reports. Class discussion is a critical component of all sessions. The course prepares students to curate, administer, and interpret a restored interior or historic structure.

Museum Education G49.2224 *Barsky. 4 points.*

This seminar provides an overview of the field of museum education in the context of the institution's relationship with constituent communities and with application to a broad range of audiences. Among the topics considered are teaching from objects, learning strategies, working with docents and volunteers, program planning, and the educational use of interactive technologies.

Museums and Interactive Technologies G49.2225 *Williams. 4 points.*

This course presents a survey and analysis of museum use of interactive technologies. Among the topics discussed in detail are strategies and tools for collections management, exhibitions, educational resources and programs, Web site design, digitization projects, and legal issues arising from the use of these technologies. Each student develops an interactive project in an area of special interest.

Exhibition Planning and Design G49.3332 *Gallagher. 4 points.*

This course focuses on the planning, development, and design of exhibitions, permanent, temporary, and traveling. It is a participatory class where students learn basic exhibition design techniques, including spatial layouts and the use of graphics, audiovisual aids, lighting, colors, materials, and fabrication methods. Students gain insight into exhibition planning and development and the roles played by various museum professionals. There are visits to designers to discuss their work and to museums and other venues to analyze exhibition design techniques. Individual student projects provide hands-on experience.



CHAIR OF THE DEPARTMENT:

Professor Michael Beckerman

DIRECTOR OF GRADUATE STUDIES:

*Associate Professor Suzanne G. Cusick*COORDINATOR OF
ETHNOMUSICOLOGY:*Associate Professor Ana Maria
Ochoa Gautier*COORDINATOR OF COMPOSITION
AND THEORY:*Professor Louis Karchin*COORDINATOR OF HISTORICAL
MUSICOLOGY:*Associate Professor Suzanne G. Cusick*DIRECTOR OF THE CENTER FOR
EARLY MUSIC:*Professor Stanley Boorman*

The New York University graduate program in music is designed for the professionally minded student who plans a career combining college-level teaching with continuing research and/or composition.

Students may specialize in historical musicology, ethnomusicology, or composition and theory, but their research interests are not expected to conform to narrow interpretations of these fields. Indeed, our students' work addresses a wide range of musical traditions (such as jazz, film music, various "world," "European art," and "popular" musics) from a variety of critical, analytical, ethnographic, and historical perspectives. Recent graduates hold academic appointments in some of the most prestigious universities in North America and make

distinguished contributions to scholarship and musical composition on both the national and international levels. Deliberately small, the graduate program admits six to eight students per year. Through research-oriented seminars, independent study, and close work with faculty advisers, the program prepares students for careers in which their scholarly and creative work will stretch and redefine the boundaries of current knowledge. Accordingly, students are strongly encouraged to work with faculty mentors to develop scholarly papers or compositions for public presentation and publication.

Located in the largest private university in the world and in the world's most exciting city for arts and culture, the NYU Department of Music has access to unmatched facilities and resources. The department houses the American Institute for Verdi Studies, containing perhaps the largest collection of Verdi source materials in the world, and the Center for Early Music, committed to the performance practice of medieval, Renaissance, and early baroque music and to combining academic study with research in a laboratory performance setting. The department also sponsors the Washington Square Contemporary Music Society,

which presents professional concerts each year devoted to the most recent music of our time.

The University is rich in supporting resources, including the Elmer Holmes Bobst Library, which houses an important collection of music, books, periodicals, and microfilms of musical sources. The Avery Fisher Center in the Bobst Library has a leading collection of videos and recordings. Within Bobst, the Fales Library and Special Collections houses the Jan LaRue Thematic Identifier Catalogue of the 18th-Century Symphonies as well as an important collection of material on the "downtown" and avant-garde arts scene in mid-20th-century New York, and the Tamiment Library and Robert F. Wagner Labor Archives include materials on music in relation to radical and labor activism. The Noah Greenberg Collection of Musical Instruments (containing the collection of the New York Pro Musica Antiqua) forms a nucleus for the department's ensemble for the performance of early music, the Collegium Musicum. Likewise, the World Music Ensembles make use of the Affelder Collection, which contains a growing variety of instruments from throughout the world.

In addition to the resources within the University, the New

York City area presents limitless cultural facilities, among them the New York Public Library, the Pierpont Morgan Library, the Metropolitan Museum of Art, the Schomburg Center for Research in Black Culture, the

Center for Traditional Music and Dance, CityLore, the World Music Institute, the Archives for Contemporary Music, and the many performing institutions active in the city. The department sponsors a colloquium

series and frequently offers courses by eminent visiting professors; these have included H. Wiley Hitchcock, Mark Slobin, Jessie Ann Owens, Joshua Rifkin, Allan Atlas, and Lydia Goehr.

Faculty

Robert Bailey, *Carroll and Milton Petrie Professor of Music*. Ph.D. 1969, M.F.A. 1962, Princeton; B.A. 1959, Dartmouth.

Wagner; 19th- and 20th-century German music; 19th-century musical autographs.

Michael Beckerman, *Professor; Chair, Department of Music*. Ph.D. 1982, M.Ph. 1978, M.A. 1976, Columbia; B.A. 1973, Hofstra.

Czech and Eastern European music; Janáček, Dvořák, Martinů; nationalism; Gypsies; Mozart, Brahms, Gilbert and Sullivan, Schubert; film music.

Stanley Boorman, *Professor*. Ph.D. 1976, London; M.A. 1973, Cambridge; M.Mus. 1968, B.Mus. 1967, London.

Early music and its performance; music of the avant garde; musical notation.

Martin Chusid, *Professor*. Ph.D. 1961, M.A. 1955, B.A. 1950, California (Berkeley).

Verdi, Schubert, the operas of Mozart.

Suzanne G. Cusick, *Associate Professor*. Ph.D. 1975, North Carolina; B.F.A. 1969, Newcomb College.

Early modern music in Italy and France; music-making in relation to identity and embodiment; feminist approaches to music history and criticism; queer studies in music.

Kyra Gaunt, *Associate Professor*. Ph.D. 1997, D.M.A. 1991, Michigan; M.M. 1988, SUNY (Binghamton); B.A. 1984, American.

African American vernacular and popular music; social constructions of identity; popular music ideology; African American girls' musical games; gender/race/embodiment.

Elizabeth Hoffman, *Associate Professor*. D.M.A. 1996, Washington; M.A. 1988, SUNY (Stony Brook); B.A. 1985, Swarthmore College.

Composition (including computer-generated); analysis of 20th-century music; aesthetic criticism.

Louis Karchin, *Professor*. Ph.D. 1978, M.A. 1975, Harvard; B.M. 1973, Eastman School of Music. *Composer*.

Analysis of 20th- and 21st-century music.

Jairo Moreno, *Associate Professor*. Ph.D. 1996, Yale; M.A. 1993, Queens College (CUNY); B.M. 1986, North Texas State.

History of tonal theory and analysis; jazz performance practice; identity formation and political representation in Latin America; Spanish Caribbean music in the U.S.

Rena Charnin Mueller, *Clinical Associate Professor*. Ph.D. 1986, M.A. 1968, New York; B.A. 1964, Hunter College.

Works of Franz Liszt, Richard Wagner; opera and song in the 19th century.

Ana Maria Ochoa Gautier, *Associate Professor*. Ph.D. 1996, M.A. 1993, Indiana; B.M. 1987, Vancouver.

Music and cultural policy; music and violence; music and globalization; research on Latin America, particularly Colombia, Mexico, and Brazil.

Edward Roesner, *Professor*. Ph.D. 1974, New York; M.M. 1964, B.M. 1962, Cincinnati.

Medieval music; notation; liturgy; performance practice.

Jason Stanyek, *Assistant Professor*. Ph.D. 2004, M.M. 1996, California (San Diego); B.M. 1990 Brooklyn College (CUNY).

Brazilian music; improvisation; diasporic performance; interculturalism and global hip-hop.

Victor F. Yellin, *Professor*. Ph.D. 1957, M.A. 1952, B.A. 1949, Harvard.

American music; romantic opera.

VISITING FACULTY

Mick Moloney, *Global Distinguished Professor of Music* (2002-2007). 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.

ADJUNCT FACULTY

Margaret Panofsky, *Director, New York University Collegium Musicum*. M.A. 1974, New England Conservatory; B.A. 1972, Stanford.

Viola da gamba.

ASSOCIATED WITH THE DEPARTMENT

Deborah Anne Kapchan, *Associate Professor, Performance Studies*. Ph.D. 1992 (folklore and folklife), Pennsylvania; M.A. 1987 (linguistics), Ohio; B.A. 1981 (English), New York.

Narrative; feminism; music; poetics and aesthetics; North Africa and the Middle East.

Kent Underwood, *Music Librarian, Bobst Library*. M.L.I.S. 1988, California (Berkeley); Ph.D. 1987, M.A., 1977, Stanford; B.M., 1975, San Francisco Conservatory of Music.

FACULTY EMERITUS

Brian Fennelly.

Programs and Requirements

Admission: Applicants to the department are encouraged to visit the department in advance. Students are admitted to the department's graduate program on the basis of a superior academic record (as evidenced by transcripts and letters of recommendation) and demonstration of scholarly and/or creative promise (as evidenced by samples of scholarly writing or composition).

Applicants must hold (or be in the process of receiving) a B.A., a B.M., or an equivalent degree, and their undergraduate careers should include a strong background in the liberal arts and a special emphasis on music. Applicants intending to specialize in composition should submit three or four musical works with their application, with accompanying tapes or CDs if possible. Applicants intending to specialize in ethnomusicology or historical musicology should submit one or two writing samples that demonstrate their analytical and writing abilities. Students applying from North America should submit Graduate Record Examination (GRE) scores.

Entering students will ordinarily possess a solid background in harmony, counterpoint, and analysis. They should expect to take a diagnostic examination in these areas at the beginning of their first semester of study. Students are strongly encouraged to work with the director of graduate studies and relevant faculty to ensure they remedy any deficiencies the diagnostic examination reveals. Deficiencies should be remedied before students take the general examination and before completing the second year of course work.

Ph.D. students who transfer to the department with a master's degree from another university are required to take the general examination. They may, however, transfer some of their previous course credits with the approval of the director of graduate studies.

All students registering for courses must have their choices approved by the director of graduate studies. Students not enrolled in the department must have written approval of the instructor and the director of graduate studies to register for a departmental course.

GRADUATE GUIDELINES

The description in this bulletin represents the Department of Music, its policies, its faculty, and its programs as of spring 2005. A major curricular overhaul will be effected after this bulletin goes to print; for up-to-date

information on the requirements for the program and the courses offered, please consult the Web site at www.nyu.edu/gsas/dept/music.

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY

All graduate students in the Department of Music are enrolled for the Ph.D. degree and take a total of 72 points of course work. After completing 36 points of credit, passing the general examination and one language examination, and remedying any theory deficiencies, however, students are eligible for the M.A. as an interim degree. The M.A. degree is not automatically awarded; students must apply for it. However, it is strongly recommended that qualified students take the degree and that they apply for it as soon as they are eligible. The application should be made well in advance of the date of the degree; the deadlines and procedures are outlined in this bulletin and on the Graduate School of Arts and Science Web site.

Graduate Program Requirements

Full-time Status: All graduate students receiving MacCracken Fellowships are required to maintain full-time status over the duration of their fellowship—in most cases for five years. Full-time status means the following:

1. While enrolled in classes, a student must be registered for 24 points of credit each year. Ordinarily, these 24 points are distributed evenly over the fall and spring semesters. Foreign students holding student visas must register for 12 points each semester; if for some reason they register for fewer points, the department must officially confirm their full-time status to the Office of International Students and Scholars (OISS). Any student who registers for fewer than 8 points in a given semester, whatever her or his status, whatever the reason (see the following), must fill out a "Full-time/Half-time Form" in the department. It is the student's responsibility to do this.
2. Although not encouraged to do so, a student may carry a reduced course load of 8 points of course work during the semester preceding the general examination.
3. During the final year of course work, a student may, if she or he no longer has 24 points of work remaining, take a reduced load equal to the number of points still to be completed for the Ph.D.

4. A student who has completed all course work for the Ph.D. and who is still being supported under the MacCracken program must maintain matriculation for each semester in order to retain full-time status. This requires formal registration, as though for a course. Maintenance of matriculation is free for the remainder of the student's MacCracken fellowship and for six semesters thereafter. After that, a fee will be charged by the University.

It is crucial that students maintain their full-time status during their MacCracken period, and that thereafter they maintain matriculation until they complete their doctorate. Foreign students in residence on student visas risk losing their visa by not doing so. Students with outstanding student loans risk having their loans recalled. Beyond that, back fees will quickly accumulate, placing a potentially crippling burden on students when they come to graduate, since they will not be permitted to receive their degree until all fees have been paid. It is the student's responsibility to see that she or he is properly registered as a full-time student, and later that she or he maintains matriculation.

Academic Standing: Students are expected to be in good academic standing at all times. In the Department of Music, "good academic standing" means the following: (1) a grade point average of 3.5 or better; (2) no more than two grades lower than B over the course of the student's career, and no grades of F or N; (3) no more than two grades of Incomplete over the course of the student's career; (4) passage of the general examination and satisfaction of other degree requirements in a timely manner, as described in this bulletin and on the department's Web site. Students who fail to meet the criteria for good academic standing may be placed on academic probation for up to one semester, during which time they can work with the director of graduate studies and other faculty to resolve their academic difficulties. Students on probation who do not return to good academic standing by the end of the probationary semester risk termination of their fellowship.

Arts and science doctoral students in good standing who are beyond their first year of doctoral study are eligible to take graduate courses at the following distinguished universities throughout the greater New York area:

1. Columbia University, GSAS
(www.columbia.edu/cu/gsas)
2. CUNY Graduate Center
(www.gc.cuny.edu)
3. Fordham University, GSAS
(www.fordham.edu/gsas)
4. Graduate Faculty, New School University
(www.newschool.edu/gfi/index.htm)
5. Princeton University
(<http://gso.princeton.edu>)
6. Rutgers University, New Brunswick
(<http://gsnb.rutgers.edu>)
7. Stony Brook University
(www.grad.sunysb.edu)
8. Teachers College, Columbia University
(www.tc.columbia.edu)

Outside Work: In general, GSAS does not permit graduate students on MacCracken fellowships to engage in outside work. This is stated in the fellowship award letter issued by the Graduate School. Students wishing to work must obtain the permission of the director of graduate studies; if this is obtained, the request must be forwarded to Associate Dean Roberta Popik by the department for her approval. The department will try to accommodate student needs in this regard, but it is required to maintain strict oversight of such activity.

Language Examinations: Students must demonstrate reading competency in one modern European language—usually French, German, or Italian—by passing a written examination administered by the department before taking the general examination. Between the general and special examinations, students must demonstrate reading knowledge in a second language (students in composition are exempted from this requirement). Students are expected to select a second language appropriate to their research topic. Ordinarily, students will have passed the second language examination by no later than the third year of study. No student in musicology or ethnomusicology may advance to candidacy without having passed the second language.

General Examination: The general examination tests the student's knowledge of all major aspects of the field. Students are expected to display sophisticated skills in dealing with intellectual problems and should be able to create and support thoughtful lines of argument from a wide range of evidence. Those specializing in historical musicology should demonstrate a thor-

ough general knowledge of Western musical history, of Western music's changing styles, and of current issues in the discipline. Students are expected to cite and discuss recent musicological writing and to advance and support coherent arguments about major issues in response to the questions posed on the examination. Those specializing in ethnomusicology should demonstrate an understanding of the history of the discipline, its theories and principal ethnographies, and major musical cultures. Students specializing in composition and theory are expected to be familiar with the principal composers and compositional models of the last century and to be able to handle problems of practical analysis. Whatever their field of specialization, students are also expected to have a basic knowledge of the other fields of music scholarship and to incorporate this knowledge into their examination responses. Preparation for the examination should therefore include independent study of both repertoire (with extensive listening and analysis as appropriate) and scholarly writing about music.

There are three possible outcomes of the examination:

1. A student may pass the examination at a level deemed appropriate for continued studies toward the Ph.D. and in so doing qualify for the M.A. in music.
2. A student may pass the examination at the M.A. level (and qualify for the M.A.) but not at a level considered acceptable for further studies in the department. Students may then retake the examination only once, one year after the original, and may register for further study only provisionally until the examination is passed.
3. A student may fail the examination outright. Students who fail the examination may repeat it only once, one year after the original, and may register for further study only provisionally until the examination is passed.

Special Examination, Dissertation Proposal, and Advancement to Candidacy: During the third or fourth year of study, students should select a principal adviser for the dissertation and, in consultation with their adviser, should select two other faculty to form a dissertation committee. One member of the committee may come from outside the department, or, more rarely, from outside the university. Students should develop a dissertation project in close consultation with the committee they have chosen.

Ordinarily, this work should be sufficiently developed to allow students to take the special examination by sometime in their fourth year of study. The special examination requirement may be met in one of two ways, which students should choose after close consultation with their adviser and committee, subject to approval by the director of graduate studies. Students must satisfy the special examination requirement before they will be advanced to candidacy.

1. Students may elect to ask their committee to prepare an individualized special examination that tests the student's competence in the planned field of research, in related fields, and in current methodological and theoretical approaches to the dissertation subject. The examination may consist of written and oral components at the discretion of the committee. Students who satisfy the special examination requirement in this way will then develop a dissertation proposal that must be submitted to the departmental faculty for approval.

2. Students may elect, instead, to develop a dissertation proposal in consultation with their committee and to present it to that committee as the central text on which the committee will conduct an oral examination. Lasting from one to two hours, this examination will probe the student's competence in the planned field of research, in related fields, and in current methodological and theoretical approaches to the dissertation topic. Students should expect that the committee may require substantial revisions of their proposal. Students who pass this oral examination on their dissertation proposal will be approved to begin work immediately on the dissertation.

Whether prepared after a special examination or as the central text of a special examination, the dissertation proposal should succinctly state (1) the research question to be studied; (2) how the question relates to existing scholarship; (3) the methods to be used (e.g., approaches to fieldwork, analytical techniques, theoretical framework); and (4) how the dissertation will contribute to knowledge of the field. A proposed chapter outline and working bibliography should also be included. For students specializing in composition, the principal part of the dissertation will be a composition of significant proportions accompanied by a thesis on a topic in musical analysis or theory. In their dissertation proposal, composers must include a brief

description of the intended composition, and they must discuss scoring, any texts to be set, and the planned structure and size. Additionally, they should discuss the thesis as described above.

Students who fulfill all the requirements for the Ph.D. and who decline to complete a dissertation may request that the department award the M.Phil. (Master of Philosophy) degree.

Dissertation Defense: The completed dissertation will be defended in a public oral examination to be administered by a committee of five faculty. This defense will follow rules established by the Graduate School of Arts and Science. Ordinarily, the examining committee will consist of the three-member committee that advised the dissertation and two additional faculty who are appointed by the director of graduate studies in consultation with the student and principal adviser. The examining committee must include at least three members of the GSAS faculty. At least three committee members must approve the dissertation prior to the scheduling of the defense. The dissertation must be distributed to all members of the committee at least a month before the scheduled defense. At least four of the five members of the examining committee must vote to approve the dissertation's oral defense.

Fields of Specialization and Their Course Requirements

Historical Musicology: The specialization in historical musicology is intended to familiarize students with the modes of thought and research techniques in that discipline. Students should expect to develop skills in document study, archival research, analysis, editing, the study of performance and performance practices, historiography, and recent critical approaches such as genre, gender, and reception studies.

The 36 points of course work before the general examination include the following minimum requirements:

1. Introduction to Musicology (G71.2101)
 2. Ethnomusicology: Theory and History (G71.2136)
 3. a course in musical analysis
- Students should choose other courses from a range of repertoires and critical perspectives.

Ethnomusicology: The training in ethnomusicology explores the history

of the discipline, its principal theories and methodologies, and a wide diversity of musical styles and forms from around the world. Students learn how to design and carry out fieldwork-based research projects, perform library and archival research, explore a range of multimedia approaches to analysis and publication, and engage in applied/public ethnomusicology. The EthnoLab incorporates digital workstations and recording equipment for documenting and studying performance traditions. World Music Ensembles are included as a means of deepening an appreciation for the complexities of musical sound, aesthetics, and performance practice; as training for learning music in fieldwork; and as preparation for teaching similar ensembles.

Minimum course work requirements in ethnomusicology include the following:

1. Introduction to Musicology (G71.2101)
2. Ethnomusicology: Theory and History (G71.2136)
3. Musical Ethnography (G71.2166)
4. one other graduate course from the department
5. a course in anthropology or performance studies
6. four semesters of the ethnomusicology ensembles

Composition and Theory: The specialization in composition and theory is designed to provide training in composition through original creative work and through analytical study of other composers' works. Students develop skills in analytical methodologies and in music theory, with particular emphasis on music of the 20th century. The department's computer music studio includes multiplatform digital (including real-time) sound synthesis capabilities. The department makes arrangements for students to receive regular performances of their compositions by professional New York City musicians in department-sponsored series such as First Performance and the Washington Square Contemporary Music Society series. In addition to its full-time faculty, the department regularly offers semester-long seminars in composition and theory taught by distinguished visitors. (Recent visitors have included Milton Babbitt, Charles Wuorinen, Andrew Imbrie, George Perle, Martin Boykan, Joseph Straus, and Severine Neff, among others.)

Course work requirements comprise the following:

1. Analysis of 20th-Century Music (G71.2163) or Music Since 1945 (G71.2132)
2. Tonal Analysis (G71.2130) or Studies in Music Theory (G71.2134)
3. two semesters of Techniques of Music Composition (G71.2162)
4. one additional course each from the offerings in musicology and ethnomusicology

CERTIFICATE IN EARLY MUSIC

The department and its Center for Early Music offer a program of study in the performance practice of medieval, Renaissance, and baroque music that combines traditional musicological course work with performance laboratory research. It is intended for the gifted performer specializing in the re-creation of early music, for whose work a solid musicological background is essential.

Students seeking admission should normally have an undergraduate degree in music, including knowledge of music from before circa 1630, and some experience of performing in an early music ensemble or on early instruments. At the discretion of the director of graduate studies, students without a first degree but with exceptional experience in early music performance may be admitted. The certificate may also be taken as part of the program for the Ph.D.

The certificate program consists of 24 points of course work, including the following:

1. Introduction to Musicology (G71.2101)
2. Notation and Editing of Early Music (G71.2102)
3. one year of Collegium Musicum (G71.1001, 1002)

The remaining courses are chosen from those dealing with medieval, Renaissance, and baroque topics.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears in the *Financing Graduate Education* section of the *GSAS Application for Admission and Financial Aid*. Additional information can be found on the Department of Music Web site at www.nyu.edu/gsas/dept/music.

Courses

During the current period of curricular reform in the department, many graduate seminars have been offered under the rubric of "Special Studies" (listed below as G71.2198 and G71.2199). Recent topics have included Analytical Approaches to Popular Music; Dramaturgy of National Opera; Feminist and Queer Historiographies of Music; Musical Aesthetics; Music and Technology; Music of South Asia; Orality, Literacy, and Memory; Rethinking Black Popular Music; and Subjectivity and Song in the Late Middle Ages.

Two-Part Courses: A hyphen indicates a full-year course with credit granted only for completing both terms. A comma indicates that credit is granted for completing each term.

Collegium Musicum G71.1001, 1002 *Admission by audition. May be repeated for credit. 2 points per term.* Performance ensemble concentrating on the music of pre- and early-modern Europe and on neglected works or genres from other periods.

World Music Ensembles G71.1003, 1004 *Admission by audition. May be repeated for credit. 2 points per term.* Performance ensemble specializing in musical repertoires from outside the Western classical tradition. The ensemble concentrates on a different repertoire each semester. Examples have included Chinese classical music, Caribbean music, Irish music, and Klezmer.

Topics in Performance Practice G71.1101, 1102 *4 points per term.* Aspects of the performance traditions of European music from the Middle Ages through the 18th century, considering a variety of evidence from iconographic data to performance treatises and the implication of the notation itself.

From Mahler to Weill: German Music in the 20th Century G71.1157 *4 points.* German music in the early 20th century. Individual composers' confrontations with music from the past, musical dramaturgy, the multiplicity of individual musical languages. Additional composers studied include Richard Strauss, Busoni, Pfitzner, Reger, Schoenberg, Webern, Berg, and Hindemith.

Introduction to Musicology G71.2101 *4 points.* Proseminar in current research methodology and musicological thought. Topics discussed include techniques for the examination of primary source materials; principles of musical text criticism and editing; and current issues in musicological thought.

Notation and Editing of Early Music G71.2102 *4 points.* The paleography of medieval, Renaissance, and early baroque music. Study of the notation and transmission of music from a period such as the 12th through the early 14th centuries, or the 15th, 16th, and 17th centuries.

Gregorian Chant G71.2105 *4 points.* The genesis of the plainchant repertory, its styles and forms; the roles of Rome and the Franks; the beginnings of notation and of modal theory.

Parisian Organum G71.2106 *4 points.* Studies in the notation, transmission, and stylistic development of the music of Leonin and Perotin, from *organum* to *clausula* to the nascent motet.

The Roman de Fauvel and Its Background G71.2107 *4 points.* Problems of chronology, style, and notation in the transition from the *ars antiqua* to the *ars nova*; authenticity problems in Philippe de Vitry.

Readings in Medieval Musical Thought G71.2108 *4 points.* Documents of musical theory and aesthetics from Boethius to Jehan des Murs.

Machaut and His Contemporaries G71.2150 *4 points.* Issues of changing musical style; text and music; musical dissemination.

The Renaissance Chanson G71.2109 *4 points.* The chanson in France and northern Italy between 1450 and 1530; study of repertoire, selected sources, and the pattern of transmission that they exemplify.

Sacred Music of the 15th Century G71.2110 *4 points.* Problems of authenticity and chronology; transmission and performance practice; and the emergence of the cyclic mass.

Josquin des Prez G71.2111 *4 points.* Problems of authenticity, chronology, structure, and style in selected groups of works by Josquin.

Problems in Early Printed Music G71.2152 *4 points.* Topics in music as circulated in print between 1500 and 1700; issues of taste and editing; technical problems; patterns of publishing and dissemination.

The Italian Madrigal G71.2112 *4 points.* Secular music in Italy, 1525 to 1600. Problems in style and chronology; the editing of one or more collections of the period.

English Music of the Late Renaissance G71.2151 *4 points.* Style and taste; foreign influences; performance practice.

Monteverdi G71.2114 *4 points.*

The Italian Cantata of the 17th Century G71.2115 *4 points.* Sources, principal composers from Luigi Rossi to Stradella, performance practice, and style. Some consideration of solo song in Italy before the emergence of the cantata, and of solo vocal forms found elsewhere in Europe.

Basso Continuo G71.2169 *4 points.* Seventeenth- and 18th-century continuo keyboard realization: style for different repertoires, contemporary theoretical rules and demonstrations, surviving manuscript examples; decline of the continuo in the early 19th century; and partimento. Involves practical exercises and performance at the harpsichord as well as study of contemporary documents.

French Baroque Music G71.2158 *4 points.* Issues of notation and performance practice; style and stylistic change; the relation between text and music.

J. S. Bach G71.2116 *4 points.* Problems of sources, style, and chronology in a genre such as the instrumental music or the cantatas of J. S. Bach.

Operas of Gluck and Mozart

G71.2119 4 points.

Gluck's Italian and French versions of *Orfeo* and *Alceste*, his ballet *Don Juan*, and Mozart's *Idomeneo*, *Don Giovanni*, and *La Clemenza di Tito*. Topics for individual papers may be drawn from the entire range of late 18th-century opera.

Haydn and Mozart G71.2153

4 points.

Issues of style and stylistic evolution. A specific repertoire is chosen as the focus of each course.

Harmonic Practice, 1750-1850

G71.2122 4 points.

Using the music of a single composer as a point of reference, discussions are devoted to defining tonality and establishing a common terminology to describe modulation, harmonic progression, and dissonance treatment.

Beethoven G71.2120 4 points.

Analytical and source-critical problems in Beethoven's large instrumental works. Topics include style and compositional evolution.

Schubert G71.2121 4 points.

Analytical and source-critical studies of selected instrumental and vocal compositions by Schubert, such as the quartets, the quintet, the *Unfinished Symphony*, or *Winterreise*. Analysis of sketches, multiple drafts, and other sources.

Early Romantic Opera G71.2123

4 points.

Inquiry into the formative years of romantic opera, seeking to identify the characteristics of romantic music as well as the mechanisms of stylistic change found in the musical theatre. Key works of Cherubini, Rossini, Weber, Marschner, Bellini, and especially Meyerbeer.

Piano Music and Song in 19th-Century Germany G71.2124

4 points.

The post-Beethoven generations and the romantic movement: poetic, visual, and musical symbolism in the songs of Weber, Schubert, and Schumann. "Public" versus "private" styles in the solo piano literature, from Beethoven through Mendelssohn and Schumann. The "Paris School" of piano performance and composition: Chopin and Liszt.

Verdi's Compositional Process

G71.2125 4 points.

Different aspects of Verdi's manner of approaching and writing operas. Topics include the scenarios, librettos, musical sketches, skeleton scores, and revisions. Operatic conventions and censorship in the mid- and late-19th century, as well as Verdi's thoughts on performance, are treated as they relate to the compositional process.

Wagner G71.2126 4 points.

Studies in the inception, theory, and musical design of Wagner's operas.

Post-Wagnerian Symphonists

G71.2143 4 points.

Autographs and Revisions

G71.2160 4 points.

Introduction to the study of 19th-century composers' autographs and revisions. Techniques of conservation; problems of connoisseurship and attribution. Types of autographs, their relation to initial publications, and the musical questions they raise or practical problems they may help to solve. Problems of revision and recomposition.

The Dissolution of Tonality: Music in 20th-Century Vienna G71.2154

4 points.

Study of the transition from tonality to atonality through the works of four composers: Richard Strauss, Mahler, Schoenberg, and Berg; major works of each composer and writings on their music by their contemporaries and modern theorists.

Music Since 1945 G71.2132 4 points.

Developments in the United States and Europe since 1945; close examination of the writings of composers and theorists as well as of the music itself. Topics include post-Webern aesthetics, serialism, electronic music, *musique concrète*, aleatoric tendencies, and stochastic music. May be presented as a concentrated study of a small group of composers.

American Music from Colonial

Times G71.2133 4 points.

The history and historiography of music and musical activity in the United States from colonial times. The development of an American style and the way in which music has defined American culture. Topics include metrical psalmody, singing schools, 18th-century tunesmiths, musical theatre, music publishing and manufacture, Gottschalk, the New England composers, jazz, and contemporary American opera.

Tonal Analysis G71.2130 4 points.

Consideration of the major analytic techniques of Western music and their application to a broad range of selected masterworks of the tonal literature. Readings in analysis from Dunsby, Schoenberg, Schenker, Meyers, Reti, Epstein, Lerdahl, and others.

Studies in Music Theory G71.2134

4 points.

Study of comparative methodologies and exploration of the endeavor of music analysis itself. Focuses on selected works from various repertoires as case studies. Essays studied include significant current work by musical and critical theorists.

Schenkerian Analysis G71.2164

4 points.

Study of the principles and techniques of Heinrich Schenker's method of tonal analysis, with reference to sketches and studies of tonal masterworks prepared by Schenker and others. Students develop their own analytical skills through weekly assignments of selected music from the 17th to 19th centuries.

Analysis of 20th-Century Music

G71.2163 4 points.

In-depth discussion of selected 20th-century works and composers. Covers established masterpieces from the early part of the century by Schoenberg, Bartók, and Stravinsky to the most recent music of Elliott Carter, John Cage, Peter Maxwell Davies, and others.

Techniques of Music Composition

G71.2162 May be repeated for credit.

4 points.

Examination of techniques of music composition as they are applied to the creation of musical works. Compositional practice is studied and evaluated both from the standpoint of craft and aesthetics. Students create compositions, and works are performed in public concerts.

Computer Music Composition

G71.2165 4 points.

Code-based and graphic-user-interface languages for digital signal processing and event processing. Filtering, analysis/resynthesis, digital sound editing, granular synthesis. Study of computer music repertoire of past 20 years.

Seminar in American Music

G71.2155 4 points.

Historiography G71.2137 4 points.
Reviews various ways of giving an account of music, such as description, analysis, explanation, and metaphor, and relates them to the various purposes they serve, among them history and criticism. Includes readings that deal with such topics from fields other than music.

Music and Time G71.2161 4 points.
An interdisciplinary exercise in applying ideas from philosophy and psychology to musical problems. Immanuel Kant, William James, Henri Bergson, A. N. Whitehead, and Gaston Bachelard are some of the writers whose works are discussed.

Words and Music: Forms of Accommodation G71.2113 4 points.
Discussion of sound and voice and investigation of the separate characteristics of speech and music and of their convergence in song, with a consideration of verse as it illustrates an intermediate position. The transformations, amounting often to deformations, to which music subjects its texts; the contrasting progressive and circular formal tendencies of verbal and musical art.

Non-Western Influences on 20th-Century Music G71.2146 4 points.
The impact of non-Western sound sources, musical styles, and philosophies on music in the 20th-century Euro-American tradition. Topics include the impact of non-Western musical culture areas (notably India, Southeast Asia, East Asia, and West Africa) on the West; the impact of new aesthetic systems and philosophies on the Western musical tradition. May be taught as a case study on the work of a single composer.

Music and Ritual G71.2147 4 points.
The function of music in religious ritual, cosmology, spirituality, cultural philosophy, temporality, faith, mythology, political liturgy, and morality. Addresses the role of music in achieving altered states (such as dreaming,

meditation, possession, or trance) in ritual encounters, healing, divination, and magic. Course materials view not just how music operates within specific ritualistic events, but how it relates to culturally defined perceptions of the ordering of the universe.

Ethnomusicology: History and Theory G71.2136 4 points.
A broad intellectual history of the discipline, surveying landmark studies and important figures. Examines major paradigms, issues, and frameworks in ethnomusicology. The relation of ethnomusicology to other disciplines and the relations of knowledge and power that have produced them. Serves as an introduction to the field of ethnomusicology.

Musical Ethnography G71.2166 4 points.
Pragmatic instruction in field and laboratory research and analytical methods in ethnomusicology. Emphasizes the urban field site. Topics include research design, fieldwork, participant observation, field notes, interviews and oral histories, survey instruments, textual analysis, audiovisual methods, archiving, urban ethnomusicology, applied ethnomusicology, performance as methodology and epistemology, and the ethics and politics of cultural representation. Students conceive, design, and carry out a limited research project over the course of the semester.

Music, Politics, and Identity G71.2167 4 points.
The patronage and censorship of music. Considers the politics of musical culture, music as a marker of sociopolitical change, and music as an agent of political transformation. Utilizes case studies from various parts of the world, periods of history, and genres of music, to demonstrate the complexity of these relationships.

Musical Sound, Transcription, and Analysis G71.2168 4 points.
Examines approaches to understanding the role of sound and music in various

musical traditions. Explores aural analysis, systems for graphically representing sound and music, and modes of analysis of transcribed materials. Considers the limits of perception, the complexity of acoustic phenomena, and the problems of visual and linguistic representations of sonic material. Students learn and practice both "hand" and computer-assisted transcription methods. Students are expected to produce original analyses drawing on multiple, relevant transcription systems.

Musical Diasporas: Blacks and Jews G71.2170 *Identical to G78.2683.* 4 points.
The creative responses to exile, memory, and identity within and between the communities of the African and Jewish diasporas in the United States. Discusses the implied affinity to a common heritage and ancestry, often related to a specific geographic location.

Music of the Caribbean G71.2157 4 points.
Covers the history, musical structure, and the social, cultural, and political context of important genres of Caribbean music.

Special Studies G71.2198, 2199
May be repeated for credit with a changed topic. 4 points per term.
A substantial proportion of doctoral seminars are offered each year under this heading. See the beginning of this *Courses* section for a list of recent works.

Reading and Research G71.3119, 3120 *May be repeated, but not more than once per year unless all course requirements have been met. 1-4 points per term.*
Independent study with a faculty supervisor. Must have the approval of the director of graduate studies and the proposed supervisor.



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DIRECTOR OF THE CENTER:
Professor Farhad Kazemi

ASSOCIATE DIRECTOR OF THE
CENTER:
*Adjunct Assistant Professor Shiva
Balaghi*

DIRECTOR OF GRADUATE STUDIES:
Assistant Professor Ilana Feldman

The Hagop Kevorkian Center supports advanced study, graduate training, and public education on the modern Middle East. It offers an M.A. program in modern Near Eastern studies and M.A. programs that combine the study of the Middle East with journalism, museum studies, and business.

The Center's intellectual focus is on the contemporary political economy and cultures of the region and the historical

processes that have shaped the present. Current areas of faculty research and teaching include questions of economic and political rights, law and society, gender politics, Arabic fiction writing, Iranian literary culture, the anthropology of Arab cities, Ottoman and Arab state formation, social history of Egypt and Palestine, Islamic studies, and early modern Iran and Central Asia. Besides the graduate program, the Center runs conferences and workshops for the discussion of new research on the region. Many of these reach beyond the Middle East to explore interactions and parallels with Europe, South Asia, and other world regions.

The M.A. program is designed for (1) those thinking of entering a Ph.D. program but wanting

first to explore different disciplines or advance their knowledge of the region and its languages and (2) those planning a career in a field such as journalism, public service, cultural organizations, human rights, or political advocacy and seeking to understand the region's cultures, politics, and histories and to engage with questions of cultural production, social transformation, and economic justice.

The Department of Middle Eastern and Islamic Studies (MEIS) offers a separate program of study leading to the Ph.D. degree. The Program in Ancient Near Eastern and Egyptian Studies (ANEES) offers an M.A. and a Ph.D. degree. Please see their respective listings in this bulletin.

Hagop Kevorkian Center

The Hagop Kevorkian Center organizes academic forums and public events to encourage new understandings of the politics, cultures, and history of the Middle East and related world regions. Students in the M.A. program benefit from the Center's conferences, workshops, and public symposia and from the presence of the visiting scholars and intellectuals who participate in them.

The Center's regular events include the New York Middle East Research Workshop, which brings leading scholars from the United States and abroad to discuss their research-in-progress with faculty and graduate students from within New York University and beyond; a luncheon seminar series for informal discussions with Middle East

writers, filmmakers, human rights workers, political actors, and scholars; film screenings followed by discussions with the directors and film scholars; and annual symposia in fields such as postcolonial theory, Islamic arts and cultures, Arabic literature, and law and society.

Special events at the Center in the last five years have addressed such topics as "Andalusian Aesthetics: the Artistic Legacy of Islamic Spain"; "Celebrating Naguib Mahfouz: Reflections on His Ouvre and His Influence"; "Covering Islam Revisited"; "Development After Development: Toward a New Geography of Justice in the Middle East?"; and "Modern Iranian Visual Culture." The Center cosponsors

events with other programs at NYU (including the Center for Culture, Media, and History; the Taub Center for Israeli Studies; and the International Center for Advanced Study); with Princeton, Columbia, and other universities in the New York area; and with organizations such as the Lincoln Center for the Performing Arts, the Brooklyn Museum, and the American Research Center in Egypt.

Visiting scholars during the last five years who have stayed and in many cases taught at the Center for periods ranging from two weeks to one semester include **Michel Callon**, Sociology, Ecole Nationale Supérieure des Mines; **Cornell Fleischer**, Ottoman and Turkish Studies, University of Chicago; **Saad Eddin Ibrahim**, Sociology,

American University in Cairo; **Ayşe Bugra Kavala**, Economics, Bogaziçi Üniversitesi, and Director, Center for Comparative Institutional and Economic Change; **İsam Khafaji**, Political Economy and International Relations, Universiteit van Amsterdam; **Yoav Peled**, Political Science, Tel Aviv University; **Dan Rabinowitz**, Sociology, Hebrew University; **Haggai Ram**, Middle Eastern Studies, Ben-Gurion University of the Negev; **Salim Tamari**, Sociology, Birzeit University, and Director, Institute for Jerusalem Studies; and **Shawkat Mahmood Toorawa**, History, University of Mauritius.

The Center, designated as one of 17 federally funded Middle East National Resource Centers, serves secondary schools, colleges, and the general public as a source of information and education about the Middle East. The Center runs teacher training workshops and summer institutes for high school teachers and produces Web-based curricular units and other classroom teaching materials. Center faculty provide frequent interviews and information to the print and broadcast media.

The Hagop Kevorkian Center, together with the Department of Middle Eastern and Islamic Studies, is

housed in its own building, designed by Philip Johnson, on Washington Square. The building contains faculty offices, seminar rooms, an auditorium, a computer laboratory, and the Richard Ettinghausen Library, which includes current journals, reference works, and study areas. The library and lobby of the building incorporate decorative elements from an 18th-century Damascene house, including a mosaic fountain, boiserie, and a *muqarnas* (stalactite) niche.

Faculty

Farhad Kazemi, *Professor, Politics, Middle Eastern and Islamic Studies; Director, Hagop Kevorkian Center. Ph.D. 1973, Michigan; M.A. 1968, Harvard; M.A. 1966, George Washington; B.A. 1964, Colgate.*

Comparative and international politics; Middle East politics; civil society.

Shiva Balaghi, *Adjunct Assistant Professor; Associate Director, Hagop Kevorkian Center. Ph.D. 1998, Michigan; B.A. 1988, Emory.*

Iranian cultural history; gender studies; history of colonialism and nationalism in the Middle East.

Ilana Feldman, *Assistant Professor/Faculty Fellow. Ph.D. 2002, Michigan; M.A. 1994, New York; B.A. 1991 Wesleyan.*

Middle East anthropology and history; government and bureaucracy; colonialism; humanitarianism; Gaza.

Note: Courses in the program are taught by faculty from the Departments of Anthropology, Comparative Literature, Hebrew and Judaic Studies, History, Middle Eastern and Islamic Studies, and Politics. Individual faculty research interests are listed under their home departments and in more detail on the Center's Web site.

AFFILIATED FACULTY IN OTHER DEPARTMENTS

Modern Middle East

Peter J. Chelkowski, *Middle Eastern and Islamic Studies; Assia Djebbar*, *French; David Engel*, *Hebrew and Judaic Studies; Sibel Erol*, *Middle Eastern and Islamic Studies; Khaled Fahmy*, *Middle Eastern and Islamic Studies; Yael Feldman*, *Hebrew and Judaic Studies; Ahmed A. Ferhadi*, *Middle Eastern and Islamic Studies; K. Fleming*, *History, Middle Eastern and Islamic Studies (Hellenic Studies); Michael Gilson*, *Middle Eastern and Islamic Studies, Anthropology; Michael Gomez*, *History; Bernard Haykel*, *Middle Eastern and Islamic Studies; Rosalie Kamelhar*, *Hebrew and Judaic Studies; Deborah Anne Kapchan*, *Performance Studies; Farhad Kazemi*, *Politics; Mehdi Khorrami*, *Middle Eastern and Islamic Studies; Elias Khoury*, *Middle Eastern and Islamic Studies; Zachary Lockman*, *Middle Eastern and Islamic Studies; Robert D. McChesney*, *Middle Eastern and Islamic Studies; Mona N. Mikhail*, *Middle Eastern and Islamic Studies; Ali Mirsepassi*, *Gallatin School of Individualized Study; Timothy P. Mitchell*, *Politics; M. Ishaq Nadiri*, *Economics; Ella Shohat*, *Middle Eastern and Islamic Studies, Art and Public Policy (Tisch School of the Arts); Ronald Zweig* (*Hebrew and Judaic Studies*).

Early Islamic and Medieval Middle East

Jill N. Claster, *History; Finbarr Barry Flood*, *Fine Arts; Alfred L. Ivry*, *Hebrew and Judaic Studies; Marion Katz*, *Middle Eastern and Islamic Studies; Philip Kennedy*, *Middle Eastern and Islamic Studies; Francis E. Peters*, *Middle Eastern and Islamic Studies; Everett Rowson*, *Middle Eastern and Islamic Studies; Priscilla P. Soucek*, *Fine Arts; Eliot R. Wolfson*, *Hebrew and Judaic Studies.*

Pre-Islamic Near East

Joan Connelly, *Fine Arts; Daniel Fleming*, *Hebrew and Judaic Studies; Ogden Goelet*, *Middle Eastern and Islamic Studies; Donald P. Hansen*, *Fine Arts; Thomas F. Mathews*, *Fine Arts; David O'Connor*, *Fine Arts; Christopher Ratté*, *Fine Arts; Ann Macy Roth*, *Hebrew and Judaic Studies, Fine Arts; Lawrence H. Schiffman*, *Hebrew and Judaic Studies; Mark Smith*, *Hebrew and Judaic Studies; Rita Wright*, *Anthropology, Fine Arts.*

FACULTY ADVISORY COMMITTEE

Stephen Holmes, *Law, Politics; Zachary Lockman*, *Middle Eastern and Islamic Studies, History; Robert D. McChesney*, *Middle Eastern and Islamic Studies, History; Lawrence Schiffman*, *Hebrew and Judaic Studies.*

Programs and Requirements

Admission: The Center looks for applicants who show evidence of outstanding academic achievement and an interest in the Middle East, demonstrated through education, life, or work experience. Applicants from all undergraduate majors are eligible to apply. The Center values, but does not require, an undergraduate training in a Middle Eastern language or in the politics, history, and cultures of the region. All applicants must submit scores from the Graduate Record Examination (general test only). Applicants who have completed undergraduate degrees at universities where English is not the language of instruction must submit scores from the Test of English as a Foreign Language (TOEFL). Joint journalism applicants must comply with the additional admission requirements of the Department of Journalism. Applicants must meet all Graduate School of Arts and Science admissions deadlines. Applications for entry are accepted for the fall semester; applications for spring entry are considered only in exceptional circumstances and cannot be considered for financial aid.

MASTER OF ARTS

The program has three elements: (1) a coherent sequence of courses on the region, totaling 40 points; (2) a demonstrated ability in one modern language of the area; and (3) a master's thesis or report written under the supervision of an adviser. The program includes an optional internship course. The degree can be completed in two years (four semesters) of full-time study; students may also study part time.

Course of Study: The 40 points of course work include two required courses and a distribution requirement. The required courses are (1) the core course, *Problems and Methods in Middle Eastern and Islamic Studies* (G77.1687), and (2) *History of the Middle East, 1750-Present* (G77.1642) or, with the approval of the director, an advanced history seminar. Students select the remaining eight courses according to their individual research interests, in consultation with the director of graduate studies. The distribution requirement consists of at least one course each from two of the following disciplines: anthropology, economics, politics, and sociology (e.g., two of the following courses: *Anthropology for Middle Eastern Studies* [G14.1322]; *Economics of the Middle East*

[G31.1608]; *Middle East Government and Politics* [G53.2590]; and *Sociology of the Middle East* [G68.2785]).

Language Requirement: To complete the degree, students must demonstrate proficiency at the upper-intermediate level in Arabic, Hebrew, Persian, or Turkish. (Other languages may be considered as meeting this requirement with the approval of the director of the program.) Students with no language background may satisfy the requirement by completing four semesters (16 points) of language training at NYU; however, only two of those semesters (8 points of undergraduate language credits) may be counted toward the degree. Students who have prior language training or who take an intensive language course in the summer following their first year may satisfy the requirement by testing at an upper intermediate level of proficiency or by enrolling in an advanced class. Native speakers with fluency in reading, writing, listening, and speaking may waive this requirement with the permission of the director. The program encourages all students to pursue language training through the advanced (graduate) level.

Master's Thesis or Report: The master's thesis should generally have the format, style, and length of a substantial scholarly article in a Middle Eastern studies field. Alternatively, it can have the format and style of a professional report, with a length and substance similar to a scholarly article. In either case, it must present the author's own research and relate this to existing scholarly understandings of the topic or field. Students should begin discussing possible topics for the thesis or report by the end of their first year and should select a topic and an adviser, in consultation with the director of graduate studies, before the end of their third semester. Students are encouraged to conduct research on their topic during the summer following their first year.

Internships: The internship program draws on the resources of New York City as a center of international politics and culture. Internships provide practical training in the kinds of research and report writing required for careers in public and nongovernmental service, policy research, cultural affairs, and political advocacy. The internship program enables students to make professional contacts in fields they are interested in joining

and to share their skills with organizations as they explore a particular field or issue. Organizations providing internships include (but are not limited to) human rights organizations, United Nations agencies and missions, media organizations, policy research groups, and other nongovernmental organizations. The internship involves 10-15 hours of work per week during one semester. Students receive up to 4 points toward the degree by registering for Internship (G68.2997). They must submit weekly progress reports on their internship project as well as mid- and end-of-semester reports.

Grades: Students are expected to maintain a minimum grade point average (GPA) of 3.0 throughout their graduate career. A student whose GPA drops below 3.0 or who has outstanding incompletes in 33 percent of attempted courses will be placed on academic probation for one semester. Students who fail to remove themselves from probation status in one semester will be terminated from the program.

MASTER OF ARTS PROGRAM IN JOURNALISM AND NEAR EASTERN STUDIES

The joint degree program gives students professional training for careers as newspaper, magazine, or broadcast journalists, combined with study of the politics, history, and cultures of the Middle East.

Students must complete 42 points of course work, including 20 points of journalism courses, 20 points of Middle Eastern courses, and a 2-point final project that consists of a professional journalism assignment focusing on a Middle Eastern subject. The final project may be completed in conjunction with an approved internship. Requirements consist of the two required Middle East courses and the Middle East distribution requirement (see above); *Writing and Reporting Workshop I, II* (G54.1021, 1022); *The Journalistic Tradition* (G54.1023); and two journalism skills courses, chosen with the advice of the director of graduate studies in the Department of Journalism. Although there is no language requirement for this degree program, students are encouraged to develop a competence in a Middle Eastern language and can apply for Foreign Language and Area Studies Fellowships.

For further information, contact the Hagop Kevorkian Center, 212-998-8877, e-mail: kevorkian.center@nyu.edu, or the director of graduate studies, Department of Journalism, 212-998-7980.

MASTER OF ARTS PROGRAM IN NEAR EASTERN STUDIES WITH A CONCENTRATION IN MUSEUM STUDIES

The Master of Arts program in Near Eastern studies with a concentration in museum studies is designed for those who intend to pursue careers in museums and cultural organizations and for those currently employed in the field who wish to acquire formal training. The program combines a comprehensive knowledge of the contemporary theory and practice of museum work with a substantive curriculum in Middle Eastern studies. It offers individualized internships in a wide variety of museums, cultural organizations, and nonprofit institutions in the United States and abroad.

Students must complete 48 points of course work (32 points of Middle Eastern studies, including up to 8 points of language, and 16 points of museum studies), an internship in a museum or cultural institution, and a master's essay based on the student's combined study and internship.

Museum studies requirements for all students in this program include History and Theory of Museums (G49.1500) or Museum Collections and Exhibitions (G49.1501), Internship (G49.3990), and Research Seminar (G49.3991). The remaining 8 points are elective courses. (Consult the *Program in Museum Studies* section of this bulletin for course offerings and additional information.)

The course and language requirements for Near Eastern studies are identical to the requirements for the Master of Arts as listed above.

For further information, contact the Hagop Kevorkian Center, 212-998-8877, e-mail: kevorkian.center@nyu.edu, or the Program in Museum Studies, 212-998-8080.

NEAR EASTERN STUDIES WITH A BUSINESS TRACK

The Master of Arts program in Near Eastern studies with a business track prepares students to work in organizations that require research on business and finance in the Middle East. Graduate business courses for the degree are offered through NYU's

Leonard N. Stern School of Business. Students are advised by the director of graduate studies at the Kevorkian Center.

The program requires the completion of 40 points of course work, consisting of (1) 25 points in Near Eastern studies (the two required courses and 17 points of electives, including the two-course distribution requirement, one of which must be Economics of the Middle East [G31.1608]) and (2) 15 points of business courses.

The requirements for the business course work are Understanding Firms and Markets (B01.1303), Statistics and Data Analysis (B01.1305), Financial Accounting and Reporting (B01.1306), Global Business Environment I: Trade and Investment (B01.2123), and Global Business Environment II: International Macroeconomics and Finance (B01.2125). The distribution requirement can be met by enrolling in one of the following courses: Managing Organizations (B01.1302), Marketing: Delivering Value to Customer and Business (B01.2310), or Foundations of Finance (B01.3211). Students entering the program should have completed undergraduate economics and calculus courses before beginning the program and are required to enroll in two non-credit workshops given in the last two weeks before the fall and spring semesters: Mathematics and Calculus Workshop (B00.2002) and Workshop in Fundamentals of Economics (B00.2003).

Although there is no language requirement for this degree program, students are encouraged to develop a competence in a Middle Eastern language and are eligible to apply for the Foreign Language and Area Studies Fellowships.

Students accepted to the Stern School of Business may cross-register to add courses in Middle Eastern studies to their M.B.A. program. Full-time students in the Stern School are eligible for Foreign Language and Area Studies Fellowships, provided they will be studying a Middle Eastern language and will enroll in one additional Middle East class each semester.

For further information, contact the Hagop Kevorkian Center, 212-998-8877, e-mail: kevorkian.center@nyu.edu.

FINANCIAL AID

Applicants to the Program in Near Eastern Studies (and all joint programs) are eligible for graduate full-

funding support packages, which provide full-time tuition and fees and a stipend. No additional forms beyond the admission application are needed to apply for these awards.

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

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS

Foreign Language and Area Studies (FLAS) Fellowships consisting of full-time tuition and a stipend are awarded on a competitive basis by the Hagop Kevorkian Center, under a Title VI grant from the U.S. Department of Education. Applicants to the M.A. program in Near Eastern studies (and all joint programs) are eligible to apply, as are students from other departments within GSAS and from other schools at NYU. FLAS applicants must be U.S. citizens or have permanent resident status, and must plan to enroll full time in a degree program that will include the study of either Arabic, Hebrew, Persian, or Turkish.

Academic Year FLAS Fellowships may be awarded to both incoming and continuing students. Summer FLAS Fellowships are available to students currently enrolled at NYU to attend selected intensive language programs in the United States and abroad.

Unlike most other financial aid at GSAS, application for FLAS Fellowships is separate from the admissions application. Both summer and academic year applications are due in January for study beginning the following summer and fall, respectively; application forms are available the preceding November.

How to Apply: For inquiries about FLAS Fellowships, or to request an application, contact the Hagop Kevorkian Center, 212-998-8877, e-mail: kevorkian.center@nyu.edu. Application forms may be downloaded in Adobe Acrobat format from the Center Web site at www.nyu.edu/gsas/program/neareast.

SUMMER LANGUAGE PROGRAMS

The Hagop Kevorkian Center is a member of the Eastern Consortium in Persian and Turkish, which organizes an annual intensive summer language program that gives students the equivalent of one year of Persian or Turkish

language study at either the elementary or intermediate level. Classes are taught by instructors chosen by a committee from the American Association of Teachers of Persian and the American Association of Teachers of Turkish.

The Eastern Consortium is a cooperative arrangement of the Middle East Centers of Georgetown University, Harvard University, University of Michigan, New York University, Ohio State University, University of Pennsylvania, and Princeton University; it is sponsored by the U.S. Department of Education under Title VI. The summer program is held at one of the member schools every summer. From 2004 to 2006, the program will be held at Ohio State University.

Admission to the Eastern Consortium program requires submission of an application directly to the school hosting the program. Tuition fellowships are available for students to attend the Eastern Consortium program. The Eastern Consortium program meets the requirements for students who plan to study under Foreign Language and Area Studies Fellowships. For further information, visit the Eastern Consortium Web site at <http://nelc.ohio-state.edu/programs/ptcn0406/announce.htm>.

The Center participates as a member of the Summer Workshop in Slavic, Eastern European, and Central Asian Languages (SWSEEL) hosted by the Inner Asian and Uralic National Resource Center at Indiana University. The program offers intensive summer

language instruction (equivalent to one year) in Azeri, Kazakh, Pashto, Tajik, Turkmen, Uyghur, and Uzbek (as well as Slavic and Eastern European languages). Applicants apply directly to Indiana University for admission and financial aid; the program meets all requirements for students who plan to study under Foreign Language and Area Studies Fellowships. Members of the SWSEEL consortium include Title VI Centers at Duke, Georgetown, and Harvard universities; the universities of Illinois (Urbana-Champaign), Michigan, North Carolina, Pittsburgh, Texas (Austin), and Wisconsin (Madison); and Ohio State University. For further information, visit their Web site at www.indiana.edu/~iuslavic/swseel/index.shtml.

Courses

Descriptions of selected courses are provided below. Consult the listings of the Departments of Middle Eastern and Islamic Studies (G77), Anthropology (G14), Hebrew and Judaic Studies (G78), History (G57), and Politics (G53); the Institute of Fine Arts (G43); and the Program in Religious Studies (G90) for additional course offerings and descriptions.

NEAR AND MIDDLE EASTERN STUDIES

Internship in Near Eastern Studies G68.2996 *Feldman*. 1-4 points.

Master's Thesis Research G68.2998 *Staff*. 1-4 points.

Problems and Methods in Middle Eastern and Islamic Studies G77.1687 *Staff*. 4 points.

Introduction to key issues and methods in the study of the Middle East.

ANTHROPOLOGY

World Cultures: The Middle East G14.1321 *Gilsenan*. 4 points.

Cities of the Middle East G77.1626 *Gilsenan*. 4 points.

Anthropology for Middle Eastern Studies G77.1636 *Feldman, Gilsenan*. 4 points.

POLITICS, ECONOMICS, AND SOCIOLOGY

Topics in the Economic History of the Middle East: Political Economy of Development G68.1782 *Identical to G31.1609 and G77.1782. Staff*. 4 points.

Introduces theories and themes of development and discusses the historical experiences of Middle Eastern countries. Topics include the incorporation of the Middle East in the world economy, state-led development, economic reform and privatization, the informal economy, globalization, gender, and critiques of development. Case studies of particular countries are used to examine specific development issues.

Sociology of the Middle East G68.2785 *Staff*. 4 points.

Comparative Political Economy of the Middle East G77.2533 *Mitchell*. 4 points.

Government and Politics of North Africa G53.2538 *Staff*. 4 points.

Middle Eastern Government and Politics G53.2590 *Kazemi, Mitchell*. 4 points.

JOURNALISM

Reporting the Middle East G68.1720 *Identical to G54.1720 and G77.1720. Staff*. 4 points.

Critical approach to the process and forms by which political developments are brought to the attention of the

Western public and the problems of providing fast, accurate information to a target public whose knowledge base is usually low or skewed. Provides a theoretical and practical grasp of current issues; the nature of news gathering and reporting in the region; and the roles of local media and regional government.

MIDDLE EASTERN HISTORY

Gender, Empire, and the Nation in the Middle East and South Asia G68.1999 *Balaghi*. 4 points.

Examines the shifting paradigms of gender in the Middle East and South Asia throughout the process of building, imposing, resisting, and dismantling empire. The ruptures of colonialism recast gender relations, and the alchemy of race, gender, and ethnicity figured prominently in the formation of anticolonial nationalisms. The historical memory of empire continues to play an important role in the discourses of postcolonial antifeminist movements. Examines the history of women in Iran, India, and Algeria in the 19th and 20th centuries.

History and Memory in the Middle East and South Asia G68.2000 *Balaghi*. 4 points.

Examines the contentious politics of memory at moments of rupture, dislocation, and displacement in the construction of nationalism in the Middle East and South Asia. Nations create and recall memories as a means of articulating communalism, coalescing distinct identities, and justifying

political positions. Popular memory can serve as an effective means of resistance to the national canon and its erasures by groups who are marginalized in the national narrative.

Movements of peoples, advances in transportation, and developments in the new media in the 19th and 20th centuries gave rise to particular expressions of national memories with commensurate modes of political behavior.

History of the Middle East, 600-1200 G77.1640 *Staff*. 4 points.

History of the Middle East, 1200-1800 G77.1641 *McChesney*. 4 points.

History of the Middle East, 1750-Present G77.1642 *Fabmy, Lockman*. 4 points.

Topics in Medieval Islamic History G77.1646 *Staff*. 4 points.

The Late Ottoman Empire G77.1652 *Staff*. 4 points.

Seminar in the History of the Modern Middle East I, II G77.1653, 1654 *Fabmy, Lockman*. 4 points per term.

Modern Iran (1800 to the Present) G77.1661 *Chelkowski*. 4 points.

Egypt in Modern Times G77.1664 *Lockman*. 4 points.

History of Muslim Central Asia G77.1666 *McChesney*. 4 points.

The Mandate System in the Middle East G77.2754 *Zweig*. 4 points.

History of Contemporary Israel G78.1693 *Hertzberg*. 4 points.

Seminar in the History of the Yishuv and Israel G78.3522 *Zweig*. 4 points.

LAW, PHILOSOPHY, AND RELIGION

Introduction to the Qur'an G77.1609 *Katz*. 4 points.

Sufism G77.1668 *Chelkowski*. 4 points.

Shi'i Islam G77.1750 *Chelkowski*. 4 points.

Jerusalem: The Contested Inheritance G77.1810 *Peters*. 4 points.

Islamic Law and Society G77.1852 *Haykel*. 4 points.

Women and Islamic Law G77.1854 *Haykel*. 4 points.

Muhammad and the Qur'an G77.1857 *Peters*. 4 points.

Islamic Philosophy and Theology G77.2720 *Rouson*. 4 points.

Problems and Methods in the Study of Islam G77.2725 *Katz*. 4 points.

Seminar in Islamic Philosophy G77.3111 *Ivry*. 4 points.

Islam in the Modern World G90.1580 *Chelkowski, Gilsenan*. 4 points.

LITERATURE, CULTURE, AND ART

Middle East Traditional Performance G77.1065 *Kapchan*. 4 points.

Performing Culture in the Middle East and North Africa G77.1065 *Kapchan*. 4 points.

Medieval Arabic Literature: History, Fiction, and Narrative G77.1114 *Kennedy*. 4 points.

Arabic Literature: Modern Poetry and Prose G77.1117 *Mikhail*. 4 points.

Persian Historical and Biographical Texts G77.1412 *Kborrami*. 4 points.

Persian Literary Prose G77.1416 *Chelkowski*. 4 points.

Turkish Literary Texts: Modern Turkish Literature G77.1514, 1515 *Erol*. 4 points per term.

Imaging Palestine/Israel: Issues in the Politics of Representation G77.1735 *Shohat*. 4 points.

Drama and the Mass Media in the Arabic World G77.1778 *Mikhail*. 4 points.

Seminar in Medieval Arabic Literature: Abbasid Poetics G77.3192 *Kennedy, Khoury*. 4 points.

Seminar in Modern Arabic Literature I G77.3193 *Khoury*. 4 points.

Israeli Literature: Memory and Narrative G78.1585 *Feldman*. 3 points.

Ideology, Psychology, and Gender: Postmodernism and the Contemporary Israeli Novel G78.2720 *Feldman*. 3 points.

Art and Architecture in the Eastern Islamic World, 7th–19th Centuries G43.2015 *Soucek*. 4 points.

Art and Architecture of Early Kingship in Egypt G43.2016 *O'Connor*. 4 points.

Islamic Art: Theory and Practice of Portraiture G43.3015 *Soucek*. 4 points.

Ethnicity, Archaism, and Innovation: The Art of Third Intermediate Period Egypt (ca. 1070–664 BCE) G43.3016 *O'Connor*. 4 points.

Ancient Near Eastern Art: Neo-Assyrian Relief Sculpture G43.3017 *Hansen*. 4 points.



DIRECTOR OF THE CENTER:

Professor J. Anthony Movshon

DIRECTOR OF GRADUATE STUDIES:

Professor Lynne Kiorpes

Neural science is a collection of disciplines unified by a concern for the function of the brain. Experimental approaches in neural science vary from analyses of molecular and cellular mechanisms in nerve cells and groups of nerve cells to behavioral and psychological studies of whole organisms. Theoretical tools include mathematical and computational

modeling approaches that have proved useful in other areas of science. Experimental questions include issues related to biophysical and neurochemical mechanisms within single nerve cells, functional neural circuits consisting of small numbers of neurons, the behavior of large systems of neurons, and the relationship between the activity of elements of the nervous system and the behavior of organisms.

The doctoral program in neural science provides advanced training for research careers in neural science. Opportunities exist for study in both experimental and theoretical aspects of

the field. Areas of specialization include neurochemistry, neurobiology, cellular physiology and biophysics, neural development, behavioral neuroscience, auditory and visual neuroscience, cognitive neuroscience and brain imaging, neural mechanisms of memory and emotion, mathematical biology, computational neuroscience, robotics and artificial intelligence, and cognitive science. The curriculum of the Ph.D. program is designed to provide research training of the highest caliber to a small group of full-time students with varied backgrounds and interests.

Faculty

Chiye Aoki, *Professor, Neural Science, Biology*. Ph.D. 1985 (*neuroscience*), Rockefeller; B.A. 1978, *Barnard College*. The role of postnatal experience in the formation of chemical synapses in the cerebral cortex.

Samuel M. Feldman, *Professor, Neural Science, Psychology*. Ph.D. 1959 (*physiological and comparative psychology*), McGill; M.A. 1955 (*experimental psychology*), Northwestern; B.A. 1954 (*psychology and philosophy*), Pennsylvania. Postdoctoral 1958-1960 (*physiology and biophysics*), Washington.

Functional anatomy of sensorimotor integration; representation of movement in the basal ganglia.

Paul W. Glimcher, *Associate Professor*. Ph.D. 1989 (*neuroscience*), Pennsylvania; B.A. 1983 (*neuroscience*), Princeton.

Neural basis of eye movements and decision making; psychophysics and neurobiology of attention.

Michael J. Hawken, *Research Professor*. Ph.D. 1979 (*physiology*), B.Sc. 1972 (*physiology and psychology*), Otago (New Zealand).

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

David Heeger, *Professor, Psychology, Neural Science*. Ph.D. 1987 (*computer science*), B.A. 1983 (*mathematics*), Pennsylvania.

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

Souheil Inati, *Assistant Professor, Neural Science, Psychology*. Ph.D. 1999 (*physics*), Massachusetts Institute of Technology; B.S. 1992 (*physics*), Yale. Magnetic resonance imaging (MRI).

Lynne Kiorpes, *Professor, Neural Science, Psychology*. Ph.D. 1982 (*physiological psychology*), Washington; B.S. 1973 (*physiological psychology*), Northeastern.

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

John Krauskopf, *Research Professor*. Ph.D. 1953 (*psychology*), Texas; B.A. 1949 (*psychology*), Cornell.

Psychophysics and physiology of vision; color vision.

Joseph E. LeDoux, *Henry and Lucy Moses Professor of Science; Professor, Neural Science, Psychology*. Ph.D. 1977 (*psychology*), SUNY (Stony Brook); M.S. 1974, B.A. 1971, Louisiana State (Baton Rouge).

Emotion, memory, and the brain.

Peter Lennie, *Professor; Dean for Science, Faculty of Arts and Science. Ph.D. 1972 (experimental psychology), Cambridge; B.A. (honors) 1969 (psychology), Hull.*

Organization and function of the primate visual system.

J. Anthony Movshon, *Professor, Neural Science, Psychology; Silver Professor; Director, Center for Neural Science. Ph.D. 1975 (experimental psychology), B.A. (honors) 1972 (psychology), Cambridge.*

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

Alexander D. Reyes, *Associate Professor. Ph.D. 1990 (physiology and biophysics), Washington; B.A. 1984 (chemistry), Chicago.*

Biophysical basis of information process in single neurons; synaptic interaction of neurons in cortical networks.

John Rinzel, *Professor, Neural Science, Mathematics. Ph.D. 1973 (applied mathematics), M.S. 1968 (applied mathematics), New York; B.S. 1967 (engineering science), Florida.*

Theoretical neurobiology; properties of neurons and neural systems.

Nava Rubin, *Associate Professor. Ph.D. 1993 (neurobiology and physics), M.Sc. 1988 (physics), B.Sc. 1986 (physics and mathematics), Hebrew (Jerusalem).*

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

Dan H. Sanes, *Professor, Neural Science, Biology. Ph.D. 1984 (biology), M.S. 1981 (biology), Princeton; B.S. 1978 (zoology), Massachusetts (Amherst).*

Development of synapse function; auditory maturation and plasticity.

Malcolm N. Semple, *Associate Professor, Neural Science, Psychology. Ph.D. 1981 (psychology and physiology), B.Sc. (honors) 1977 (psychology), Monash (Australia).*

Neurophysiology; neuroanatomy; plasticity and psychophysics of hearing.

Robert M. Shapley, *Natalie Clews Spencer Professor of the Sciences; Professor, Neural Science, Psychology, Biology. Ph.D. 1970 (biophysics), Rockefeller; B.A. 1965 (chemistry and physics), Harvard.*

Neurophysiology; visual perception; theoretical neuroscience.

Eero P. Simoncelli, *Associate Professor; Investigator, Howard Hughes Medical Institute. Ph.D. 1993 (electrical engineering and computer science), M.S. 1988 (electrical engineering and computer science), Massachusetts Institute of Technology; Cert. Adv. Study 1986 (mathematics), Cambridge; B.A. (summa cum laude) 1984 (physics), Harvard.*

Representation and processing of visual information in machines and humans.

Wendy A. Suzuki, *Associate Professor. Ph.D. 1993 (neurosciences), California (San Diego); B.A. 1987 (physiology/anatomy), California (Berkeley).*

Neuroanatomical, electrophysiological, and behavioral studies of the organization of memory.

ASSOCIATES OF THE CENTER FOR NEURAL SCIENCE

Karen Adolph, *Psychology; Efrain C. Azmitia*, *Biology; Justin Blau*, *Biology; Marisa Carrasco*, *Psychology; Edgar E. Coons, Jr.*, *Psychology; Clayton E. Curtis*, *Psychology; Lila Davachi*, *Psychology; Claude Desplan*, *Biology; Davi Geiger*, *Computer Science; Todd Holmes*, *Biology; Scott P. Johnson*, *Psychology; Michael S. Landy*, *Psychology; Laurence T. Maloney*, *Psychology; T. James Matthews*, *Psychology; David W. McLaughlin*, *Mathematics; Denis G. Pelli*, *Psychology; Charles S. Peskin*, *Mathematics; Elizabeth Phelps*, *Psychology; Michael J. Shelley*, *Mathematics; Daniel Tranchina*, *Biology, Mathematics.*

AFFILIATES OF THE CENTER FOR NEURAL SCIENCE

Doris R. Aaronson, *Psychology; Ned Block*, *Philosophy, Psychology; Adamantios I. Gafos*, *Linguistics; Murray Glanzer*, *Psychology; Jerome K. Percus*, *Mathematics, Physics; Carol S. Reiss*, *Biology; Stephen R. Wilson*, *Chemistry; Edward B. Ziff*, *Biochemistry.*

Program and Requirements

Admission: Admission to the program is limited to qualified students, usually documented by high scores on the Graduate Record Examination (GRE), superior undergraduate grades, and excellent letters of recommendation.

Students seeking admission to the Center for Neural Science should have a strong background in one or more of the academic areas involved, such as biology, chemistry, computer science, experimental psychology, engineering science, mathematics, or physics. A clear statement of the student's career goals and reason for applying to the Center is required. An interview ordinarily is scheduled before a final decision on admission is made.

International students must demonstrate their command of written and spoken English by their performance on the Test of English as a Foreign Language (TOEFL) or its equivalent and by an interview. Special arrangements are made to interview international students before acceptance.

DOCTOR OF PHILOSOPHY

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

Degree Requirements: A minimum of 72 points is required, at least 36 of which must be taken in residence at New York University. This includes the required first-year core curriculum (see below). The student is expected to fulfill the course requirements, com-

plete the doctoral research, and defend the thesis within five years.

Curriculum Planning, Advisement, and Examining Committees: An adviser and two other members of the faculty guide the student in the selection of formal courses until the thesis proposal has been submitted. At this time a dissertation committee is selected, consisting of three members of the faculty whose research interests are appropriate to help the student in the planning and execution of the proposed doctoral research.

Examinations: The student's general knowledge of the field of neural science is documented by satisfactory performance in the first-year core curriculum taught by the staff of the

Center. Completion of this requirement qualifies the student as a candidate for the doctoral degree.

Specific knowledge related to the area of the doctoral thesis is examined orally at the time of the presentation of the thesis proposal to the dissertation committee. The formal presentation of the dissertation proposal must be filed at least six months before the defense of the thesis.

The final examination consists of the oral defense of the doctoral thesis. The examination committee usually consists of the three members of the dissertation committee plus two additional members. Passage of the thesis defense is contingent on all but one of the examiners voting to accept the thesis and its defense. If there is a dis-

sent, the dissenter shall provide a written report detailing the grounds for the dissent.

Research and Sponsorship: Many students may have already selected a research area and made arrangements for research sponsorship at the time of admission. Others do not make this decision until they have completed the core courses described below, including rotations through the research laboratories of the staff of the Center, which expose the student to the interests and techniques of neuroscience. The final decision on the doctoral research to be undertaken depends on a mutual agreement between the student and the appropriate sponsor for the research.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

Financial support is provided for students in the program through University fellowships, research assistantships, research traineeships, and teaching assistantships, in order to permit students to devote their full time to the pursuit of their studies.

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

Courses

Neural Science Core Curriculum:

The Center for Neural Science offers a two-semester core curriculum to be taken by all Ph.D. candidates, ordinarily during the first year. Included are four courses that meet twice a week for two-hour lectures by Center for Neural Science faculty: Cellular, Molecular, and Developmental Neuroscience (G80.2201); Sensory and Motor Systems (G80.2202); Behavioral and Cognitive Neuroscience (G80.2205); and Mathematical Tools for Neural Science (G80.2206). In addition, the core curriculum includes Laboratory in Neural Science I, II (G80.2203, 2204), a weekly six-hour teaching laboratory that introduces students to modern research techniques in neuroscience; Introduction to Research I, II (G80.2210, 2211), six-month rotations through the Center for Neural Science faculty laboratories; and Seminar in Current Topics (G80.3390, 3391), a weekly one-hour research colloquium, given usually by outside speakers.

Other Courses: The remaining course requirements are satisfied by taking doctoral-level courses in neural science or in one or more of the departments cooperating with the Center: biology, chemistry, computer science, mathematics, physics, and psychology. In general, any suitable graduate course approved by a student's advisory committee is acceptable. At least 37 points must be in graded courses.

Two-part courses: A hyphen indicates a full-year course with credit granted only for completing both

terms. A comma indicates credit is granted for completing each term.

CENTER FOR NEURAL SCIENCE

Cellular, Molecular, and Developmental Neuroscience

G80.2201 *Identical to G89.2201. Open to doctoral candidates in fields relevant to neural science. Feldman, staff. 4 points.* Team-taught, intensive course. Lectures and readings cover basic biophysics and cellular, molecular, and developmental neuroscience.

Sensory and Motor Systems

G80.2202 *Identical to G89.2202. Open to doctoral candidates in fields relevant to neural science. Feldman, staff. 4 points.* Team-taught intensive course. Lectures and readings concentrate on neural regulation of sensory and motor systems.

Laboratory in Neural Science I, II

G80.2203, 2204 *Open to doctoral candidates in fields relevant to neural science. Corequisites: G80.2201, G80.2202. Semple, staff. 3 points per term.*

Team-taught, state-of-the-art teaching laboratory in neural science. The first semester includes histology and cellular and molecular neuroscience. The second semester includes neuroanatomy, sensory neurophysiology, modern neuroanatomical tracer techniques, psychophysics, and computational neuroscience.

Behavioral and Cognitive

Neuroscience G80.2205 *Identical to G89.2221. Open to doctoral candidates in fields relevant to neural science. Curtis, Suzuki, staff. 4 points.*

Team-taught intensive course.

Lectures, readings, and laboratory exercises cover neuroanatomy, cognitive neuroscience, learning, memory, and emotion.

Mathematical Tools for

Neuroscience G80.2206 *Open to doctoral candidates in fields relevant to neural science. Prerequisites: undergraduate calculus and some programming experience. Simoncelli, staff. 4 points.*

Team-taught intensive course. Lectures, readings, and laboratory exercises cover basic mathematical techniques for analysis and modeling of neural systems. Homework sets are based on the MATLAB software package.

Introduction to Research in Neural Science I, II G80.2210, 2211 *Open only to doctoral candidates in neural science. 3 points per term.*

Research component of the first-year core curriculum in neural science. Students participate in the research activities in several different laboratories to learn current questions and techniques in neuroscience. Performance is evaluated on the basis of learning the literature and proficiency in laboratory techniques, based on oral and/or written presentations with the laboratory group.

Developmental Neurobiology

G80.2221 *Identical to G23.2221.*

Prerequisite: permission of the instructor. Desplan, Sanes. 4 points.

Provides an understanding of current molecular and genetic approaches to neural development, emphasizing phylogenetic comparison.

Simulation and Data Analysis

G80.2233 *Identical to G89.2233.*

Prerequisite: a statistics course, G80.2206, or permission of the instructor. 3 points.

Linear Systems G80.2236 *Identical to G89.2236. Prerequisite: a semester of calculus or permission of the instructor. 3 points.*

Function and Dysfunction of Central Auditory Processing

G80.2522 *Prerequisites: G80.2201, 2202, or permission of instructor. Sanes. 3 points.*

Explores the relationship between central auditory physiology and psychoacoustics and those elements of the central auditory system that may change with deafness.

Special Topics in Neural Science G80.3041, 3042 *3 points per term.*

Special Topics in Neural Science G80.3201, 3202 *3 points per term.*

Advanced seminars led by the faculty to provide in-depth consideration of specific topic areas in neural science.

Neural Basis of Color Perception

G80.3234 *Prerequisite: G80.2202 or equivalent. Shapley, staff. 3 points.*

Lectures and readings on the major phenomena of color perception (color mixing, color induction and constancy, color spaces) and on its retinal and cortical substrates. Readings are from research papers and some secondary sources. Students present critical reviews of one of the papers on the reading list. A paper is required by the end of the course on a topic mutually agreeable to student and instructor.

Information Processing and Visual Pathways G80.3235 *Prerequisite:*

G80.2202 or equivalent. Shapley, staff. 3 points.

Seminar and lecture course in visual signal processing and visual pathways. The aim of the course is to reach an understanding of vision from a systems analysis point of view. Readings are from research papers and some secondary sources. Students present critical reviews of one of the papers on the reading list. A paper is required by the end of the course on a topic mutually agreeable to student and instructor.

Classic Papers in Vision Research

G80.3236 *Prerequisite: G80.2202 or equivalent. Krauskopf. 3 points.*

Reading and discussion of important papers in vision. Each student leads the discussion of one or more papers.

Neural Basis of Eye Movement

Control G80.3238 *Glimcher. 3 points.*

Behavioral Neuroscience G80.3241

LeDoux, Matthews. 3 points.

Neuroanatomy G80.3242 *3 points.*

Dissertation Research and Seminar G80.3301, 3302 *1-3 points per term.*

Reading Course in Neural Science

G80.3305, 3306 *May be repeated for credit. 1-3 points per term.*

Stress, Arousal, and the Amygdala

G80.3307 *LeDoux. 3 points.*

Beyond Filtering: Selected Topics in Visual Perception G80.3310

Offered in the spring semester, every two years. Prerequisite: G80.2202 or equivalent, graduate course in perception, or permission of the instructor. Rubin. 3 points. Critical examination of modern approaches to vision research. Emphasis is on the interplay between theory and experiment.

Research Problems in Neural Science G80.3321, 3322 *May be repeated for credit. 1-3 points per term.*

Neural Control of Movement

G80.3331 *May be repeated for credit. Glimcher. 1-3 points.*

Computational Neuroscience

Forum G80.3350 *Rinzel. 3 points.*

Lecture/seminar course on computational aspects of neural function at cellular/circuit/system levels. Case study approach with four- to six-week segments that focus on specific topic areas. Registered attendees are expected to complete a project and to present one or more journal articles on course-related topics.

Functional Magnetic Resonance Imaging Lab G80.2245 *Identical to G89.2245. Heeger, Inati. 3-6 points.*

Fellows' Seminar G80.3380, 3381

May be repeated for credit. 1-3 points per term.

One-hour research colloquium given by members of the Center for Neural Science.

Seminar in Current Topics

G80.3390, 3391 *May be repeated for credit. 1-3 points per term.*

Weekly one-hour research colloquium given by the Center for Neural Science faculty or outside speakers.

Seminar in Neuroeconomics

G80.3410 *Glimcher. 3 points.*

Seminar on the intersection of the fields of neuroscience, psychology, and economics.



DEPARTMENT OF

Performance Studies

Tisch School of the Arts

721 BROADWAY, 6TH FLOOR • NEW YORK, NY 10003-6807 • 212-998-1620

CHAIR OF THE DEPARTMENT:
Associate Professor José Esteban Muñoz

ASSOCIATE CHAIR OF THE
DEPARTMENT:
Associate Professor Karen Shimakawa

The performance studies curriculum covers a full range of performance, from theatre and dance to ritual and popular entertainment. Postmodern performance, *kathakali*, Broadway, festival, ballet, and *capoeira* are analyzed using fieldwork, interviews, performance theory, and archival research. Courses in methodology and critical theory are comple-

mented by offerings in specialized areas. The program is both intercultural and interdisciplinary, drawing on the arts, humanities, and social sciences.

Areas of inquiry include contemporary performance, dance, folk and popular performance, postcolonial theory, feminist and queer theory, and performance theory. Training leads to careers in teaching, research, theatre and performance reviewing and scholarship, writing, editing, arts administration, and management of performing arts collections.

Students may serve on the editorial staffs of *TDR: The*

Journal of Performance Studies and *Women & Performance: A Journal of Feminist Theory*, which are produced within the Department of Performance Studies.

New York is a world center for theatre and dance, both traditional and experimental, and home to a diversity of folk and popular performance traditions. Students take advantage of the city's unparalleled resources for research and professional development—museums, libraries, archives, live performances of all kinds, and a network of performance professionals.

Faculty

Barbara Browning, Associate Professor. Ph.D. 1989 (*comparative literature*), M.A. 1987 (*comparative literature*), B.A. (*summa cum laude*) 1983 (*comparative literature*), Yale.

Brazil and the African Diaspora; dance ethnography; race, gender, and post-coloniality.

Deborah Anne Kapchan, Associate Professor. Ph.D. 1992 (*folklore and folk-life*), Pennsylvania; M.A. 1987 (*linguistics*), Ohio; B.A. 1981 (*English*), New York.

Narrative; feminism; music; poetics and aesthetics; North Africa and the Middle East.

Barbara Kirshenblatt-Gimblett, Professor; University Professor. Ph.D. 1972 (*folklore*), Indiana; M.A. 1967 (*English literature*); B.A. 1966 (*English literature*), California (Berkeley).

Jewish social science; vernacular culture; heritage politics.

André Lepecki, Assistant Professor. Ph.D. 2001 (*performance studies*), M.A. 1995 (*performance studies*), New York; B.A. 1990 (*cultural anthropology*), New University of Lisbon.

Dramaturgy and dance.

José Esteban Muñoz, Associate Professor. Chair, Department of Performance Studies. Ph.D. 1994 (*literature*), Duke; B.A. 1989 (*comparative literature*), Sarah Lawrence College.

Latina/o studies; queer theory; critical race theory.

Tavia Nyong'o, Assistant Professor. Ph.D. 2003 (*American studies*), M.A. 2002 (*American studies*), Yale; B.A. 1995, Wesleyan.

Black diasporic, feminist, and queer studies; theories and histories of performance; visual culture; comparative American cultures.

Ann Pellegrini, Associate Professor, Performance Studies (Religious Studies). Ph.D. 1994 (*cultural studies*), Harvard; B.A. 1988 (*literae humaniores*), Oxford; B.A. 1986 (*classics*), Harvard and Radcliffe Colleges.

Queer theory; religion and sexuality; psychoanalysis and culture; religion, performance, and community-formation; cultures of childhood; feminist and queer performance; confessional culture; religion and secularism; Jewish cultural studies.

Richard Schechner, Professor; University Professor. Ph.D. 1962 (*theatre*), Tulane; M.A. 1958 (*English*), Iowa; B.A. (*honors*) 1956 (*English*), Cornell.

Comparative performance; performance theory; experimental theatre.

Karen Shimakawa, Associate Professor. Ph.D. 1995 (*English literature*), Washington; M.A. 1991 (*English literature*), Virginia; J.D. 1989, California (Hastings College of Law); B.A. 1986

(*English literature*), California (Berkeley).

Asian American performance/cultural studies; critical race history; transnational/diaspora studies; intercultural performance.

Anna Deavere Smith, *Professor; University Professor*. M.F.A. 1977 (*acting*), *American Conservatory Theater*; B.A. 1971 (*English*), *Beaver College*. Acting and performance.

Diana Taylor, *Professor, Performance Studies, Spanish and Portuguese Languages and Literatures; Director, Hemispheric Institute on Performance and Politics*.

Ph.D. 1981 (*comparative literature*), *Washington*; M.A. 1974 (*comparative literature*), *National (Mexico)*; *Certificat d'Etudes Supérieures* 1972, *Université Aix-Marseille*; B.A. 1971 (*creative writing*), *University of the Americas (Mexico)*. Latin American theatre and performance; theatre history; gender studies.

Allen Weiss, *Instructor, Cinema Studies, Performance Studies*. Ph.D. 1989 (*cinema studies*), *New York*; Ph.D. 1980 (*philosophy*), *SUNY (Stony Brook)*; B.A. 1974 (*philosophy*), *Queens College (CUNY)*.

Experimental theatre, radio, and film; aesthetics; psychoanalytic theory; post-structuralism.

FACULTY EMERITUS

Brooks McNamara.

VISITING FACULTY

In an effort to vary the offerings and provide opportunities for students to work with scholars and artists from other parts of the United States and abroad, the department regularly invites visiting faculty to develop special course offerings at various times during the year, including summers.

Programs and Requirements

Admission: Applicants must follow the admission procedures set forth by the Tisch School of the Arts. Applicants are encouraged to contact the 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.

Special attention should be given to the statement of purpose requested on the application form. In preparing this statement, an applicant should include a description of his or her preparation for graduate study in the department as well as a careful projection of research and other professional goals. Students are also requested to submit an example of their writing, preferably an article or essay, as evidence of the research and writing skills necessary for success in the program.

Applicants to the Ph.D. program must have completed or anticipate completion of a recognized master's degree (M.F.A. not applicable) before being considered for admission. Those who are already in the department's M.A. program and who wish to continue for the Ph.D. should follow the procedures outlined below under *Permission to Proceed to the Ph.D.*

Degrees in performance studies are conferred through the Graduate School of Arts and Science (GSAS), although instruction, administration, and financial aid are provided by the Tisch School of the Arts (TSOA). The *Tisch School of the Arts Bulletin*, application forms, and other information are available from the Office of Graduate Admissions, Tisch School of the Arts,

New York University, 721 Broadway, 8th Floor, New York, NY 10003-6807; 212-998-1918. All material—application forms, letters of recommendation, transcripts, and essays—should be sent directly to the TSOA Office of Graduate Admissions.

The deadline for admission is December 15. All application materials should be received by this date.

Advisement: At orientation, students sign up for an adviser based on their areas of interest and meet with this adviser during the registration period each semester to plan their course work and review their progress. Individualized programs of study are encouraged.

MASTER OF ARTS

Degree Requirements: The M.A. program begins during the summer semester, and students graduate the following May. Students must complete 36 points of semester-long, formal courses in the department with a grade of B or better, primarily with the permanent faculty.

There are two required courses for master's students: *Introduction to Performance Studies* (H42.1000), taken in the first semester, and *Projects in Performance Studies* (H42.2000), taken during the final semester.

Master's students are permitted to take only one practical workshop as part of their course work. The only practical workshop course that is counted toward an M.A. in performance studies is the department's *Performance Composition* (H42.2730) or a course otherwise designated as practical. Up to 4 points of academic

course work may be taken outside the department or transferred from another institution, with permission of the chair. A master's student may appeal to the chair to register for a second *Performance Composition* workshop in lieu of taking 4 points outside the department.

PERMISSION TO PROCEED TO THE PH.D.

Students enrolled in the M.A. program who are interested in continuing immediately into the Ph.D. program should submit an application dossier to the department at the start of the spring semester. An internal application dossier includes the following:

1. A list of all courses taken in performance studies and grades earned.
2. A substantial paper previously written for a course.
3. A description of the projected dissertation topic and how specific course work taken will enable clarification and deepening of the topic.
4. Names of three faculty members the student proposes to serve as possible dissertation directors.

Applicants to the Ph.D. program are evaluated on the following basis:

1. Academic record to date.
2. Quality of academic writing as evidenced in submitted paper.
3. Proposed topic and compatibility with departmental plans.
4. Predilection of faculty to direct the student's Ph.D. course work and dissertation.

DOCTOR OF PHILOSOPHY

Degree Requirements: Students must complete 72 points of course work with a grade of B or better, satisfy the foreign language requirement, pass the area examination, and write and orally defend a dissertation. Students admitted with an M.A. degree should note that previous graduate work is not automatically applied to the Ph.D. degree. Each student's record is examined by the department chair to determine allowable transfer credit. Students who have received an M.A. degree in performance studies at New York University and who have been given permission to proceed to the Ph.D. must complete an additional 36 points for the doctorate.

There are three required courses for Ph.D. students: Advanced Readings in Performance Studies (H42.2201) and Resources and Methods in Performance Studies (H42.2616), taken during the first year of doctoral course work, and Dissertation Proposal Advising (H42.2301), taken upon completion of the language requirement, 72 points of course work, and the area examination.

The department's Performance Composition (H42.2730) workshops are the only practical workshops counted toward the degree. Ph.D. students are permitted to take two Performance Composition courses as part of their course work. Up to 12 points of academic course work may be taken outside the department or through the Inter-University Doctoral Consortium with permission of the chair.

A doctoral candidate must complete all degree requirements no later than ten years after entering the M.A. program or seven years after entering the Ph.D. program. For details regarding degree conferral, see the *Degree Requirements* section of this bulletin.

Foreign Language Proficiency: A candidate for the doctorate must demonstrate proficiency in at least one foreign language. Students are urged to fulfill the language requirement before they have completed 24 points of course work. For further information, see the *Degree Requirements* section of this bulletin.

Area Examination: The area examination is offered every spring semester. At a meeting during the registration period each semester, the policies and procedures of the area examination are outlined in detail. Students must take the area examination the first time it is offered after they have fulfilled the

foreign language requirement and completed 72 points of course work.

The area examination consists of three sets of take-home questions to be answered within a period of 12 days. Students are examined in one general area and two areas of their design. The areas are developed in consultation with the students' adviser and must be approved by a faculty committee two semesters prior to the examination semester. The two topic areas may be (1) a theory area, (2) a history area, (3) a genre of performance, or (4) a geographical or cultural area's performance. Students prepare preliminary and final reading lists for their advising committee's review. The advising committees draft each student's examination questions according to the approved reading lists and topic area statements. Students must answer one question in each area. If a student fails a question, the student must take the question again the following year. The student may be required to complete additional course work before taking the examination again. A student who fails one or more questions twice cannot continue in the Ph.D. program. Students should consult the department office regarding deadlines and procedures.

Admission to Candidacy: Formal candidacy is granted only after a student has been in residence for a year, demonstrated foreign language proficiency, passed the area examination, and received approval of the dissertation proposal.

Doctoral Dissertation: Dissertation Proposal Advising (H42.2301) is required the semester after the student has passed the area examination. When the dissertation proposal is completed, it must be reviewed and approved by a three-member faculty committee.

Consult the department for the procedures for defending the dissertation. Any reader who is not a member of the New York University GSAS faculty must be approved in advance by GSAS. All five members of the dissertation committee must be present when the student publicly defends the dissertation. Three of the five readers must be faculty of the Department of Performance Studies or approved faculty from another NYU department.

DEPARTMENTAL FINANCIAL AID

The Department of Performance Studies makes every effort to help students finance their graduate education. Students are eligible for the following forms of financial aid from the department: graduate assistantships, which carry full tuition remission plus a stipend, in exchange for a work commitment of 20 hours per week; University scholarships, which are awarded as partial tuition remission; and a limited number of named scholarships.

For further information, contact the Office of Graduate Admissions, Tisch School of the Arts at 212-998-1918.

Graduate Assistantships: Some graduate assistantships are federally funded and are available only to U.S. citizens or permanent residents. Need eligibility is determined by federal guidelines. Students are eligible for vacancies on *TDR* and *Women & Performance* editorial staffs, positions in the Performance Studies Archive, and as professors' assistants. The department may also recommend students for positions in other departments, such as the Tisch School of the Arts Department of Drama, Undergraduate.

Application: Performance studies applicants are required to submit two forms to complete their financial aid application: (1) the Free Application for Federal Student Aid (FAFSA) and (2) the Tisch School of the Arts graduate financial aid form. Both incoming and continuing students may request the FAFSA from the Office of Financial Aid, New York University, 25 West Fourth Street, New York, NY 10012-1119; 212-998-4444. Alternatively, they may submit the FAFSA electronically (see the Web site at www.nyu.edu/financial.aid for details). For incoming students, the Tisch School of the Arts graduate financial aid form is included in the program application packet. Continuing students are required to submit a financial aid application, available through the department, each year. New and continuing students should submit these forms by December 15 for consideration for the following academic year.

Resident Assistantships: The Department of Residential Education seeks applicants in January and February of each year for resident assistantships for the following year. Resident assistants live and work in

undergraduate and graduate resident hall facilities and develop programs, provide counseling and referral services, and perform administrative tasks. The remuneration for a resident assistant is room and board. Interested students should request applications from the Department of Residential Education, New York University, 33 Washington Square West, New York, NY 10011-9154; 212-998-4311.

Graduate Housing: Housing information is outlined in the graduate admissions application.

DEPARTMENTAL PUBLICATIONS

TDR: The Journal of Performance Studies is edited by Richard Schechner; associate editor is Mariellen R. Sandford. Most issues are eclectic, dealing with live performance, media, and performance theory. Topics range from experimental performance to ethnographic studies. Articles are published detailing performances in a variety of cultures from all over the world. *TDR* invites opinions, debates, letters from readers and contributors, and reports on performances, books, conferences, and festivals. About one issue in six is a "theme issue," devoted to a single topic. In addition to the editor and associate editor, two graduate students work on *TDR*, one as managing editor.

Women & Performance: A Journal of Feminist Theory is a semiannual publication produced independently by students, faculty, alumnae, and alumni of the Department of Performance Studies. It is the first ongoing publication of its kind devoted to a feminist investigation of performance. The journal encourages dialogue among performers, theorists, and spectators by providing a forum for feminist critical theory in theatre, dance, film,

video, music, and ritual. It discusses feminist aesthetics and includes performance documentation, articles on women in historical performance, reviews, scripts, and resource listings. Students on staff work in various phases of production, including writing, copyediting, proofreading, layout, paste-up, advertising, circulation, and distribution.

CURRICULUM

To make performance a primary concern is to blur radically the boundaries of disciplines, to subvert the hierarchies and exclusions of the canon, and to examine cultures for the diversity of performance modes and concepts. As a discipline of "inclusions," performance studies provides an integrating, comparative perspective on the entire continuum of human action from "life events," sports, public ceremonies, and ritual to aesthetic theatre and dance.

Courses in theory and methodology, while developing a distinctive body of concepts and approaches, explore theories of performance indigenous to Asia, Africa, Europe, Latin America, and other parts of the world and draw from various disciplines—anthropology, sociology, history, literary theory, semiotics, feminist and queer theory, Marxism, psychoanalysis, the study of colonial discourse, movement analysis, aesthetics, and theatrical theory.

Although well established as a discipline, the study of Western theatre has tended to emphasize a historical approach to a canon of dramatic literature. In contrast, the performance studies curriculum focuses on extraliterary or nonliterary aspects of performance.

In keeping with the integrated perspective on performance, courses deal with dance not only as a performing art in its own right but also as a vital constituent of theatre, ritual, and

social life. Courses train students to identify the basic components of movement; to see, discriminate, and describe movement behavior in all its forms and contexts; and to apply knowledge of movement style to studies of dance and culture. Dance history is studied as an aspect of cultural history and in relation to the other arts.

Folk performance and popular entertainment (including the modern media) have constituted a culturally and artistically vital alternative theatre and important influence on contemporary performance. The forms of popular entertainment, their internal logic and aesthetics, are studied in relation to their historical formation and cultural setting. The study of folk performance focuses on how people in their everyday lives shape deeply felt values into meaningful form—for example, conversational humor and storytelling, improvised play and traditional games, competitive street dance, domestic rituals, and neighborhood and community celebrations. A major concern is the nature of tradition, which is seen as a process rooted in social life as well as in time and space.

Courses in performance studies are also developed in order to explore the political and ideological implications of performance. Postcolonial, feminist, and queer theory are employed as frames to investigate how artistic forms subvert and uphold particular ideological forms.

While performance studies is not a studio-based program, students are encouraged to take at least one course (but not more than three) in performance practice. Each semester, courses in performance composition and movement are offered.

Courses

The following list includes courses offered in the recent past and ones projected for the near future.

Approximately 35 courses are offered each year, many of them new. As a result, only a portion of the courses listed in the bulletin can actually be scheduled during any academic year. Courses taught on a regular basis are indicated with an asterisk (*).

Healing and Performance H42.1026
Barbara Browning. 4 points.

An exploration of the ways in which performance theory and practice have

informed the field of medical anthropology and the ways in which medical anthropology can in turn amplify and inform the creation and analysis of performance. Examines seminal texts in both fields (including Artaud, Lévi-Strauss, Turner, Kleinman, Taussig, Schepers-Hughes and Lock, and Csordas) to find points of contact and confluence. Also explores a variety of performances (in diverse cultural contexts) that take on the issue of healing.

Topics in Queer Theory: Punks and Divas H42.1035
Tavia Nyong'o. 4 points.

What makes a performance queer? Rather than offering a comprehensive answer to this question, this seminar devotes itself to an intensive examination of two queer performance personae: the punk and the diva. What are the genealogies of the punk and the diva? How do punk and diva performances intersect with, diverge from, and intensify each other? Why and how do the punk and the diva seem to elicit queer spectatorship?

How do such performances enact queer identifications, particularly those identifications that occur at the limit of gender? How might an attention to performance, and in particular, to punk and diva performances, help revise existing accounts of queer theory and queer studies? Students read such authors as Judith Halberstam, Dick Hebdidge, Diane DiMassa, Eve Sedgwick, Wayne Koestenbaum, Kobena Mercer, José Muñoz, and Oscar Wilde; listen to such artists as Montserrat Caballe, the Ramones, Pansy Division, Le Tigre, Skunk Anansie, Diamanda Galas, and Nina Simone; and view films by such directors as Julie Brown, John Waters, Greg Araki, Sadie Bening, Todd Haynes, and John Cameron Mitchell.

Aesthetics of Everyday Life
H42.1040* *Barbara Kirshenblatt-Gimblett. 4 points.*

The formation of vernacular culture in New York City—how people shape their expressive behavior in relation to the conditions of their lives. Debates on the nature of vernacular culture and its creative and emancipatory potential in relation to mass media and the centralization of power in modern society.

Tourist Productions H42.1041*
Barbara Kirshenblatt-Gimblett. 4 points.
How tourist settings, events, and artifacts are produced, interpreted, and consumed; the “production of culture” for the consumption of the “other” (guest, stranger, tourist, expatriate, pilgrim); tradition and authenticity and the synthetic nature of culture; the process of aestheticizing and commoditizing history, politics, and aesthetics of tourist cultural production.

Theories of Directing H42.1060
Richard Schechner. 4 points.
Starts with a brief theoretical-historical overview of directing. Then examines four directorial approaches to texts—realization, interpretation, adaptation, and deconstruction. Next looks at the director-actor relationship in terms of actor training. Finally, considers how directors deal with interculturalism. Uses as examples the works of Stanislavsky, Meyerhold, Brecht, Grotowski, Brook, Schechner, Le Compte, Mnouchkine, Suzuki, and Ong. Students give classroom reports and stage short scenes.

Performing Cultures in the Middle East and North Africa H42.1065
Deborah Anne Kapchan. 4 points.

Focuses on the expressive culture of the Middle East and North Africa, looking at both sacred (religious) practices and more popular forms of cultural performance, such as music, poetry, film, festivals, novels, and dance. Analyzes all these practices in their historical context as well as their place in the history of scholarship in and about the Middle East and North Africa. Explores the many and various forms of being and knowing extant in contemporary cultures of the Arab-Islamic world. Draws heavily on ethnographic texts but also draws inspiration from readings in philosophy, literature, and history.

History of the Body H42.1095
Tavia Nyong'o. 4 points.

A rhetoric of embodiment has arisen in many contemporary discourses that seek leverage against the abstracting, totalizing, and idealizing tendencies of theory. Such investments in “the body,” however, risk repeating the very process of abstraction, totalization, and idealization that they seek to counter, particularly when a unitary “body” with no further specification is called on to do all the heavy lifting. Can we produce a rhetoric of embodiment that does not immediately reinvest itself, through such lack of specification, in the body/mind dualism? This course takes a historical route to answering that question, examining the emergence of the body as a site of knowledge for humanism, while at the same time attending carefully to humanism’s gendered and racialized unconscious. We explore how constructions of “the body” produce hierarchizing and marginalizing effects, in terms of which flesh can and cannot access its pains and privileges. We explore how sentience and affect are figured through shifting layers of historical knowledge that unsettle any unitary or stable concept of “the human.” And we conclude with a consideration of the range of claims—technical, philosophical, and political—that have been made recently on behalf of the “posthuman.” Authors will include Deleuze, Foucault, Haraway, Hayles, Kuriyama, Laqueuer, Otis, Reid-Pharr, Schiebinger, and Sedgwick.

Projects in Performance Studies
H42.2000* *Required course for all M.A. students. Resident faculty. 4 points.*
The final course in master’s programs in performance studies. The course

helps students develop and present a final culminating project.

Experimental Performance: History of Performance Art H42.2060 *José Esteban Muñoz. 4 points.*

This course follows two conceptual tracks: one historical, one philosophical. The history of performance is read around phenomenology’s practice of theorizing and framing thingness and objecthood. To this end, selections from the work of Edmund Husserl, Martin Heidegger, and Maurice Merleau-Ponty are included in the course readings. One of the chief organizing concerns here is the moment(s) when human subjects become the object of art. Performance art is considered in relation to other aesthetic projects like abstract painting, pop art, postmodern dance, minimalism, environmental theatre, tropicalismo, and popular entertainment. Students look at the works of various artists, among them Chris Burden, Ana Mendieta, Linda Montano, Adrian Piper, Ron Athey, Franko B., Vaginal Davis, Nao Bustamante, Yoko Ono, Lygia Clark, Vito Acconci, and William Pope L.

Topics in Critical Theory: Critical Race Theory H42.2100* *José Esteban Muñoz. 4 points.*

This course offers students methodologies to think critically about race and ethnicity. Fundamental phenomenological questions about the relationship between “self” and “other” launch the inquiry. Early materialist and psychological investigations into the nature of racialization are also pursued. Readings and lectures challenge ontological claims about the nature of race and ethnicity by proposing theories of racial and ethnic performativity. Critical legal theories are also considered. Intersectional methodologies that consider the relationship between racialization and other major rubrics of difference like class, gender, and sexuality are emphasized as students survey recent works in the field of critical race theory. This section of the course bibliography includes essays and books by Spillers, Gilroy, Lubiano, Kondo, Spivak, Alarcón, Muñoz, Reid-Pharr, Lippit, Moten, and Eng. Theoretical readings are often read in conjunction with performances as well as literary and cinematic texts.

Bibliography and Research:

Advanced Readings in Performance Studies H42.2201*

Required course for first-year Ph.D. students. José Esteban Muñoz. 4 points.

Readings are balanced between foundational texts in the field of performance studies as well as new interventions that propel the discourse forward. Readings examine the performance studies project's intersections with different lines of thought that include anthropology, philosophy, feminism, critical race theory, legal theory, Marxism, and queer critique. Students are expected to assemble an annotated bibliography on some aspect of the field as well as writing a final research paper.

Seminar on Antonin Artaud

H42.2202* *Allen Weiss. 4 points.*

Dissertation Proposal Advising

H42.2301* *Required for doctoral students. Prerequisite: 76 points of completed course work. Staff. 0 points.*

Emphasis is on problems and opportunities of research, writing, and editing as they apply to the doctoral dissertation. Each student prepares a dissertation proposal as a class project.

Political Performance H42.2406

Diana Taylor. 4 points.

This course examines the use of performance—by the State, by oppositional groups, and by theatre and performance practitioners—to solidify or challenge structures of power. The course looks at specific examples of how public spectacles have been used in the 20th and 21st centuries—from Nazi rallies to antiwar demonstrations, AIDS activism, and “escraches” (acts of public shaming by the children of the “disappeared” in Argentina), to the current use of stagecraft by the Bush administration. Following the lead of Guy Debord, students examine how the “concentrated spectacle” of fascism and military dictatorships blends with “diffuse” spectacles of capitalism resulting in the “integrated spectacle” of the current U.S. administration. Students are asked to develop their own sites of analysis. Readings include Guy Debord, Walter Benjamin, Bertold Brecht, Adorno, Augusto Boal, and others. The course includes a Web component.

Studies in Dance: Still Acts

H42.2504* *André Lepecki. 4 points.*
Perception has a social structure—it operates by erasing certain acts from

its cognitive field and dismissing those acts as being either in/significant or im/perceptible. In those leftover zones filled with canceled meanings and microscopic perceptions, we find traces of the deep ideological imbrications between sensory and signification. However, the “insignificant” and the “imperceptible” also constitute many shady areas for unruly creativity, subversion, and resistance. In the development of Western choreographic imagination and ideologies, one act has been particularly accused of lacking in signification, purpose, and value: the still act. However, one can trace in dance’s uses of stillness not only extraordinary challenges to hegemonic structures of perception but to the very definition of dance. This seminar examines the epistemological, political, and performative challenges brought by uses of stillness within Western choreography. The seminar contextualizes stillness in dance historically, theoretically, and aesthetically by tracing its uses in the visual arts, performance art, and film. Students read closely seminal texts in the history of perception (Benjamin, Corbin, Foucault), phenomenology (José Gil, Hegel, Merleau-Ponty), and dance and performance theory (Kleist, Susan Foster, Mark Franko, Jacques Riviere) to assess how stillness, by challenging ideologies of perception, challenges not only dance’s ontology but, more ambitiously, undermines the very notion of Being.

Performance Theory: Performance, Identity, and the Law H42.2602

Ann Pellegrini. 4 points.

An examination of the interplay between “identity” and “the law” (in both its regulatory and generative modes) with a focus on the U.S. context. Engages selected federal and state court decisions (e.g., *Reynolds v. U.S.* [1878], *Plessy v. Ferguson* [1896], *Bowers v. Hardwick* [1986], *R.A.V. v. St. Paul* [1991]) through the critical resources of performance studies, critical race theory, and feminist and queer theories. Special attention is given to law’s reliance on “the precedent” and analogy (the precedent as analogy?) to construct identity and difference.

Asian American Performance

H42.2608 *Karen Shimakawa. 4 points.*

Considers a range of Asian Pacific American performances—theatre, dance, quotidian, as well as visual and aural/musical—in light of recent

developments in the theorization of Asian American culture/history/identity. How do the shifts in ways we situate Asian Pacific Americanness (within American history/culture? within global and/or transnational histories/flows?) shift our ways of seeing APA performance, and vice versa? Requirements: one to two class presentations/discussion facilitations; biweekly response papers; final research project (M.A. students: conference-length presentation; Ph.D. students: article-length essay).

Methods in Performance Studies

H42.2616* *Required course for first-year Ph.D. students. Barbara Kirsbenblatt-Gimblett. 4 points.*

The development of performance studies methodologies based on interdisciplinary research paradigms (movement analysis, ethnomusicology, ethnography, history, oral history, orature, visual studies, ethnomethodology, among others) and the close reading and analysis of exemplary studies. Considers the conceptualization and design of research projects in the context of theoretical and ethical issues and in relation to particular research methods and writing strategies. Develops practical skills related to archival and library research; ethnographic approaches, including participant observation and interviewing; documentation and analysis of live performance; and analysis of documents of various kinds, including visual material. Readings address the history of ideas, practices, and images of objectivity, as well as of reflexive and interpretive approaches, relationships between science and art, and research perspectives arising from minoritarian and postcolonial experiences. Assignments include weekly readings, written responses to the readings, and exercises. Students are encouraged to bring projects to the course, especially ones that might develop into dissertations.

Drama, Theatre, and Performance: Theories of Spectatorship H42.2746

Diana Taylor. 4 points.

An exploration of the many ways in which theorists and theatre practitioners have thought about the ways in which staged action (whether in film, theatre, or politics) pacifies, activates, interpolates, and manipulates viewers. Examines concepts such as identification, voyeurism, narcissism, bearing witness, percepticide, spect-actor, and

others. Readings include ancient texts such as Aristotle's *The Poetics* and *Popul Vuh* but focuses on contemporary theorists: Brecht, Althusser, Laura Mulvey, Christian Metz, Herbert Blau, Augusto Boal, Fernandez Retamar, Martin Jay, Shosana Felman, and Dori Laub, and others.

Intercultural Performance

H42.2860 *Karen Shimakawa. 4 points.* This course locates the genre of (contemporary) "intercultural performance" within the context of the rise of transnational and/or "global" capitalism. How might the former term be seen as a materialization of, catalyst for, or commentary on, the latter—or vice versa? The course considers current theories of the bases of transnationalism, its current formations (its legal, corporate, labor, and representational manifestations), as well as concurrent developments in intercultural performance. Requirements: one to two class presentations/discussion facilitation(s); biweekly response papers; final research project (M.A.

students: conference-length presentation; Ph.D. students: article-length essay).

Dance Ethnography H42.2920*

Barbara Browning. 4 points.

An examination of the challenges and possibilities of cross-cultural dance analysis. Begins with a brief overview of the history of the field and a consideration of the advantages and disadvantages of a variety of methods and approaches. Then alternates close readings of recent dance ethnographies with the workshoping of students' own writing. Student projects may be based on previously performed fieldwork or on research conducted specifically for the class. The course includes weekly readings, written responses to the readings, and exercises. Students are encouraged to bring projects to the course, especially ones that might develop into dissertations.

Topics in Music and Performance: Music and the Sacred H42.2960

Deborah Anne Kapchan. 4 points.

What does Sufi qawwali music have in common with African American gospel? What does the spate of international "sacred music festivals" and the popularity of "trance" music tell us about contemporary culture and its ideologies? Analyzing cultures of the world, French sociologist Emile Durkheim noted that all cultures have categories for the sacred and the profane. Music is a primary modality for the expression of both. This course focuses on how sacred emotions, including (but not limited to) those embedded in religion, are transmitted in musical traditions—both historical and contemporary. Beginning with sociological understandings of religion and ritual (Durkheim, Mauss, Bell, and others), the course moves on to examine the agency of music as an expressive form and how forms of hearing/listening and making sound have defined (and continue to define) ways of sacred being.



DEPARTMENT OF
Philosophy

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CHAIR OF THE DEPARTMENT:
Professor Stephen Schiffer

ASSOCIATE CHAIR OF THE
DEPARTMENT:
Professor Don Garrett

DIRECTOR OF ADMISSIONS:
Professor Kit Fine

DIRECTOR OF GRADUATE STUDIES:
Professor Hartry Field

DIRECTOR OF PLACEMENT:
Professor Ned Block

The Department of
Philosophy wel-
comes applicants
who wish to pur-

sue the Master of Arts or the
Doctor of Philosophy degree.
The department has particular
strengths in the areas of logic,
metaphysics, philosophy of
mind, philosophy of language,
philosophy of logic and mathe-
matics, moral and political phi-
losophy, and some areas of
history of philosophy. The M.A.
degree may also be taken in dual
degree programs with the New
York University School of Law
and with the New York

University School of Medicine.
There is also a Ph.D.-J.D. dual
degree program with the NYU
School of Law. Many of the
department offerings are of wide
significance and helpful in devel-
oping the capacity to assess argu-
ments and analyze ideas. Our
small classes give ample oppor-
tunity for discussion and allow
close consultation on writing.

Faculty

REGULAR FACULTY

Ned Block, *Professor, Philosophy, Psychology*. Ph.D. 1971 (*philosophy*), *Harvard*; B.S. 1964 (*physics and philosophy*), *Massachusetts Institute of Technology*.
Philosophy of mind; philosophy of science; foundations of cognitive science.

Paul Boghossian, *Professor; Ph.D.* 1986 (*philosophy*), *Princeton*; B.Sc. 1978 (*physics*), *Trent*.
Philosophy of mind; philosophy of language; epistemology.

Matt Evans, *Assistant Professor. Ph.D.* 2004 (*philosophy*), *Texas (Austin)*; B.A. 1995 (*religion*), *Vassar College*.
Ancient philosophy; ethics.

Hartry H. Field, *Professor. Ph.D.* 1972 (*philosophy*), M.A. 1968 (*philosophy*), *Harvard*; B.A. 1967 (*mathematics*), *Wisconsin*.
Metaphysics; epistemology; philosophy of logic; philosophy of mathematics.

Kit Fine, *Professor, Philosophy, Mathematics; Silver Professor. Ph.D.* 1969 (*philosophy*), *Warwick*; B.A. 1967 (*philosophy*), *Oxford*.
Logic; metaphysics; philosophy of language.

Richard Foley, *Professor; Anne and Joel Ehrenkranz Dean of the Faculty of Arts and Science. Ph.D.* 1975, *Brown*; M.A. 1970, B.A. 1969, *Miami*.
Epistemology.

Don Garrett, *Professor. Ph.D.* 1979 (*philosophy*), *Yale*; B.A. 1974 (*philosophy*), *Utah*.
Early modern philosophy.

Elizabeth Harman, *Assistant Professor. Ph.D.* 2003 (*philosophy*), *Massachusetts Institute of Technology*; B.A. 1997 (*philosophy*), *Harvard*.
Ethics; metaphysics.

Paul Horwich, *Professor. Ph.D.* 1975 (*philosophy*), M.A. 1973 (*philosophy*), *Cornell*; M.A. 1969 (*physics and philosophy*), *Trent*; B.A. 1968 (*physics*), *Oxford*.
Philosophy of language; metaphysics; Wittgenstein; philosophy of science.

Béatrice Longuenesse, *Professor. Doctorat d'Etat es Lettres* 1992, *Doctorat de Troisième Cycle en Philosophie (Ph.D.)* 1980, *Maitrise de Philosophie* 1972, *Paris-Sorbonne (Paris IV)*.
Continental philosophy; Hegel; Kant.

Thomas Nagel, *Professor, Philosophy, Law; University Professor. Ph.D.* 1963 (*philosophy*), *Harvard*; B.Phil. 1960 (*philosophy*), *Oxford*; B.A. 1958 (*philosophy*), *Cornell*.
Philosophy of mind; political philosophy; ethics.

James Pryor, *Associate Professor. Ph.D.* 1997 (*philosophy*), *Princeton*; B.A. 1991 (*philosophy*), *Cornell*.
Epistemology; philosophy of mind; related issues in metaphysics and philosophy of language.

John Richardson, *Professor. Ph.D.* 1981 (*philosophy*), *California (Berkeley)*; B.A. 1974 (*philosophy, politics, and economics*), *Oxford*; B.A. 1972 (*philosophy*), *Harvard*.
Nineteenth- and 20th-century continental philosophy; ancient philosophy.

William Ruddick, *Professor. Ph.D.* 1964 (*philosophy*), *Harvard*; M.A. 1963 (*psychology, philosophy, and physiology*), B.A. 1957, *Oxford*; B.A. 1953 (*English literature*), *Princeton*.
Philosophy of science and medicine; professional and applied ethics.

Stephen Schiffer, *Professor; Chair, Department of Philosophy. D.Phil. 1970 (philosophy), Oxford; B.A. 1962 (philosophy), Pennsylvania.*

Philosophy of language; philosophy of mind; metaphysics.

Sharon Street, *Assistant Professor. Ph.D. 2002 (philosophy), Harvard; B.A. 1995 (philosophy), Amherst.*
Ethics.

Michael Strevens, *Associate Professor. Ph.D. 1996 (philosophy), Rutgers; M.A. 1991 (philosophy), B.A. 1988 (mathematics), B.Sc. 1986 (computer science), Auckland.*

Philosophy of science; concepts; philosophical applications of cognitive science.

Peter Unger, *Professor. D.Phil. 1966 (philosophy), Oxford; B.A. 1962 (philosophy), Swarthmore College.*

Metaphysics; epistemology; philosophy of mind; ethics.

J. David Velleman, *Professor. Ph.D. 1983 (philosophy), Princeton; B.A. 1976 (philosophy and ancient history), Oxford; B.A. 1974 (classics), Amherst College.*

Action theory; ethics; philosophy of mind.

Roger White, *Assistant Professor. Ph.D. 2000 (philosophy), Massachusetts Institute of Technology; B.A. 1993 (philosophy), New South Wales (Australia).*

Philosophy of science; epistemology; metaphysics.

REGULAR VISITING FACULTY

Jerry A. Fodor, *Professor. Ph.D. 1960 (philosophy), Princeton; B.A. 1956, Columbia.*

Philosophy of mind; cognitive psychology.

Derek Parfit, *Global Distinguished Professor of Philosophy. M.A., B.A. 1964, Oxford.*

Ethics; philosophy of mind.

Sydney Shoemaker, *Professor. Ph.D. 1958 (philosophy), Cornell; B.A. 1953 (philosophy), Reed College.*

Philosophy of mind; metaphysics.

Crispin J. G. Wright, *Global Distinguished Professor of Philosophy. D.Litt. 1988, B.Phil. 1969, Oxford; Ph.D. and M.A. 1968, B.A. 1964, Cambridge.*

Philosophy of language; philosophy of mathematics; metaphysics; epistemology.

ASSOCIATED FACULTY

Ronald Dworkin, *School of Law; Dale Jamieson*, *School of Education; Liam Murphy*, *School of Law; Stephen Perry*, *School of Law.*

AFFILIATED FACULTY

Phillip Mitsis, *Classics.*

FACULTY EMERITI

Raziel Abelson, **Frances Myrna Kamm.**

Programs and Requirements

MASTER OF ARTS

The Department of Philosophy offers a program leading to the degree of Master of Arts. The department's requirements are (1) 32 points of graduate study, at least 24 in residence at New York University and 24 in the department (courses taken outside the department, as well as transfer credits, must receive departmental approval); (2) a substantial research paper of appropriate quality, which may be written either in connection with a seminar or under the supervision of a departmental adviser and which must receive a grade of B+ or better. A student's academic performance and status in the program are subject to periodic review by the department.

DOCTOR OF PHILOSOPHY

The Department of Philosophy also offers a program leading to the degree of Doctor of Philosophy. The requirements are as follows:

1. 72 points of graduate study. At least 40 points (ten courses) must be in "basic courses" meeting the requirements specified below; the remaining 32 points can be from Independent Study and Dissertation Research.

The requirements for the ten basic courses are as follows:

a. The Proseminar, to be taken in the first fall semester of enrollment. This course is required for all and only open to first-year Ph.D. students. It includes frequent short writing assignments, and the mode of instruction emphasizes discussion rather than lecture. The topic is determined by the instructor but normally covers basic texts and ideas in analytic philosophy.

b. Seven courses drawn from background courses, intermediate courses, research workshop courses, and research seminars. These must include at least one course in value theory (ethics, aesthetics, philosophy of law, or political philosophy), at least one course in metaphysics/epistemology (construed broadly so as to include philosophy of language and philosophy of mind), and at least one course in the history of philosophy (ancient, medieval, modern, or 19th century). At least three of the courses must be outside value theory. With the permission of the director of graduate studies, students may use upper-level undergraduate courses (with extra work, assigned by the instructor) to fulfill the above requirements of one value theory course, one metaphysics/epistemology course, and one history of philosophy course. Out of these seven courses, no more than two may be either background courses

or (with permission) undergraduate courses.

- c. Two associated writing courses.
2. Third-year review. In the fifth semester in the program, students submit three papers (normally the product of courses in the first two years). This requirement is completed when the faculty judges that the student has written three good papers and is otherwise in good standing.
3. Third-year prospectus examination. In their sixth semester in the program, students submit a short proposal for a thesis.
4. Proficiency in one formal language or a natural language other than English.
5. Thesis and oral examination.

DUAL DEGREE PROGRAMS AND OTHER ACTIVITIES

Students at the New York University School of Law may pursue an M.A.-J.D. or Ph.D.-J.D. dual degree program in philosophy and law. Students at the School of Medicine may pursue an M.A.-M.D. dual degree program in philosophy and medicine. Graduate students in the Department of Philosophy may enroll in pertinent School of Law classes, and, if qualified, may attend classes under the auspices

of the law school's Program in Law, Philosophy, and Social Theory. In addition, the Department of Philosophy sponsors occasional colloquia, at which the research of faculty or invited speakers is presented, and hosts monthly meetings of the New York Chapter of the Society for

Philosophy and Public Affairs and the Humanities Council Ethics Colloquium. Students must meet the admission requirements of both schools.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

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

Courses

The department's graduate courses meet once a week. Some of the courses listed below are offered every year, but most are offered less frequently. More detailed information about the courses given in any term can be obtained a few months in advance from the director of graduate studies.

Proseminar G83.1000 *For first-year Ph.D. students in philosophy. 4 points.* Examination of central philosophical texts as preparation for further graduate study. Topics range over several key areas of philosophy.

Advanced Introduction to Metaphysics G83.1100 *Fine, Unger, White, Wright. 4 points.* Background course for entering graduate students. Covers a selection of topics from traditional and contemporary metaphysics. Topics may include the mind/body problem; the nature of space and time; explanation and causation; truth and meaning; realism/anti-realism; the existence of universals; personal identity; the identity of events and material things; modality and essence. The emphasis is on providing the students with a background in the subject that will be of help in their subsequent work.

Advanced Introduction to Epistemology G83.1101 *Bogbossian, Field, Pryor, Unger, White. 4 points.* Advanced introduction to central issues in epistemology for graduate students. Topics include the issue of the reducibility of knowledge, its role in explanation, and the significance of skeptical arguments about its possibility. The course covers particular kinds of knowledge, including perceptual knowledge, knowledge about the past, knowledge of other minds, and a priori knowledge.

Advanced Introduction to Philosophy of Language G83.1102 *Field, Fine, Horwich, Schiffer, Wright. 4 points.*

Background course for entering graduate students. This comprehensive seminar covers the leading issues in the philosophy of language and the leading positions on those issues. Among topics discussed are the ontology of content; the relation between language and thought; explications of meaning; the relation between the semantic and the physical; problems of reference; and vagueness. The seminar is systematic and presents various issues and theories as part of an integrated whole in which those issues and theories stand in certain presupposition relations to one another. The seminar is critical and places emphasis less on who said what and more on the plausibility of the views considered.

Advanced Introduction to Philosophy of Mind G83.1103 *Block, Bogbossian, Schiffer. 4 points.* Background course in philosophy of mind for graduate students. Topics may include behaviorism; physicalism; functionalism; dualism; reductionism and scientific levels; eliminativism; other minds; the language of thought; narrow content vs. wide content; whether physical causation precludes mental causation; consciousness (both empirical and a priori approaches); the computer model of the mind; the nature of concepts; innate ideas and mental imagery.

Advanced Introduction to Ethics G83.1104 *Murphy, Nagel, Parfit, Ruddick, Unger. 4 points.* Background course for entering graduate students. The class is divided into a first part, providing a fundamental graduate-level introduction to normative ethical theory, and a second part, focusing, in a research seminar manner, on the theory of rights. (Student presentations occur in the second part.)

Life and Death G83.1175 *Richardson, Ruddick. 4 points.* Scientific, metaphysical, and moral issues involving concepts of life and death. Topics include the rights and wrongs of killing oneself, other humans, animals; reproduction; biological/biographical life; and theories of death and postmortem survival.

Philosophical Problems of Medicine G83.1178 *Ruddick. 4 points.* General and distinctive features of medical research and practice and of philosophical assumptions that underlie current moral, political, and methodological issues in medicine.

Plato G83.1191 *Evans, Richardson. 4 points.* Examination of selected topics in the works of Plato.

Aristotle G83.1192 *Richardson. 4 points.* Examination of selected topics in the works of Aristotle.

Rationalism in the 17th Century G83.1250 *Garrett. 4 points.* Study of some selections from the works of Hobbes, Descartes, Leibniz, and Spinoza.

British Empiricism in the 18th Century G83.1251 *Garrett. 4 points.* Study of some selections from the works of Locke, Berkeley, and Hume.

American Philosophy G83.1270 *4 points.* Historical development of American philosophy from its colonial beginnings, culminating in an analysis of pragmatism.

Kant's Critique of Pure Reason G83.2109 *Longuenesse. 4 points.* Detailed examination of this important Kantian text.

Clinical Ethics G83.2222 *Ruddick.* 4 points.

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

Political Philosophy G83.2280

Murphy, Nagel. 4 points.

Traditional and contemporary theories of the relation between individuals and the state or community. Topics include political obligation, distributive justice, social contract theory, individual rights and majority rule, the nature of law, political and social equality, and liberty and coercion.

Philosophy of Law G83.2282

Murphy. 4 points.

Discussion of recent developments in legal theory; the relation of legal, political, and moral argument; the objectivity of legal interpretation; the significance of precedent; the place of judicial review in democratic theory; and the grounds of legal obligation.

Contemporary Ethical Theory

G83.2284 *Murphy, Nagel, Parfit, Unger.* 4 points.

Varieties of normative ethical theories and the nature and justification of moral judgment, with special attention to issues of moral objectivity.

Ethics: Selected Topics G83.2285

Murphy, Nagel, Parfit, Ruddick, Unger. 4 points.

Seminar on different topics in ethical theory and applied ethics, varying yearly. Some of the following topics (as well as others of research interest to the instructor and students) may be considered: concepts of duty, virtue, and right; kinds of moral failure; the moral distinction between actions and omissions; the relation of individual ethics to group ethics and politics; morality and the law.

Hegel's *Phenomenology* G83.2307

4 points.

Careful study of Hegel's *Phenomenology of Mind*, with special attention to its implications for social and political philosophy.

History of Philosophy: Selected Topics G83.2320

Evans, Garrett, Longuenesse, Richardson. 4 points.

Deals with different periods or figures from the history of philosophy not covered in the other historical courses regularly offered by the department.

The content varies, depending on student and faculty interests. Examples of topics that may be covered are Presocratics; Greek ethics; medieval philosophy; utilitarianism; Nietzsche; and Schopenhauer.

METAPHYSICS, EPISTEMOLOGY, AND LOGIC

20th-Century Continental

Philosophy G83.1210 *Richardson.*

4 points.

Deals in different years with some of the leading figures of the Continental tradition, such as Husserl, Heidegger, Sartre, Merleau-Ponty, or with some particular movement in that tradition, such as phenomenology, existentialism, or hermeneutics.

20th-Century Analytic Philosophy

G83.1220 *Block, Boghossian, Field, Fine, Schiffer, White.* 4 points.

Wittgenstein G83.2114 *Boghossian, Horwich, Wright.* 4 points.

Research Seminar on Mind and

Language G83.2295 *Block,*

Boghossian, Field, Nagel, Schiffer, Unger. 4 points per term.

In a typical session of this course, the members of the seminar receive, a week in advance, copies of work in progress from a thinker at another university. After reading the week's work, the students discuss it with one of the instructors on the day before the colloquium. Then at the colloquium the next day, the instructors give critiques of the work, and the author responds to the critiques and also to questions from others in the audience.

Topics in Philosophy of Science

G83.3000 *Prerequisite: permission of the instructor. Field, Strevens, White.* 4 points.

Selected topics in the philosophy of science.

Topics in Philosophical Logic

G83.3001 *Prerequisite: permission of the instructor. Field, Fine, Schiffer, White.* 4 points.

Selected topics in philosophical logic.

Topics in Philosophy of

Mathematics G83.3002 *Prerequisite:*

permission of the instructor. Field, Fine. 4 points.

Selected topics in philosophy of mathematics.

Topics in Epistemology G83.3003

Prerequisite: permission of the instructor. Boghossian, Field, Foley, Peacocke, Unger, White. 4 points.

Selected topics in epistemology.

Topics in Metaphysics G83.3004

Prerequisite: permission of the instructor. Field, Fine, Schiffer, Unger, White. 4 points.

Selected topics in metaphysics.

Topics in Ethics G83.3005

Prerequisite: permission of the instructor. Harman, Murphy, Nagel, Street, Unger, Velleman. 4 points.

Selected topics in ethics.

Topics in Moral and Political

Philosophy G83.3006 *Harman, Street, Velleman.* 4 points.

Thorough study of certain concepts and issues in current theory and debate. Examples: moral and political rights, virtues and vices, equality, moral objectivity, the development of moral character, the variety of ethical obligations, and ethics and public policy.

Topics in the History of Philosophy

G83.3007 *Evans, Garrett, Longuenesse, Richardson.* 4 points.

Careful study of a few topics in the history of philosophy—either one philosopher's treatment of several philosophical problems or several philosophers' treatments of one or two closely related problems. Examples: selected topics in Aristotle, theories of causation in early modern philosophy, and Kant's reaction to Hume.

Philosophical Research G83.3300, 3301 1-8 points.

Thesis Research G83.3400 *For*

Ph.D. students who have completed core requirements.

1-8 points.

Associated Writing G83.3500

Required writing course for Ph.D. students. 4 points.



ANDRE AND BELLA MEYER HALL • 4 WASHINGTON PLACE, ROOM 424 • NEW YORK, NY 10003-6621 • 212-998-7700

CHAIR OF THE DEPARTMENT:

Professor Allen Mincer
212-998-7710

DIRECTOR OF GRADUATE STUDIES:

Professor Andrew D. Kent
212-998-7708

The Department of Physics offers courses leading to the degrees of Master of Science and Doctor of

Philosophy. There are opportunities for study and research in both experimental and theoretical physics. Areas of specialization include astrophysics and cosmology, atomic optical and molecular physics, condensed matter physics, elementary particle physics, quantum field theory and string theory, many-body and statistical physics, and

nonlinear dynamics. Although the curriculum is designed primarily to meet the needs of full-time students, opportunities also exist for part-time students.

*Faculty***Burton Budick**, *Professor. Ph.D. 1962, California (Berkeley); B.A. 1959, Harvard.*

Experimental atomic and nuclear physics; weak interactions.

Paul Chaikin, *Professor. Ph.D. 1971, Pennsylvania; B.S. 1966, Massachusetts Institute of Technology.*

Condensed matter physics.

Georgi Dvali, *Professor. Ph.D. 1992, Georgian Academy of Sciences; M.A. 1985, Tbilisi State (Georgia).*

Theoretical particle physics and cosmology.

Glennys R. Farrar, *Professor. Ph.D. 1971, Princeton; B.A. 1967, California (Berkeley).*

Theoretical particle physics, astrophysics, and cosmology.

Gregory Gabadadze, *Assistant Professor. Ph.D. 1998, Rutgers; B.S./M.S. 1994, Moscow State.*

Theoretical particle physics; astrophysics; cosmology.

David Grier, *Professor. Ph.D. 1989, Michigan; B.A. 1984, Harvard.*

Experimental condensed matter physics.

Andrei Gruzinov, *Associate Professor. Ph.D. 1995, California (San Diego); M.S. 1987, Moscow Institute of Physics.*

Theoretical astrophysics.

David Hogg, *Assistant Professor. Ph.D. 1998, California Institute of Technology; B.S. 1992, Massachusetts Institute of Technology.*

Observational astrophysics; astronomy.

Patrick Huggins, *Professor. Ph.D. 1975, M.A. 1974, B.A. 1970, Cambridge.*

Observational astrophysics.

Andrew D. Kent, *Professor. Ph.D. 1988, M.S. 1985, Stanford; B.S. 1982, Cornell.*

Experimental condensed matter physics; mesoscopic magnetic systems; spin-transport and quantum spin dynamics.

Peter M. Levy, *Professor. Ph.D. 1963, M.A. 1960, Harvard; B.M.E. 1958, City College (CUNY).*

Theoretical condensed matter physics; magnetic thin films and superlattices.

John H. Lowenstein, *Professor. Ph.D. 1966, M.S. 1963, Illinois (Urbana-Champaign); B.A. 1962, Harvard.*

Nonlinear dynamics and chaos.

Allen Mincer, *Professor; Chair, Department of Physics. Ph.D. 1984, Maryland (College Park); B.S. 1978, Brooklyn College (CUNY).*

Experimental high-energy particle physics; astroparticle physics.

Peter Nemethy, *Professor. Ph.D. 1968, B.A. (summa cum laude) 1962, Columbia.*

Experimental high-energy particle physics; astroparticle physics.

Jerome K. Percus, *Professor, Mathematics, Physics. Ph.D. 1954, M.A. 1948, B.S. 1947, Columbia.*

Statistical physics; mathematical physics; biophysics.

David Pine, *Professor. Ph.D. 1982, M.S. 1979, Cornell; B.A. 1975, Wheaton.*

Experimental condensed matter physics.

Massimo Porrati, *Professor. Dip. di Sci. 1985, Scuola Normale Superiore (Pisa); Laurea 1984 (fisica), Pisa (Italy).*

Theoretical elementary particle physics; quantum field theory; string theory.

Robert W. Richardson, *Professor. Ph.D. 1963, M.A. 1958, B.S.E. 1958, Michigan.*

Theoretical low-temperature physics; many-body and statistical physics; energy studies.

Leonard Rosenberg, *Professor. Ph.D. 1959, M.S. 1954, New York; B.S. 1952, City College (CUNY).*

Scattering theory; theoretical atomic, molecular, and many-body physics.

Englebert L. Schucking, *Professor. Dr.rer.Nat.* 1956, *Dip. Math.* 1955, *Hamburg*; *Dip. Math.* 1950, *Göttingen*. Theoretical astrophysics; cosmology; relativity.

Roman Scoccimarro, *Assistant Professor. Ph.D.* 1996, *Chicago*; *B.S.* 1991, *Buenos Aires*. Theoretical cosmology.

Alberto Sirlin, *Professor. Ph.D.* 1958, *Cornell*; *Doc. en Cien.* 1953, *Buenos Aires*. Theoretical elementary particle physics; quantum field theory.

Tycho Sleator, *Associate Professor. Ph.D.* 1986, *M.A.* 1982, *California (Berkeley)*; *B.S.* 1979, *Illinois (Urbana-Champaign)*.

Experimental and theoretical atomic physics; quantum optics.

Alan D. Sokal, *Professor. Ph.D.* 1981, *Princeton*; *M.A.*, *B.A.* 1976, *Harvard*.

Computational physics; quantum field theory; statistical physics.

Daniel L. Stein, *Professor, Physics, Mathematics. Ph.D.* 1979, *M.S.* 1977, *Princeton*; *B.S.* 1975, *Brown*.

Quenched disorder in condensed matter systems; stochastic escape phenomena; fluctuations in mesoscopic systems.

H. Henry Stroke, *Professor. Ph.D.* 1954, *M.S.* 1952, *Massachusetts Institute of Technology*; *B.S.* 1949, *Newark College of Engineering*.

Experimental atomic, molecular, low-temperature, and nuclear physics; optical spectroscopy.

Neal Weiner, *Assistant Professor. Ph.D.* 2000, *California (Berkeley)*; *B.A.* 1996, *Carleton College*.

Theoretical particle physics; astrophysics; cosmology.

George M. Zaslavsky, *Professor. Dip.* 1978, *Krasnoyarsk State (Russia)*; *Ph.D.* 1964, *Novosibirsk State (Russia)*; *M.A.* 1957, *Odessa State (Ukraine)*.

Nonlinear dynamics and chaos; statistical physics; quantum chaos.

Jun Zhang, *Assistant Professor, Physics, Mathematics. Ph.D.* 1994, *Copenhagen*; *M.S.* 1990, *Hebrew (Jerusalem)*; *B.S.* 1985, *Wuhan (China)*.

Nonlinear dynamics; fluid dynamics, biomechanics, complex systems.

Daniel Zwanziger, *Professor. Ph.D.* 1960, *B.A.* 1955, *Columbia*.

Theoretical elementary particle physics and quantum field theory.

FACULTY EMERITI

Benjamin Bederson, **Lawrence A. Bornstein**, **Sidney Borowitz**, **Alfred E. Glassgold**, **John Sculli**, **Larry Spruch**, **Leonard Yarmus**.

Programs and Requirements

Admission: Applicants considered for admission have usually completed the equivalent of an undergraduate major in physics and maintained an average of at least B or better in physics and in mathematics. Calculus and ordinary differential equations are prerequisite to all courses. Special consideration is given to applicants with an undergraduate major in mathematics, engineering, or another science. Such students ordinarily take remedial work to make up undergraduate deficiencies in physics before they proceed in the regular degree program.

Applicants are required to submit scores from the general and subject tests of the Graduate Record Examination (GRE). Applicants whose native language is not English must also submit scores from the Test of English as a Foreign Language (TOEFL).

Colloquia and Seminars: Faculty and students attend the weekly departmental 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 Science, the Center for Neuroscience (program for theoretical neuroscience), the School of Medicine, and the Departments of Chemistry and Biology.

Special Notes: Although students may be admitted at midyear, many courses are full-year courses, so it may not be possible for those students to enroll for a full-time program. Full-time students are expected to carry either three courses per semester or the equivalent in approved research.

MASTER OF SCIENCE

All candidates for the M.S. degree must complete 32 points of credit (at least 24 in residence at the Graduate School and at least 16 in the Department of Physics) and achieve a grade point average (GPA) of B (3.0) or better. They are further required to pass at least five of the following seven courses:

1. Dynamics (G85.2001)
2. Statistical Mechanics (G85.2002)
3. Electromagnetism I (G85.2005)
4. Electromagnetism II (G85.2006)
5. Quantum Mechanics I (G85.2011)
6. Quantum Mechanics II (G85.2012)
7. Experimental Physics (G85.2075)

M.S. candidates are permitted to take at most two courses outside the department, with permission of the director of graduate studies.

In addition to the above course requirements, M.S. candidates complete their degree requirements via one of three options.

Option A: Report

The report is essentially a comprehensive review article based on the literature in a specialized field of physics, prepared under the supervision of a faculty adviser. In addition to submitting the report, students choosing this option must receive credit for nine regular courses (one-semester, 4-point courses, not including reading and research).

Option B: Thesis

The thesis is based on physics research (experimental or theoretical) supervised by a faculty adviser, at a level of originality and comprehensiveness less

than that of Ph.D. research. In addition to the standard course requirements, the student is expected to enroll in one semester (4 points) of a research course (G85.2091 or G85.3301).

Option C: Examination

In addition to receiving credit for eight regular courses (one-semester, 4-point courses, not including reading and research), a student choosing this option must pass the core courses with an average grade of B or better. For each course, the student has the option of

1. enrolling in the course;
2. taking the midterm and final examination of the course if the student is not enrolled; or
3. taking the relevant preliminary examination given just before the start of the fall term.

DOCTOR OF PHILOSOPHY

The Ph.D. program is aimed at enabling a student to prepare for and carry out research in physics at the frontier of knowledge. The department encourages entry into dissertation research under the supervision of a faculty member as soon as one has attained sufficient mastery of the fundamental principles and techniques of physics. Depth and breadth within the larger context of contemporary physics are promoted by a flexible set of course requirements. Numerous seminars and the weekly Physics Colloquium provide an excellent opportunity for students to keep abreast of recent developments across the full spectrum of physics research. Special talks by faculty members describing their research programs help students learn about research activities in the department.

Entering students who qualify for admission to the Ph.D. program are offered a five-year departmental financial aid package with a commitment of at least two semesters of part-time teaching duties. Departmental support may be withdrawn if a student is deemed to be not making adequate progress toward fulfilling the degree requirements. Students who need more than five years to complete their degree requirements may apply for research assistantships and a limited number of fellowships without teaching duties.

Core Course Requirements

The aim of the Ph.D. program is to certify the student's mastery of a traditional body of basic principles and

problem-solving techniques generally considered to be an essential part of a research physicist's training. To this end, a student in the program is required to get a B or better in each part of four core subjects:

1. Dynamics
2. Statistical Mechanics
3. Electromagnetism (Parts I and II)
4. Quantum Mechanics (Parts I and II)

Other Options for Satisfying Core Course Requirements

A student who has taken a course elsewhere that is equivalent to one of the core courses need not enroll in that course; instead, he or she may satisfy the relevant requirement by achieving either

1. an average grade of B or better based on the midterm and final examination of the course or
2. a grade of B or better on the relevant preliminary examination given just before the start of the fall term. Each examination is designed to be completed in two hours (three hours are allowed to avoid time pressure) and covers the material of the corresponding course at the level of midterm and final examinations.

Deadline for Core Course Requirements

In order to make satisfactory progress toward the Ph.D., a student must complete all core course requirements by the beginning of his or her second year. If a student fails to get a B or better in a core course (or in one of the alternative options) during his or her first academic year, the student is obliged to take the relevant preliminary examination just prior to his or her second year. If one or more of the core course requirements are not satisfied at the start of the student's second year, the Ph.D. qualification committee will review the student's entire record and decide what action to take. Such action might include a recommendation to the faculty that the student be discontinued from the Ph.D. program. Termination of a student from the program requires a vote of the faculty.

Experimental Physics Requirement

The course Experimental Physics (G85.2075) is required of all students, except for those who have had equivalent laboratory experience.

Course Requirements Beyond the Core

A student is required to take at least six courses beyond the core level (not including reading and research courses or Practicum in the Teaching of Physics [G85.2090]) in the Department of Physics. At least two of these courses must be outside the student's research area. For the purpose of satisfying this requirement, Experimental Physics (G85.2075) counts as one of the outside-the-area courses, but Computational Physics (G85.2000) does not.

Requirements of the Graduate School

A student must also satisfy the following requirements of the Graduate School of Arts and Science: completion of 72 points of graduate credit (at least 32 in residence at the Graduate School) and a cumulative GPA of B (3.0) or better.

Formation of a Thesis Committee

By the beginning of May of the student's second year, the student is expected to have arranged for thesis supervision with a member of the physics faculty.

A four-person thesis committee, chaired by the thesis adviser, is set up at this time. The membership of the thesis committee is proposed by the adviser in consultation with the student and must be approved in writing by the director of graduate studies to ensure breadth and level of expertise.

At the time of its formation, the thesis committee meets with the student and discusses the student's course of study, preliminary research plans, and the timing and scope of the oral qualifying examination (see below). The committee conducts an annual review of the student's progress, normally in January.

Oral Qualifying Examination

The qualifying examination marks the student's formal entry into dissertation research under the supervision of a particular faculty member. It takes place after the student has already embarked on some sort of preliminary research with his or her adviser and is administered by the student's thesis committee. The deadline for taking the oral qualifying examination is January of a student's third year, prior to the annual review.

The examination itself consists of a prepared talk by the candidate followed by a question period. The aim is to examine the student's mastery not

only of the specific area of the student's intended research, but also of related areas of physics and of (relevant) general principles of physics. The committee decides whether the evidence, taken all together, presents a 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. qualification committee. Afterward, the student's

thesis committee conducts the review. The first annual progress report following the qualifying examination includes a formal proposal for the student's thesis research. Subsequent progress reports inform the committee on progress toward completion of the thesis, as well as on any significant modifications of the original proposal.

Oral Thesis Defense

The final approval of the student's thesis and the oral thesis defense is conducted by the student's thesis committee, augmented by one additional faculty member. Three members of the examining committee, including the student's adviser, serve as readers of the dissertation.

DEPARTMENTAL FINANCIAL AID

A number of financial aid programs are available for qualified graduate students in physics. Further information can be obtained by writing to the department in care of the graduate secretary.

Note: Financial aid is generally awarded only to students in the doctoral program. Accordingly, interested students should apply to that program.

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

Courses

Electronics for Scientists G85.1500, 1501 *Prerequisite:* V85.0012 or V85.0101. *Two lectures and four hours of laboratory per week. 4 points per term.*

For students using or constructing electronic instrumentation for research in the biological, physical, and social sciences or in engineering. Included are discrete components, circuit theory, filters, transistors, operational amplifiers, and digital electronics. Students build many circuits, often with integrated circuits, and use standard instruments for analyzing and troubleshooting them.

Computational Physics G85.2000 *Prerequisite:* knowledge of a scientific programming language (e.g., FORTRAN, Pascal, or C). *Corequisite:* G85.2003 or permission of the instructor. *4 points.*

Emphasis is on current research where numerical techniques provide unique physical insight. Applications include, among others, solution of differential equations, eigenvalue problems, statistical mechanics, field theory, and chaos.

Dynamics G85.2001 *4 points.* Classical mechanics of particles and extended bodies from the Lagrangian and Hamiltonian points of view. Applications to two-body problems, rigid bodies, and small oscillations.

Statistical Physics G85.2002 *4 points.* Introduction, with representative applications. Review of thermodynamics; Gibbs ensembles for equilibrium; application to ideal gases, condensed phases of matter, and radiation; fluctuations and noise, kinetic theory.

Mathematical Methods G85.2003, 2004 *4 points per term.*

Basic mathematical methods required for understanding of physics and research in physics. Vector and tensor analysis; linear transformations, matrices, and eigenvectors; complex variables, differential equations; Legendre and Bessel functions; integral equations; Green's functions; group theory; calculus of variation.

Electromagnetism I, II G85.2005, 2006 *4 points per term.* General principles and diverse applications of electromagnetic theory; electrostatics and magnetostatics; boundary value problems; Maxwell's equations; electromagnetic waves, wave guides, simple radiators, and diffraction; plasma physics and magnetohydrodynamics; special theory of relativity.

Quantum Mechanics I, II G85.2011, 2012 *4 points per term.* General principles and diverse applications of quantum theory; wave equations and general formulation; solution of standard problems; approximation methods, scattering theory, and addition of angular momenta; semiclassical theory of radiation, spin, identical particles; application to atoms, molecules, nuclei, and other bound systems.

Advanced Quantum Mechanics G85.2013 *Prerequisites:* G85.2011, 2012. *4 points.* Introductory quantum field theory. Topics include quantization of scalar, spinor, and vector fields; perturbation and renormalization theory; Feynman diagrams; and quantum electrodynamics, among others.

Introduction to Solid-State Physics G85.2015 *Prerequisites:* G85.2002 and G85.2012. *4 points.*

Survey of major topics, including descriptions of crystalline lattice, phonons; Drude model; energy bands; semiconductors; dielectrics; ferroelectricity; paramagnetism; superconductivity.

Theory of the Solid State G85.2016 *Prerequisite:* G85.2015. *4 points.* Advanced, modern approaches. Topics include X-ray, neutron, and light scattering; Mössbauer effect; energy bands; magnetic field phenomena; crystal field theory; phase transitions; Kondo effect.

Phase Transitions and Critical Phenomena G85.2017 *Prerequisite:* G85.2002. *4 points.*

Surveys the theory of phase transitions and critical phenomena: phenomenology and experimental status; Ising and related models; phase diagrams; universality and scaling; expansion methods; exactly soluble models; mean-field theory; perturbation theory; introduction to renormalization group.

Complex Fluids G85.2020 *4 points.* Nature and industry abound with fluids containing polyatomic structures such as polymer molecules and colloidal particles. Such structured fluids differ substantially from so-called simple fluids, and their extraordinarily rich and varied properties often run counter to intuition. This course presents the major categories of complex fluids, explaining both their microscopic structure and also the physical

principles by which microstructure gives rise to macroscopic properties.

Biophysics G85.2022 4 points.

This course focuses on the fundamental physical processes exploited by living organisms in the process of living. In particular, it introduces and develops elements of equilibrium and non-equilibrium 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.

Special Topics in Solid-State Physics G85.2023, 2024 4 points per term.

Selection of advanced topics of current research interest in the area of condensed matter physics.

Introduction to Nuclear and Particle Physics G85.2025

Prerequisites: G85.2011, 2012. 4 points. Evidence from experiment on nature of nuclei, nucleons, elementary particles; nuclear forces, models, and reactions; conservation laws, symmetry; particle classification; quarks; various interactions; unified theories.

Particle Physics G85.2027

Prerequisite: G85.2025. 4 points. Experimental evidence on elementary particles and their interactions. Phenomenological models, electrons and photon-hadron interactions, weak decays and neutrino interactions, hadronic interactions.

Special Topics in Particle Physics G85.2033, 2034 *Prerequisite:* permission of the instructor. 4 points per term. Advanced topics in particle physics, including the field-theoretical description of elementary particles and their interactions.

Introduction to Atomic Physics G85.2035 *Prerequisites:* G85.2011, 2012 or adequate undergraduate quantum mechanics. 4 points. Theory and experiments in atomic structure and processes. Structure of one- and many-electron atoms; theory of angular momentum; Racah algebra; radiation theory; interactions with external fields; collisions.

Atomic Physics G85.2036

Prerequisite: G85.2035. 4 points. Extensions of atomic physics given in G85.2035. Structure of simple molecules. Applications to areas of current research interest, e.g., plasma, lasers, astrophysics.

Laser Physics G85.2041 *Prerequisites:* adequate preparation in electromagnetism and quantum mechanics. 4 points.

Fundamentals of laser theory and operation; stimulated transitions; amplification and oscillation; laser beams and resonators; laser dynamics; applications in science and technology.

Physical Optics G85.2042

Prerequisites: G85.2005, 2006. 4 points. Optics according to Maxwell's equations, with an emphasis on diffraction, interference, coherence effects. Topics in nonlinear and crystal optics.

Special Topics in Atomic Physics G85.2043, 2044 4 points per term.

Advanced topics in atomic physics and closely related areas.

Introduction to Astrophysics

G85.2045 *Prerequisites:* G85.2011, 2012. 4 points. Introduces astrophysics, concentrating on the basic physical ideas concerning the structure and evolution of the stars, galaxies, and the universe at large. Emphasizes results of current research.

Astrophysics G85.2046 *Prerequisite:* G85.2045. 4 points.

Topics may include interstellar molecules; physical processes in the interstellar medium; galactic structure; quasars; elementary particles and cosmology; physics of black holes.

Special Topics in Astrophysics

G85.2053, 2054 4 points per term. Advanced topics in astrophysics and related areas.

Statistical Mechanics and Many-Body Problems G85.2055

Prerequisites: G85.2002 and G85.2011, 2012. 4 points. Development of statistical mechanics and methods for solving the many-body problem in the context of applications; equilibrium and near-equilibrium properties of normal fermion systems, superfluids, and phase transitions.

Theory of Scattering G85.2056

Prerequisites: G85.2011, 2012. 4 points. Quantum theory of collisions with applications. Time-dependent formulation; properties of the S-matrix; two-body and three-body systems; theory of reactions; approximation techniques.

Group Theory G85.2057

Prerequisites: G85.2011, 2012. 4 points. Discrete and continuous groups: their structure, representations, and associated algebras; Poincaré and internal symmetry groups; applications to atomic, nuclear, solid-state, and elementary particle physics.

Special Topics in Many-Body and Statistical Mechanics G85.2059

Prerequisite: permission of the instructor. 4 points. Advanced topics in many-body theory and statistical mechanics.

General Relativity G85.2060

Prerequisites: G85.2001, G85.2003, 2004, and G85.2005, 2006. 4 points. Tensor-spinor calculus, special and general theories, unified field theory, applications to relativistic physics and cosmology.

Special Topics in Mathematical

Physics G85.2061 *Identical to G63.2863, 2864. Prerequisite:* permission of the instructor. 3 points. Advanced topics in mathematical physics.

Special Topics in Theoretical

Physics G85.2063 *Prerequisite:* permission of the instructor. 4 points. Advanced topics in theoretical physics.

Plasma Physics G85.2065, 2066

Prerequisites: G85.2001, G85.2002, and G85.2005, 2006. 4 points per term. Dynamics of charged particles in electric and magnetic fields; basic properties; production and diagnostics; fluid dynamics and kinetic theory; linear theory of waves and oscillations; transport phenomena; stability; application to astrophysics, confinement, and fusion.

Nonlinear Dynamics and Chaos

G85.2072 *Prerequisites:* G85.2000 and G85.2001, or the equivalents. 4 points. Chaotic nonlinear dynamical systems from the point of view of the physicist. Examines two routes to chaos, period doubling, and quasiperiodicity, using numerical and analytical techniques.

Experimental Physics G85.2075
4 points.

Experiments of historical and current interest conducted by the student. Methodology statistics, signal-to-noise ratio, and the significance of precision in measurement.

Quantum Field Theory I, II

G85.2077, 2078 *Prerequisites:* G85.2006 and G85.2012. *4 points per term.*

Functional integrals for Bose and Fermi fields, non-Abelian gauge theories, Faddeev-Popov method and Becchi-Rouet-Stora invariance, renormalization, functional integrals, lattice gauge theory and critical phenomena, spontaneous symmetry-breaking, and the standard model of electroweak interactions.

Introduction to String Theory

G85.2079 *Prerequisites:* G85.2077, 2078. *4 points.*

First-quantized free-particle and random paths, the Nambu-Goto and Polyakov strings, Veneziano amplitudes. The classical bosonic string: old covariant approach, the no-ghost theorem and the existence of a critical dimensionality of space-time, gauge invariances. Light-cone formalism, the Hagedorn temperature. Modern covariant quantization, ghosts, and the BSRT symmetry. Global properties of string theory, multiloop diagrams and the moduli space, strings on curved backgrounds. The fermionic string:

classical theory and world-sheet supersymmetry, the GSO projection, spectrum and space-time supersymmetry. Non-Abelian gauge symmetries in open strings. The heterotic string, compactifications on tori. Tree-level amplitudes in the fermionic and heterotic strings.

Advanced Topics in String Theory

G85.2080 *Prerequisite:* G85.2079. *4 points.*

Loop diagrams: the partition function of bosonic, fermionic, and heterotic strings. The $\alpha \rightarrow 0$ limit: low-energy effective Lagrangians for the light modes, Calabi-Yau compactifications, $N=1$ supersymmetry and supersymmetry breaking. Extended space-time supersymmetry and the constraints on effective Lagrangians of the heterotic and closed superstrings. Conformal and superconformal invariance in two dimensions, the classification of minimal conformal theories. General classification of superstring compactifications. Cosmological solutions, 2-d black holes, the Liouville noncritical string. Fixed-t scattering at high energies, all-loop resummations. Random surfaces and 2-d Einstein gravity, topological field theory.

Practicum in the Teaching of Physics G85.2090 *0 points.*

Course designed to develop and enhance teaching skills of graduate students, with specific reference to the basic undergraduate courses in physics.

Presentations by the students form the core of the course. Sessions are videotaped. Emphasis is on clarity of presentation and organization of recitation and laboratory materials. Topics include preparations for problem-solving sessions, encouragement of class participation and responses, and techniques for gauging student involvement. Specific content issues arising in elementary mechanics and electromagnetism are addressed. Use of texts, articles, and specially prepared sample materials.

Experimental Physics Research

G85.2091, 2092 *Prerequisite:* permission of the instructor. *1-9 points per term.*

Theoretical Physics Research

G85.2093, 2094 *Prerequisite:* permission of the instructor. *1-9 points per term.*

Research Reading G85.2095, 2096

Prerequisite: permission of the instructor. *1-9 points per term.*

Experimental Research G85.3301,

3302 *Prerequisite:* permission of the instructor. *1-9 points per term.*

Theoretical Research G85.3303,

3304 *Prerequisite:* permission of the instructor. *1-9 points per term.*

Reading G85.3305, 3306 *Prerequisite:*

permission of the instructor. 1-9 points per term.



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DIRECTOR OF THE PROGRAM:

Professor Anselm Haverkamp*Department of English*

CODIRECTOR OF THE PROGRAM:

Associate Professor Michèle Lowrie*Department of Classics*

The Program in Poetics and Theory is a transdisciplinary advanced certificate program that provides an institutional framework for diverse theoretical initiatives and practices at

New York University. By offering an integrated approach to theoretical concerns in the humanities, it responds to frequently voiced desires for a theory initiative across the disciplines. Rather than pure theorizing, the program focuses on sharing theoretical approaches and fosters interdisciplinary and international collaboration.

The program traces a historical progression from the ancient

practices of poetics and rhetoric to their modern theoretical heirs. The intimate but vexed relations between aesthetics and hermeneutics, philosophy and literature, social institutions and the work of art, form the core of study.

The transdisciplinary orientation of the certificate program complements disciplinary study and sharpens students' career profiles.

Faculty

Anselm Haverkamp, *Professor, English; Director, Program in Poetics and Theory*. Dr.Phil.Habil. 1983 (*German and comparative literature*), Konstanz; Dr.Phil. 1975 (*medieval literature and literary theory*), Heidelberg; M.A. 1968 (*literature, history, and philosophy*), Konstanz.

Critical theory; literature of the 16th through the 18th centuries.

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

In addition to the directors of the program, a wide range of faculty from all of the ancient and modern literature departments and the Departments of Cinema Studies, Performance Studies, and Philosophy participate in the program.

Program and Requirements

Eligibility: All students enrolled in Ph.D. and M.A. programs in the Graduate School of Arts and Science are eligible. Students holding the MacCracken Fellowship pay no additional tuition or fees.

Admission: Students already enrolled in a Ph.D. or an M.A. program at New York University should submit a statement of purpose, a letter of recommendation, clearance from the departmental director of graduate studies, and the first two pages of the regular GSAS application form to the codirector.

For those not already enrolled at NYU, admission to the advanced certificate program is by application to the Graduate School of Arts and

Science, New York University, P.O. Box 907, New York, NY 10276-0907.

ADVANCED CERTIFICATE

A total of 20 points of course work is required (a maximum of 8 points may overlap with the credits required for the M.A. or Ph.D.): Proseminar in Poetics and the Origins of Literary Theory (G40.2001); Poetics and Theory Seminar (G40.2002); and three additional courses, of which one must cover either philosophy or rhetoric or be a theory survey, and two must be listed outside the student's home department (cross-listing in the home department is allowed).

In addition to the five courses, students seeking the advanced certificate

must present a paper at least once at one of the yearly workshops or conferences offered by the Program in Poetics and Theory. Students planning on participating in a conference or workshop develop a paper in the context of the Poetics and Theory Seminar, which focuses on a topic leading to the conference. This paper may be a chapter of the dissertation.

CONFERENCES

The Program in Poetics and Theory runs annual workshops with a large conference every three years, organized in cooperation with the Kleist Institute at the European University Viadrina in Frankfurt an der Oder (Berlin), Germany.

EXCHANGE PROGRAM AND TRAVEL

Ph.D. students may take advantage of an exchange between New York University and the Kleist Institute at the European University Viadrina in

Frankfurt an der Oder (Berlin). The timing of the exchange is subject to approval by the student's department and by the directors of the advanced certificate program. Students may take their MacCracken Fellowships abroad

during a year in which they have no teaching responsibilities. Qualified students may also apply for stipends from the Deutsche Forschungsgemeinschaft for a sixth year of funding.

Courses

Proseminar in Poetics and the Origins of Literary Theory G40.2001

Introduces students to the most important developments in the Western history of theorizing literature, its production, and its interpretation. Since many courses at NYU survey 20th-century literary theory, this course offers some historical background: it brings into conjunction pre- and post-18th-century traditions that rarely come into contact in the

curriculum and are unlikely to be taught in one course. Issues include the definition of literary genres, differences in registers of style, the relation of pleasure to morality, of the practical to the aesthetic, and the transformation of these issues in post-Kantian theories of interpretation.

Poetics and Theory Seminar G40.2002

One course every year is identified as the Poetics and Theory Seminar, which

focuses on the subject matter of the conference so that students have a curricular framework for preparing a paper for the conference. This course is meant for students who are already at an advanced stage in their research.



CHAIR OF THE DEPARTMENT:
Professor Bruce Bueno de Mesquita

DIRECTOR OF GRADUATE STUDIES:
Professor Jonathan Nagler

The Department of Politics offers a Ph.D. degree in politics and terminal M.A. degrees in politics and in political campaign management. The Ph.D. program trains researchers for placement in highly competitive institutions of higher learning and in

applied settings such as government, international and non-governmental organizations, and business. The department offers superb research training in a variety of fields and methodologies, but it is particularly well known for comparative politics, international relations, political philosophy and theory, political economy, quantitative methods, and rational-choice approaches to politics.

In the M.A. program in political campaign management,

Department of Politics faculty and campaign professionals—political consultants, pollsters, and media consultants—teach students the most up-to-date techniques of campaign management. The Department of Politics also offers a general M.A. program in politics, which allows students to study more standard fields of political science and learn basic social science research skills.

Faculty

Nathaniel Beck, *Professor*. Ph.D. 1977, M.A. 1969, Yale; B.A. 1967 (*mathematics and political science*), Rochester.

Political methodology; political economy; conflict and civil war.

Steven J. Brams, *Professor*. Ph.D. 1966 (*political science*), Northwestern; B.S. 1962 (*economics, politics, and science*), Massachusetts Institute of Technology.

American politics; international relations; voting and elections; game theory; social choice theory.

Bruce Bueno de Mesquita, *Professor; Silver Professor; Chair, Department of Politics*. Ph.D. 1971 (*political science*), M.A. 1968 (*political science*), Michigan; B.A. 1967, Queens College (CUNY).

International conflict; political economy of governance.

Jorge Castañeda, *Global Distinguished Professor of Politics and Latin American Caribbean Studies*. Ph.D. 1978 (*histoire économique*), M.A. 1976, Paris I (Panthéon Sorbonne); M.A. 1975, Ecole Pratique de Hautes Etudes (Paris); B.A. 1975, Paris I (Panthéon Sorbonne); B.A. 1973, Princeton.

Latin American politics; comparative politics; U.S.-Latin America relations.

Kanchan Chandra, *Associate Professor*. Ph.D. 2000 (*government*), Harvard; B.A. 1993 (*government*), Dartmouth College.

The relationship between ethnic diversity and democratic consolidation; ethnic politics.

Youssef Cohen, *Associate Professor*. Ph.D. 1979, M.A. 1975, Michigan. Methodology; comparative politics.

David B. H. Denoon, *Professor*. Ph.D. 1975 (*political science*), Massachusetts Institute of Technology; M.P.A. 1968 (*economics and public policy*), Princeton; B.A. 1966 (*economics*), Harvard.

Comparative politics; international relations; political economy, particularly of Asia; North-South trade and finance; national security.

Eric Dickson, *Assistant Professor*. M.A. 1999, Harvard; M.A. 1997, Princeton; B.S. 1996, California Institute of Technology. Ph.D. candidate, Harvard.

Social science experiments; game theory; evolutionary and behavioral game theory; preference formation; mass political behavior; identity and ethnic politics; political violence.

George W. Downs, *Professor; Dean for Social Sciences, Faculty of Arts and*

Science. Ph.D. 1976, Michigan; B.A. 1967, Shimer College.

International cooperation; political economy; international institutions.

John A. Ferejohn, *Professor, Law*. Ph.D. 1972, Stanford; B.A. 1966, San Fernando Valley State College.

Legal interpretation and rational-choice theory.

Shepard Forman, *Research Professor; Director, Center on International Cooperation*. Ph.D. 1966 (*anthropology*), Columbia; M.A. 1961 (*history*), B.A. 1959 (*Spanish language and literature*), Brandeis.

International affairs; international law and organization; human rights and humanitarian affairs.

Michael J. Gilligan, *Associate Professor*. Ph.D. 1993, Harvard; M.P.A. 1989, Princeton; B.A. 1986, Wisconsin (Madison).

International politics; political economy; international organization.

Sanford Clark Gordon, *Assistant Professor*. Ph.D. 1999, M.A. 1996, Princeton; B.A. 1994, Cornell.

American political institutions; bureaucratic politics; regulation, law, and public policy; political methodology.

Catherine Hafer, *Assistant Professor*. Ph.D. 2001 (political science), Rochester; B.S. 1993 (economics), California Institute of Technology.
Game theory; political economy.

Russell Hardin, *Professor*. Ph.D. 1971 (political science), Massachusetts Institute of Technology; B.A. 1964 (mathematics), Oxford; B.A. (highest honors) 1962 (mathematics), B.S. (high honors) 1962 (physics), Texas.

Rational choice; collective action; morality behind the law; moral and political philosophy.

Christine B. Harrington, *Associate Professor, Politics, Law and Society*. Ph.D. 1982 (political science, law minor), M.A. 1976 (political science), Wisconsin; B.A. 1974 (political science, history minor), New Mexico.

Politics and ideology of law; legal culture; legal profession and lawyers; dispute processing and litigation; administrative law and regulatory politics; constitutional law and society; law and state formation in American political development.

Anna L. Harvey, *Associate Professor*. Ph.D. 1995 (political science), M.A. 1990 (political science), Princeton; B.A. 1988 (political science), Ohio.

American politics; elections and voting behavior; judicial politics.

Stephen Holmes, *Walter E. Meyer Professor of Law; Professor, Politics*. Ph.D. 1976, M.Phil. 1975, M.A. 1974, Yale.

History of European liberalism; post-communist democratic and economic liberalization.

James C. Hsiung, *Professor*. Ph.D. 1967 (political science), 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.

Farhad Kazemi, *Professor, Politics, Middle Eastern and Islamic Studies; Director, Hagop Kevorkian Center*. Ph.D. 1973 (political science), Michigan; M.A. 1968 (Middle East studies), Harvard; M.A. 1966 (political science), George Washington; B.A. 1964 (political science), Colgate.

Comparative and international politics; Middle East politics; civil society.

Dimitri Landa, *Assistant Professor*. Ph.D. 2002, Minnesota; B.A. 1994, California State.

Democratic theory; epistemology; political economy.

Michael Laver, *Professor*. Ph.D. 1981, Liverpool; M.A. 1972 (political behavior), B.A. (honors) 1970 (government), Essex.

Parliamentary democracy; government formation; rational choice; party competition; estimating policy position of political actors.

Bernard Manin, *Professor*. *Thèse de doctorat sur travaux* (special form of Ph.D.), *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.

Fiona McGillivray, *Associate Professor*. Ph.D. 1995, Rochester; B.A. 1987, Strathclyde (Glasgow).

International political economy; trade politics; international cooperation.

Lawrence M. Mead, *Professor*. Ph.D. 1973 (political science), M.A. 1968 (political science), Harvard; B.A. 1966 (political science), Amherst College.

American politics; public policy; antipoverty policy; welfare reform; policy analysis.

Christopher Mitchell, *Professor*. Ph.D. 1971 (political science); B.A. 1966 (government), Harvard.

Comparative politics; international relations; Latin American politics; U.S. foreign policy in the Western Hemisphere.

Timothy P. Mitchell, *Professor, Politics, Middle Eastern and Islamic Studies*. Ph.D. 1984 (politics), Princeton; B.A. 1977 (law and history), Cambridge.

Middle East politics; politics of economic expertise; political ecology.

Rebecca Morton, *Professor*. Ph.D. 1984, Tulane; M.P.A. 1977, Louisiana State; B.S. 1976 (social sciences), Louisiana State.

American elections; empirical analysis of formal models; experimental methods.

Jonathan Nagler, *Professor*. Ph.D. 1989, M.S. 1985, California Institute of Technology; B.A. 1982, Harvard.

American politics; economics and elections; voting behavior; quantitative methods.

Bertell Ollman, *Professor*. Ph.D. 1967 (political theory), M.A. 1963 (political theory), B.A. 1959 (politics, philosophy, and economics), Oxford; M.A. 1957 (political science), B.A. 1956 (political science), Wisconsin.

Marxism; dialectical method and theory of class consciousness.

Adam Przeworski, *Professor*. Postdoctoral 1967 (sociology), Polish Academy of Sciences; Ph.D. 1966 (political science), Northwestern; M.A. 1961 (philosophy and sociology), Warsaw.

Political economy; democratic theory.

Shinasi Rama, *Associate Professor*. Ph.D. 2004 (comparative politics/international relations), Columbia; M.A. 1996 (international relations), South Carolina.

International relations theory; comparative politics theory; the state; nationalism; security; Balkan politics.

Richard S. Randall, *Professor*. Ph.D. 1966 (political science), M.A. 1962, Wisconsin; B.A. 1956 (government), Antioch College.

American constitutional law and development; prescriptive and operating freedoms of speech; theories of tolerance in mass liberal democratic society; censorship and state control.

Howard Rosenthal, *Professor*. Ph.D. 1964 (political science), B.S. 1960 (economics, politics, and science), Massachusetts Institute of Technology.

Voting and coalition theory; political economy of finance; taxation and public goods; American and European politics; political and economic history; political polarization and inequality.

Shanker Satyanath, *Assistant Professor*. Ph.D. 2001, Columbia; M.B.A. 1983, Northwestern; B.A. 1978, Delhi (India).

Political economy; international relations; formal modeling.

Martin A. Schain, *Professor*. Ph.D. 1971 (politics), Cornell; B.A. 1961 (politics), New York.

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

Alastair Smith, *Professor*. Ph.D. 1995, Rochester; B.A. 1990, Oxford.

Role of domestic politics in international interactions; international conflict; political economy.

David Stasavage, *Associate Professor*. Ph.D. 1995, *Harvard*; B.A. 1989, *Cornell*. Comparative political economy; monetary policy; link between democratic institutions and economic policy.

Leonard Wantchekon, *Associate Professor*. Ph.D. 1995 (*economics*), *Northwestern*; M.A. 1992 (*economics*), *British Columbia*; *Baccalaureat Serie C* 1977 (*mathematics and physics*), *Benin (Nigeria)*.

Comparative politics in Africa; political economy; development.

FACULTY EMERITI

Rita W. Cooley, James T. Crown, Gisbert Flanz, Louis W. Koenig, Joel Larus, H. Mark Roelofs.

Programs and Requirements

M.A. PROGRAM IN POLITICAL CAMPAIGN MANAGEMENT

The Department of Politics offers a special M.A. program in political campaign management, designed to train students in the art and science of running a modern political campaign. It is an intensive and comprehensive one-year study of the tools required to excel at managing a political campaign or running for office. Students in the program are exposed to all the aspects of political campaigning, from leading academics in the Department of Politics to top industry professionals at the forefront of the political consulting community. The program offers students a unique setting with access to the political marketing, advertising, media, and communications experts who practice at the world's media and communications epicenter and who are redefining politics. In addition to strong offerings in the field of American political campaign management, New York University is singular in its attention to political campaigns beyond the American context. We offer courses by experts and practitioners in political campaigns in Latin America and Western and Eastern Europe. We provide expertise in the electoral politics of proportional-representation systems and emerging democracies.

Admission: Admission to the political campaign management program is generally granted for the fall semester only. Admission is limited to students with strong academic and professional records. The general test of the Graduate Record Examination (GRE) is required of all students, including all international students applying from countries in which the GRE is offered. All international students are also required to submit scores from the Test of English as a Foreign Language (TOEFL).

Course of Study: Students must complete 32 points of course work in the department, which must include the required courses listed under *M.A. Program in Political Management* in the *Courses* section. Before graduation, stu-

dents must complete a major project applying their newly mastered skills to a practical problem in political campaigning under the guidance of a faculty member. Typically, this project requires students to apply the skills they have learned to an actual political campaign.

Students are expected to maintain an average of 3.0 (on a 4.0 scale) in work for the master's degree. Each student should meet each semester with an adviser of his or her choice to discuss and agree on a course of study.

MASTER OF ARTS

Admission: Admission to the general M.A. program in politics is 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 are also required to submit scores from the Test of English as a Foreign Language (TOEFL).

Course of Study: Six departmental fields of study are offered: political philosophy and theory, political methodology, American politics, political economy, comparative politics, and international relations. Students are required to complete eight courses (32 points), of which at least six must be in the department and four must be in one departmental field. Courses in the major field must include the field core course. This core course and one additional core course are required and are usually the first courses taken in the department.

Students must also complete a major project. The M.A. project consists of a seminar paper, which should demon-

strate breadth in the conception and mastery of political analysis. Students are required to notify the director of graduate studies at the initiation of research for the master's project. The director of graduate studies must be notified in all cases, whether the paper is to be written in conjunction with, or independent of, a course. The director of graduate studies must approve the project and designate an adviser to be the first reader, with written notice to both student and adviser. If the paper is written in conjunction with a course, the adviser would also be the course instructor. The director's approval relates only to M.A.-project status and would in no way interfere with assignment or evaluation of the essay for course credit. Once an M.A.-project topic and adviser are designated, the director of graduate studies must approve changes to them. Once the adviser has read and approved a draft, an M.A.-project evaluations committee, appointed annually by the chair to read all M.A. papers, will evaluate it. If the evaluations committee approves the essay, it is accepted as the major project.

Students are expected to maintain a grade point average of 3.0 (on a 4.0 scale) in work for the master's degree. Each student should meet with his or her adviser every semester to discuss and agree on a course of study. The director of graduate studies will assign an adviser prior to the start of the student's first semester.

Foreign Language Requirement:

Students must demonstrate proficiency in one language other than English or, with permission of the director of graduate studies, 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 Quantitative Analysis II (G53.2127) with a grade of B or better.

Concentration in International Politics and International Business

Students complete up to nine courses, four of which must be in the international relations field, including the international relations core course. The other courses are taken from a designated group in other disciplines in the Leonard N. Stern School of Business. Each student is also expected to write an M.A. major project on a topic related to his or her program work. In addition, students in this concentration register for a 1-point reading and research course (G53.3991), in which they produce a paper detailing how they will apply the methods, skills, or knowledge they obtain in their business courses to political science.

DOCTOR OF PHILOSOPHY

The goal of the Ph.D. program is to prepare students to conduct research, to teach, or to work in applied settings at the best institutions in the United States and abroad. To achieve this goal, the program specifies the distribution of courses, the substance and timing of requirements, the forms of faculty supervision, and the criteria for advancement within the program.

Admission: The general test of the Graduate Record Examination (GRE) is required of all students, including all international students applying from countries in which the GRE is offered. All international students are also required to submit the Test of English as a Foreign Language (TOEFL) scores. Letters of recommendation must clearly indicate that an applicant is capable of successfully pursuing the doctorate. The applicant is also required to submit a writing sample and statement of educational background and objectives. A bachelor's degree is required for admission to the Ph.D. program. A Master of Arts degree is not a requirement for admission to the Ph.D. program.

Course Requirements: Students must complete 72 points (18 courses) beyond the B.A. degree. There are no department-wide course requirements. To guard against excessive specialization, students must take at least three courses (12 points) in each of at least two fields. Course credits transferred from another institution may count toward the fulfillment of this requirement. The fields presently recognized by the department include (1) political philosophy and theory, (2) political methodology, (3) American politics, (4) political economy, (5) comparative politics, and (6) international relations. In consultation with their adviser, students may petition the

director of graduate studies (DGS) to create a field of their own making. Such a field may be interdisciplinary. Doctoral students are expected to maintain a 3.5 grade point average.

When entering the program, students should declare their intended major, which can be changed at any time in consultation with the student's adviser. A student specializing in any recognized field may have to satisfy course requirements established by faculty in this field. Admission to some advanced courses may be conditional on students having taken some other courses or having an equivalent background. In all cases, students must consult their adviser to plan a comprehensive program of courses and inform their adviser of any changes.

There are no limits on courses taken in other departments or other university members of the Inter-University Doctoral Consortium (other than those specified by the GSAS). Students are encouraged to develop knowledge and acquire methodological skills in sister disciplines.

To train themselves in academic research and writing, students are encouraged to write research papers, typically by applying or developing the work of a particular course in subsequent reading and research courses. The two required papers, the M.A. paper and the Ph.D. qualifying paper (see below), are normally prepared in this way.

Students who have satisfied all the requirements of a particular course other than the final examination or paper and who present a written proposal for a research paper related to this course may ask the instructor for a research in progress (RIP) grade. Students who receive this grade are expected to take a reading and research course during the subsequent semester(s) to research and write the paper. This grade is reported to the registrar as IP (Incomplete Pass) but is distinguished by the department from Incomplete grades for all other purposes, including financial decisions. On completing the research paper, the student receives final grades for the courses.

M.A. Paper: Students who enter the program without an M.A. degree must present a written M.A. paper by no later than the beginning of their second year. The specific requirements for the paper depend on the field, but the general rule is that it should have the format of an article in this field. The topic of the M.A. paper should be chosen in consultation with faculty members. On completion, the paper is submitted for reading by two faculty members chosen by the director of graduate studies

(DGS), no later than within two months after submission. The paper can receive a high pass, a low pass, or a failing grade. If the paper does not receive a unanimous high pass, the student may revise and resubmit it by no later than the beginning of the fourth semester of residence.

If the paper receives a low pass and the student maintains at least a 3.0 grade point average, the student is granted the M.A. degree but must leave the program. If the paper receives a failing grade or if the student's grade point average is below 3.0, no degree is granted. If the revised paper receives different grades from the two readers, the DGS appoints a third reader and the expanded committee will decide the grade. A student whose M.A. paper and grade record are satisfactory is considered to have advanced toward the Ph.D.

M.A. Waiver: Students entering with an M.A. degree from an equivalent institution may petition for a waiver of up to one year of course requirements (equivalent of 24 points). For this purpose, a copy of the M.A. thesis must be submitted to the director of graduate studies (DGS) when the student enters the program. The DGS appoints two faculty members as readers to decide whether the thesis is equivalent in standards and quality to the department's requirements. If the M.A. thesis is approved, the student submits the waiver petition to the DGS at the end of the first year of residence. In consultation with the readers, the DGS decides whether or not to waive residence requirements on the basis of the M.A. thesis and the grade record of the student during the first year at New York University. Please note that if a student is granted a waiver of 24 points, he or she is required to waive one year of academic funding.

Communications Requirement: Doctoral students must demonstrate proficiency in a language other than English. The Graduate School of Arts and Science determines which languages qualify, but another language can be substituted on recommendation of the student's adviser and the director of graduate studies and with approval of the language coordinator. A student whose native language is not English should consult the director of graduate studies regarding fulfillment of the communications requirement.

Ph.D. Qualifying Examination: No later than the end of the fifth semester in residence (third semester for students who receive an M.A. waiver), students must complete the Ph.D.

qualifying examination, which consists of the submission of a qualifying paper (QP) and the oral defense of a syllabus.

The QP is a research paper of publishable quality, satisfying all formal requirements for an article in a given field. Before writing the paper, students should submit a brief proposal to at least two faculty members, who become "readers" on approving this proposal. The topic (but not necessarily the field) of the QP must differ from that of the M.A. paper, and the two papers must be read by at least four different readers. The work on the QP can be and should be assisted by faculty. Readers evaluate this paper within two months of submission. The readers have the option of accepting the paper, suggesting revisions, or rejecting the paper. If invited to do so, the student may revise the paper and resubmit it within six months. If the revision is not accepted by both readers, the student is considered to have failed this requirement.

Students must also submit an original syllabus for a graduate introduction to a field. This syllabus should attest to the understanding of the structure of the field, as well as to the knowledge of the primary and secondary literature. This syllabus is presented at an oral hearing to two faculty members, who then pass or fail the syllabus and its defense. Students who successfully complete both of these requirements qualify as candidates for the Ph.D. degree. Students who do not satisfy both requirements by the end of the third year (second year for students who receive an M.A. waiver) are required by the department to leave the program, save for exceptional circumstances.

Dissertation: After completing the qualifying examination, students must present a Ph.D. dissertation proposal. The proposal ordinarily should be presented before the end of the third year in residence (second year for students who receive an M.A. waiver). Students who do not present a proposal within one calendar year of passing their qualifying examination must petition the DGS to be allowed to do so.

The proposal should specify the problem to be researched, summarize the current state of knowledge, describe research procedures, and identify the bodies of relevant information. It should be no more than 15 single-spaced pages, plus a bibliography. A dissertation committee (see below) must approve the proposal. When all members are satisfied with the proposal, the committee meets with the student in an advisory hearing. Acceptance of the proposal sig-

nals that the student has satisfied all the requirements for the Ph.D. degree other than the dissertation.

The dissertation must constitute a substantial body of original research of publishable quality. Except by the expressed permission of the chair of the department, the dissertation should not exceed 100,000 words. Once members of the committee approve the dissertation, an oral defense is scheduled.

After the student's thesis director approves the dissertation and the dissertation committee agrees that it is ready for defense, a final oral defense is scheduled before a panel of five faculty members appointed by the chair of the department or the director of graduate studies. The GSAS regulates the procedures for this defense.

The department expects students to complete the dissertation and its defense within four years after finishing course requirements. GSAS regulations require students to complete them within ten years from entering the graduate program (seven years for those entering with an M.A. from another university).

Advising: On entering the program, each student is assigned a preliminary adviser after a consultation with the DGS. Students are free to change their adviser at any time during their residence. They should inform the DGS of such changes.

In the month of April of the first year in the program, students meet with members of their advisory committee (comprising their adviser and one faculty member with whom they have worked) to discuss the substance of their research, progress in the program, and future plans. Advice for fall registration may also be given at this meeting. The DGS notifies all first-year students of the need to schedule this meeting with the adviser and sends a copy of each notice and report form to the adviser. Following the meeting, the adviser submits a brief report for the student's file.

Before beginning to work on the qualifying paper, students must form a QP committee consisting of two readers (see above). Students should keep this committee informed about the progress of their research.

Before beginning to work on the Ph.D. dissertation, students must form a thesis committee, comprising at least three faculty members (the committee chair and two members), of whom at least two must be members of the department. Students should consult with the committee while preparing the proposal and working on the thesis.

The Graduate Office maintains a progress checklist for each student, showing the adviser, major and minor fields, M.A. paper topic and readers, QP topic and committee, and dissertation topic and committee. The fellowship evaluation and progress (FEP) committee uses this checklist to oversee the progress of all students in the program.

Regular Progress: A student is considered to be making satisfactory progress as long as she or he does the following:

1. Submits a previously written M.A. thesis on entering the program or consults with faculty about writing the M.A. paper during the first semester in the program.
2. Submits the M.A. paper by the beginning of the third semester or, if invited to do so, resubmits it by the beginning of the fourth semester.
3. Submits the QP and the syllabus and defends the syllabus by the end of the fifth semester (third for students entering with an equivalent M.A. degree) or, if invited to do so, resubmits the QP and defends the syllabus by the end of the sixth semester.
4. Defends the Ph.D. proposal within six months of passing the Ph.D. qualifying examination.

Students who are not making satisfactory progress are notified by the DGS and must petition the fellowship evaluation and progress (FEP) committee to be allowed to continue in the program. With regard to points 1 through 3 above, this request is granted only if the delay is caused by exceptional circumstances. With regard to point 4, it is sufficient that the student demonstrates reasonable progress.

All references to time are based on a calendar of effective semesters (normally 12 points). Hence, part-time students may take a longer period to satisfy the requirements.

Nonmatriculated Students: Under special circumstances, nonmatriculants (students who are not working toward a degree) may enroll for one course per semester with permission of the director of graduate studies. Nonmatriculants can earn cumulatively no more than 12 points in the Graduate School of Arts and Science.

Ph.D. Degree Program in Politics with an Emphasis in Near Eastern Studies: The emphasis enables political scientists to acquire a regional specialization in the Near East. This track of study includes six courses on the Near East (four of them taken outside

the Department of Politics) and several electives. For details, see the director of graduate studies.

Joint Ph.D. Degree Program in Politics and French Studies: For students interested in French and European politics, the department offers a joint Ph.D. degree program with the Institute of French Studies. The program gives students broad training in French culture, society, economics, and politics. Courses are offered in both French and English. Fluency in French is required for this program. For details, see the director of graduate studies.

Dual Degree Ph.D.-J.D. Program in Politics and Law: This dual degree program allows accepted applicants to obtain a Ph.D. in politics from the Graduate School of Arts and Science and a J.D. from the School of Law. Students must complete requirements for both programs but may count some courses toward both programs, typically saving one full year of study. Students enroll each year either in the Department of Politics or in the School of Law, and separate funding must be obtained for both the Department of Politics and the School of Law years. Students must apply to and be accepted into each program separately.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

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

Courses

The following courses are designed for students in the general M.A. and Ph.D. programs. Students in the political campaign management program may take these courses only after receiving written permission from the political campaign management program director and the consent of the course instructor.

Two-Part Courses: A hyphen indicates a full-year course with credit granted only for completing both terms. A comma indicates credit is granted for completing each term.

POLITICAL PHILOSOPHY AND THEORY

Advisers: Brams, Hardin, Landa, Manin, Ollman.

History of Political and Social Thought G53.1100 *Core course.*
4 points.

Major political thinkers of past and present. Special reference to enduring problems in political theory.

Methods of Political and Social Analysis G53.2106 4 points.
Nature and functions of theory, particularly Marxist dialectic, that attempt to analyze political phenomena systematically; historical, sociological, psychological, and phenomenological research; classical and current works.

Topics in Classical and Medieval Political Philosophy G53.2111 4 points.
Examines selected political theories in the classical and medieval periods, from Plato to St. Thomas Aquinas.

American Political and Social Thought G53.2120 4 points.
Nature and limitations of the liberal ethos that underlies American political and social institutions and experiences.

Topics in Contemporary Political Philosophy G53.2130 4 points.
Introduction to contemporary political philosophies, both Anglo-American and Continental. Focuses on different thinkers and movements each year.

Topics in Modern Political Philosophy G53.2132 4 points.
Examines selected political theories in the modern period, from Machiavelli to Nietzsche.

Communism G53.2140 4 points.
Fundamentals of modern communist thought; writings of Marx, Engels, Lenin, and their major critics. Emphasis is on communism as the unrealized potential of capitalism and therefore more on what in capitalism suggests this potential and less on the precapitalist societies that called themselves "communist."

French Political and Social Thought: 1750-1900 G53.2142
Identical to G46.1720. 4 points.
Political and social ideas and movements from before the Revolution to the Third Republic. Among the authors and movements studied are Montesquieu, Rousseau, revolutionary and counterrevolutionary thought, Constant, Tocqueville, Saint-Simon, and Comte.

Topics in 20th-Century French Political Thought G53.2143
Identical to G46.2720. 4 points.
Introduction to the intellectual history of France since 1890. Examines major

ideological crises beginning with the Third Republic and concluding with current developments in French thought.

Theories of Justice G53.2180 4 points.
Survey of formal approaches to concepts of justice, fairness, and equity. Analysis of voting rules, apportionment systems, fair-division schemes, etc.

Seminar in Political Theory G53.3100, 3101 *Required of all Ph.D. candidates majoring in political theory.*
4 points.
General seminar in political philosophy. The specific topic of the seminar varies, but this is an advanced seminar that assumes extensive background.

POLITICAL METHODOLOGY

Advisers: Beck, Brams, Cohen, Dickson, Downs, Gilligan, Gordon, Hafer, Landa, Morton, Nagler, Przeworski, Smith.

Approaches to Political Inquiry G53.1000 *Core course.* 4 points.
Comprehensive survey of modern research techniques. Reviews competing approaches to political research. Evaluates strengths and weaknesses of alternative methods of dealing with various problems of political research.

Mathematics for Political Scientists G53.1110 4 points.
Covers basic topics of mathematics—calculus, analytic geometry, matrix algebra, etc.—with wide application in political science.

Introduction to Quantitative Political Analysis I G53.1120
4 points.

Introduces elementary statistical analysis and prepares the student for G53.2127. Topics include probability theory, distribution theory, estimation of simple statistical models, and hypothesis testing.

Formal Modeling in Political Science G53.2105 4 points.

Introduction to formal modeling and deductive theorizing. Main tools of analysis used are decision theory, game theory, and social choice theory.

Methods of Political and Social Analysis G53.2106

See description under *Political Philosophy and Theory*.

Game Theory and Politics

G53.2108 *Prerequisite: one course in statistics or formal modeling.* 4 points.
Survey of the main concepts and findings of game theory that are relevant to the study of politics.

Introduction to Quantitative Political Analysis II G53.2127
4 points.

Builds on G53.1120. Provides working knowledge of some of the quantitative methods used in political science research. Emphasis is on using and critiquing the general linear model. Introduction to categorical data analysis and research methodology.

Quantitative Research Methodology G53.2128 4 points.

Builds on G53.1120 and G53.2127. Concentrates more specifically on political science research methods. Emphasis is on problems of research design and data collection; statistical solutions; new approaches to research methods, data analysis, theories of data, and statistical theory.

Statistical Methods for Comparative Research G53.2129 4 points.

Covers statistical models of discrete and limited dependent variables leading to the problem of nonrandom selection and appropriate ways of handling it. Focuses on selection models, using probit, logit, and tobit analysis and applying them to the origins of democracy and the impact of political regimes and institutions.

Seminar in Political Methodology G53.3200, 3201 *Required of all Ph.D. candidates majoring in political methodology.* 4 points.

The specific topic of the seminar varies, but this is an advanced seminar requiring extensive background.

AMERICAN POLITICS

Advisers: Beck, Gordon, Harrington, Harvey, Mead, Morton, Nagler, Randall.

American Political Institutions and Processes G53.1300 *Core course.* 4 points.

Overview of public policymaking process; political participation, organization, and structure; governmental institutions.

American Legislative System

G53.2302 4 points.
Theory of councils and representation, legislative structures and behavior, reform of representative government.

Political Survey Research G53.2303
Pre- or corequisite: G53.1120. 4 points.
Survey research and other important methodological approaches to empirical analysis in political science. Students are exposed to important political data sources and major computer programs used by social scientists.

American Presidential System G53.2310 4 points.

The American presidency, its origins, processes, and roles: commander in chief; director of foreign policy; leader in legislation, public opinion, administration, party affairs; manager of the economy, etc.

American Political Parties G53.2320 4 points.

Major and minor American parties; varieties of state and local systems; leadership patterns, structural characteristics, roles, functions, and behavior of electorate.

Campaigns and Elections G53.2324 4 points.

Analysis of U.S. election processes through theoretical and practical approaches to the study of voting, campaigns, and elections. Studies role of parties, pressure groups, media, polls, etc.

Public Opinion, Media, and Politics G53.2326 4 points.

Focuses on the current state of research in public opinion and in media. The course's analytical focus is divided between psychological and rational choice-based explanations. Students also explore the role of experimental research methods.

The American Constitution G53.2350 4 points.

Development of the American constitutional system. Distribution of power among the president, Congress, and the federal courts; between the national government and the states; and among the states.

Politics of the Legal Order G53.2355 4 points.

Focuses on the political and ideological character of law, legal institutions, dispute processing, and litigation. Examines the major theoretical approaches and empirical studies in the politics of the legal order field.

Public Policy G53.2371 4 points.

Advanced-level study of policymaking process in federal politics and research issues raised by it. Emphasis is on interaction of policy analysis and political institutions. Some prior knowledge of public policy is assumed.

Seminar in American Government and Politics G53.3300, 3301

Required of all Ph.D. candidates majoring in American politics. 4 points.
General seminar in American government. The specific topic of the seminar varies, but this is an advanced seminar requiring extensive background.

Seminar in Public Policy G53.3371

Prerequisite: a graduate course in public policy or equivalent professional experience approved by the instructor. 4 points.
Study of the political process. Assesses policy itself; analyzes faculty and student research-in-progress. A research paper is required.

POLITICAL ECONOMY

Advisers: Brams, Denoon, Downs, Gilligan, Gordon, Hafer, McGillivray, Przeworski, Smith.

Political Economy G53.1400 *Core course.* 4 points.

Overview of the emerging field of political economy. Surveys three broad intellectual traditions prominent in the political economy literature: (1) the application of microeconomic, game theoretic, and public choice theory to politics, (2) a focus on institutions and the behavior of their related politics, and (3) Marxian and neo-Marxian approaches. The course requires an understanding of basic microeconomics.

Politics of Economic Growth G53.2424 4 points.

Introduction to growth economics, the impact of intracountry inequality on

growth, the effects of voter preferences and government policies on economic growth. Knowledge of some economics (microeconomics with calculus), game-theory (perfect Bayesian equilibrium), and statistics (OLS) is assumed.

Seminar in Political Economy G53.3400, 3401 *Required of all Ph.D. candidates majoring in political economy. 4 points.*

General seminar in political economy. The specific topic of the seminar varies, but this is an advanced seminar that assumes extensive background.

Note: In addition to the required core course and seminar, courses toward a major or minor overlap with, and are drawn from, the remaining five fields. These courses are listed below. For course descriptions, refer to entries by number within the other field listings. Other courses may be included with the approval of the director of graduate studies.

Formal Modeling in Political Science G53.2105

Theories of Justice G53.2180

Analytical Introduction to Political Economy G53.2502

The Political Economy of Development G53.2536

Diplomacy and Negotiation G53.2704

The Political Economy of North-South Relations G53.2770

The Political Economy of National Security G53.2772

The Political Economy of the Pacific Basin G53.2774

International Political Economy G53.2775

International Organization G53.2800

COMPARATIVE POLITICS

Advisers: Cohen, Denoon, Hsiung, Kazemi, McGillivray, C. Mitchell, T. Mitchell, Przeworski, Schain.

Comparative Politics G53.1500 *Core course. 4 points.*

Basic approaches to comparative political inquiry and the application of these approaches to specific problems

of political analysis. Understanding of political phenomena in a comparative perspective.

Analytical Introduction to Political Economy G53.2502 *Prerequisites: G53.2105 and one semester of calculus. 4 points.*

Introduction to mathematical approaches to political economy. The main question is why different governments do what they do and with what consequences for efficiency, equality, and growth. Topics cover decision-making mechanisms, a remedial introduction to neoclassical economics, the principal-agent framework, median-voter models, contrasting views of the trade-off between efficiency and equality, comparisons of political regimes, the role of governments in the economy, and the consequences of class conflict.

British and Irish Politics G53.2518 *Identical to G42.2030. 4 points.*

Introduction to the political and social development of England, Ireland, Scotland, and Wales; the growth of hegemony based in London; the politics of disintegration and decay; and the promise of rebirth.

The French Fifth Republic: Politics, Policies, and Institutions G53.2523 *Identical to G46.1730. 4 points.*

Study of French political behavior and policies under the Fifth Republic. Focus is on the sources, organization, and institutional consequences of political conflict in France. Constitutional structures, voting, political parties, and pressure groups are explored.

French Politics, Society, and Culture G53.2524 *Identical to G46.1710. 4 points.*

Emphasis is on political institutions, beliefs, and behavior in their social and cultural setting. Longevity of centralization, myth of the public good, and the quest for accountable and stable government are among the subjects examined.

Politics of Caribbean Nations G53.2532 *4 points.*

Political development in major Caribbean societies. Outside influences (colonialism, trade, cultural forces, military intervention) are dealt with as a means to understanding general political trends in the region.

Collective Action and Social Movements G53.2533 *4 points.*

The principal approaches (including rational choice, culturalist, and structuralist approaches) to the explanation of collective action and social movements. Drawing on literature in political science, anthropology, economics, and sociology, the course readings include theoretical works as well as case studies. Participants also discuss the relationship between theory and method in each approach.

The Political Economy of Development G53.2536 *4 points.*

Assesses the issues and debates in the current literature on the political economy of development; analyzes principal characteristics of the contemporary world economy, especially patterns of inequality and the varying explanations for their emergence.

France and Maghreb G53.2538 *Identical to G46.2422. 4 points.*

History of Maghreb countries from the 19th century to date. Emphasis is on France's role and the underlying political, economic, and cultural factors.

Government and Politics of Northern Africa G53.2540 *4 points.* Comparative analysis of selected aspects of state formation, political identity, development, and political discourse in the countries of Arab North Africa.

East European Government and Politics G53.2580 *4 points.*

Historical and institutional survey of East Central Europe, focusing on developments from Versailles to the present; strategies of political opposition under state socialism; transition to postcommunist society in the region.

Middle Eastern Government and Politics G53.2590 *4 points.*

Political analysis of the Middle East, covering such issues as class and state formation, political economy of oil, problems of development, rural and urban politics, regional conflict, politics of gender, and religious identity.

Topics in Latin American and Caribbean Politics G53.2620 *4 points.*

Specific subject matter varies from semester to semester. Topics may include politics of the Andean region, urban politics in Latin America, Brazilian politics, and redemocratization of Latin America.

Latin American Government and Politics G53.2621 4 points.
Major forces affecting political development of Latin America; different approaches to comparative politics as applied to this area, with focused case studies pursued in detail.

The Politics of Transition in Mexico G53.2622 *Prerequisites: reading knowledge of Spanish and permission of the instructor.* 4 points.

Reviews the process of transition from authoritarian rule to representative democracy in Mexico, in the context of economic reform and the end of the cold war. Special attention is paid to the Latin American context, to the U.S. factor, and to specific Mexican traits. A historical introduction helps place the contemporary process in perspective.

Seminar in Comparative Politics G53.3500, 3501 *Required of all Ph.D. candidates majoring in comparative politics.* 4 points.

General seminar in comparative politics. The specific topic of the seminar varies, but this is an advanced seminar requiring extensive background.

INTERNATIONAL RELATIONS

Advisers: Brams, Bueno de Mesquita, Denoon, Downs, Gilligan, Hsiung, Kazemi, C. Mitchell, T. Mitchell, Schain, Smith.

International Politics: Concepts and Theories G53.1700 *Core course.* 4 points.

Objectives and scope of studies of international politics, research problems, global models of political action and reaction.

Normative Issues in International Politics G53.1730 *For M.A. students only.* 4 points.

What values guide us as we make choices about using force, ending conflict, protecting human rights, promoting social justice, preserving the environment, and participating in international organizations? This course is designed to provide analytical rigor to the perennial question: What role does ethics play in the conduct of foreign affairs? Principles of realism, liberalism, cosmopolitanism, communitarianism, and supranationalism are considered in light of specific case studies.

Topics in International Organization G53.1731-1735 *For M.A. students only.* 4 points.
Introduction to the practice of policymaking in the United Nations system.

Taught by practitioners from the United Nations, its affiliated agencies, and regional subgroups, and, in some cases, related nongovernmental organizations. Topics change depending on the expertise of the practitioner teaching the course. Examples include peacekeeping operations, humanitarian assistance, regional integration, or economic development. **Note:** Ph.D. students may not take this course.

Strategy and Defense Policy G53.2701 4 points.

Introductory course that examines the historical roots of strategic doctrine in the 20th century and contemporary nuclear and conventional defense. Also covers arms control and disarmament problems.

Diplomacy and Negotiation G53.2704 4 points.

Analysis of negotiation and diplomatic processes based on an examination of different approaches (e.g., game-theoretic and cultural); application to specific cases.

Foreign Policy Decision Making G53.2725 4 points.

Theory and practice of foreign policy decision making. Quantitative and formal methodologies used for three levels of analysis: individual choice and both intraorganizational and interorganizational (or governmental) decision processes.

U.S. Foreign Policy G53.2750 4 points.

American foreign policy and the major international problems facing the United States today.

Contemporary Inter-American Relations G53.2765 *Identical to G10.1004.* 4 points.

U.S. corporate and governmental policy toward Latin America; trends in Latin American and Caribbean migration to the United States; strategies of resource-rich Latin American nations toward technology-rich United States.

The Political Economy of North-South Relations G53.2770 *Identical to G31.2610.* 4 points.

Major issues involved in restructuring the international economic system. Analyzes initiatives of the Western, Socialist, and developing countries. Emphasis is on trade and monetary questions. Acquaintance with international politics and economics is necessary.

The Political Economy of the Pacific Basin G53.2774 *Identical to G31.2620.* 4 points.

Evaluates recent trends in East Asian and Pacific economic and political developments. The character of economic growth, the nature of the political systems, and implications of recent dynamism. Overall trends are analyzed with discussion focused on three distinct regions: Northeast Asia, Southeast Asia, and the Pacific Islands.

International Political Economy G53.2775 4 points.

A general introduction to the field: evolution of the international political economy, international cooperation, international institutions, international trade and finance policy, macroeconomic policy coordination.

International Organization G53.2800 4 points.

Functions, operation, structure, and accomplishments of the United Nations and the specialized organizations. Emphasis is on international organization as an approach to peace.

Business and American Foreign Policy G53.2810 4 points.

Examination of competing theories about the relationship between business and government in the conduct of foreign policy.

International Law G53.2900 4 points.

Rules that govern in the legal relationship and current development of law among nations, based on the study of cases. The use of the law for the regulation of international behavior and environment.

Seminar in International Politics G53.3700, 3701 *Required of all Ph.D. candidates majoring in international relations.* 4 points.

General seminar in international politics. The specific topic of the seminar varies, but this is an advanced course requiring extensive background.

READING AND RESEARCH

Dissertation Research G53.3951 *Prerequisite: completion of comprehensive examination.* 4 points.

Individual research related to the doctoral dissertation.

Reading and Research in Politics G53.3991, 3992, 3993 *Prerequisite: written petition stating the need for the course and including a preliminary bibliog-*

raphy, approved by the professor supervising the course and by the director of graduate studies. No more than 12 points of reading and research may be taken during a student's graduate program, of which no more than 8 points may be taken during work on the master's degree. 1-4 points per term. Tutorial for students whose individual needs are not met by formal courses. A substantial research paper or final examination is required.

Workshop in Political Science G53.3955 *Prerequisite: Student must be engaged in research and must be ready to make a research presentation and receive comments on that research. 2 points.* Continues the student's education in how to do political research and is seen as a key aspect in helping students to complete in a timely manner, and improve the quality of, their dissertation (and related) research.

M.A. PROGRAM IN POLITICAL CAMPAIGN MANAGEMENT

Advisers: TBA.

The following courses are generally available only to students in the M.A. program in political campaign management. Students in the Ph.D. program in politics or the general M.A. program in politics are not permitted to register for these courses without the permission of the director of graduate studies.

Required Courses

Introduction to Quantitative Political Analysis I G53.1120 *4 points.*
See description under *Political Methodology*, above.

Fundamentals of Political Strategy and Campaign Management G53.1301 *4 points.*
Overview of the field of political campaign management. Students are introduced to the essential elements of campaigns, including campaign plans and strategy, opposition and district research, polling, message development, and fund-raising.

Strategies and Mechanisms of Political Communication G53.1320 *4 points.*
Focuses on the specialized forms of communication options available to political managers to win public support. Emphasis is on implementation of a coordinated communications strategy, message development, persuasion tactics, advertising, and use of media.

Fund-Raising for Political Campaigns G53.1350 *2 points.*
Raising and spending of money in political campaigns, referenda contests, issue politics, and lobbying efforts. Budgeting, control of expenditures, accounting procedures, and general strategies for fund-raising.

Political Survey Research G53.2303 *Pre- or corequisite: G53.1120. 4 points.*
See description under *American Politics*, above.

Campaigns and Elections G53.2324 *4 points.*
See description under *American Politics*, above.

Electives

Grassroots Mobilization G53.1303 *4 points.*
Strategies and techniques of mobilization and lobbying at the local level. Contrasts are made with elections at state and national levels. Discussions include use of local media, civic and nonprofit organizations, and special-interest groups.

Crisis and Issues Management G53.1304 *2 points.*
Trains students to effectively manage crisis situations or turning points in political campaigns. Helps students develop tools and techniques necessary to anticipate, prepare for, and strategically manage crises. Emphasis is on managing media relations during times of crisis.

Campaign Organization G53.1306 *4 points.*
Successful organization of a campaign staff is a key element in the effective execution of the campaign plan. This course explores the variety of positions and responsibilities in a campaign organization, staff recruitment, managing expectations, and strategies to maintain and boost performance and morale.

Political Campaigns in Emerging Democracies G53.1307 *4 points.*
Modern campaign strategies and technologies applied to political movements in new democracies. Comparisons with developed democracies as well as case studies are examined.

Political Campaigns in Multiparty Systems G53.1308 *4 points.*
The differences in political campaigns in multiparty systems. Emphasis is on differences in strategy and execution. Students also discuss how modern

campaign tactics may be exported to design and execute successful campaigns in multiparty systems.

Political Campaign Ethics G53.1313 *2 points.*
The norms of conduct that should guide all campaign activities. Application of ethics to political campaigning, lobbying, and representation is considered.

Political Campaigning and New Media G53.1314 *4 points.*
The opportunities new media have created for political campaigns. Uses of new media as a communication tool are examined and compared with traditional media vehicles.

Political Advertising and Promotion G53.1322 *4 points.*
Students learn the impact and potential uses of various media and discuss the role of advertising in a campaign. The course covers the production process, including timing, costs, and media placement. Students design various advertisements, including a 30-second television spot.

Public Relations and Media Management G53.1323 *4 points.*
Strategies to manage the media to maximize positive coverage and minimize negative press. The course exclusively focuses on nonpaid media and the key role they play in a campaign.

Qualitative Inquiry for Political Managers G53.1342 *4 points.*
Techniques, including focus groups and small-sample interviews, are examined. Students are required to design individual and group projects utilizing the methods discussed in the course.

Resources for Research and Data Collection G53.1343 *4 points.*
Where to find and how to evaluate information and data used to prepare position papers, analyze candidate records, make advertising decisions, analyze constituencies, and target marketing efforts.

Campaign Finances and Resource Allocation G53.1355 *2 points.*
Offers students an understanding of campaign finance requirements. Also helps students to estimate costs for campaign expenditures and to build budgets for campaigns at all levels. Emphasis is on strategic allocation of resources—both financial and other types of resources.



DEPARTMENT OF
Psychology

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DIRECTOR OF GRADUATE STUDIES:

Professor Laurence T. Maloney
212-998-7820

DIRECTOR OF MASTER'S PROGRAM:

Dr. Barry H. Cohen
212-998-7815

COORDINATORS OF DOCTORAL
PROGRAMS:

Cognition and Perception, Professor Michael S. Landy; Community Psychology, Associate Professor Diane Hughes; Social Psychology, Professor Yaacov Trope

The Department of Psychology at New York University approaches the study of the human mind and human behavior from many perspectives. Psychologists in the cognition

and perception program focus on perception, action, memory, attention, language, and thinking. Social psychologists study persuasion and attitude change, stereotyping and prejudice, judgment and decision making, and how relationships form and develop. Community psychologists consider how social systems and social context influence development and functioning.

Graduate students in the department have the opportunity to obtain sophisticated training from these perspectives and to integrate the approaches in novel ways. At the doctoral level, students select one of the three specialty areas but can declare a minor specialty in a second area or in quantitative psychology. In addition, students from all programs have the opportunity to focus on developmental psychology,

which is a cross-cutting concentration rather than a separate program. Developmental psychologists examine both cognitive and social functioning as it changes over the life span.

At the master's level, students have the opportunity to sample graduate courses in a wide variety of topics and may participate in tracks in either industrial/organizational psychology or in general psychology.

The department takes advantage of its location in the nation's premier city by collaborating with important scientific institutions, community agencies, and corporations. New York provides access to almost any population or cultural group psychologists might choose to study. Experiences in this stimulating context supplement the department's emphasis on basic psychological research.

Faculty

Doris R. Aaronson, Professor. Ph.D. 1965 (*psychology*), *Pennsylvania*; M.A. 1959 (*mathematics education*), *Columbia*; B.S. 1958 (*mathematics*), *Maryland*.
Reading; psycholinguistics; problem solving; bilingualism.

Karen E. Adolph, Associate Professor. Ph.D. 1993, M.A. 1989, *Emory*; B.A. 1986, *Sarah Lawrence College*.
Infant learning; perceptual-motor development; exploratory activity, problem solving, and social referencing.

Murray Alpert, Research Professor. Ph.D. 1965, *New York*.

Psychopathology; human psychopharmacology.

David Amodio, Assistant Professor. Ph.D. 2006 (*social psychology*), *California (Los Angeles)*; M.S. 1997 (*social psychology*), *Wisconsin*; B.A. 1996 (*psychology and music*), *Macalester College*.

Behavioral regulation in the context of prejudice and stereotyping; social cognition; cognitive/affective neuroscience.

Susan M. Andersen, Professor. Ph.D. 1981 (*psychology*), *Stanford*; B.A. 1977 (*psychology*), *California (Santa Cruz)*.

Social cognition and clinical processes; the role of mental representations of self and significant others in motivation and emotion; private and public aspects of self-knowledge.

Ned Block, Professor, Philosophy, Psychology. Ph.D. 1971 (*philosophy*), *Harvard*; B.S. 1964 (*physics and philosophy*), *Massachusetts Institute of Technology*.

Philosophy of mind; metaphysics; cognitive science.

Niall Bolger, *Associate Professor. Ph.D.* 1987, B.S. 1984, *Cornell*; B.A. 1980, *Dublin, Trinity College*.

Close relationships; health psychology; personality and adjustment to stress.

Peter J. Carnevale, *Professor. Ph.D.* 1982 (psychology), *SUNY (Buffalo)*; B.A. 1977 (psychology), *Delaware*.

Conflict and negotiation; mediation.

Marisa Carrasco, *Professor; Chair, Department of Psychology. Ph.D.* 1989 (psychology), M.A. 1986 (psychology), *Princeton*; Licentiate in psychology 1984 (human experimental psychology), *National Autonomous University of Mexico (UNAM)*.

Visual perception and attention; visual search; psychophysics.

Edgar E. Coons, *Professor, Psychology, Neural Science. Ph.D.* 1964, *Yale*; B.A. 1951, *Colorado*.

Behavioral analysis of neuronal mechanisms mediating hunger, reward, and pain; psychoimmunology and stress; aesthetics.

Clayton Curtis, *Assistant Professor. Ph.D.* 1999, M.A. 1997, *Minnesota (Minneapolis)*; B.A. 1992, *Texas (Austin)*.

Working memory; inhibitory control; event-related functional magnetic resonance imaging (fMRI); psychophysiology.

Lila Davachi, *Assistant Professor, Psychology, Neural Science. Ph.D.* 1999 (neurobiology), M.Phil. 1995, *Yale*; B.A. 1992 (psychology), *Barnard College*.

How are memories formed? Why do we only remember some of what we encounter? Why do we remember some events in exquisitely rich detail, only have a sense or feeling that we've encountered other events and still forget others entirely?

Peter Gollwitzer, *Professor. Ph.D.* 1981, *Texas (Austin)*; M.A. 1977, *Ruhr-Bochum (Germany)*; B.A. 1973, *Regensburg (Germany)*.

Self theory, global mind-sets, human motivation.

David Heeger, *Professor, Psychology, Neural Science. Ph.D.* 1987 (computer science), B.A. 1983 (mathematics), *Pennsylvania*. Postdoctoral fellow 1987-1990, *Massachusetts Institute of Technology Media Lab*.

Functional magnetic resonance imaging (fMRI); visual pattern discrimina-

tion; stereo depth perception; visual motion perception; visual attention; visual awareness; visual impairments in developmental dyslexia.

Madeline E. Heilman, *Professor. Ph.D.* 1972 (social psychology), *Columbia*; B.S. 1967 (child development and family relations), *Cornell*.

Sex bias in work settings; dynamics of stereotyping; consequences of preferential selection procedures.

Diane Hughes, *Associate Professor. Ph.D.* 1988 (community and developmental psychology), M.A. 1983 (psychology), *Michigan*; B.A. 1979 (psychology and African American studies), *Williams College*.

Influences of occupational stress of families and child development; race-related (racial) socialization processes within African families; influences of prejudice and discrimination on mental and physical health.

Souheil Inati, *Assistant Professor, Psychology, Neural Science. Ph.D.* 1999, *Massachusetts Institute of Technology*; B.S. 1992, *Yale*.

Magnetic resonance imaging (MRI).

Scott P. Johnson, *Associate Professor. Ph.D.* 1992 (developmental psychology), M.A. 1988 (developmental psychology), B.S. (honors) 1985 (psychology), *Arizona State*.

Infant development; cognitive development; perceptual development; visual perception; eye movements; attention; computational modeling; neurophysiological foundations of vision and cognition; neurophysiological development.

John T. Jost, *Associate Professor. Ph.D.* 1996 (social psychology), M.Phil. 1993, M.S. 1992, *Yale*; M.A. 1993 (philosophy), *Cincinnati*.

System justification theory; social cognition; interpersonal and group processes.

Michael S. Landy, *Professor, Psychology, Neural Science. Ph.D.* 1981 (computer and communication sciences), *Michigan*; B.S. 1974 (electrical engineering and computer science), *Columbia*.

Visual perception and psychophysics; computer modeling of visual perception.

Laurence T. Maloney, *Professor, Psychology, Neural Science. Ph.D.* 1985 (psychology, minor in electrical engineering), M.S. 1982 (mathematical statistics), *Stanford*; B.A. 1973 (mathematics), *Yale*.

Computational vision; measurement theory and methodology; mathematical models of perception and cognition.

Gary F. Marcus, *Associate Professor. Ph.D.* 1993 (cognitive science), *Massachusetts Institute of Technology*; B.A. 1989 (cognitive science), *Hampshire College*.

Language acquisition; computational models of language and cognition; connectionism; cognitive development.

T. James Matthews, *Professor, Psychology, Neural Science; Vice Dean, Graduate School of Arts and Science. Ph.D.* 1970 (experimental psychology), *Brown*; M.A. 1966 (experimental psychology), *Bucknell*; B.A. 1964 (psychology), *American*.

Behavioral and neurobiological analysis of social and affiliative motivation in rats and mice.

Brian McElree, *Associate Professor. Ph.D.* 1990 (experimental psychology), M.Phil. 1989 (experimental psychology), *Columbia*; M.A. 1984 (experimental psychology), *Western Ontario*; B.Sc. 1982 (experimental psychology), *Toronto*.

Human information processing; human memory; psycholinguistics.

Gregory L. Murphy, *Professor. Ph.D.* 1982, *Stanford*; M.A. 1978, B.A. 1978, *Johns Hopkins*.

Concepts and categories: concept acquisition; conceptual combination; categorization processes. Psycholinguistics: word meaning; pragmatics; metaphor and indirect speech acts.

Gabriele Oettingen, *Professor. Habilitation* 1996 (psychology), *Free University (Berlin)*; Ph.D. 1986 (ethology), M.A. 1982 (biochemistry, physiology), B.A. 1979 (biology), *Ludwig-Maximilians (Munich)*.

Self-regulation of goal setting and goal disengagement.

Denis G. Pelli, *Professor. Ph.D.* 1981 (physiology), *Cambridge*; B.A. 1975 (applied mathematics), *Harvard*.

Visual perception. What kind of neural computation allows us to recognize objects? What limits what we see?

Elizabeth A. Phelps, *Professor. Ph.D.* 1989 (cognitive psychology), M.A. 1986 (cognitive psychology), *Princeton*; B.A. 1980 (psychology and philosophy), *Ohio Wesleyan*.

Cognitive neuroscience of human learning and memory, particularly as it is influenced by emotion.

Liina Pykkänen, Assistant Professor, *Linguistics, Psychology*. Ph.D. 2002 (*linguistics*), Massachusetts Institute of Technology; M.A. 1997 (*linguistics*), Pittsburgh.

Neurolinguistics; psycholinguistics; semantics, syntax, lexicon.

Bob Rehder, Assistant Professor. Ph.D. 1998 (*experimental psychology*), M.S. 1995 (*experimental psychology*), Colorado; M.S. 1990 (*artificial intelligence*), Stanford; B.S. 1978 (*physics*), B.S. 1978 (*computer science*), Washington (St. Louis).

Categorization, causal reasoning, problem solving, skill acquisition, procedural memory.

Diane N. Ruble, Professor. Ph.D. 1973 (*psychology*), California (Los Angeles); B.A. 1967 (*psychology*), Stanford.

Developmental social cognition (or social development); sex roles; self-evaluation.

Edward Seidman, Professor. Ph.D. 1969 (*clinical psychology*), Kentucky; M.A. 1965 (*psychology*), Temple; B.A. 1963 (*psychology*), Pennsylvania State.

Social development of urban adolescents; prevention and the promotion of well-being.

Marybeth Shinn, Professor. Ph.D. 1978 (*community and social psychology*), M.A. 1976 (*psychology*), Michigan; B.A. 1973 (*social relations*), Harvard.

Homelessness; welfare and work; social policy and social intervention, levels of analysis.

Patrick E. Shrout, Professor. Ph.D. 1976 (*psychology*), Chicago; B.A. 1972 (*philosophy*), St. Louis.

Multivariate statistics; psychiatric epidemiology; psychometric methods; analysis of stress and coping.

Yaacov Trope, Professor. Ph.D. 1974, M.A. 1972, Michigan; B.A. 1970, Tel Aviv.

Judgment and decision making; motivation; causal attribution.

Tom R. Tyler, University Professor of Psychology; Professor. Ph.D. 1978 (*social psychology*), M.A. 1974 (*social psychology*), California (Los Angeles); B.A. 1973, Columbia.

Social justice; organizational/social psychology; psychology of authority.

James S. Uleman, Professor. Ph.D. 1966 (*social psychology*), Harvard; B.A. 1961 (*psychology*), Michigan.

Person perception; personality trait inferences and stereotyping; the role of intentions in cognitive processing.

Michael A. Westerman, Associate Professor. Ph.D. 1980 (*clinical psychology*), M.A. 1977 (*clinical psychology*), Southern California; B.A. 1971 (*philosophy*), Harvard.

Interpersonal defense; psychotherapy process; family interaction; philosophical psychology.

David L. Wolitzky, Associate Professor. Ph.D. 1961, Rochester; B.A. 1957, City College (CUNY).

Clinical judgment; cognitive styles; psychotherapy; psychoanalytic theories.

Hirokazu Yoshikawa, Associate Professor. Ph.D. 1998 (*clinical psychology*), M.A. 1992 (*psychology*), New York; M.M. 1989 (*piano performance*), The Juilliard School; B.A. 1987 (*English literature*), Yale.

Prevention of mental health problems and promotion of competence; culturally anchored HIV prevention for Asian/Pacific Islanders; effects of welfare, antipoverty, and employment policies on child development.

ASSOCIATED AND AFFILIATED FACULTY IN OTHER DEPARTMENTS

Howard Abikoff, NYU School of Medicine; **Ann Marie Albano**, NYU School of Medicine; **La Rue Allen**, Applied Psychology (Steinhardt School of Education); **Elissa Brown**, NYU School of Medicine; **Jerome Bruner**, NYU School of Law; **Samuel M. Feldman**, Neural Science; **Paul W. Glimcher**, Neural Science; **Michael Hawken**, Neural Science; **Lynne Kiorpes**, Neural Science; **Rachel Klein**, NYU School of Medicine; **John Krauskopf**, Neural Science; **Joseph E. LeDoux**, Neural Science; **Peter Lennie**, Neural Science; **Lourdes Linares**, NYU School of Medicine; **Laurie Miller**, NYU School of Medicine; **J. Anthony Movshon**, Neural Science; **Nava Rubin**, Neural Science; **Malcolm N. Semple**, Neural Science; **Robert Shapley**, Neural Science; **Eero Simoncelli**, Neural Science; **Wendy Suzuki**, Neural Science.

FACULTY EMERITI

Murray Glazer, **Martin Hoffman**, **Robert R. Holt**, **Lawrence Karlin**, **Lloyd Kaufman**, **Walter S. Neff**, **Irving Sarnoff**, **Robert E. Silverman**, **Joan G. Snodgrass**, **Morris I. Stein**, **Joan Welkowitz**, **Walter H. Wilke**.

Programs and Requirements

The Department of Psychology offers courses of study leading to the Master of Arts and Doctor of Philosophy degrees, with opportunities to specialize in various areas. Admission to graduate study in psychology is based on academic records, Graduate Record Examination scores, and letters of recommendation. A limited number of nonmatriculants may be accepted for admission to the Master of Arts program (see *Nondegree Status*, below).

Each student is responsible for complying with all rules, regulations, requirements, and policies of the

University, the Graduate School of Arts and Science, the Department of Psychology, and the program in which he or she is studying.

MASTER OF ARTS

The Master of Arts degree in psychology is offered to students wishing to improve their status in a psychology-related occupation or to strengthen their background in the field. Many M.A. students plan for later pursuit of the Ph.D. degree. It should be emphasized, however, that the M.A. program offers a terminal degree. All students

who wish to obtain a Ph.D. degree must apply directly to their program of choice during the Ph.D. application period (see under *Doctor of Philosophy*).

Admission: Applicants seeking admission to a Master of Arts program in psychology should have graduated from college with an average of B or better. All applicants must have completed courses in introductory psychology and in introductory statistics with grades of B or better to be eligible for admission. All applicants must provide a report from the general test of

the Graduate Record Examination (GRE) and achieve scores of at least 530 in the verbal and at least 580 in the quantitative sections as well as a score of 4.5 or above in the analytical writing section. In addition, international applicants must achieve a score of at least 600 (250 for the computerized version) on the Test of English as a Foreign Language (TOEFL). Applications are accepted for fall, spring, or summer admission.

Programs of Study: Two programs of study are offered to M.A. degree candidates: (1) general psychology, for students who wish to shape their course of study to fit special interests and needs, and (2) industrial/organizational (I/O) psychology, for those wishing to expand their knowledge of the psychological principles and methods useful in employee relations and human resources fields.

Degree Requirements: Formal requirements for the M.A. degree in psychology are the satisfactory completion of 36 points (at least 27 in residence at New York University) and either a written comprehensive examination or a master's thesis. All students must pass Intermediate Master's Statistics (G89.2016) or the equivalent. Students must pass substantive core courses with a grade of B or better and must maintain an overall B average. The specific requirements within each program are listed below.

General Program Requirements: Satisfactory completion of four core courses chosen from three core groups, as follows: a total of three from core A (G89.2010, G89.2011, G89.2012, and G89.2025) and core B (G89.2014, G89.2015, G89.2020, and G89.2034), such that each core is sampled, and one from core C (research: G89.2066, G89.2067, and G89.2126).

Note: Students who are admitted without having majored in psychology as undergraduates are required to complete a total of four courses from core A and core B, such that each core is sampled.

I/O Psychology Requirements: Satisfactory completion of G89.2032, two courses from core I (G89.2070, G89.2071, and G89.2073), two courses from core O (G89.2072, G89.2074, and G89.2076), and a research course (normally G89.2067).

Master's students are required to register for courses, request an official leave of absence, or maintain matriculation each semester from the start of their academic career until graduation.

The Master of Arts degree is also granted to students matriculated in the doctoral program when they have met the requirements for the degree as defined by their program and by the Graduate School of Arts and Science.

Courses at the M.A. level usually commence no earlier than 4:20 p.m. and no later than 6:20 p.m. The program may be completed on a part-time or full-time basis, providing that all course work and either a comprehensive exam or thesis are completed within a five-year period.

NONDEGREE STATUS

An applicant with an undergraduate average of B or better may apply for admission as a nonmatriculated student, eligible to take 12 points of M.A.-level courses in general psychology (circle "Nondegree" at the top of the application form). Nondegree status is not available for I/O students. A non-degree applicant should submit the application form and required subsections, copies of all transcripts, and at least one letter of recommendation. All material should be sent to the Graduate School of Arts and Science Office of Graduate Enrollment Services.

Nondegree students who wish to petition for admission to the M.A. program must satisfy any conditions set by the department and provide a report from the general test of the Graduate Record Examination that reflects a score of at least 530 in each section. Address inquiries to the Department of Psychology, New York University, 6 Washington Place, New York, NY 10003-6634; 212-998-7900.

DOCTOR OF PHILOSOPHY

The Doctor of Philosophy is a research-oriented degree. It signifies that the recipient is able to conduct independent research and has a broad basic knowledge of psychology and a comprehensive knowledge of a special area. Specialty programs include cognition and perception, community psychology, and social psychology. Students may also choose to concentrate in developmental psychology in conjunction with one of the other programs.

Admission: Applicants to programs of study leading to the Ph.D. degree should have graduated from college with an outstanding undergraduate record. An undergraduate major in psychology is not required. The cognition and perception program places a particular emphasis on research experience. The Graduate Record Examination (GRE) general test is

required of all applicants. The GRE psychology test is not required. Matriculants are admitted only in the fall term and only on a full-time basis. See also the *Degree Requirements* section of this bulletin. International applicants are also required to take the Test of English as a Foreign Language (TOEFL), including the writing test.

Degree Requirements: Formal requirements for the doctorate in psychology include the satisfactory completion of 72 points (at least 32 in residence at New York University); two terms of statistics (either G89.2228 and G89.2229, or courses approved by the student's program); satisfactory completion of an oral or written comprehensive examination, or thesis (requirements vary by program); and presentation of an acceptable dissertation. After completion of the required number of points, doctoral students maintain matriculation by fee each semester until completion of the dissertation. Information regarding requirements of the doctoral specialization programs additional to the preceding department requirements should be obtained from the Department of Psychology, New York University, 6 Washington Place, Room 550, New York, NY 10003-6634; 212-998-7900.

Five years of postbaccalaureate study are usually required to complete the Ph.D. degree; however, no more than seven years may elapse between matriculation and the completion of all degree requirements. Continuation as a matriculant is contingent on the demonstration of satisfactory progress toward the doctorate. It cannot be overemphasized that the accumulation of high grades in formal courses, while important, is secondary to the completion of research that contributes significantly to the field and is effectively presented in the dissertation.

The Graduate School's foreign language requirement has been waived for the Department of Psychology.

DEPARTMENTAL PROGRAMS AND RESEARCH

Cognition and Perception: Research programs in cognition and perception focus on seven areas: (1) perception and attention (Carrasco, Heeger, Johnson, Landy, Maloney, Pelli); (2) memory and cognition (Aaronson, Carrasco, Curtis, Davachi, McElree, Murphy, Phelps, Rehder); (3) language and psycholinguistics (Aaronson, Marcus, Pylykkanen, McElree, Murphy); (4) the physiological bases of

behavioral, cognitive, cognitive neuroscience, emotional, and sensory processes (Coons, Curtis, Davachi, Heeger, Inati, Phelps); (5) conditioning and learning (Matthews, Phelps); (6) human development (Adolph, Johnson, Marcus); and (7) perception and action (Adolph, Landy, Maloney).

Research in perception and attention deals with the perception of depth, pattern, form, motion, color, and attentional processes to various dimensions. Psychophysical methods and computer modeling of visual processes are employed. Research in memory and cognition deals with reasoning, categorization, verbal and auditory information processing, short- and long-term memory, conscious and unconscious processes in memory, and visual cognition. Research in language and psycholinguistics deals with reading, syntactic and semantic structures, and issues of modularity. Physiological projects in the cognition and perception program benefit from the fact that many of its faculty are also members of New York University's Center for Neural Science (CNS) and Center for Brain Imaging (CBI). Projects examine neuronal interactions in feeding; positive and negative hedonic motivation; memory; sensory transmission; brain damage; recovery; aging; audition; and the neurophysiology of vision, visual development, and visual attention. Learning projects involve both operant procedures with animals and behavioral techniques in human learning. Current research in human development includes the development of visuomotor skills, conceptual development, perception, and acquisition of language. Current research in perception and action concerns movement planning in adults and children.

Training for research begins when students enter the program and culminates in the doctoral thesis. Students become active members of one of the productive research laboratories associated with the program, facilitating contact with faculty members, advanced students, and postdoctoral scientists. Teaching experience is gained through assistantships that supplement research training. Recent graduates have taken positions in a variety of academic, pure research, and applied research settings. The Center for Neural Science offers opportunities to students in the cognition and perception program to participate in neural science courses along with students of the Center and, in some cases, to

work with faculty of the Center as well as affiliated faculty from the Departments of Biology, Chemistry, Computer Science, Mathematics, and Physics.

There are weekly area seminars with prominent speakers in cognition and perception, developmental psychology, and neural science.

Community Psychology:

Community psychology is an action science. In the community psychology program at NYU, rigorous research, theory development, and preventive interventions are viewed as fundamental to the search for solutions to current and future social problems. Throughout the first three years of the program, students take a variety of courses covering issues such as the conceptualization and measurement of transactions between people and settings, the design and implementation of preventive interventions, statistics, and methodology. They also complete a one-year supervised practicum in which they are engaged in community action. Students are involved in research throughout their academic career and publish articles and present papers in seminars and at national conferences. Students are funded with research assistantships, teaching assistantships, and fellowships.

NYU has been a part of community psychology since its inception as a field. The University's New York City location provides students with opportunities to focus on important issues in the lives of diverse populations, including immigrant families, homeless adults and children, and racially diverse and gay and lesbian youth. At present, faculty and student research interests include effects of homelessness on children and families, racial socialization practices within black families, school transitions among urban adolescents, cultural differences in adolescent parent-peer relationships, and HIV risk and prevention.

Social Psychology: The social psychology program offers research training within a unifying social-cognition and social-interaction framework; ensures extensive training in advanced statistical techniques; and provides opportunities for active collaboration with cognitive, developmental, and organizational psychologists. Research in the program is funded in part by government grants, which contribute to the computerized laboratory environment as well as provide support for many students for their first four years

in the program. All faculty are on editorial boards of major journals in social, developmental, and personality psychology, and all have served as editors of these journals as well.

The program encourages faculty-student interaction, and students regularly present papers at regional and national psychology association meetings. Recent graduates have joined the faculty of major universities and have taken positions in both public (e.g., medical schools) and private sectors. An active colloquium series regularly features leading figures from around the world. Visiting faculty and postdoctoral students also contribute to students' training.

Faculty research interests include attitudes and persuasion; automatic processes in social perception, motivation, and behavior; affect and cognition; developmental social cognition, sex roles, and social comparison processes; judgment and decision making; relationships, health psychology, and stress; stereotyping and trait inferences; sex bias in work settings, dynamics of stereotyping, and consequences of preferential selection procedures; conflict and negotiation, mediation; and social justice, organizational/social psychology, psychology of authority, legal psychology, and survey research/field research. The social psychology laboratories provide computer-based experimental facilities to study cognitive, affective, and motivational responses to social stimuli in a controlled environment; a place for social interaction (either in person or over the Internet); rooms for small groups and personality research; and extensive computer facilities for data analysis and experiment preparation. There is also a large subject pool of undergraduates each semester, and diverse subject populations are available off-site.

See also *Developmental Concentration*, below.

Developmental Concentration: The Department of Psychology at New York University offers a unique concentration in developmental psychology. Students who participate in the developmental concentration do so within one of the department's core programs (cognition and perception, community psychology, or social psychology). They engage in advanced-level seminars and research with faculty affiliated with both developmental psychology and their other chosen field of interest. Therefore, students become experts in both develop-

mental psychology and a specific content area. The fact that the concentration cuts across different areas of psychology assures that students receive broad exposure to theories of development and methods of studying developmental change across a range of content areas. The link with a core psychology program ensures depth of knowledge and expertise in a particular content area. This approach offers students considerable flexibility as well as advantages when they enter the job market.

The department's interdisciplinary approach enables students to pursue basic or applied programs. State-of-the-art lab facilities include powerful new technologies for observing, recording, and analyzing behaviors on a finely detailed or global basis. The University's location in lower Manhattan provides a unique opportunity to study developmental changes in a range of populations and communities. Faculty study development in infants, children, adolescents, and adults. They use a variety of methodological approaches, from experimental lab studies and computational modeling to intervention studies and epidemiological surveys to diary studies and naturalistic field research. Areas of research include adolescent development, behavior regulation, cognition, computational modeling, culture and cognition, perceptual exploration, gender and ethnic identity, immigrant children, psychopathology, homelessness and family functioning, language acquisition, motor skill acquisition, racial socialization, and social referencing. Students can also receive training in advanced methods and statistics relevant to studying developmental processes.

Students pursue a specific course of study in developmental psychology within the required curriculum of their core psychology program. They attend and present their research at a weekly seminar in developmental psychology. This seminar provides a stimulating forum in which both faculty and students discuss their research. Nationally renowned scholars are also invited to present their research at the seminar, and students have the oppor-

tunity to discuss their work with them. The developmental concentration at New York University is certified by New York State and will therefore be registered on the student's transcript.

Quantitative Psychology:

Quantitative psychology involves mathematical representations of behavioral data, using statistical analysis and mathematical models of psychological phenomena. All areas of psychology can be approached from a quantitative perspective, so it is possible to pursue a quantitative specialization from any of the doctoral specialty programs.

To qualify for the quantitative specialization, students take elective courses in advanced statistical and/or mathematical topics and demonstrate an ability to communicate mathematical approaches clearly.

SUMMER TEACHING PRACTICUM

Advanced doctoral graduate students are invited to apply to participate in this supervised teaching experience. Selected students serve as adjunct instructors for undergraduate summer school courses. Applicants are admitted to the program on the basis of their seniority in their doctoral training programs, their relevant experience as teaching assistants, the appropriateness of the training for their career objectives, and their standing in their graduate programs.

FACILITIES

The Department of Psychology maintains laboratories, classrooms, project rooms, and a magnetic resonance (MR) neuroimaging facility in an 11-story building near Washington Square Park. Modern laboratories are continually improved through grants from foundations and federal agencies.

The Center for Brain Imaging houses a dedicated 3-tesla Siemens Allegra MR system for the use of faculty and students interested in research using functional brain imaging. The center includes faculty members from both the Department of Psychology and the Center for Neural Science.

The department maintains computer classrooms and laboratories. Faculty laboratories are equipped with specialized computer equipment within each of the graduate programs. The department collaborates closely with the Center for Neural Science in maintaining a technical shop for computer and network support as well as the development of specialized electronics. There is also a fully equipped machine shop.

DEPARTMENTAL FINANCIAL AID

Students admitted to the doctoral program are funded through a combination of fellowships, research and teaching assistantships, and training grants. These funding mechanisms cover tuition and provide a stipend. Doctoral students in good standing are supported for five years (typically four years with a master's in psychology). In addition, summer research stipends are available.

In conjunction with financial aid packages, doctoral students are asked to serve as teaching assistants to faculty who teach undergraduate psychology courses or graduate statistics courses. Workshops on effective teaching methods and support for first-time assistants are provided. Depending on the sources of financial aid, doctoral students have two to five semesters of teaching experience over the first ten semesters.

Advanced students who have completed at least 12 points in the Master of Arts programs may request teaching assistant assignments, which provide stipends. These assignments are made on a competitive basis. Departmental fellowship and scholarship support is not available to students in the Master of Arts programs.

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

Courses

Courses numbered between G89.1016 and G89.2199 are primarily for Master of Arts students and are scheduled in the evening, enabling the working student to attend on a part-time basis. Other courses, for students in the doctoral program, are scheduled in the morning or afternoon. Not every course is offered each term. In addition to the regularly offered courses in the various master's and doctoral programs, a number of electives are also offered each year.

Introductory Master's Statistics
G89.1016 *Fulfills M.A. statistics requirement. Prerequisite: satisfactory performance on diagnostic quiz. Cohen. 3 points.*

Basic statistics for psychological research. Includes brief introduction to descriptive statistics, t-tests, power, correlation and regression, ANOVA (through two-way mixed designs), and chi-square tests. The use of statistical software is introduced.

Psychoanalytic Theory G89.1080
Prerequisite: undergraduate course in personality theory or abnormal psychology. Samstag. 3 points.
The development of Freudian psychoanalysis in historical perspective. Guided reading of primary texts.

Principles of Learning G89.2010
Matthews. 3 points.
Examines major theories of learning with relevance to instrumental and Pavlovian conditioning, motivation, and affect. Explores relevant research on traditional and contemporary issues in learning. Emphasis is on human learning and behavior modification.

Sensation and Perception G89.2011
Staff. 3 points.
Experimental foundations and theoretical approaches to problems of sensing, perceiving, and interpreting sensory information. Receptor function and physiology, discrimination, adaptation, attention, perceptual learning, and psychophysical methods of research and assessment.

Physiological Basis of Behavior
G89.2012 *Carr. 3 points.*
Survey of biological and chemical correlates of behavior, especially concerning the central nervous system, the autonomic nervous system, and the endocrine system, as related to sensation, drive, emotion, learning, and memory.

Psychology of Social Behavior
G89.2014 *Lutz. 3 points.*
Current theory and research in social behavior and social issues. Topics include social cognition, attribution, affiliation and social comparison, aggression, equity and social exchange, attitudes and attitude change, conformity, and group dynamics. Applications are discussed.

Theories of Personality G89.2015
Staff. 3 points.
Current theories and research are reviewed from several perspectives, including psychoanalytic, humanistic, trait, social-learning, and cognitive. Topics include personality development and consistency, personality change, biological determinants, sex differences, anxiety, the self and self-esteem, and personality as a social inference.

Intermediate Master's Statistics
G89.2016 *Fulfills M.A. statistics requirement. Prerequisites: undergraduate course in statistics and satisfactory performance on diagnostic quiz. Cohen. 3 points.*
Topics in experimental design and correlational analysis, including multiple correlation and regression, selected complex factorial designs, and multiple comparisons. Introduction to the use of statistical computer software.

Child Development G89.2020
Getzfeld. 3 points.
Major issues in child development, examined in light of current research and theoretical formulations. Cognitive development, social development, origins of temperament, the role of early experience, language acquisition, concept formation, the origin of play, moral development, and intelligence testing, from several theoretical points of view, including learning theory, Piagetian system, and psychoanalysis.

Cognitive Psychology G89.2025
Staff. 3 points.
Survey of what modern cognitive psychology says about problem solving and reasoning, memory, language, imagery, and pathology of language and thought.

Physiological Basis of Abnormal Behavior G89.2030 *Prerequisite: G89.2012 or the equivalent. Carr. 3 points.*
Examines recent developments in the attempt to relate basic biological processes to behavioral disorders

and/or mental illness. Discusses animal models of abnormal behavior, their usefulness in making discoveries, and their relevance to human disorders. Topics include physiological influences on anxiety, particularly the role of hormones, biochemical factors in depression, and relationship of stress to these changes; biochemical theories of schizophrenia; genetics and abnormal behavior; and psychosomatic disorders.

Neuropsychology G89.2031 *Uysal. 3 points.*
Introduction to human brain behavior relationships, with emphasis on the organization of higher mental functions and the roles of the major cerebral areas. Topics include neural basis and common disorders of language, perception, movement, memory, and behavior control; aging and dementia; developmental disabilities; differences between the hemispheres; and clinical evaluation procedures.

Introduction to Industrial/Organizational Psychology
G89.2032 *Required of all M.A. students in industrial/organizational psychology. Eggebeen. 3 points.*
Personal, social, and environmental factors related to people's attitudes and performance in industrial and other organizations. Topics include personnel selection and evaluation, training and development, job analysis, attitudes and motivation, leadership, group dynamics, organizational structure and climate, and job design and working conditions.

Foundations of Psychopathology
G89.2034 *Wolitzky. 3 points.*
Covers several broad categories of disordered psychological functioning as classified by the current psychiatric nomenclature. Focuses on a select number of major diagnostic entities. Emphasizes the formal, structural, experiential, and intrapsychic factors that serve as a foundation for understanding such behavior. Course helps students develop an understanding of the consistencies between behavior that is considered normal and that which is considered pathological.

Psychology of Violence G89.2036
Kotsaftis. 3 points.
Surveys the current clinical, theoretical, and research approaches to studying aggressive and violent behavior—including cognitive models and biological variables—in relation to mental illness. Students review the lit-

erature on the antecedents of violent behavior as well as the evaluation and treatment of violent patients, along with related forensic issues.

Forensic Psychology G89.2038

Staff. 3 points.

Covers several areas that form the interface between the legal system and psychology. Topics include the causes, treatment, and prevention of criminal behavior; eyewitness testimony, expert witnesses, jury composition, and the role that psychological factors play in the presentation of a court case; and the role of punishment.

Current Issues in Psychology

G89.2040, 2041, 2042 *Staff. 3 points.*

Health Psychology G89.2051

Rubland. 3 points.

Basic overview of the field, including behavior modification, stress, coronary heart disease, hypertension and stroke, pain, the immune system, AIDS and cancer, issues in pediatric health psychology, smoking, and weight control.

Gender Roles G89.2053

Howell. 3 points.

Examines the complex, interrelated topics of sex and gender differences; the psychology of women; the psychology of men; and the social and personal "realities" created by gender interactions.

Developmental Psychopathology

G89.2054 *Staff. 3 points.*

Overview of the major categories of psychopathology in childhood and adolescence. Theoretical, empirical, and clinical studies are examined and discussed.

Traumatic Stress Reactions

G89.2057 *Reis. 3 points.*

Deals with the spectrum of psychological, biological, and social sequelae of experiences of traumatic stress.

Traumatic stressors studied include combat exposure, childhood sexual abuse, natural and man-made disasters, and political prisoner/refugee experiences. Relevant research illustrates the differential effects of traumatic experiences across groups (e.g., gender, developmental level) and over time.

Psychology of Decision Making

G89.2059 *Mourad. 3 points.*

Exploration of the psychological processes that underlie people's judgments and decision making. First identifies some general rules that capture the way people make decisions.

Then explores how people make decisions in numerous domains, including consumer, social, clinical, managerial, and organizational decision making. Looks at both rational and irrational patterns in the way people select options. Discusses the impact of the media on our choices. Also examines how different ways of presenting options and different decision-making strategies can influence decision outcomes. In general, emphasizes the applied implications of the various perspectives on decision making.

Introduction to Psychological

Testing G89.2060 *Staff. 3 points.*

Broad introduction to the field of psychological assessment, including an understanding of the conceptual issues underlying different approaches to testing and assessment. Surveys the major types of tests used in the field of assessment and addresses the development of the most commonly used instruments. Examines testing with regard to psychometrics (reliability, validity).

Theories of Cognitive-Behavioral

Therapies G89.2062 *Masia. 3 points.*

Exposes students to the full range of cognitive-behavioral therapy and the underlying assumptions and theoretical models (including its empirical foundations in classical and operant conditioning as well as social learning theory). Also provides students with the practical application of these theories to a wide spectrum of specific psychological problems and psychiatric disorders.

Clinical Research Design G89.2066

Prerequisite: G89.1016 or equivalent.

Rubland. 3 points.

Basic principles of research design, with emphasis on methods and strategies used in the area of clinical psychology.

Applied Research Methods

G89.2067 *Prerequisite: G89.1016 or*

equivalent. Eggebeen. 3 points.

Development and design of field research and quasi-experimental techniques addressed to applied and theoretical questions: problems of control, selection of variables, nonobtrusive measures, sampling, etc. Evaluation research is emphasized.

Personnel Selection G89.2070

Prerequisites: G89.1016 and G89.2032, or the equivalents. Adler. 3 points.

Development and evaluation of personnel selection techniques, including

mental ability tests, personality inventories, interviews, work simulations, biographical information, and drug tests. Strategies for evaluating the validity, fairness, and overall utility of a selection process are addressed.

Performance Measurement and

Rewards G89.2071 *Prerequisite:*

G89.2032 or the equivalent. Eggebeen.

3 points.

Considers the conceptual and practical issues concerning job analysis, criterion development, and performance measurement. Critical review of alternative approaches and evaluation of their use in providing information to meet various organizational objectives, including performance appraisal, training and development, personnel selection, administrative decisions, and compensation.

Work Motivation and Attitudes

G89.2072 *Flippen. 3 points.*

Analysis and application of motivational theories and principles to individuals and groups in the workplace. Evaluation of the theory and application of various programs and techniques tried previously, including job enrichment, participative management, improved supervision, compensation systems, goal setting, management by objectives, reinforcement, and leadership development and influence techniques.

Training in Organizations G89.2073

Lobsenz. 3 points.

Development of skills in designing and evaluating training programs. Examination of stated or intended purposes of training programs and methods used to analyze training needs.

Organizational Development

G89.2074 *Prerequisite: G89.2032 or the equivalent. Dattner. 3 points.*

Survey of methodological approaches to planned change, including organizational diagnosis, data collection, interventions, feedback, and evaluation. Specific types of interventions covered include strategic planning, organizational design, culture change, team building, survey feedback, goal setting, and career development.

Counseling Psychology G89.2075

Humphreys. 3 points.

Review of basic counseling theory and techniques. Covers processes underlying individual and group counseling, identification and evaluation of behavioral outcomes, case management, and

counseling ethics. Surveys specialized counseling approaches and the needs of special populations.

Leadership and Strategic Change
G89.2076 *Flippen. 3 points.*

The nature and evolving definition of leadership is traced from early conceptualizations of trait, social exchange, and behavioral contingency theories to current approaches involving charismatic, transactional, and transformational leadership. Power, influence, information, and politics are examined as these relate to effective leadership. The importance of leadership behavior in promoting adaptive learning and high-performance organizations is considered in light of leadership selection, development, and succession planning.

Personality and Organizational Behavior G89.2077 *Adler. 3 points.*
Reviews theory and empirical research in industrial/organizational and personality psychology to explore the effects of individual differences on workplace outcomes, such as job performance, work attitudes, leadership, and turnover. Examines the Big Five personality model; such specific dispositions as self-esteem, achievement motive, emotional intelligence, and explanatory style; and interactionist, psychodynamic, and evolutionary personality theories in order to better understand the relationship between personality and organizational behavior.

Management Consulting G89.2078 *Eggebeen. 3 points.*
The consulting process through the lens of industrial/organizational principles and practices. Students learn and demonstrate the skills of client problem definition, analysis, solution, and presentation.

Psychology of Adolescence
G89.2082 *Browning. 3 points.*
In-depth study of selected topics in adolescent psychology through a reading of primary sources. The readings follow a historic line, beginning with psychoanalytic contributions in the 1930s (Anna Freud, Karen Horney) and continuing through Erikson, Piaget, Elkind, Youniss, and Gilligan. Topics covered include early theoretical conceptions, cognitive development, identity, peer relations, and more recent papers concerned with multicultural and gender issues. Two psychopathological conditions (suicidal behavior and eating disorders) are studied, as prototypes of adolescent

problems, along with descriptions of adolescent psychotherapies. The various approaches to research in adolescence are ascertained by paying special attention to the method(s) employed by each author.

Group Dynamics G89.2083 *Gans. 3 points.*

A study of the processes by which individuals start functioning as a team. Considers the developmental stages of team development and the patterns of making decisions and relating to group leaders from a systemic, social, and psychological point of view. Includes a combination of didactic and experiential methods that would be of interest to future team consultants, to people who belong to work teams, to the social psychologist studying how people function in groups, and to the future clinician interested in conducting group therapy.

Cross-Cultural Psychology

G89.2084 *Gulcur. 3 points.*
Introduces master's degree students to the fundamental concepts, perspectives, values, and strategies of cross-cultural psychology, which focuses on understanding human behavior in its sociocultural context. Takes the perspective that psychological processes can be compared for similarities and differences across cultures, as well as analyzed in their "indigenous" forms. This means that the psyche has both universal and culture-specific components; thus, while some phenomena (e.g., depression) exist in almost all cultures, their causes, manifestations, and meanings may be culture-specific and not comparable.

Interpersonal Approaches to Psychotherapy and Psychopathology G89.2085

Westerman. 3 points.
Examines a variety of interpersonal approaches to psychopathology and psychotherapy through consideration of theory, research, and practice. Considers long-standing, fundamental issues regarding (1) the role of interpersonal relationships in human nature and (2) how to conceptualize interpersonal behavior. Includes some discussion of recent critiques of work on psychopathology and psychotherapy, which argue that efforts—even including certain supposedly interpersonal efforts—reflect and support an overly individualistic view of the person.

Quality of Work Life G89.2090
Gans. 3 points.

Considers major theories, research, and best practices contributing to quality of work life as a core part of business strategy. Topics include work-life quality as a function of organizational structure and design; assessment, evaluation, and intervention schemas; stress management; organizational culture and diversity; and the application of emotional intelligence to leadership and team building.

Independent Study G89.2110
Prerequisite: permission of the instructor. May be repeated for credit. 3 points.
Supervised reading and/or research with a faculty member on a topic selected by the student.

Theories of Psychotherapy
G89.2121 *Staff. 3 points.*
Overview of the theories of therapeutic change, covering the various interventions currently practiced, ranging from psychodynamic and cognitive-behavioral-based techniques through the existential-based, nondirective and Gestalt modalities.

Fieldwork G89.2125 *Prerequisite: permission of the instructor. Coben. 3 points.*
Supervised practicum in a selected agency, clinic, or human resources department. Placement, according to occupational needs and goals of the student, may vary from planning and administration to clinical practice. Joint supervision by the academic and qualified agency staff.

Research Methods and Experiences
G89.2126 *Prerequisites: G89.1016 or equivalent, and permission of appropriate sponsor. Aaronson. 3 points.*
Students do collaborative research for about 10 hours a week under the supervision of faculty or other qualified researchers. In addition, weekly class meetings provide information on a variety of research methods and experimental design issues. The course is often taken by students who plan to expand their research into a master's thesis and by students who plan to apply to a Ph.D. program.

Independent Research G89.2140
Enrollment is subject to the availability of appropriate projects. Prerequisites: one core C course and permission of appropriate sponsor. 3 points.

Master's Seminar G89.2199 *Open to students in the master's program who are completing a thesis. Prerequisites: G89.1016 or equivalent, one core C course, and permission of appropriate sponsor. Staff. 3 points.*

DOCTORAL COURSES

To take courses at the 2200 level and beyond, students must be admitted to doctoral study or get the instructor's permission.

Cellular, Molecular, and Developmental Neuroscience G89.2201 *Identical to G80.2201. Part of core curriculum for doctoral students in cognition and perception. Feldman. 4 points.*

Team-taught, intensive introduction to basic neuroscience. Lectures and readings cover neuroanatomy; basic biophysics; cellular, molecular, and developmental neuroscience.

Sensory and Motor Systems G89.2202 *Identical to G80.2202. Part of core curriculum for doctoral students in cognition and perception. Feldman. 4 points.*

Team-taught, intensive introduction to integrative neuroscience. Lectures and readings cover sensory and motor systems and higher functions of the nervous system.

Laboratory in Cellular, Molecular, and Developmental Neuroscience G89.2203 *Identical to G80.2203. Corequisite: G89.2201. Semple, staff. 3 points.*

Team-taught, state-of-the-art teaching laboratory in neural science. First semester includes neuroanatomy, histology, and cellular and molecular neuroscience.

Laboratory in Sensory and Motor Systems G89.2204 *Identical to G80.2204. Corequisite: G89.2202. Semple, staff. 3 points.*

Team-taught, state-of-the-art teaching laboratory in neural science. Second semester includes sensory neurophysiology, modern neuroanatomical tracer techniques, psychophysics, and computational neuroscience.

Mathematical Tools for Neuroscience G89.2206 *Identical to G80.2206. Prerequisites: undergraduate calculus and some programming experience. Simoncelli. 4 points.*

Basic mathematical techniques for analysis and modeling of neural sys-

tems. Includes homework sets based on the MATLAB software package.

Cognitive Development G89.2209 *Part of core curriculum for doctoral students in cognition and perception. Adolph. 3 points.*

Introduction to central issues in the study of cognitive development, which aims to (1) provide breadth by reviewing the major theoretical approaches, classic tasks, and paradigms for studying and understanding cognitive development (constructivist, nativist, biological, information processing, and systems approaches) and (2) provide depth by considering the strengths and shortcomings of each theory and the pros and cons of different research strategies for investigating the central questions of cognitive development (characterizing change, underlying change mechanisms, generality of change, and stability of behaviors across individuals and circumstances).

Judgment and Decision Making G89.2212 *Prerequisite: elementary probability theory. Maloney, staff. 3 points.* Covers normative and descriptive theories of individual decision making, the classical experimental literature, and recent work, such as the Prospect Theory of Kahneman and Tversky.

Language Acquisition G89.2214 *Prerequisite: instructor's permission or a graduate course in linguistics or psycholinguistics. Marcus. 3 points.*

Development of grammatical structure in children's language; word learning; views of the nature of the acquisition process; what the study of language development says about the nature of language.

Research Methods in Social/Personality Psychology G89.2217 *Staff. 3 points.*

The basics of conducting social and personality psychology research. Students receive practical instruction in research design, methodologies, statistical analysis, and evaluation of published research articles for soundness of design and validity of conclusions.

Computational Models of Cognitive Science G89.2219 *Marcus. 3 points.* Introduction to computational modeling, connectionist and symbolic, in cognition and language; why modeling is important, what makes a good model, and how models can inform experimental work. Topics include

object permanence, linguistic inflection, and the acquisition of grammar.

Behavioral and Cognitive Neuroscience G89.2221 *Identical to G80.2205. Part of core curriculum for doctoral students in cognition and perception. Curtis, Suzuki. 4 points.*

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 G89.2223 *Part of core curriculum for doctoral students in cognition and perception. Landy. 3 points.*

In-depth survey of psychophysical and modeling methodology, and vision and auditory research. Topic areas include linear systems theory, signal detection theory, optics, spatial vision, motion analysis, depth perception, color vision, auditory coding of intensity and frequency, sound localization, and speech perception.

Psycholinguistics G89.2226 *Part of core curriculum for doctoral students in cognition and perception. McElree. 3 points.*

Graduate-level introduction to the cognitive processes and linguistic structures that enable language comprehension and production, with an emphasis on lexical, syntactic, and semantic structures and processes.

Intermediate Statistical Methods in Psychology G89.2228 *3 points.*

Review of introductory statistical methods, with special emphasis on sampling distributions, statistical inference and estimation, statistical power, and sample size estimation for common statistical tests. Methods include measures of association, t-tests, ANOVA, and chi-square. Use of statistical computer software.

Regression G89.2229 *Prerequisite: G89.2228 or the equivalent. 3 points.* Multiple regression/correlation as a general data analytic system. Sets of variables as units of analyses, representing group membership, curvilinear relationships, missing data, interactions, the analysis of covariance and its generalization; logistic regression; nonparametric statistics. Computer applications.

Theories of Personality and Psychotherapy G89.2231 *Andersen. 3 points.*

Surveys and evaluates a broad range of theoretical perspectives on the nature of the mind, behavior, and personality, and their implications for psychotherapy.

Simulation and Data Analysis G89.2233 *Prerequisite: elementary calculus and some programming experience in any language. Maloney. 3 points.*

Covers topics in numerical analysis, probability theory, and mathematical statistics essential to developing Monte Carlo models of complex cognitive and neural processes and testing them empirically. Most homework assignments include programming exercises in the MATLAB language.

Linear Systems G89.2236 *Prerequisite: elementary calculus. Maloney. 3 points.*

Introduction to linear systems theory and the Fourier transform. Intended for those working in biological vision or audition, computer vision, and neuroscience and assumes only a modest mathematical background.

ANOVA G89.2239 *Prerequisite: G89.2228. 3 points.*

Complex analysis of variance designs and their computation.

Individual Behavior in Organizations G89.2241 *3 points.*

Theory and research regarding attitudes and motivation of members of work organizations.

Social and Group Behavior in Organizations G89.2242 *3 points.*

Introduction to the major theories and research concerning social and group behavior in organizations. Topics include leadership, conflict, power, and influence; group processes, performance, and decision making; organizational culture, design, and development; and international dimensions of organizational psychology.

Psychometric Test Theory G89.2243 *Prerequisites: G89.2228 and G89.2229. 3 points.*

Theory and practice of measurement; classical test theory (reliability and validity); item response theory; latent trait methods, including factor analysis; and logistic latent trait models. Provides computer experience with methods.

Multivariate Statistical Analysis G89.2244 *Prerequisite: G89.2229 or permission of the instructor. Maloney. 3 points.*

Theory and application of multivariate statistical methods in the behavioral sciences. Topics include matrix algebra, univariate/multivariate general linear models, multivariate analysis of variance, discriminant analysis, canonical correlation, and principal components analysis. Emphasis is on computer applications in the analysis of multivariate data.

Structural Equation Methods G89.2247 *Prerequisite: G89.2244. Bolger, Shrout. 3 points.*

Students apply and critique structural equation methods for studying relationships among multiple variables, including path analysis, confirmatory factor analysis, latent variable regression models, and methods designed for categorical data. Emphasis is on practical data analysis and public presentations of findings.

Analysis of Change G89.2248 *Prerequisite: G89.2229. Shrout. 3 points.*

Current issues and methods involving the analysis of change in the behavioral and social sciences, including latent change approaches, hierarchical linear models, and survival analysis, as well as classical methods for the analysis of change, including change scores, mixed model ANOVA, regression, and MANOVA.

Research Seminar in Industrial/Organizational Psychology G89.2252, 2253 *Prerequisites: G89.2228, G89.2284. May be repeated for credit. Heilman. 3 points per term.*

Planning and conducting research in industrial/organizational psychology. Issues and options in research design, implementation, and data analysis are discussed. Students perform, report on, and discuss individual research projects.

Leadership and Supervision G89.2254 *3 points.*

Psychological questions, theories, and empirical data relating to leadership and supervision in the formal organization; psychological theories of leadership, the change process, and performance evaluation.

Psychology of Justice G89.2255 *Tyler. 3 points.*

Introduction to psychological theories about social justice. Examines the four

major theoretical frameworks of justice theory: relative deprivation, distributive justice, procedural justice, and retributive justice. Using these frameworks, the course examines the role of justice in social attitudes and behavior, the influence of justice on the advantaged and disadvantaged, the scope of justice concerns, the nature of the justice motive, and cultural differences in conceptions of justice.

Psychology of Group Behavior G89.2256 *3 points.*

Topics and issues involving the psychology of small group behavior. Contemporary theory and research in laboratory and field settings. Emphasis on group processes affecting individual perception and behaviors within the group. The impact of supraorganizational or contextual constraints on formal and informal group processes.

Law and Psychology G89.2257 *Tyler. 3 points.*

Examines the interface between psychology and the law and legal institutions. Considers a variety of topics, including the use of empirical evidence by the courts; decision making by legal actors (judges, juries); why people obey the law; how to resolve social conflicts, etc.

Intervention and Social Change G89.2269 *Prerequisite: G89.2290. Seidman, Yoshikawa. 3 points.*

Models and processes of social change, both planned and naturally occurring. Topics include intervention and change processes at setting, organizational, institutional, and societal levels and their relationship to behavior across the life span. Theories of intervention are integrated with discussion of change endeavors throughout the course. Outcomes of interest include mental health problems, antisocial behavior, competence, HIV risk and protective behaviors, and positive development.

Primary Prevention G89.2272 *Seidman, Yoshikawa. 3 points.*

Examination of the idea of prevention from its earliest roots in the field of mental and public health through to contemporary perspectives on the promotion of well-being.

Seminar in Social/Personality Psychology G89.2279 *3 points.*

Systematic introduction to current research topics, including person perception, trait structure and heritabil-

ity, attribution, stereotyping, affiliation, achievement, gender, helping, equity and justice, aggression, intergroup relations, and cross-cultural research.

Automaticity G89.2280 Staff.
3 points.

The history of two distinct models of thought—one conscious and intentional, the other automatic and unintentional—as research topics in psychology. Explores the meaning and nature of these forms of thought and their interaction and impact on social psychological phenomena, from perception through judgment to behavior. Explores motivation, free will, and nature and purpose of consciousness.

Basic Research Methods in Social Behavior G89.2284 Heilman.
3 points.

Introduces research methods and issues in the scientific study of social behavior. Topics include the logic of inquiry and theory development; ethics of research with human participants; research design; methods of data collection; and application of research principles to investigations in laboratory, community, and organizational settings.

Advanced Research Methods in Social Behavior G89.2285
Prerequisite: G89.2284. 3 points.

Practice in idea formulation, data analysis, and report writing. Current research from relevant journals examined critically. Projects carried out in groups.

Organizational and Community Processes G89.2290 Hughes, Seidman.
3 points.

Major theories and approaches to the study of people in context and to understanding how individual behavior and functioning are influenced by features of settings. Emphasis on social and community organizations, including formal and informal structures, and communities and neighborhoods as social and functional systems.

Foundations of Social Cognition G89.2291 Staff.
3 points.

Introduction to the historical roots of and current trends in social cognition. Stages in information processing (including attention, categorization, explanation, inference, and recall) and their relation to judgment, behavior, and social issues, such as prejudice and discrimination. Also the role of situational and personality mediators.

Psychology and Social Issues

G89.2292 Seidman, Shinn, Yoshikawa.
3 points.

Relationship of current topics in public policy to psychological theory and evidence. Examination of psychological approaches to policy-relevant issues in the context of other disciplines: public policy analysis, economics, sociology, and anthropology. Current social issues addressed may include poverty, education policy, welfare reform, immigration policy, and health policy.

Evaluation Research G89.2293

Prerequisites: G89.2229 and a course in research methodology. Shinn. 3 points.

Quantitative and qualitative approaches to evaluation research. Political, strategic, and ethical issues; designs and analysis techniques for process and outcome evaluations; needs assessment; measuring change; goal attainment; cost analysis; and time series analysis.

Ecological Assessment G89.2294

Shinn. 3 points.

Methods for assessing the social, organizational, and community contexts of human behavior. Reliability and validity of measures of context. Methods for aggregating individual attitudes or characteristics (e.g., perceived social climate, census data), measuring theoretically important features of ecological units directly, and assessing transactions between people and environments.

Seminar in Psycholinguistics

G89.3210 May be repeated for credit.

Marcus, McElree. 3 points.

In-depth examination of topical issues in language comprehension, production, and acquisition. Sample topics: mechanisms for syntactic and interpretative processing; modular and nonmodular approaches to language comprehension; statistical and rule-based approaches to language acquisition.

Culture and Child Development

G89.3211 Prerequisite: a doctoral-level course in developmental psychology. Staff.
3 points.

Focuses on theoretical and empirical work, from a variety of disciplines (including psychology, anthropology, education sociology, history, and evolutionary psychology), that considers the role of cultural factors in children's cognitive and social development. Rather than simply debating notions of cultural specificity versus universality, participants are asked to consider the potential contribution that analy-

ses of cultural factors can make to our understanding of children's development in general. Students are active participants in organizing and leading class discussion and are required to prepare a research proposal that addresses a specific issue regarding the role of cultural factors in development.

Social Development of African American Children G89.3212

Hughes. 3 points.

A variety of approaches to understanding the status of African American children and families are available in the social science literature. The primary purpose of this course is to anchor existing research on African American children in a cultural context and in the nature of children's encounters with mainstream culture. Topics covered include perspectives on culture and ethnicity; language; peer group and school experiences; racial socialization; and influences of the media, community violence, poverty, and racism on children's development.

Field and Intervention Research Design and Methods G89.3213

Seidman. 3 points.

Examines how to ask questions, develop theory, and choose and implement research designs and methods of data collection in naturalistic social settings. Designing and decomposing the effects of both longitudinal and intervention studies are highlighted. The philosophical, social, cultural, ethical, and political values and issues impacting the research enterprise as well as the trade-offs between ideal procedures and what can actually be accomplished are underscored throughout the course.

Social/Personality Development

G89.3214 Ruble. 3 points.

Presentation of major theories and issues concerning the development of children's social awareness and behavior, including early attachment processes, socialization, social perception, and social behavior and motivation.

Seminar in Cognitive, Perceptual, and Language Development

G89.3220 May be repeated for credit.

Adolph, Johnson, Marcus. 3 points.

Advanced topics in developmental psychology. Topics may include conceptual development, language acquisition, motor skill acquisition, and perceptual learning and development.

Seminar in Perception G89.3233

May be repeated for credit. Carrasco, Landy, Maloney, Pelli. 3 points.

Advanced topics in perception. Topics have included object recognition, space perception, binocular stereopsis, visual cue combination, feature analysis, visual-motor coordination, visual attention, and fMRI methods in perception.

Behavioral Neuroscience G89.3241

Identical to G80.3241. Prerequisite: G89.2202 or equivalent. LeDoux. 3 points.

Survey of basic areas in behavioral neuroscience. Areas of primary interest include behavioral and neurobiological analysis of instinctive behavior, conditioning, motivation and emotion, and learning and cognition.

Seminar in Selected Research Topics in Social Psychology G89.3282

May be repeated for credit. 3 points.

Considers significant current research areas in social/personality psychology. Presentations by guest speakers and by students engaged in their own research programs constitute a major portion of this course.

Attitude Theory G89.3286

Staff. 3 points.
Contemporary theories of attitude formation, structure, and change; attitude measurement; derivative research and current controversies among the leading theories; related concepts such as beliefs, values, and public opinion.

Practicum in Community Research G89.3287, 3288

Seidman, Shinn, Yoshikawa. 3 points per term.
Closely supervised field research experience involving a social endeavor. With faculty supervision, students choose projects providing them with experiences in the processes of pre-entry, entry, development, and implementation of a social intervention, as well as its evaluation, feedback of its results, and responsible exit.

Advanced Seminar in Community Psychology G89.3290

May be repeated for credit. 3 points.
In-depth examination of a current research area in community psychology.

Advanced Topics in Organizational Psychology G89.3296

Prerequisite: graduate course in social psychology. 3 points.
In-depth examination of a current research area in organizational psychology.

Dissertation Research G89.3301, 3302

May be repeated for credit; however, no more than 6 points may be counted toward the 72 points required for the doctorate. 3 points per term.
Discussion of proposals and methodology for doctoral dissertation, planning of dissertation work, and reports of progress.

Preproposal Research in Psychology G89.3303, 3304

Prerequisite: permission of the instructor. May be repeated for credit. 3 points per term.
Research for one or two terms in addition to the doctoral research.

Reading Course in Psychology G89.3305, 3306

Open only to advanced students. Prerequisite: permission of the instructor. May be repeated for credit. 3 points per term.
Planned program of intensive readings in a defined area of psychology with supervision of a member of the department.

Research in Problems in Psychology G89.3321, 3322

Prerequisite: permission of the instructor. May be repeated for credit. 1-6 points per term.
Supervised research on a special problem apart from the doctoral thesis, in addition to G89.3303, 3304.

Seminar in Memory and Cognition G89.3326

May be repeated for credit. Davachi, McElree, Murphy, Phelps, Rebder. 3 points.
In-depth examination of topical issues in memory and cognition. Sample topics: mathematical models of memory and cognitive processes; aging, memory, and cognitive control; imaging methods in cognitive tasks; current controversies in categorization.

Seminar in Current Topics

G89.3391, 3392, 3393, 3394, 3395, 3396, 3397, 3398, 3399 *May be repeated for credit. 3 points per term.*
The department offers several seminars each term, reflecting the interest of advanced students or members of the faculty in contemporary problems in psychology theory, research, or practice.



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DIRECTOR OF THE PROGRAM:
Lewis Aron, Ph.D.

The program is designed to provide advanced education of postdoctoral mental health professionals in the theory and practice of psychotherapy and psychoanalysis. Established in 1961 for psychologists who at that time found it difficult to obtain formal train-

ing in psychoanalysis, the New York University Postdoctoral Program in Psychotherapy and Psychoanalysis was the first psychoanalytic training program sponsored by a university graduate school of arts and science. It is now the largest psychoanalytic training program in the country.

The program offers a diverse curriculum, comprising modern Freudian, interpersonal, relational, and independent orienta-

tions, and it is unique in offering comprehensive training in these various schools. Each orientation has an internationally known teaching faculty and outstanding clinical supervisors. Contemporary psychoanalysis has become increasingly pluralistic, and the postdoctoral program's community of scholars and practitioners has made a significant contribution to the field.

Program and Requirements

Admission: The requirements for admission to the NYU Postdoctoral Program in Psychotherapy and Psychoanalysis are

1. A doctoral degree from a program in clinical psychology or a related area of study.
2. Two years of supervised experience in individual adult psychotherapy.
3. Eligibility for state certification/licensing in a mental health discipline.

PROGRAM REQUIREMENTS

Personal Analysis: Candidates are required to complete 300 hours of personal analysis at a minimum of three sessions per week. This analysis must begin prior to initiating work with a clinic patient, and it must be concurrent with at least one year of the treatment of a clinic patient. The candidate's training analyst must have had, at the commencement of the candidate's analysis, five years of experience following graduation from an analytic training program. Moderate-cost psychoanalysis is made available to students by many members of the faculty. For further information regarding moderate-cost analysis, candidates may speak with the program director, Dr. Lewis Aron.

Curriculum: Candidates must satisfactorily complete 36 points of course work, chosen with the guidance of faculty from among the program's diverse areas of study. Enrollment in a minimum of one course per semester is required. The program begins with a two-semester sequence covering the major psychoanalytic orientations, an introduction to clinical psychoanalysis, and principles of ethics. The central thrust of the program is to afford candidates the opportunity to study with faculty representing major orientations in psychoanalytic theory and practice. Students are therefore encouraged to take courses reflecting differing points of view and to work with supervisors who have diverse theoretical approaches. However, since some individuals apply to the program so that they may work within one orientation, the program provides several options. The student may select a systematic course of study in a modern Freudian, an interpersonal, or a relational orientation. Alternatively, the student may choose to combine courses from the three orientations, as well as courses not aligned with any particular one (independent). The curriculum thus fosters an intellectual community in which theoretical diversity may thrive and a rigorous comparative psychoanalysis is encouraged.

Clinical Requirements: The candidate is required to conduct psychoanalysis for 400 hours under the supervision of the Postdoctoral Clinic. The candidate is expected to work with at least three clinical supervisors, for a minimum total of 160 hours; each supervisor must be seen for at least 40 hours. Candidates are to begin work with a clinic patient by the beginning of their second year in the program, and they are to continue clinic work until the requirement of work with two patients at 200 hours each is met. In performing the clinic requirement, students are expected to follow all guidelines outlined in the Postdoctoral Clinic's policy and procedures manual, which is updated regularly. Students write progress reports on their clinic patients toward the end of each academic year.

Evaluation: Candidates are evaluated by faculty following completion of each course and by supervisors following each supervisory experience. Candidates' progress is monitored by the Progression Committee, which may require additional course work, supervision, clinical experience, or personal analysis.

Postdoctoral Clinic: The Postdoctoral Clinic is the clinical facility for the training program. It is designed to

provide individual intensive psychotherapy and psychoanalysis for a limited number of individuals unable to afford private fees. Clinic fees are arranged according to the patient's income. Candidates working with clinic patients are supervised by the faculty of the postdoctoral program.

Inquiries about the Postdoctoral Clinic should be addressed to

Dr. Spyros D. Orfanos
Clinic Director
Postdoctoral Clinic
New York University
715 Broadway, 1st Floor
New York, NY 10003-6806

For applications and further information, call 212-998-7925 or send e-mail to gsas.postdoc@nyu.edu.

For up-to-date information and a complete description of courses as well as program faculty and supervisors,

visit the Web site at www.nyu.edu/fas/program/postdoctoral.

FINANCIAL AID

The program has obtained funding from the Irving Harris Foundation, the Wolstein Fund, and the University that makes it possible for many candidates in the program to receive financial assistance.

Selected Courses

FREUDIAN AREA OF STUDY

This curriculum encompasses the fundamental discoveries of Sigmund Freud and the diversity of viewpoints in theory and technique that characterizes Freudian psychoanalysis as it is practiced today. This diversity arises both from the proliferation of ideas within ego psychology and from the increasing influence of studies of child development, of self psychology, and of theories of the self in relationship to the object world. The program is such that one can take Freudian training in any desired proportion in relation to the overall postdoctoral program. It is also possible to participate in a structured Freudian program, with guaranteed access to a planned sequence of courses. Candidates are welcome to contact the chair of the faculty in the Freudian area of study, Dr. Jo Lang (jpilw@aol.com), to discuss individual questions and planning.

Theory of Psychoanalytic Technique I, II G89.4450, 4451
Ellman, Levy. 2 points per term.

Clinical Use of Free Association and Dreams G89.4453
Adams-Silvan, Pine. 2 points.

Narcissistic States and the Therapeutic Process G89.4455
Bach. 2 points.

Developmental Perspectives: Infancy Through Latency G89.4456
Bergman, Olesker. 2 points.

Adolescence: Development, Identity Formation, and Treatment G89.4457
Levy-Warren. 2 points.

Development of Psychoanalytic Theory I G89.4458
First, Tucker. 2 points.

Development of Psychoanalytic Theory II G89.4459
Freedman, Grunes. 2 points.

Neurotic Personality Organization G89.4460
Druck. 2 points.

Character Disorders G89.4461
R. Lasky. 2 points.

Comparative Clinical Experiences G89.4463
I. Steingart. 2 points.

Treatment of Borderline and Narcissistic Disorders and Case Seminar G89.4464
Hurvich. 2 points.

Close Process Analysis G89.4465
Grand. 2 points.

Treatment of Depressive Conditions G89.4469
Nass. 2 points.

Object Loss in Clinical Practice G89.4470
Frankiel. 2 points.

Psychoanalytic History and Changes in Technique G89.4501
Bergmann. 2 points.

British Kleinian Work Since 1957 G89.4502
First. 2 points.

Contemporary Freudian Psychoanalysis G89.4503
Gediman. 2 points.

Interaction in Psychoanalysis: Transference, Countertransference, and Enactment G89.4505
Katz. 2 points.

Interaction in Psychoanalysis: Case Seminar on Transference, Countertransference, and Enactment G89.4506
Feltman. 2 points.

Gender and Envy G89.4520
C. Ellman. 2 points.

Continuous Case Seminar on the Nontransference Psychoanalytic Treatment Relationship G89.4525
Grunes. 2 points.

Interplay of Psyche and Soma G89.4532
Sloat. 2 points.

Freudian Psychoanalysis: A Century of Conflict G89.4534
Pine. 2 points.

Shame and Narcissism: Developmental Issues and Clinical Approaches G89.4535
Libbey. 2 points.

INTERPERSONAL AREA OF STUDY

Interpersonal theory rests upon a broad framework of implicit and explicit premises that departed from the psychoanalysis of its day and that continues to reflect its unique contribution to the current psychoanalytic movement. An individual's experience, acquired in the context of interactions with others, becomes the focus of analytic inquiry. Central to interpersonal analysis is the direct engagement of analyst and patient in their actual and immediate experience of each other. Interpersonal theory posits a variety of influences that produce diverse and individualizing effects upon the person. However, no assumptions are made about any preordained event or constellation of events as being primary determinants of experience. In this way, the uniqueness of each patient, each therapist, and each analytic dyad is emphasized. Great importance is placed on an understanding of character formation through an exploration of the interplay of interpersonal interaction with the social and cultural factors that provide the context in which this interaction is embedded. Candidates are welcome to contact the chairs of the faculty in the interpersonal area of study, Dr. Ann D'Ercole (adercole@psychoanalysis.net) and Dr. Judy Gold (drjudygld@aol.com), to discuss individual questions and planning.

Comparative Analysis of Major Orientations in Contemporary Psychoanalysis G89.4427
Wilner. 2 points.

Discovering Gender/Sexual Identities and Psychoanalysis G89.4428
D'Ercole. 2 points.

Value Dilemmas in the Analytic Engagement G89.4429 *Grey. 2 points.*

Foundations of Interpersonal Psychoanalysis: Sullivan and Fromm G89.4436 *Atkins, Grey. 2 points.*

The Individual in Family Context G89.4438 *Gerson. 2 points.*

Clinical Seminar on Dreams G89.4443 *Blechner. 2 points.*

Psychoanalytic Therapy: The Experience of Analyst and Patient G89.4446 *Basescu. 2 points.*

Character, Self, and Psychoanalysis G89.4495 *Ficalini. 2 points.*

The Relevance of Science to Psychoanalysis G89.4531 *Sugg. 2 points.*

Ethics in Psychoanalysis G89.4537 *Goren. 2 points.*

Benjamin Wolstein's Perspectives G89.4539 *Jordan. 2 points.*

RELATIONAL AREA OF STUDY

Over the past several decades, a basic theoretical and clinical paradigm has emerged within various psychoanalytic traditions that is fundamentally different from that which underlies classical psychoanalytic thought. The new perspective includes and cuts across recent developments within the British school of object relations, American interpersonal psychoanalysis, self psychology, and currents within Freudian ego psychology. The curriculum is organized around three levels of course work; it is based on courses sponsored by the relational faculty and augmented by other courses in the program. Candidates who are interested in pursuing this orientation are encouraged to consult with members of the relational faculty with the goal of setting up an individually tailored curriculum. Candidates are welcome to contact the chairs of the faculty in the relational area of study, Dr. Nina Thomas (doctornina@aol.com) and Dr. Neil Skolnick (njspsy@aol.com), to discuss individual questions and planning.

Constructivism and the Psychoanalytic Situation G89.4431 *Stern. 2 points.*

Self Psychology: Theory and Clinical Applications G89.4471 *Fossbague. 2 points.*

Case Seminar in Relational Psychoanalysis G89.4472 *2 points.*

British Object Relations Theory: Fairbairn and Guntrip G89.4474 *Skolnick. 2 points.*

Alternative Perspectives in Analytic Therapy G89.4476 *Wachtel. 2 points.*

Winnicott: The Evolution and Impact of His Work G89.4477 *Slochower. 2 points.*

Relational Concepts: An Integrative Seminar G89.4478 *Davies. 2 points.*

Clinical Seminar in Psychoanalytic Process G89.4479 *Bromberg. 2 points.*

Developmental Issues in the Analytic Setting G89.4480 *Harris. 2 points.*

Fundamentals of the Psychoanalytic Situation G89.4484 *Aron. 2 points.*

Infant Research and Psychoanalysis G89.4485 *Beebe. 2 points.*

Gender and Psychoanalysis G89.4486 *Benjamin. 2 points.*

Melanie Klein and Wilfred Bion G89.4493 *Eigen. 2 points.*

The Analytic Relationship: Case Seminar and Clinical Theory G89.4494 *Bass. 2 points.*

Sexuality in Relational Perspective G89.4496 *Dimen. 2 points.*

Introduction to Relational Models of Psychoanalysis and Their Implications for Treatment G89.4497 *Altman. 2 points.*

Current Perspectives on Dreaming: Theory, Research, and Practice G89.4499 *Fossbague. 2 points.*

Infant Research and Psychoanalysis II Implications for Adult Treatment G89.4510 *Lachmann. 2 points.*

Advanced Seminar on Sexuality in Relational Perspective G89.4511 *Dimen. 2 points.*

The Work of Sandor Ferenczi G89.4521 *Berman. 2 points.*

Psychoanalytic Thinking on Affect G89.4528 *Stein. 2 points.*

Ferenczi and Relational Psychoanalysis G89.4530 *Ragen. 2 points.*

Self Psychology: Theory and Clinical Applications, Part I G89.4533 *Clement. 2 points.*

Dialectical Constructivism G89.4540 *Hoffman. 2 points.*

INDEPENDENT AREA OF STUDY

This curriculum offers courses that promote the process of contrasting and comparing the various orientations in the program as a whole or that address crucial psychoanalytic issues not covered by other curricula. Beyond its course offerings, the independent group supports candidates' pursuit of individually tailored programs of study by offering assistance in planning courses of study that will meet individual training needs and by comprising a group of faculty, graduates, and candidates with diverse theoretical orientations to which independent candidates can belong regardless of their evolving psychoanalytic orientations. Candidates are welcome to contact the chair of the faculty in the independent area of study, Dr. Steven Knoblauch (sk@psychoanalysis.net), to discuss individual questions and planning.

Inter-Orientation Case Seminar G89.4489 *Dusansky. 2 points.*

Adult Survivors of Child Sexual Abuse G89.4498 *Alpert. 2 points.*

A Psychoanalytic Approach to the Understanding and Treatment of Addictive Disorders G89.4520 *Yalisove. 2 points.*

The Analyst's Developmental and Transformational Functions: A Comparative Study G89.4522 *Varga. 2 points.*

Lacanian Psychoanalysis G89.4523 *Feber-Gurewicz. 2 points.*

The Musical Edge of Therapeutic Dialogue: Nonverbal Dimensions of Psychoanalytic Activity G89.4527 *Knoblauch. 2 points.*

INTERDISCIPLINARY COURSE

Narrative and Trauma G89.4524 *Offered jointly with the Department of English/Institute for the History of the Production of Knowledge. Grand. 2 points.*



726 BROADWAY, SUITE 554 • NEW YORK, NY 10003-9580 • 212-998-3756 • FAX: 212-995-4827
E-MAIL: religious.studies@nyu.edu • WEB SITE: www.nyu.edu/fas/religiousstudies

DIRECTOR OF THE PROGRAM:
Associate Professor Angela Zito

DIRECTOR OF GRADUATE STUDIES:
Associate Professor Angela Zito

The Program in Religious Studies explores religious practices as important aspects of social life. We include three related approaches: examination of primary texts and artifacts; analysis of the ideas and activities that have contributed to the development of various religions; and interdisciplinary exploration of the theories and methods used in the study of religion. It should be stressed that the M.A. in religious studies is oriented

toward the academic analysis of religious phenomena and is not intended to promote or endorse either religious belief itself or the views and practices of any particular religious tradition.

The program utilizes resources from several areas of study in the Graduate School of Arts and Science (including the Departments of Anthropology, Classics, English, Hebrew and Judaic Studies, History, Middle Eastern and Islamic Studies, and Philosophy, and the Program in Medieval and Renaissance Studies) and in the Tisch School of the Arts (the Department of Performance Studies). The program also has close ties to the Center for Religion and Media.

Courses that originate in these programs and departments are made available to graduate religious studies students through cross-listing or departmental permission. This allows students to develop a solid foundation in comparative religions and theories and/or to focus on a specific area of study. Students are welcome to use the library of NYU's Hagop Kevorkian Center for their advanced research. It should be noted that most courses are offered during the day or early evening hours. Students who pursue the graduate program on a full-time basis (12 points per semester) complete the program in two years.

Faculty

Adam H. Becker, *Assistant Professor, Classics (Religious Studies)*. Ph.D. 2004 (religion), Princeton; M.A. 2001 (Syriac studies), Oxford; M.A. 1977 (classics), New York; B.A. 1994 (classics), Columbia. Jewish-Christian relations in late antiquity; critical theories of religion; Syriac language and literature; reception of classical antiquity; religion in the modern Middle East.

Ann Pellegrini, *Associate Professor, Performance Studies (Religious Studies)*. Ph.D. 1994 (cultural studies), Harvard; B.A. 1988 (*literae humaniores*), Oxford; B.A. 1986 (classics), Harvard and Radcliffe Colleges.

Queer theory; religion and sexuality; psychoanalysis and culture; religion, performance, and community-formation; cultures of childhood; feminist and queer performance; confessional culture; religion and secularism; Jewish cultural studies.

Francis E. Peters, *Professor, Middle Eastern and Islamic Studies (Religious Studies), History*. Ph.D. 1961 (*Islamic studies*), Princeton; M.A. 1952 (*philosophy and Greek*), B.A. 1950 (classics), St. Louis.

Islamic history and religion; comparative Judaism, Christianity, and Islam; the Haj.

Angela Zito, *Associate Professor, Anthropology (Religious Studies); Director, Program in Religious Studies*. Ph.D. 1989 (*Far Eastern languages and civilizations*), Chicago; B.A. 1974 (*East Asian studies*), Pennsylvania State.

Chinese religions and cultural history; religion and media; embodiment, gender, and ritual; the relationship of anthropology and history.

AFFILIATED FACULTY IN OTHER DEPARTMENTS

Barbara Browning, *Performance Studies*; **Mary J. Carruthers**, *English*; **Peter J. Chelkowski**, *Middle Eastern and Islamic Studies*; **Michael Gilensan**, *Middle Eastern and Islamic Studies*; **Faye Ginsburg**, *Anthropology*; *Center for Media, Culture, and History*; **Ogden Goelet**, *Middle Eastern and Islamic Studies*; **Bernard Haykel**, *Middle Eastern and Islamic Studies*; **Richard Hull**, *History*; **Alfred Ivry**, *Hebrew and Judaic Studies*; **Penelope Johnson**, *History*; **Marion Katz**, *Middle Eastern and Islamic Studies*; **Aisha Khan**, *Anthropology*; **Barbara Kirshenblatt-Gimblett**, *Performance Studies*; **Kenneth Krabbenhoft**, *Spanish and Portuguese Languages and Literatures*; **Karen Ordahl Kupperman**, *History*; **Paule Marshall**, *English*; **Thomas F. Mathews**, *Fine Arts*; **José Esteban Muñoz**, *Performance Studies*; **Fred**

Myers, *Anthropology*; Nancy Freeman Regalado, *French*; Edward H. Roesner, *Music*; Avital Ronell, *German*; Jeffrey L. Rubenstein,

Hebrew and Judaic Studies; Lawrence H. Schiffman, *Hebrew and Judaic Studies*; Mark Smith, *Hebrew and Judaic Studies*; Diana Taylor,

Performance Studies; Sinclair Thomson, *History*; Evelyn Birge Vitz, *French*; Peter Wosh, *History*.

Program and Requirements

Admission: Decisions on admission to the graduate Program in Religious Studies are based on several factors. Undergraduate transcripts, Graduate Record Examination (GRE) test results, letters of recommendation, writing sample, and the personal statement are some of the materials seriously considered during the decision-making process. Although it is advantageous to have previous course work in the religious studies field, it is not required.

MASTER OF ARTS

Course of Study: The program for each candidate for the Master of Arts degree in religious studies consists of the following required and elective courses:

1. Theories and Methods in the Study of Religion (G90.1001).
2. Four courses in one of the designated areas of study.

3. One course in another area of study.
4. One elective course.

5. Demonstrated competency through the intermediate level of a primary-source language of the chosen area of study.

6. A master's thesis or comprehensive examination, the option to be chosen in consultation with a faculty adviser.

The areas of study and their approved primary-source languages represented in the Program in Religious Studies are as follows:

1. Religions of the ancient Near East (Egyptian, Akkadian, Sumerian).
2. Judaism (Hebrew, Aramaic).
3. Christianity (Greek, Latin, Coptic).
4. Islam (Arabic).
5. Asian religions (Sanskrit, Pali, Chinese, Japanese).

6. Issues in comparative religion (languages to be chosen in consultation with the student's adviser).

Language competence is demonstrated by either of the following:

1. Successful completion of language courses through two semesters at the intermediate level. (Note: Graduate credit is not awarded for undergraduate courses.)
2. Passing a departmental examination.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

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

Courses

All graduate courses offered in religious studies carry 4 points each. For listings of course offerings by semester, please visit the program's Web site.

Theories and Methods in the Study of Religion G90.1001 4 points.
Survey of the principal methods of studying religious belief and practice.

Problems and Methods in Hebrew and Judaic Studies G90.1005
Identical to G78.1005. 4 points.

Introduction to Ancient Studies G90.1040 *Identical to G78.1040.* 4 points.

Judaism, Christianity, and Islam G90.1199 *Identical to G78.2701, G65.1302, G77.1901.* 4 points.
Introductory proseminar on the methods for a comparative study of Judaism, Christianity, and Islam; analysis of the original sources and the principal secondary literature for a topical study of the three chief, and related, monotheistic religions; weekly reports by students.

History of Israelite Religion G90.1327 *Identical to G78.1327.* 4 points.

Topics in the Bible G90.1330
Identical to G78.3311. 4 points.

Mysticism G90.1409 4 points.
Focuses primarily on the Western mystics of Judaism, Christianity, and Islam, giving special attention to Rumi and Meister Eckhart. Comparisons are made with nondualistic traditions in Hinduism and Buddhism.

Origins of Christianity G90.1420 4 points.
The first half of the semester treats the world of first-century Judaism, the Hellenistic culture of the Roman Empire, and the mission of Jesus; the second half traces the development of Christianity from its beginnings as a movement within Judaism to the point where it becomes its own religion, and the New Testament is formed.

Colloquium: Christian Monasticism—Its History and Culture G90.1455 *Identical to G57.2114.* 4 points.

Christianity and Culture in America G90.1470 *Identical to G57.2020.* 4 points.

Muhammad and the Qur'an G90.1502 4 points.
Study of the life and the teachings of the Prophet; analysis of the Qur'an; introduction to the problem of Hadith; and study of Ibn Ishaq's *Life of the Apostle of God*.

Shi'i Islam G90.1577 *Identical to G77.1750 and G93.1618.* 4 points.

Introduction to the Qur'an G90.1609 *Identical to G77.1609.* 4 points.

Special Topics in East Asian History G90.1731 *Identical to G57.1731.* 4 points.

History of Judaism in Late Antiquity G90.1800 *Identical to G78.2623.* 4 points.

Islam in the Modern World

G90.1803 *Identical to G77.1803.*
4 points.

The 19th- and 20th-century challenge of Islam to modernism and vice versa. The effect of colonization and Europeanization on traditional Islam and the reactions of both modernists and traditionalists within the Islamic medium.

Islamic Law and Society G90.1852
Identical to G77.1852. 4 points.

Women and Islamic Law G90.1854
Identical to G77.1854. 4 points.

The Bible and Literary Criticism
G90.2115 *Identical to G78.2115.*
4 points.

Gender, Otherness, and Difference
G90.2453 *Identical to G78.2453.*
4 points.

Medieval Mystical Hebrew Literature G90.2467 *Identical to G78.2467.* 4 points.

Contemplative Union and Ecstasy in Medieval Jewish Mysticism
G90.2468 *Identical to G78.2468.*
4 points.

Anthropology of Ritual and Performance G90.2474 *Identical to G14.3399.* 4 points.

Body, Performance, and Religion
G90.2475 *Identical to G14.2335.*
4 points.
Exploration of the issue of embodiment in two stages. The first stage traces the rise of the European model of the biomedical body, while the second traces some of the strands of critique of the universalizing social implications of this model, especially performative approaches. We must reflexively shape this methodological legacy in order to understand the cultural expressions of "others." This method enables us to better understand aspects of other social and religious traditions that counter, or form interesting hybrids with, European practices of embodiment.

Anthropology of China: A Critical Historical Approach G90.2476
Identical to G14.3391. 4 points.

Religion and Power G90.2800
Identical to G57.2800. 4 points.

M.A. Thesis Research G90.2901, 2902 1-4 points per term.

Directed Study in Christianity
G90.2921, 2922 1-4 points per term.

Directed Study in Judaism
G90.2931, 2932 1-4 points per term.

Directed Study in Islam G90.2941, 2942 1-4 points per term.

Directed Study in Asian Religion
G90.2951, 2952 1-4 points per term.

Directed Study in Philosophy of Religion G90.2961, 2962 1-4 points per term.

Directed Study: Topics in Religion
G90.2971, 2972 1-4 points per term.



DEPARTMENT OF

Russian and Slavic Studies

19 UNIVERSITY PLACE, ROOM 204 • NEW YORK, NY 10003-4556 • 212-998-8670

CHAIR OF THE DEPARTMENT:

Associate Professor Eliot Borenstein

DIRECTOR OF GRADUATE STUDIES:

Assistant Professor Anne Lounsbury

New York University offers an interdisciplinary master's degree in Russian and Slavic studies. Since degree can-

didates have the opportunity to take courses in departments across NYU, the curriculum encompasses a wide variety of specializations, from literature and film to anthropology, history, politics, music, linguistics, and performance studies. With its focus on interdisciplinarity and comparative methodologies, the program encourages the

kind of academic boundary-crossing that has distinguished much of the most innovative recent work in Russian literary and cultural studies. We also have limited course offerings in other Slavic cultures, primarily Czech.

Faculty

Irina Belodedova, *Senior Language Lecturer; Language Coordinator*. M.A. 1983 (*Russian literature*), New York; B.A. 1973, Kiev.

Teaching methodology; computer-assisted language instruction; 20th-century Russian literature.

Eliot Borenstein, *Associate Professor; Chair, Department of Russian and Slavic Studies*. 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, *Professor, History, Russian and Slavic Studies*. Ph.D. 1981, M.A. 1971, Harvard; M.L.S. 1969, Simmons College; B.A. 1967, Reed College.

Russian history; legal culture; imperial politics; peasants.

Stephen F. Cohen, *Professor, Russian and Slavic Studies, History*. Ph.D. 1969 (*political science and Russian studies*), Columbia; M.A. 1962 (*government and Russian studies*), B.S. 1960 (*economics and public policy*), Indiana.

Twentieth-century Russian politics and history; U.S.-Soviet/Russian relations; American media coverage of the former Soviet Union and Russia.

Milan Fryscák, *Associate Professor*. Ph.D. 1969, Ohio State; M.A. 1963, California (Berkeley); *Promovaný Filolog* 1956, Palacky (Czech Republic).

Slavic linguistics; Slavic culture; Czech literature.

Anneta Greenlee, *Language Lecturer*. M.A. 1989, New York; *Diploma of Higher Education* 1975, Leningrad.

Language teaching methodology; women writers; Russian, West European, and Latin American theatre.

Boris Groys, *Global Distinguished Professor*. Ph.D. 1992 (*philosophy*), Münster; M.A. 1971 (*philosophy and mathematics*), Leningrad State.

Modernist and postmodernist art and cultural theory; theories of media; philosophy; Moscow conceptualism; the Russian avant-garde.

Mikhail 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.

Anne Lounsbury, *Assistant Professor*. 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.

FACULTY EMERITA

Charlotte Douglas.

Program and Requirements

MASTER OF ARTS

Admission: Students must hold a B.A. degree and have a thorough knowledge of the Russian language. Usually students have an undergraduate degree in Russian, but majors in other subjects may be accepted if the applicant's knowledge of Russian is sufficient for graduate study. Before being granted the M.A., students must attain the level of advanced in all language skills (speaking, oral comprehension, reading, and writing), to be

demonstrated by either passing an examination or earning the equivalent of an A grade in auditing the department's third-year Russian course.

The M.A. degree requires successful completion of eight courses (32 points) and a thesis. Four of these 32 points may be obtained either through an independent course of thesis-related research or through an Independent Study graduate seminar. Students enrolled full time can expect to complete the degree requirements in three

semesters; part-time students may take two years.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

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

Courses

The department's graduate courses meet once a week, usually in the evening. Most of the courses listed below are offered every year, but some are offered less frequently. Detailed information about the courses given in any term may be obtained from the director of graduate studies. Some courses in the department are conducted in Russian; term papers and final examinations must be written in English. The department offers special studies and research courses that permit students to pursue individual interests under the supervision of a faculty adviser.

RUSSIAN LITERATURE AND CULTURE

Seminar in 19th-Century Russian Literature G91.1006 *Lounsbury*. 4 points.

Seminar in 20th-Century Russian Literature G91.1092 *Borenstein*. 4 points.

Special Studies in Literary Genres G91.2006 *Staff*. 4 points.

Modern Russian Painting G91.2101 *Douglas*. 4 points.

Surveys painting in Russia from 1880 to 1930 and the development of modern styles, including symbolism, cubo-futurism, suprematism, and postsuprematism. Emphasis is on the historical and art historical contexts, especially the relation of the Russian works to Western European art, and critical and theoretical issues in the Russian experience.

Theory of the Avant-Garde, East and West, 1890-1930 G91.2103 *Identical to G65.1142. Groys*. 4 points. Examines movements of the avant-garde—cubism, futurism, imagism, vorticism, constructivism, dadaism, and surrealism—in their international and interdisciplinary perspectives. Attention is given to the interrelation and mutual influence of visual and verbal art.

Russian Painting in the 1920s G91.2105 *Seminar. Douglas, Groys*. 4 points.

Surveys painting in Moscow and Leningrad after the Revolution. Considers styles ranging from constructivism to surrealism, expressionism, and realism and political and social critical issues.

Special Studies in Literary Movements G91.2106 *Staff*. 2-4 points.

Science and Modern Art G91.2107 *Identical to G65.1152. Douglas*. 4 points.

Examines the connections between scientific ideas and modern painting from the early 1900s to World War II.

Russian Utopian Fiction G91.2112 *Borenstein*. 4 points.

Survey of the development of the utopian tradition in Russia, within the context of the larger European utopian tradition. Special attention is paid to 20th-century works and to questions of genre.

History of Russian Constructivism G91.2113 *Groys*. 4 points. Research seminar focusing on the painting, sculpture, and theatre designs of Russian constructivist artists in the 1920s. Particular attention is given to the social and political context of their

art and aesthetic ideas. Artists considered include Popova, Rodchenko, Gabo, Stepanova, and the Stenberg brothers.

Russian Popular Culture G91.2114 *Borenstein*. 4 points.

Broad survey of the main trends in Russian film, radio, television, poster art, pop music, and pulp fiction throughout the 20th century, providing an in-depth analysis of the forces and ideologies that helped shape these trends.

Russian Modernism G91.2115 *Borenstein*. 4 points.

Russian fiction from the years immediately prior to the Revolution through the early 1930s. Particular emphasis is placed on the interplay between art and ideology.

Russian Postmodernist Fiction G91.2116 *Borenstein*. 4 points. Examination of the experimental and self-referential novels and stories of the last decades of the 20th century. Addresses the question of Russian postmodernism's relation to postmodernism in the West and also to Soviet socialist realism.

Authorship and Authority in the Russian Tradition G91.2120-001 *Lounsbury*. 4 points.

Critical examination of literary works reflecting the Russian author's role as cultural and moral authority. Focus on the 19th century (Pushkin, Gogol, Chaadaev, Herzen, Chernyshevsky, Turgenev, Dostoevsky, Tolstoy) with some attention to the Soviet era (Lenin, Mayakovsky, Akhmatova, Solzhenitsyn, Brodsky).

Defining Russia G91.2121-001

Required course for graduate students in the department. Lounsbury. 4 points.
Interdisciplinary, team-taught course designed to introduce the main methods and chief scholarly debates in contemporary Russian studies.

Conspiracy Theories: Paranoid Fictions After Freud G91.2122
Borenstein. 4 points.

With its clash of ideologies and the rise and fall of metanarratives (modernism, postmodernism, Marxism), the 20th century saw a proliferation of conspiracy theories and intricate attempts to impose rational order on increasingly chaotic systems. This course examines 20th-century narratives that exemplify and explore the modernist and postmodernist paranoid mindset. Authors include Kafka, Olesha, Freud, Pelevin, Pynchon, Dick, and Sologub.

Adultery in the Novel G91.2124-001 *Lounsbury. 4 points.*

Examines novels from the Russian, European, and American traditions that take adultery as their organizing theme. Primary texts include *Anne Karenina*, *Madame Bovary*, *The Scarlet Letter*, *Jude the Obscure*, and others; critical readings by Georg Lukacs, Tony Tanner, Naomi Schor, Shoshana Fleman, and others.

Pushkin G91.2200 *Lounsbury. 4 points.*

Thorough examination of Pushkin's major works in poetry, prose, and drama, with an introduction to critical treatments of Pushkin from the early stages to contemporary approaches.

Gogol G91.2202 *Lounsbury. 4 points.*
Critical introduction to Gogol's work. Close reading of his principal texts. Includes Gogol's dramatic work and *Selected Passages from Correspondence with Friends*. Explores the debates surrounding Gogol and his heritage between East and West.

Tolstoy vs. Dostoevsky G91.2208-001 *Lounsbury. 4 points.*

Study of Tolstoy's and Dostoevsky's major novels as well as some shorter works and nonfictional writings; con-

sideration of the critical tradition that has grown up around both writers, with attention to their role in the Russian canon and world literature.

Chekhov G91.2210 *Lounsbury. 4 points.*

Critical introduction to Chekhov's work. Examination of Chekhov's creative art, with emphasis on the evolution of the thematic and formal elements in his prose. Chekhov's place within the Russian literary tradition is assessed. Considers Chekhov's plays and his importance as a dramatist.

Malevich G91.2290 *Seminar. Douglas, Groys. 4 points.*

Examination of the work and thought of the 20th-century artist Kazimir Malevich.

Russian Formalism and Related Schools of Literary Criticism

G91.2302 *Lounsbury. 4 points.*
The key methodological concepts and critical achievements of the Russian formalists and their reflection in the work of the Prague Linguistic Circle and of the contemporary "Moscow-Tartu" semiotic school. Parallels to Anglo-American new criticism and recent French criticism.

Special Studies in Literary Criticism
G91.2304 *Borenstein, Lounsbury. 4 points.*

Culture of Modernity: Case Eisenstein G91.2900 *Identical to G29.2900. Seminar. Iampolski. 4 points.*
Russian film director Sergey Eisenstein (1898-1948) is a great representative of the revolutionary avant-garde. This course explores his poetics based on montage, shock, violence, and political engagement in the context of modernist, revolutionary, intellectual, and artistic trends.

STUDIES IN RUSSIAN LANGUAGE AND LINGUISTICS

Structure of Modern Russian G92.1505 *Fryscák. 4 points.*
Outline of modern standard Russian phonology, morphology, and syntax; introduces Russian/English contractive grammar.

Applied Phonetics and Spoken Contemporary Russian G92.1506 *Staff. 4 points.*

The phonetic system and phonological rules of contemporary standard Russian; study and practice in articulation, rhythm, and intonation of spoken language in different social settings and communicative modes.

Methodology of Instruction in Russian G92.1509 *Fryscák. 4 points.*
Characteristic approaches to teaching Russian, from the traditional to those using the most recent achievements of applied linguistics; prepares students for practical classroom presentation of grammatical topics.

History of the Russian Language G92.2501 *Fryscák. 4 points.*
Historical survey of Russian phonology and morphology, with an examination of the main currents that shaped the development of Russian as a literary language.

Seminar in Russian Linguistics
G92.2592 *Staff. 4 points.*

Old Church Slavonic G92.3501 *Fryscák. 4 points.*
Introduction to the study of Old Church Slavonic grammar and lexicon. Reading and grammatical analysis of selected canonical texts.

Research G92.3991 *Fryscák. 2-4 points.*

RELATED COURSES

Certain courses in the Departments of Anthropology, Comparative Literature, History, Linguistics, Politics, and Sociology may be counted toward degree requirements for the Master of Arts degree in Russian and Slavic studies. For specific courses, consult the director of graduate studies.



CHAIR OF THE DEPARTMENT:

Professor Lawrence L. Wu

DIRECTOR OF GRADUATE STUDIES:

Assistant Professor Vivek Chibber

The Department of Sociology emphasizes both theoretical creativity and substantive empirical research on important social issues. It encourages a range of analytic perspectives and maintains strength in both quantitative and qualitative methods. The graduate program complements research on the contemporary United States—including New York City—with international and historical studies. Among its areas of strength are gender studies; social inequality; crime, law, and deviance; organizations

and economy; political sociology; social movements; urban sociology; race and ethnicity; culture; and theory.

In addition to formal course work, the department offers students a chance to participate in collaborative research projects through its apprenticeship program. This gives students an early research experience and leads NYU faculty and students to publish an unusually high number of coauthored papers. Students also have access to the department's extensive computer resources.

The department organizes five continuing public research workshops, where faculty and students present and criticize each other's works in progress, encouraging professional collabora-

tion and exchange. These workshops are (1) Politics, Power, and Protest; (2) Gender and Inequality; (3) Crime, Law, and Deviance; (4) Political Economy; and (5) Culture, Institutions, and Social Change. The department also organizes an active program of colloquia, conferences, and speakers, and graduate students themselves organize a conference each year.

To prepare students interested in careers as college and university teachers, the department offers training in the teaching of sociology. This includes a teaching practicum and a graduated program of practical experience in which students work as teaching assistants with increasing levels of responsibility.

Faculty

Edwin Amenta, *Professor*. Ph.D. 1989 (sociology), Chicago; M.A. 1982 (sociology), B.A. 1979 (sociology), Indiana.

Political sociology; historical and comparative sociology; social movements, social policy.

Richard Arum, *Associate Professor*. Ph.D. 1996 (sociology), California (Berkeley); M.Ed. 1988, Harvard; B.A. 1985 (political science), Tufts.

Education; stratification/mobility; organizations, formal and complex.

Neil Brenner, *Assistant Professor*. Ph.D. 1999 (political science), Chicago; M.A. 1996 (geography), California (Los Angeles); M.A. 1994 (political science), Chicago; B.A. 1991 (philosophy), Yale.

Urban sociology; political sociology; theory.

Craig Calhoun, *Professor*. D.Phil. 1980 (sociology and history), Oxford; M.A. 1975 (social anthropology), Manchester; M.A. 1974 (anthropology), Columbia; B.A. 1972 (anthropology), Southern California. Social theory; social history; political sociology (movements, democracy, and nationalism).

Vivek Chibber, *Assistant Professor*. Ph.D. 1999 (sociology), M.A. 1991 (sociology), Wisconsin (Madison); B.A. 1987 (political science), Northwestern. Comparative/historical sociology; political sociology; economy and society.

Dalton Conley, *Professor; Director, Center for Advanced Social Science Research*. Ph.D. 1996 (sociology), M.A. 1994 (sociology), M.P.A. 1992, Columbia; B.A. 1990 (humanities), California (Berkeley).

Stratification/mobility; race/class/gender; medical sociology.

Juan E. Corradi, *Professor*. Ph.D. 1974 (sociology), M.A. 1967 (sociology), B.A. 1965 (sociology), Brandeis.

Fear and violence; urban cultures; corporate social responsibility programs in developing countries.

Jo Dixon, *Associate Professor*. Ph.D. 1987 (sociology), Indiana; M.A. 1981 (sociology), Emory; B.A. 1972 (sociology), North Carolina.

Sociology of law; gender and law; legal profession.

Troy Duster, *Professor*. Ph.D. 1962 (sociology), Northwestern; M.A. 1959 (sociology), California (Los Angeles); B.A. 1957 (journalism), Northwestern.

Science; public policy; race and ethnicity; deviance.

Thomas Ertman, *Associate Professor*. Ph.D. 1990 (*sociology*), M.A. 1985 (*sociology*), B.A. 1981 (*philosophy*), *Harvard*.

Comparative/historical sociology; political sociology; theory.

David W. Garland, *Arthur T. Vanderbilt Professor of Law, Law; Professor, Sociology*. Ph.D. 1984 (*sociological studies*), *Edinburgh*; M.A. 1978 (*criminology*), *Sheffield*; LL.B. 1977, *Edinburgh*.

Criminology; social control and theory.

Kathleen Gerson, *Professor*. Ph.D. 1981 (*sociology*), M.A. 1974 (*sociology*), *California (Berkeley)*; B.A. 1969 (*sociology*), *Stanford*.

Gender; the family; work-family linkages.

Jeff Goodwin, *Associate Professor*. Ph.D. 1988 (*sociology*), M.A. 1983 (*sociology*), B.A. 1980 (*social studies*), *Harvard*.

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.

Doug Guthrie, *Associate Professor*. Ph.D. 1997 (*sociology*), M.A. 1994 (*sociology*), *California (Berkeley)*; B.A. 1992 (*East Asian languages and civilizations*), *Chicago*.

Economy and society; social organization; work and labor markets.

Lynne Haney, *Assistant Professor*. Ph.D. 1997 (*sociology*), M.A. 1992 (*sociology*), *California (Berkeley)*; B.A. 1990 (*sociology*), *California (San Diego)*. Sex and gender; qualitative methodology; social psychology.

Barbara Heyns, *Professor*. Ph.D. 1971 (*sociology*), M.A. 1969, *Chicago*; B.A. 1966, *California (Berkeley)*.

Education; social stratification; social institutions.

Ruth Horowitz, *Professor*. Ph.D. 1975 (*sociology*), M.A. 1972, *Chicago*; B.A. 1969, *Temple*.

Social control; qualitative methodology; social psychology.

Robert Max Jackson, *Associate Professor*. Ph.D. 1981 (*sociology*), M.A. 1974 (*sociology*), *California (Berkeley)*; B.A. 1971 (*psychology and sociology*), *Michigan*.

Gender inequality; stratification; economy and society.

Guillermina Jasso, *Professor*. Ph.D. 1974 (*sociology*), *Johns Hopkins*; M.A. 1970 (*sociology and anthropology*), *Notre Dame*; B.A. 1962 (*sociology*), *Our Lady of the Lake College*.

Theory; international migration; social justice.

Eric Klinenberg, *Assistant Professor*. Ph.D. 2000 (*sociology*), M.A. 1997 (*sociology*), *California (Berkeley)*; B.A. 1993 (*history, philosophy*), *Brown*.

Urban sociology, race/ethnic/minority relations, theory.

Edward W. Lehman, *Professor*. Ph.D. 1966 (*sociology*), *Columbia*; M.A. 1959 (*sociology*), B.S. 1956 (*sociology*), *Fordham*.

Political sociology; sociological theory; sociology of organizations.

Steven Lukes, *Professor*. D.Phil. 1968, B.A. 1962, *Oxford*.

Social theory; political theory; moral philosophy.

Richard Maisel, *Associate Professor*. Ph.D. 1959 (*sociology*), *Columbia*; B.A. 1949 (*sociology and mathematics*), *SUNY (Buffalo)*.

Public opinion and mass communications; sampling and survey design; special analysis of social phenomenon.

Gerald Marwell, *Professor*. Ph.D. 1964 (*sociology*), M.A. 1959 (*sociology*), *New York*; B.S. 1957 (*business and engineering*), *Massachusetts Institute of Technology*.

Collective behavior/social movements; religion; social psychology.

Harvey Molotch, *Professor*. Ph.D. 1968 (*sociology*), M.A. 1966 (*sociology*), *Chicago*; B.A. 1963 (*philosophy*), *Michigan*.

Environmental sociology; urban sociology; cultural sociology.

Ann Morning, *Assistant Professor*. Ph.D. 2004 (*sociology*), *Princeton*; M.A. 1992 (*international affairs*), *Columbia*; B.A. 1990 (*economics and political science*), *Yale*.

Race and ethnicity, especially racial classification; multiracial population; demography; sociology of knowledge and science; immigration; economic sociology.

Caroline Hodges Persell, *Professor*. Ph.D. 1971 (*sociology*), M.A. 1967 (*sociology*), *Columbia*; B.A. 1962 (*English*), *Swarthmore College*.

Sociology of education (including multicultural education and for-profit schools); educational inequality and the impact of computer technologies on education; stratification.

Richard Sennett, *Professor, Sociology, History; University Professor of the Humanities*. Ph.D. 1969 (*American civilization*), *Harvard*; B.A. 1964 (*history*), *Chicago*.

Urban sociology; art/music; family.

Judith Stacey, *Professor*. Ph.D. 1979 (*sociology*), *Brandeis*; M.A. 1968 (*American history*), *Illinois (Chicago)*; B.A. 1964 (*social studies*), *Michigan*.

Family; sex and gender; theory.

Lawrence L. Wu, *Professor; Chair, Department of Sociology*. Ph.D. 1987 (*sociology*); B.A. 1980 (*sociology and applied mathematics*), *Harvard*.

Family; demography; quantitative methodology.

AFFILIATED FACULTY IN OTHER DEPARTMENTS

James Jacobs, *School of Law*; **David Jacobson**, *Robert F. Wagner Graduate School of Public Service*.

FACULTY EMERITI

Eliot L. Freidson, **Wolf V. Heydebrand**, **Edwin M. Schur**, **Patricia C. Sexton**, **Dennis H. Wrong**.

Programs and Requirements

Admission: All applicants must take the Graduate Record Examination (GRE) general test.

Grade and Point Requirements: Graduate School requirements are described in the *Degree Requirements* section of this bulletin. The Department of Sociology requires all graduate students to maintain a grade average of B or better in order to remain in good standing. All students must complete at least 12 points per semester in letter-graded work in the Department of Sociology (unless the director of graduate studies gives special permission to do otherwise), until they complete the Ph.D. comprehensive examinations.

To obtain detailed information on the current requirements, standards, examinations, and course offerings, visit the department Web site or contact the department graduate secretary. As the department is constantly developing its program, some of the information provided here may be superseded. All students must meet the current official requirements available from the department.

MASTER OF ARTS

While the graduate program is a Ph.D. program, it does offer continuing students a Master of Arts degree. The program does not admit students for a terminal M.A. degree. Formal requirements for the Master of Arts degree in sociology are the satisfactory completion of graduate studies totaling at least 36 points (at least 24 in residence at New York University with at least a B average) and either a thesis or a comprehensive examination. At least 24 of the points must be in sociology. The courses must include three basic sociology courses, one basic theory course, Methods and Statistics I (G93.2331), and one additional methods course.

There is no language requirement for the M.A. degree in sociology.

DOCTOR OF PHILOSOPHY

The Doctor of Philosophy is a research degree. It signifies that the recipient can conduct independent research, has a broad basic knowledge of sociology, and has a comprehensive knowledge of at least two chosen areas of specialization.

General Course Requirements: In addition to the requirements described above under *Grade and Point Requirements*, Ph.D. requirements

include 72 points of graduate work (at least 36 in residence at New York University). At least 48 of the points required for the Ph.D. degree must be in regular sociology courses. Up to 12 of the remaining 24 points may be reading or dissertation courses that involve individual work with a member of the faculty. The acceptability of courses outside sociology depends on the relevance of the work to sociology as judged by the department. Credit for work done elsewhere requires the approval of the director of graduate studies. In addition, a minimum of 4 points in a regular, listed seminar (any 3000-level course except reading and dissertation courses) must be included among the 72 points for the Ph.D. degree.

Methods and Statistics

Requirement: Ph.D. students must pass with a B or better two semesters of the Methods and Statistics sequence and one course satisfying the "second methods course requirement." Transfer students should see the director of graduate studies when first registering in order to determine what courses may be required of them.

Theory Requirement: The department requires that all students become familiar with major sociological theories and theoretical reasoning. This requirement is fulfilled with one basic and one advanced theory course, with at least a B in each.

Basic Course Requirement: This requirement aims to ensure that students receive a strong base of knowledge in selected subfields of sociology. Students early in their career benefit from learning the basics of an area, as organized by experts currently working in it. This training facilitates students' abilities to engage in research in the area and aids them as they prepare their areas for the Ph.D. comprehensive examination. To meet this requirement, students must achieve a B or better in each of two departmental 2000-level courses, excluding those 2000-level courses in theory and methods.

Research Paper Requirement: This requirement aims to ensure that all students gain research experience early in their graduate student career. The paper is written, ordinarily during the second year of study, under the guidance of a faculty supervisor and must be approved as well by a second reader.

Ph.D. Comprehensive Examination:

The required two written examinations are organized around areas that the student has studied in consultation with members of the faculty. These two written examinations should be taken by the end of the third year of full-time study. The examination process tests the student's knowledge of these two areas of study and his or her ability to draw on the discipline as a whole in applying both theory and research methodology to social problems.

Dissertation: The proposal for the dissertation and the dissertation itself are researched and written in consultation with a committee of at least three advisers. Upon approval of the advisers, the dissertation is defended before an examining committee of five faculty members (including the three dissertation advisers). At least four affirmative votes are required for passing a dissertation defense.

Time Limits: All requirements must be completed within ten years of the inception of graduate study, or seven years from return to graduate study if the candidate holds the master's degree at the time of readmission. Extensions of this time limit, if granted, are usually conditional.

It cannot be overemphasized that the accumulation of high grades in formal courses, while important, is secondary to the demonstration of the capacity for original thinking and to the completion of research that contributes significantly to the field and is effectively presented in publications and the dissertation.

RESEARCH APPRENTICESHIPS

The Department of Sociology has a system of research apprenticeships for graduate students. Students taking these apprenticeships work as professors' research assistants, usually for two semesters. These apprenticeships offer students intensive research experience and often lead to coauthorship of published work. Students may receive up to 24 points of credit toward Ph.D. course requirements for apprenticeships. The first 8 points of credit (G93.2321, 2322) can count as part of the 48 points students need in regular sociology courses. Additional apprenticeship credit (G93.2323, 2324, 2325, 2326) must count against the 24 points allowed toward the doctoral degree from the combination of

apprenticeship, reading, dissertation, and outside courses. The department encourages students to take research apprenticeships. See the department's official statement on research apprenticeships for more details.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

A comprehensive list of University, Graduate School, and departmental fellowships, prizes, and awards appears

in the *Financing Graduate Education* section of the *GSAS Application for Admission and Financial Aid*.

Courses

All courses carry 4 points per term, unless otherwise indicated.

Two-Part Courses: A hyphen indicates a full-year course with credit granted only for completing both terms. A comma indicates credit is granted for completing each term.

SOCIOLOGICAL THEORY

Classical Sociological Theory (1848-1950) G93.2111

Examines major figures of modern sociology, including Marx, Durkheim, Weber, and Simmel. Focuses on the conditions and assumptions of social theory, the process of concept formation and theory building, general methodological issues, and the present relevance of the authors examined. An effort is made to speculate on the nature of the growth of knowledge in sociology.

Contemporary Sociological Theory G93.2115

Reviews major trends in sociological theory since World War II, including structural functionalism, interpretive approaches, rational choice theory, Marxism, and recent European developments.

Advanced Seminar in Selected Sociological Traditions G93.3112

Prerequisite: one basic (2000-level) theory course.

Advanced analysis of one or two sociological theorists or traditions, considering the origins, major claims, and current debates over their status (e.g., Marxism, Foucault, Merton, Bourdieu, Habermas).

Advanced Seminar in Selected Themes in Sociological Theory G93.3113

Prerequisite: one basic (2000-level) theory course.

Advanced analysis of a particular theoretical question, looking at how varying authors and traditions have attempted to answer it; reviews historical and contemporary debates.

Advanced Seminar in Contemporary Sociological Theory G93.3115

Prerequisite: one basic (2000-level) theory course.

Topics in sociological theory since World War II, including structural functionalism, interpretive approaches, rational choice theory, Marxism, critical theory, European developments, and the theoretical eclecticism of the discipline.

METHODS OF INQUIRY

Courses marked with an asterisk * following the course number satisfy the second methods requirement for the Ph.D. degree.

Methods and Statistics I, II, III

G93.2331, 2332, 2333* *Prerequisite: G93.2331 or G93.2332 with at least a B, for entry into G93.2332 or G93.2333, respectively.*

This three-semester sequence provides an introduction to quantitative research in sociology, integrating the study of research methods and statistics. The first semester introduces basic methodological issues and basic statistics. The second semester introduces multivariate techniques, emphasizing application through the study of one social science data set. While offering some more advanced techniques, the optional third semester stresses the application of the skills learned in the first two courses, guiding students through a complete secondary analysis of data.

Qualitative Methods G93.2303*

Supervised experience in activities and techniques of qualitative, naturalistic field methods like observation, interviewing, and participant observation. Exploratory work may lead to an empirical dissertation project.

The Logic of Inquiry G93.2304

Introduction to theoretical methodology and the philosophy of social science. Addresses basic and recurrent issues in sociological inquiry: the analysis of social change, the problem of interpretive sociology versus posi-

tivism, the "ideal-type" method of Weber, methodological individualism and psychological reductionism, functionalist and systems analysis, models of science and scientific revolutions, and issues raised by phenomenology, ethnomethodology, structuralism, and Marxist dialectics.

Research Formulation and Design G93.2307

Seminar to help students move from the initial development of a research topic to a workable proposal. All substantive questions and methodological approaches are considered.

Historical and Comparative Sociological Methods G93.2308*

Prerequisite: knowledge of basic statistics and methods.

Overview of issues in historical and comparative methodology in macro-sociology: methods of and current controversies in historical and comparative sociology; debates about what makes sociology "historical" to debates about the benefits of techniques, such as qualitative comparative analysis; analysis of recent macrosociological investigations in sociology, employing comparative and historical methods.

Advanced Multivariate Methods

G93.2312* *Prerequisite: permission of the instructor.*

Matrix formulation of regression, probit, and logit. Simultaneous equation systems, exploratory and confirmatory factor analysis, measurement models, loglinear models, time-series, and panel analysis. Pooling methods.

Mathematical Models in Sociology G93.2313*

Prerequisite: permission of the instructor.

Mathematical models of social process and structure. Linear programming, stochastic models, graph theory, game theory. Differential and integral calculus. Difference and differential equations. Diverse applications.

**POWER AND INEQUALITY IN
MODERN SOCIETIES**

Social Stratification and Inequality
G93.2137

Assesses the research and theoretical work on economic inequality and classes in the social sciences. Reviews important classic contributions (including Marx, Weber, and Schumpeter), compares competing approaches (including Marxist, conflict, functionalist, elite, and status attainment theories), and surveys modern directions of development (such as labor market studies, socialist inequality, the role of the state).

Stratification and Inequality: Race
G93.2137.02

Sociology of Revolutions G93.2141

**Globalization: History, Dimensions,
and Dynamics** G93.2145

Examines the process of globalization in its historical trajectory; its economic, political, and social dimensions; and its theoretical, cultural, and ideological representations. Focuses on the dialectics of global-local interaction and its consequences for the production of new categories of knowledge, academic disciplines, and methods.

Social Movements G93.2153

Surveys controversies and research issues and topics in social movements. Topics include classical, economic, resource mobilization, political process, and political opportunity theories of social protest movements; so-called new social movements; and issues of identity formation. Analyzes recent thinking and research concerning the consequences or impact of social protest movements, including the U.S. civil rights movement, labor movements, neopopulist movements, and revolutionary movements.

Political Sociology G93.2441

Surveys controversies and research topics in political sociology. At the center of these investigations are states and power. Explores concepts of power and the theories of the state. Topics are the formation of states, political institutions, and social policies and the determinants and outcomes of collective action.

**Seminar in Social Stratification and
Inequality** G93.3137

Seminar in Social Movements
G93.3153

Seminar in Macrosociology
G93.3441

Seminar in Political Sociology
G93.3442

SOCIAL PSYCHOLOGY

Social Psychology I G93.2102

Four areas of developing work are considered in relation to historical change and social organization: communicative competences and practices; emotional experience, display, and control; temporal experience, conceptions, and practices; and the problematic character of the individual, self, and biography.

Socialization G93.2211

Socialization refers to the social process of preparing novices for membership in groups, organizations, institutions, and societies. It also refers to the ways people learn new roles, statuses, or identities.

SOCIAL INSTITUTIONS

Sociology of Medicine G93.2401

Political economy of health care in the United States, with concentration on the roles of the medical profession in the system. Issues include the social construction of illness, the social organization of treatment, and the institutional organization of the medical profession in its methods of recruitment and training. Discusses relations between the medical profession, paraprofessional occupations, third-party payers, and the government.

Sociology of Education G93.2407

Sociological perspective on American education. Topics include the social context of socialization and learning; the effects of schooling; desegregation and social inequality; teachers as unionized professionals; school politics and bureaucracy; and selected policy issues confronting American education. Emphasis is on American institutions, although comparative perspectives are discussed.

Sociology of Culture G93.2414

Survey of major approaches to the sociology of culture and the use of cultural theory in sociological analysis generally. Specific topics include cultural institutions, the relationship of popular to elite culture, different media of

cultural communication and expression, historical transformations of culture (including debates over postmodernism), cultural hegemony and domination, and cultural politics. Authors whose works are studied include Raymond Williams, Stuart Hall, Pierre Bourdieu, Paul Gilroy, Paul DiMaggio, and Charles Taylor.

Sociology of the Arts G93.2415

The occupational and institutional organization of the production and distribution of the arts. The arts are analyzed as secondary occupations with special problems of commitment, identity, and standards as well as of economic survival.

Sociology of Knowledge G93.2422

Reviews and evaluates important perspectives on the relationship between knowledge and social structure. Focuses on a number of research strategies concerned with types of knowledge and knowledge-systems, codes and symbols, the manipulation of knowledge for social and political purposes, the study of ideologies, and the major factors in knowledge production.

Society and Economy G93.2435

Examines the relationship between economic institutions and other social institutions. Considers how economic life influences and is affected by political organizations, the logic of organizational functioning, kinship systems, class conflict, and other social phenomena. Materials include classical theoretical works and contemporary studies.

Urban Sociology G93.2463

Introduction to the field of urban sociology that looks at the interplay between studies of city life and theories about cities. Traces the development of modern American cities; examines the theories that emerged to explain the causes and consequences of urbanization; and analyzes the social, political, and economic processes of community growth and decline among urban and suburban residents.

**Comparative Urban Politics and
Policy** G93.2464

**Seminar in Social and Political
Studies of Science** G93.3402

**Seminar in the Sociology of
Education** G93.3407

**DEVIANCE, LAW, AND
CRIMINOLOGY**

**Deviance and Social Control
G93.2160**

Cumulative development and changing emphasis in deviance theory. Major methods of research and analytic models. Ecological anomie and subculture, functionalist, learning, and conflict perspectives. The social reactions approach: labeling processes and deviance amplification, organizational processing, and collective struggles over deviance definitions. Disputes over "labeling." Political and public policy implications of deviance sociology.

Sociology of Law G93.2434

Theoretical perspectives and research strategies in the sociology of law. Topics include the development of legal norms, legal participation and litigiousness, law and dispute resolution, the courts, the organization of public law enforcement, the legal profession, the relationship between social and legal change, and the use of law in social engineering.

Criminology G93.2503

Historical development of criminology. Criminal behavior systems, etiology of crime and delinquency. Victimization. Crime in the mass media. The making of criminal laws and their enforcement by police, prosecutors, courts, probation and parole officers, and other agencies. Punishment and sentencing. Policy questions.

Sociology of Punishment G93.2508

Seminar in Criminology G93.3513

**Seminar in the Sociology of Law
G93.3534**

**OCCUPATIONS, LABOR, AND
ORGANIZATIONS**

Large-Scale Organizations G93.2132

Major organizational theories (Marx, Weber, Taylorism, human relations, decision-making and system models, contingency theory, organizational ecology, negotiated order). Methods of organizational analysis and examination of empirical studies. Linkages between organizations and the social, economic, political, and cultural environments.

Sociology of Occupations G93.2412

Introduction to occupational analysis, its relation to class and organizational theory, the changing occupation distribution of the labor force, and theories explaining it and predicting its future. Considers impact on work commitment, identity, solidarity, status and career, and systematic methods of analyzing occupations.

**Seminar in the Sociology of Work
G93.3411**

Seminar in Organizations G93.3463

SEX, GENDER, AND FAMILY

**Sociology of Sex and Gender
G93.2227**

Critically assesses the research and theoretical work on gender inequality in the social sciences. Provides a sophisticated, scholarly grasp of this fast developing field. Topics include the origins of gender inequality, economic equality between the sexes, political inequality, reproduction and child rearing, sexuality, violence, and ideology. Compares the competing theories of the causes of gender inequality and of changes in inequality.

Sociology of Childhood G93.2416

Sociology of the Family G93.2451

Systematic introduction to the literature on family and kinship. Includes classical theories and examines the major areas of contemporary research. Topics include family formation, social reciprocity, family dissolution, the history of the family, and a comparison of general theoretical paradigms.

**Seminar in Sex and Gender
G93.3227**

Seminar in the Family G93.3451

VARIABLE CONTENT COURSES

Registration in the following courses is open only to students who have the consent of an instructor to supervise their work. See announcements at registration time for further information.

**Apprenticeship I, II, III, IV, V, VI
G93.2321, 2322, 2323, 2324, 2325,
2326 Variable points.**

**Doctoral Dissertation I, II, III, IV
G93.3901, 3902, 3903, 3904
1-4 points per term.**

**Reading Course I, II, III, IV
G93.3915, 3916, 3917, 3918 2 points
per term, unless instructor requests 1, 3, or
4 points.**

Reading Course V G93.3919

Doctoral Seminar G93.3921, 3922

Interdisciplinary Seminar



DEPARTMENT OF

Spanish and Portuguese Languages and Literatures

19 UNIVERSITY PLACE, 4TH FLOOR • NEW YORK, NY 10003-4556 • 212-998-8770

CHAIR OF THE DEPARTMENT:
Associate Professor James D. Fernández

DIRECTOR OF GRADUATE STUDIES:
Associate Professor Ana María Dopico

The Department of Spanish and Portuguese Languages and Literatures offers comprehensive training in Spanish, Spanish American, and Brazilian literatures.

The King Juan Carlos I of Spain Chair and the Andrés Bello Chair bring distinguished scholars of Spanish and Spanish American culture to the University. The Albert Schweitzer Program in the Humanities, established by the Board of Regents of the State

of New York, sponsors lectures, public readings, and seminars, often interdisciplinary in nature, by distinguished writers and critics. The King Juan Carlos I of Spain Center and the Center for Latin American and Caribbean Studies enable New York University to further strengthen its academic courses for the study of Spain, Latin America, and the Spanish- and Portuguese-speaking worlds. Both centers develop interdisciplinary programs focusing on the social sciences and the humanities.

The department collaborates on special programs with other cultural institutions in the city, including the Spanish Institute,

the Americas Society, and the Instituto Cervantes, and with the national consulates of Spain and Latin America. Activities have included roundtables, symposia, and film festivals.

The NYU in Madrid program is the oldest and most distinguished program of its kind, providing an unparalleled opportunity to study with Spanish scholars and writers. It offers the M.A. degree in Spanish and Latin American languages and literatures with a specialization in either Spanish language and translation or Spanish and Latin American literatures and cultures.

Faculty

Gerard L. Aching, *Associate Professor*. Ph.D. 1991 (*Romance studies*), Cornell; B.A. 1982 (*political science*), California (Berkeley).

Contemporary Caribbean literatures; Afro-Caribbean cultures and literature; modernism and the avant-garde in Spanish America; slavery and philosophy; cultural theories, criticism, and politics; visual culture.

Helene M. Anderson, *Professor*. Ph.D. 1961 (*Latin American literature*), M.A. 1952 (*Hispanic literature*), Syracuse; B.A. 1947 (*Spanish and English literature*), Brooklyn College (CUNY).

Nineteenth- and 20th-century Latin American literature in historical context; contemporary women writers of Mexico; politics and literature in Latin America; pre-Columbian cultures of Mexico.

Miriam de Mello Ayres, *Senior Language Lecturer*. Ph.D. 1995 (*Spanish and Portuguese*), Yale; M.A. 1989 (*Brazilian literature*), Pontifical Catholic University (Rio de Janeiro); B.A. 1985 (*Latin and classics*), Federal University (Rio de Janeiro).

Methodologies of foreign-language instruction; comparative literary and cultural studies: Brazil-Spanish America; 20th-century Brazilian literature; postcolonial Lusophone African literature; critical theory.

Gabriela S. Basterra, *Associate Professor*. Ph.D. 1997, M.A. 1990, Harvard; B.A. 1987, *Zaragoza (Spain)*. Modern and contemporary Spanish and Spanish American literature; poetry and poetic theory; creativity, artificiality, and agency; intelligibility in tragedy and modern subjectivity; the tension between ethics and politics; García Lorca; Emmanuel Levinas.

Ana María Dopico, *Associate Professor*. Ph.D. 1995 (*Spanish and Portuguese Languages and Literatures*), Ph.D. 1997 (*comparative literature*), M.Phil. 1993 (*comparative literature*), M.A. 1988 (*English and comparative literature*), Columbia; B.A. 1985 (*English, history*), Tufts.

Comparative literature of the Americas; literature and the nation; gender and culture; literature and cultural politics.

Georgina Dopico-Black, *Associate Professor*. Ph.D. 1995 (*Spanish literature*), Yale; B.A. (*cum laude*) 1986 (*history and literature*), Harvard.

Literature, history, and culture of early modern Spain; canon formation; early modern libraries; race and gender studies; cultural politics; contemporary literary and cultural theory and criticism.

James D. Fernández, *Associate Professor; Chair, Department of Spanish and Portuguese Languages and Literatures*. Ph.D. 1988 (*Romance languages and literatures*), Princeton; B.A. (*magna cum laude*) 1983, Dartmouth College.

Nineteenth- and 20th-century Spanish literature; autobiography in Spain; Peninsular and Latin American literary relations.

Sibylle Maria Fischer, *Associate Professor*. Ph.D. 1995 (*comparative literature/Spanish and Portuguese*), Columbia; M.A. 1987 (*Latin American studies, philosophy, German literature*), Free University (Berlin).

Caribbean and Latin American literatures (Spanish, Portuguese, French); culture and politics in the 19th century; literature and philosophy; cultural, aesthetic, and political theory; the Black Atlantic; the Haitian Revolution.

Kenneth L. Krabbenhoft, *Professor*. Ph.D. 1982 (*Spanish and Portuguese*), M.A. 1979 (*Spanish and Portuguese*), New York; B.A. (*magna cum laude*) 1968 (*Spanish and Portuguese*), Yale.

Early modern Spanish rhetoric and poetics (Góngora, Quevedo, Gracián); the Western mystical tradition, especially the Spanish 16th century and the kabbalah of the Spanish diaspora; Portuguese and Brazilian literature (Clarice Lispector, Sofia de Melo, Pessoa, Saramago); science fiction; and translation.

H. Salvador Martínez, *Professor*. Ph.D. 1972 (*medieval Spanish literature and history*), Toronto; Ph.D. 1966 (*intellectual history, philosophy of history*), Gregoriana (Rome).

Spanish medieval and Renaissance literature; cultural interrelations in medieval Spain; Romance philology.

Sylvia Molloy, *Albert Schweitzer Professor of the Humanities; Professor, Spanish and Portuguese Languages and Literatures, Comparative Literature*. Doctorat d'Université 1967 (*comparative literature*), Licence ès Lettres et Littératures Modernes 1960, Paris (Sorbonne).

Contemporary Latin American literature; literary theory; autobiography in Latin America; comparative literature.

Judith K. Némethy, *Senior Language Lecturer; Director, Spanish Language Studies*. Ph.D. 1999 (*Hispanic studies*), Szeged (Hungary); M.L.S. 1982 (*library science*), Syracuse; B.A. 1976 (*French language and literature*), Rutgers.

Foreign language methodology; second-language acquisition; curricular planning; teacher training; ethnic and minority studies; emigré literature.

Marta C. Peixoto, *Associate Professor*. Ph.D. 1977 (*comparative literature*), Princeton; B.A./M.A. 1970 (*comparative literature*), Brown.

Brazilian literature; modern poetry; feminist theory.

Mary Louise Pratt, *Professor, Spanish and Portuguese Languages and Literatures, Comparative Literature; Silver Professor*. Ph.D. 1975 (*comparative literature*), Stanford; M.A. 1971 (*linguistics*), Illinois (Urbana-Champaign); B.A. 1968 (*modern languages and literature*), Toronto.

Latin American literature and culture; literary and cultural theory; postcolonial and Empire studies; gender and culture; nonliterary narrative.

Kathleen A. Ross, *Professor*. Ph.D. 1985, M.Phil. 1981, M.A. 1979, Yale; B.A. 1977, New York.

Latin American colonial literature; translation theory and practice; women's studies.

Eduardo Subirats, *Professor*. Ph.D. 1981, M.A. 1978, Barcelona.

Spanish intellectual history; the Counter-Reformation and the Conquest; the Enlightenment; avant-garde movements in Spain and Latin America; Spain's transition to democracy.

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 University (Mexico); Certificat d'Études Supérieures 1972, Université Aix-Marseille; B.A. 1971 (*creative writing*), University of the Americas (Mexico).

Latin American and U.S. theatre and performance; performance and politics; feminist theatre and performance in the Americas.

George Yúdice, *Professor, Spanish and Portuguese Languages and Literatures (American Studies); Director, Center for Latin American and Caribbean Studies*. Ph.D. 1977 (*Romance languages*), Princeton; M.A. 1971 (*Spanish*), Illinois; B.A. 1970 (*chemistry*), Hunter College (CUNY).

Latin American avant-gardes; cultural studies; and cultural policy studies.

FACULTY EMERITI

John A. Coleman, **John B. Hughes**, **Wilson Martins**, **Alice Pollin**, **Antonio Regalado**, **James Stamm**.

Programs and Requirements

Admission: The department accepts only students of outstanding promise, as evidenced by their academic records, statement of purpose, and writing sample. In addition, the department requires that candidates take the Graduate Record Examination (GRE) general test. Students whose native language is not English may be required to take the Test of English as a Foreign Language (TOEFL). A high level of proficiency is required in either Spanish or Portuguese or both.

MASTER OF ARTS (New York University in Madrid)

A Master of Arts degree in Spanish and Latin American languages and literatures is offered in Madrid. Graduate students wishing to pursue their M.A. degree in Madrid during the academic year may complete their course work in two semesters in one of two areas of specialization: Spanish and Latin American literatures and cultures or Spanish language and translation.

Students who complete the M.A. degree in Madrid are not automatically

accepted into the Ph.D. program in New York. A student wishing to enter the doctoral program in New York must go through the normal application process.

Inquiries should be addressed to Director of Study Abroad for NYU in Madrid, Department of Spanish and Portuguese Languages and Literatures, New York University, 19 University Place, 4th Floor, New York, NY 10003-4556.

Specialization in Spanish and Latin American Literatures and Cultures
(available only through the NYU in Madrid M.A. program)

Students in the M.A. program with a specialization in Spanish and Latin American literatures and cultures are expected to acquire a solid critical background and a broad knowledge of all periods of literatures from the Spanish-speaking world. Formal requirements for the degree are the satisfactory completion of graduate courses totaling at least 32 points. Students are required to take A Cultural History of Spain and Latin America (G95.9991) and successfully complete an M.A. project.

Specialization in Spanish Language and Translation
(available only through the NYU in Madrid M.A. program)

The M.A. program with a specialization in Spanish language and translation emphasizes language and translation skills within the context of the Spanish-speaking world. The program is designed for people whose professions would benefit from advanced training or those who wish to enhance their general knowledge of the Spanish language and translation. It is not meant for students wishing to continue on to the Ph.D. degree in literature. A student must satisfactorily complete graduate studies totaling 32 points, including A Cultural History of Spain and Latin America (G95.9991), and the successful completion of an M.A. project.

DOCTOR OF PHILOSOPHY

The Doctor of Philosophy is a research degree. It signifies that the recipient is able to conduct independent research and has both a broad basic knowledge of Spanish and Spanish American or Brazilian language and literature and a comprehensive knowledge of one in particular.

Degree Requirements: A student must satisfactorily complete graduate studies totaling at least 72 points (at least 32 in residence at New York University) with at least a B average, pass the Ph.D. candidacy requirements, and present an acceptable dissertation. There are four required courses: an Introduction to

Theory course, Methodology of Spanish Language Teaching (G95.1120), an Independent Study with the dissertation adviser, and the yearlong Doctoral Seminar: Dissertation Proposal Workshop (G95.3545). Also required is a course in Luso-Brazilian literature (for Hispanic literatures students) or a course in Hispanic literature (for Luso-Brazilian literature students). A reading knowledge as well as aural comprehension of Portuguese for Spanish majors and Spanish for Portuguese majors is required for admission to graduate courses in Spanish and Portuguese. Students may acquire this knowledge on their own. Also, undergraduate language courses in the department are available for this purpose, and the graduate course Portuguese for Spanish Speakers (G87.1104) is offered once a year.

Foreign Language Requirement: Reading knowledge of a research language is required for admission to the doctoral program and should be demonstrated by the end of the third semester of full-time graduate study. The choice of that language (exclusive of Spanish or Portuguese) should be consistent with the student's interest and contemplated field of specialization (e.g., Latin for a medievalist, Italian or German for a scholar of early modern Spain, French for a contemporary Hispanist, etc.) and should be decided upon in consultation with the director of graduate studies. Reading ability in these languages is tested by the methods outlined in the *Degree Requirements* section of this bulletin.

Ph.D. Candidacy Requirements: These requirements may be fulfilled only after the completion of 64 points. The candidacy requirements consist of four Ph.D. projects: (1) the Annotated Bibliography on the principal field of inquiry, which is mainly drawn from the department's Ph.D. reading list; (2) the Dissertation Project Paper; (3) the Annotated Bibliography on the theoretical and critical debates pertaining to the dissertation project; and (4) a course syllabus for a lower division undergraduate course on an area that covers the principal field of inquiry but not the dissertation project. In addition to being subject to the dissertation adviser's approval, the first three Ph.D.

projects serve as the basis of an oral examination by a faculty committee. The fourth project must be turned in to the dissertation adviser in the semester following the oral examination.

To prepare for these Ph.D. projects, the student must enroll in an Independent Study with the dissertation adviser as well as in the two-semester Doctoral Seminar (G95.3545), a workshop designed to guide the student in the preparation of the dissertation project paper. For more detailed information about these candidacy requirements, the student will be provided with the department's *Graduate Rules and Procedures*.

Admission to Candidacy: Students applying to the doctoral program from other institutions must have an M.A. degree in literature or in related fields and are admitted to the Ph.D. program on the basis of an evaluation of their graduate record by the director of graduate studies and a departmental faculty admissions committee.

Completion of Doctoral Requirements: To fulfill the requirements for the doctoral degree, students must complete all course and language requirements, satisfy the Ph.D. candidacy requirements, and write a doctoral dissertation under the supervision of a thesis adviser. When the dissertation is completed and approved by the candidate's adviser and readers, an oral examination is held at which the candidate presents and defends the results of the research before a faculty committee.

No more than ten years may elapse between matriculation in the master's program and the completion of all doctoral degree requirements. If the student enters the department with an M.A. degree from another institution, he or she will have a maximum of seven years to complete the doctoral degree.

DEPARTMENTAL FELLOWSHIPS, PRIZES, AND AWARDS

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

Courses

SPANISH LITERATURE

Introduction to Medieval Literature G95.1211 4 points.

Theoretical and practical introduction to the meaning of “letters” and literature in the Middle Ages and the methods and techniques to approach them. Major themes, literary “topoi,” and trends are illustrated with readings from the “jarchas” and *Cantar de mio Cid* through *Libro de buen amor* and *La Celestina*.

16th-Century Novelistic Forms G95.1334 4 points.

Major trends in Renaissance fiction prior to Cervantes, with special emphasis on sentimental romance as well as chivalric, picaresque, pastoral, and Morisco novels and their relationship to other literary forms of the period.

Spanish Poetry of the Renaissance G95.1341 4 points.

Discusses the poetry and poetics of the Spanish Renaissance through the works of Garcilaso, Boscán, Acuña, Aldana, F. de la Torre, Fray Luis de León, and San Juan de la Cruz. The Italian influence is also discussed.

Spanish Romanticism: Lyric, Drama, Essay G95.1621 4 points.

Concentrates on the break with canons of neoclassic practice—the theatre of Duque de Rivas, Zorrilla, essays of Larra, and the poetry of Bécquer.

The Generation of 1898: Representative Writers G95.1711 4 points.

The impact of the events of 1898 as unifying factor in the creation of a common set of preoccupations concerning Spain’s past and future. Works of Azorín, Baroja, Unamuno, Valle-Inclán, and Machado.

Spanish Theatre of the 20th Century G95.1721 4 points.

Study of the theatre from the traditionalist practices of Benavente through the theatrical innovations of Unamuno, Valle-Inclán, Lorca, and on to Sastre and Ruibal.

García Lorca and His Poetic Generation G95.1776 4 points.

Examination of the heritage of French symbolist poetic practice in the works of Juan Ramón Jiménez and Jorge Guillén and the major texts of García Lorca—*Canciones*, *Poema del cante jondo*, *Romancero gitano*, and *Poeta en Nueva York*.

Spanish Short Story: Romanticism to the Present G95.2121 4 points.

Studies the short story within the framework of various literary movements from *costumbrismo* through the avant-garde and *nouveau roman*. All major authors of the genre from Larra through Juan Benet.

Spanish Medieval Epic and Mester de Clerecía G95.2141 4 points.

Examines two major forms of narrative poetry in the Spanish Middle Ages: the “popular” epic of the “juglares” and the “learned” poetry as exemplified in *Cantar de mio Cid*, *Poema de Fernán González*, *Libro de Alexandre*, and *Libro de Apolonio*, as well as in some masterpieces of vernacular hagiography.

Medieval Spanish Prose: Intellectual and Cultural Crosscurrents G95.2231 4 points.

Spanish narrative prose and its impact on the intellectual and cultural life of a multiethnic society. Works of Don Juan Manuel and Alfonso X as well as biographies by Pero López de Ayala, Pérez de Guzmán, and others are discussed within a larger social and political context.

Medieval Spanish Prose: Fiction and Other Genres G95.2233 4 points.

Origins of fiction in Spain, from oriental narratives through development of the short story and the chivalric novel. Among texts to be discussed: *Calila e Dimna*, *El Conde Lucanor*, *Caballero Cifar*, *Amadís de Gaula*, and *Corbacho*.

Spanish Medieval Epic and Romancero G95.2241 4 points.

Origins, formation, and development of the Castilian epic from the 12th to the 15th centuries and its relationship with the *romancero* of the oral tradition. Close analysis of major works *Cantar de mio Cid*, *Infantes de Lara*, and *Poema de Fernán González* and their influence on/from the romances of the cycle.

Libro de Buen Amor G95.2245 4 points.

Approaches *LBA* both as “summa poetica” in terms of themes and techniques and as literary “miscellany,” encompassing the most popular narrative and lyric traditions of 14th-century Europe.

La Celestina: Seminar G95.2282 4 points.

New developments on authorship and textual and literary criticism. The seminar concentrates on the topic “love fools,” with emphasis on the character of the “go-between” as instrument of sexual corruption and death and on the “servants” as social class, incapable of love, driven only by sexual passion and greed.

Mysticals and Contemplatives G95.2311 4 points.

Major texts of Francisco de Osuna, Santa Teresa, San Juan de la Cruz, Fray Luis de León, and Miguel de Molinos. Attention to role of Renaissance Platonism and hermeticism.

Spanish Theatre Before Lope de Vega G95.2321 4 points.

Ecclesiastical origins of Spanish drama: *Auto de los Reyes Magos* and works of Gómez Manrique; later works of Juan de Encina, Torres Naharro, and Gil Vicente.

Golden Age and Baroque Theatre G95.2323 4 points.

The development of the *comedia* from the late 16th century through the canonization of national norms in Lope’s *Arte nuevo* to their culmination in Calderón de la Barca. Studies theoretical texts from the period and plays by representative authors, including the *comedias* and *entremeses* of Cervantes.

Calderón de la Barca G95.2326 4 points.

Major themes as seen in Calderón’s dramas, autos, and *comedias*: faith, honor, God’s grace, free will, reason of state, and moral probabilism. *El médico de su honra*, *La hija del aire*, *El gran teatro del mundo*, *La vida es sueño*, *La dama duende*.

The Humanists: Poetry and Prose of the 15th Century G95.2361 4 points.

The literature of humanism, courtly love, 15th-century historiography and allegory, and the image of the prince. Major texts of Nebrija, Juan de Valdés, Diego de San Pedro, and Juan de Mena and sonnets and eclogues of Garcilaso.

Cervantes G95.2472 4 points.

Intensive reading of the two parts of *Don Quijote de la Mancha*, 1605 and 1615. Major topics: linguistic perspectivism, satire and poetry, humor and irony. *Don Quijote* as first novel and last romance. In addition, *La Galatea*, *Novelas Ejemplares*, and *Persiles and Sigismunda* are studied.

The Picaresque Novel G95.2475 4 points.

The rogue and the outcast as seen in three major narrative works of the 16th and 17th centuries: *Lazarillo de Tormes*, *Guzmán de Alfarache*, and *El Buscón*. Reference also to works of Vélez de Guevara, Vicente Espinel, and Cervantes.

Quevedo and Gracián G95.2476 4 points.

The literature of the Counter-Reformation in Spain. Major topics: the picaresque, Menippean satire, theory of state and statesmanship, the education of the prince, Senecan prose style, and neostoicism.

Poetry and Poetics in the Baroque: Quevedo, Góngora, and Sor Juana G95.2478 4 points.

The baroque in Spain and colonial Mexico, with emphasis on *El Polifemo* and *Soledades of Góngora*, the *Primero Sueño*, and the sonnets of Sor Juana Inés de la Cruz. Quevedo as satirist.

The Enlightenment and the Spanish World G95.2540 4 points. Comparative analysis of the philosophy, literature, and political systems of the Enlightenment in Europe, Spain, and Latin America. European thinkers studied included Francis Bacon, Locke, Kant, Adam Smith, and Rousseau. The texts of Feijóo, Blanco White, and Sarmiento speak for the Spanish-speaking world, along with the art of Goya.

Contemporary Spanish Novel G95.2833 4 points.

Development of the novel from the end of the Spanish Civil War in 1939 until the present. Innovation, social criticism, the break with traditional canons of 19th-century Spanish realism. Texts range from Cela's *La familia de Pascual Duarte* to Benet's *Una meditación*.

Contemporary Spanish Poetry: Miguel Hernández to the Present G95.2843 4 points.

Poetry after the Generation of 1927 in relation to the historical era, culminating in the Spanish Civil War, and lit-

erary modes ranging from surrealism to *poesía social*. Miguel Hernández, Claudio Rodríguez, José Hierro, José Angel Valente, Gil de Biedma.

Ortega y Gasset and Contemporary Spanish Thought G95.2861 4 points. Ortega as observer of artistic, literary, and sociopolitical phenomena. Texts include Velázquez, *La deshumanización del arte*, *Meditaciones del Quijote*, and *La rebelión de las masas*.

Special Topics in Spanish Literature G95.2965, 2966, 2975, 2976 4 points per term.

Guided Individual Readings in Spanish and Spanish American Literature G95.2891, 2892, 2893, 2894 1-4 points per term.

Research G95.3991, 3992 1-4 points per term.

SPANISH AMERICAN LITERATURE

Spanish American Colonial Poetry and Theatre G95.1483 4 points.

Study of poetry and theatre within the context of contemporary colonial studies. Authors may include Ercilla, Balbuena, Sor Juana, and others.

Spanish American Colonial Prose G95.1484 4 points.

Study of narrative forms within the context of contemporary colonial studies. Authors may include Colón, Cortés, Las Casas, Inca Garcilaso, Sor Juana, and others.

Spanish American Romanticism G95.1613 4 points.

Readings in romantic novel, poetry, and essay as foundational Spanish American works within a historical and theoretical framework, with emphasis both on indigenous roots and European romantic literature. Works by Heredia, Echeverría, Sarmiento, Isaacs, Mármol, Mera, and Villaverde.

The Literature of the Gaucho G95.1614 4 points.

Examination of the roots of *rioplatense* culture: the polemical issue of national identity, the dialectic of city versus *pampa*, the transformation of the *gaucho* into national myth. Texts include *Martín Fierro*, *Santos Vega*, *Fausto*, *Don Segundo Sombra*, among others.

Literature of the Mexican

Revolution G95.1732 4 points.

Study of the history and literature of the Mexican Revolution as a vehicle for the creation of a national consciousness, with reference to the role of mural painting and cinema in shaping this narrative. Works by Azuela, Guzmán, Vasconcelos, Campobello, among others.

Spanish American Short Story G95.1735 4 points.

Focuses on the short story through representative authors: Quiroga, Cortázar, Rulfo, Onetti, Borges. Readings on the theory of the genre by Poe, Quiroga, Cortázar, Propp, and Todorov.

The Literary Image of Women in Spanish America G95.1737 4 points.

Images, stereotypes, and archetypes of female characters in the Spanish American novel of the 19th and 20th centuries. Texts range from Isaacs's *María* through those of Castellanos and Poniatowska.

Contemporary Spanish American Poetry G95.1748 4 points.

Contemporary trends after Paz, Neruda, and Parra. Representative authors include Mutis, Cardenal, Lihn, Pacheco, Sabines, and Zurita.

Spanish American Novel Before 1960 G95.1833 4 points.

Examines the novel before the "boom," with emphasis on national narratives before the advent of "magic realism" and *lo real maravilloso*. Examples from works of Gallegos, Rivera, Guiraldes, Alegría, and Yáñez.

Literature and Revolution in Latin America G95.1861 4 points.

The literature of revolutionary ideology in various genres: poetry, novel, and essay. Authors include Azuela, Neruda, Mariátegui, Carpentier, Cardenal, Desnoes, Nicolás Guillén, and Eduardo Galeano.

The Contemporary Spanish American Novel G95.1933 4 points.

Theoretical reorientation and narrative innovation in contemporary novelists reacting against realism. Major texts of Carpentier, Cortázar, Fuentes, García Márquez, Vargas Llosa, Onetti, and Rulfo.

Baroque and Neobaroque Literature G95.2211 4 points.

Study of the neobaroque in Spanish American poetics with a retrospective

reading of baroque texts. Authors include Góngora, Sor Juana, Lezama Lima, and Lamborghini.

Modernismo G95.2673 4 points.
Study of *modernismo* both as literary practice and as tool for continental self-definition. Topics: cultural appropriation and manipulation, literature and cosmopolitanism, women as objects d'art, decadence and regeneration, politics and dandyism. Prose and poetry of Casal, Silva, Darío, Martí, Rodó.

From Modernismo to Vanguardia: Aesthetics and Ideology G95.2677 4 points.
Scrutiny of *modernista* and *vanguardista* aesthetics in works of Darío, Martí, Lugones, Gironde, Macedonio Fernández, Huidobro, and Neruda. Examines relationship between *vanguardista* ideas and political circumstances.

Literature of the Caribbean G95.2724 4 points.
Topics include colonialism and self-definition, slavery and nationalism, masking language, and musical idiom. Major texts of Luis Palés Matos, Cabrera Infante, Nicolás Guillén, Juan Bosch, Luis Rafael Sánchez, and Julia de Burgos.

Literature of the Fantastic in Spanish America G95.2737 4 points.
Examines the theoretical formulations of Poe, Caillois, and Todorov. Reads major authors in this modality: Quiroga, Borges, Macedonio Fernández, Felisberto Hernández, Cortázar, Bioy Casares, and Onetti.

The Essay in Spanish America G95.2763 4 points.
The essay as social commentary, ideological manifesto, and aesthetic discourse. Major texts range from works of Sarmiento and Rodó through Mariátegui, Martínez Estrada, Paz, and Fernández Retamar.

Avant-Garde Movements in Spanish America G95.2769 4 points.
Examines use of manifestos, proclamations, and polemical texts; studies both theory and practice of the avant-garde in Spanish America. Topics: the "nativist" problematic; experiments with language; varying allegiances to futurism, cubism, dadaism, etc.

Latin American Theatre G95.2822 4 points.
Most recent trends in contemporary theatrical practice—theatre of the resistance in Chile, critical realism in Mexico, *campesino* theatre in Peru, Colombian collective theatre. Tradition and innovation in the new theatre of Latin America.

Problems in Criticism: Spanish and Spanish American Culture G95.2851 4 points.
Examines major critical texts on culture. Principal critics of Hispanism include Salinas, Casaldueño, Castro, Blanco Aguinaga, Spitzer, Goytisolo, Rodríguez Monegal, Vargas Llosa, and Paz.

Feminist Theories and Latin American Literatures: Women and Writing G95.2853 4 points.
Brings together feminist critical and theoretical texts both European and Latin American and examines poetry and fiction by 20th-century Latin American women writers.

Spanish American and Contemporary North American Novel G95.2935 4 points.
Common themes in the literature of the Americas: the frontier (Cooper/Sarmiento); Poe in Spanish America (Quiroga/Cortázar); the novel of the manse (James/Donoso); and Faulkner and Hemingway in Spanish America.

Current Trends in Spanish American and Brazilian Narrative G95.2936 4 points.
Comparative study of theme, character, and structure in works of Spanish American and Brazilian novelists: Jorge Amado, Gabriel García Márquez, Octavio Paz, Manuel Puig, Darcy Ribeiro, Juan Rulfo, Graciliano Ramos, Severo Sarduy, and João Guimarães Rosa.

New Voices in Mexican Narrative G95.2943 4 points.
Study of Mexican literature after 1968/Tlatelolco. Topics include testimony and the marginal voice, subversion and demythologization, redefinition of narrative structure and language, and women's voice.

Trends in Contemporary Poetics: Lezama Lima, Paz, Cardenal G95.2955 4 points.
The major practice of Paz and Lezama Lima along with the seldom studied poetry of Xavier Villaurrutia, Enrique Molina, Roberto Juarroz, David Huerta, and Ernesto Cardenal.

Special Topics in Spanish American Literature G95.2967, 2968, 2977, 2978 4 points per term.

Borges G95.2980 4 points.
Evolution of Borges as poet and short story writer, with collateral readings in his essays. Texts include *Ficciones*, *El Aleph*, *Otras Inquisiciones*, *Obra poética*.

Autobiographical Writing in Spanish America G95.2984 4 points.
Different forms of self-portraiture in Spanish American autobiographies of the 19th and 20th centuries. Major texts by Sarmiento, Manzano, Cané, Norah Lange, Vasconcelos, and Victoria Ocampo.

BRAZILIAN AND PORTUGUESE LITERATURE

Portuguese for Spanish Speakers G87.1104 4 points.
Comprehensive approach to Brazilian Portuguese for advanced (native/near-native) Spanish speakers. Teaches grammar at an accelerated pace to prepare students for literature classes in Portuguese.

Portuguese Literature: The *Cancioneiros* to Camões G87.1817 4 points.
Stresses cultural history and evolution of literary genres in Portugal. Topics: Cantigas and Italian models, Renaissance epic (Camões), chivalric, pastoral and psychological novel, the theatre of Gil Vicente.

Portuguese Literature: Classicism to the Present G87.1818 4 points.
Comprehensive introduction to major writers of the period. In poetry, Antero de Quental, Fernando Pessoa, Jorge de Sena. In prose, Garrett, Castelo Branco, Eça de Queirós, Alves Redol, and José Saramago.

The Brazilian Novel G87.1831 4 points.
The history and development of the Brazilian novel, with emphasis on works of Machado de Assis, Mário de Andrade, Graciliano Ramos, Lins do Rego, Guimarães Rosa, and Clarice Lispector.

Machado de Assis G87.2671 4 points.
Study of the development of Machado's narrative art along with a reading of the major critical texts about his work.

Fernando Pessoa G87.2771 4 points.
Pessoa as visionary and creator of multiple personae, an agent of the futurist movement in Portugal. Major phases of the poet's development and relation of his work to *Sebastianismo*.

The Wake of Revolution: Fiction from Portugal and Angola G87.2772 4 points.
Latest developments in Portuguese and Angolan literature. Topics: Portuguese women's fiction, the antiwar novel. In Angola, the themes of *negritude*, *mulatismo*, and *africanitude*. Literatures of Mozambique, Cape Verde.

Brazilian Modernismo G87.2773 4 points.
History, chronology, and aesthetics of this major cultural revolution in Brazil. Readings include Mário de Andrade, Oswald de Andrade, Paulo Prado, Gilberto Freyre, Manuel Bandeira, Carlos Drummond, and Graciliano Ramos, among others.

Guimarães Rosa G87.2775 4 points.
Guimarães as linguistic innovator and seminal experimentalist in narrative structure in both short story and novel. Texts include *Sagarana*, *Corpo de Baile*, *Grande Sertão: Veredas*, and *Primeiras Estórias*.

Contemporary Brazilian Literature G87.2810 4 points.
Topics in contemporary Brazilian literature in three major genres: novel, short story, and poetry. Authors include Lispector, Guimarães Rosa, Rubem Fonseca, and the poets of *concretismo*.

Brazilian Poetry G87.2841 4 points.
The major phases of the most representative poets in their respective times: baroque, neoclassic, romantic, Parnassian, symbolist, *modernismo*, and *concretismo*.

Guided Individual Readings in Portuguese and Brazilian Literature G87.2891, 2892, 2893, 2894 1-4 points per term.

Special Topics in Brazilian and Portuguese Literature G87.2967, 2968, 2977, 2978 4 points per term.

Doctoral Research G87.3991 1-4 points.

SPANISH PHILOLOGY AND LINGUISTICS

Methodology of Spanish Language Teaching G95.1120 *Required of all entering students.* 4 points.
Provides a theoretical foundation and practical experience for teaching Spanish to English speakers at beginning, intermediate, and advanced levels. Divided into three segments: comparative study of basic structures of Spanish and English as related to teaching Spanish grammar, classroom techniques, and contrastive phonology.

History of the Spanish and Portuguese Languages G95.2106 4 points.
Traces origins and development of Romance languages of the Iberian Peninsula from the Roman period to the 16th century, with focus on Castilian and Portuguese. Provides students with tools for understanding written documents and literary works of the Spanish Middle Ages.

DOCTORAL SEMINAR

Doctoral Seminar G95.3545 *Required of all doctoral candidates.* 4 points.
Workshop to direct students toward the basic approaches and structure of the future dissertation, with the goal of writing a finished proposal.

TRANSLATION STUDIES

Theory and Practice of Translation G95.1102 4 points.
Foundation in the theory of translation, through readings in contemporary translation studies and practice in translation. Literary texts drawn from works related to the Hispanic and Portuguese-speaking worlds.

HISPANIC LANGUAGE, HISTORY, AND CULTURES

The following courses are available only through the NYU in Madrid M.A. program.

The Spanish Language: A Semantical Approach G95.9101 4 points.
Topics: conventions of literary language; its relationship to social dialects—vulgarisms, *lengua de germanía*, *naturalidad* versus *artificio y ornato*. Texts from Lazarillo de Tormes through Valle-Inclán and Goytisolo.

Phonetics of Contemporary Spanish G95.9103 4 points.
Articulatory mechanisms, pronunciation, and intonational patterns of Spanish as spoken in Spain and Spanish America, with attention to national and regional variations and expression.

Composition and Advanced Grammar G95.9108 4 points.
Study of the more sophisticated and complex forms of literary and spoken syntax as exemplified by contemporary texts. Explication, drill, and practice also aimed at giving a complete command of verbal and written expression.

History and Literature in the Early Spanish Renaissance G95.9360 4 points.
Topics: Renaissance concept of history as art (Diego Hurtado de Mendoza); the historical novel (Pérez de Hita); political memoirs (Oviedo); the fictional journey.

Five Contemporary Spanish American Poets G95.9801 4 points.
Topics: the poetic voice in *creacionismo* (Huidobro); avant-garde and commitment (Vallejo); hermeticism and passion (Neruda); time and *fiesta* (Paz); grimace and "antipoetry" (Parra).

Culture and Society in Contemporary Latin America G95.9811 4 points.
Contemporary Latin American culture within the context of its past and present sociopolitical dynamics. Topics: conquest and dependence; the polemics of national identity; repression and revolution. Works by Galeano, García Márquez, Fuentes, Cardenal, and Neruda.

Contemporary Spanish American Theatre G95.9823 4 points.
Tradition and innovation in shaping a theatrical idiom within a specific contemporary context. Topics: political theatre, theatre of resistance, *campesino* theatre, and collective theatre.

Hispanic Literature and Art G95.9847 4 points.
Relation of theatre and poetry to painting in the Golden Age; Goya and the romantic vision in literature; expressionism and perspectivism in the Generation of 1898. Art criticism of José Ortega y Gasset.

Literature in Its Social Context

G95.9852 4 points.

The novel of the dictator in Spanish America, with major texts of Valle Inclán, Asturias, Roa Bastos, García Marqués, Rulfo, and Fuentes.

Examines literature of political commitment from Mariátegui through Scorza.

Literature, Criticism, and Society in Contemporary Spain G95.9854

4 points.

Dialogue between fiction and political criticism. Relationship between history and the literary imagination of Spain from its 19th-century roots to the 20th century. Spanish realism and liberal ideology, Unamuno, Ortega, crisis of the Civil War in its representative novels.

Spanish Civilization G95.9863

4 points.

Spanish culture from an interdisciplinary perspective. The historical processes of the 19th and 20th centuries through the post-Franco transition to contemporary Spain.

Spanish American Civilization

G95.9864 4 points.

Topics: unity and diversity in culture and language; conflicting visions of Latin American history; role of the arts in the political process; the writer and the state. Works by Sarmiento, Martí, Rodó, García Márquez, and Rulfo.

Contemporary Spain: 1939 to the Present G95.9865 4 points.

Traces the development of issues and problems of contemporary Spain through several narrative voices of the 20th century. The narrative of the Franco and post-Franco eras within its wider sociopolitical context. Authors: Delibes, Cela, Goytisolo, Martín Gaité, Fernández Santos.

Introduction to Reading and Criticism of Hispanic Texts

G95.9881 4 points.

Topics: traditional theory of literature (Salinas and Menéndez Pidal); theory of creative criticism (Octavio Paz); ideological criticism (Blanco Aguinaga); writer as critic (Donoso); destruction of the sacred (Goytisolo).

Spain and Spanish America: A Dialogue of Ideas G95.9882

4 points.

The intersection of Spain and Spanish America. Topics: new world consciousness vis-à-vis Spain in Latin American writers; Spain seen from exile; cultural interaction between Spanish America and Spain in the contemporary world.



Admission, Registration, and Degree Requirements

Admission

ADMISSION TO DEGREE PROGRAMS

The Graduate School of Arts and Science (GSAS) offers admission to applicants who hold the bachelor's degree (or equivalent foreign credentials) and who show promise of superior scholarly achievement.

Each department establishes its standards for admission. Successful applicants have distinguished academic records, strong recommendations from instructors or others qualified to evaluate academic ability, and well-articulated research goals. The Graduate School requires all applicants to take the Graduate Record Examination (GRE) except for the Draper Program, which recommends but does not require the GRE. Each applicant is considered without regard to gender, race, ethnicity, religion, age, national origin, sexual orientation, or physical disability. The *GSAS Application Appendix* includes additional requirements for some departments.

Registration at New York University requires notification of admission by the Graduate School's Graduate Enrollment Services office. Permission to study in the Graduate School of Arts and Science does not imply admission to degree candidacy. Other sections of this bulletin outline these requirements.

Although New York University confers the M.A. and Ph.D. in performance studies and cinema studies through the Graduate School of Arts and Science, the Tisch School of the Arts administers these programs. Applicants to these departments are urged to read the *Tisch School of the Arts Bulletin* and should direct all questions and correspondence to the Office of Graduate Admissions, Tisch School of the Arts, New York University, 721 Broadway, 8th Floor, New York, NY 10003-6807; 212-998-1918; e-mail: tisch.gradadmissions@nyu.edu.

For detailed information regarding the admissions process and requirements, applicants should consult the *Graduate School of Arts and Science Application for Admission and Financial Aid*, which is available on the Web site at www.nyu.edu/gsas/Admissions/AdmApp.html.

Applicants are encouraged to apply online at www.nyu.edu/gsas/online.

ENTERING STUDENT APPLICATION DEADLINES

Consult the *GSAS Application Appendix* for all application and financial aid deadlines.

INFORMATION FOR INTERNATIONAL APPLICANTS

The Graduate School expects all students to demonstrate the ability to understand and communicate in English, both orally and in written form. To evaluate proficiency, the school requires applicants whose native language is not English to take the Test of English as a Foreign Language (TOEFL). The Graduate School recommends that the applicant achieve a minimum TOEFL score of 250 on the computer-based test (600 on the paper-based test). The Graduate School does not prohibit applicants with lower scores from applying for admission since many factors influence the admission decision. Some departments or programs in the Graduate School may set a higher TOEFL standard for admission.

Information about the TOEFL may be obtained by writing directly to TOEFL Services, Educational Testing Service, P.O. Box 6151, Princeton, NJ 08541-6151, U.S.A., or by visiting their Web site at www.toefl.org. Official TOEFL test score reports are required. When requesting that official score reports be sent to the Graduate School by the TOEFL Program, the applicant should list the Graduate School of Arts and Science, school code 2596.

Because English proficiency is essential to a student's success in the Graduate School, additional testing may be performed when a student arrives in New York. Occasionally, the school requires a student to register for noncredit English courses that entail additional expense and extend the time normally required to complete the student's degree.

Applicants in the New York area may take, in lieu of the TOEFL, the English proficiency test at the University's American Language Institute,

located at 48 Cooper Square, Room 200, New York, NY 10003-7154, U.S.A. An appointment to take the test may be made by calling 212-998-7040. At the discretion of the Graduate School, out-of-town applicants may be tested on arrival.

Individuals intending to enter into or remain in the United States on a student or exchange visitor visa must submit appropriate evidence of financial ability. The issuance of certificates for student visas (Form I-20) or exchange visitor visas (Form DS-2019) will be delayed until such evidence is received. If the applicant's studies are being financed by means of personal savings, parental support, or outside private or government scholarships, or any combination of these, he or she must arrange to send official letters or similar certification as proof of such support, together with an Application for a Certificate of Eligibility (AFCOE) form, to the Office for International Students and Scholars. Students holding F-1 visas may not work without permission from the Office of International Students and Scholars or the U.S. Citizenship and Immigration Services (USCIS) of the Department of Homeland Security. Employment outside the University may not be used as a means to meet educational and living expenses while studying in the United States.

See also the *Office for International Students and Scholars* section of this bulletin.

THE AMERICAN LANGUAGE INSTITUTE

The American Language Institute of the School of Continuing and Professional Studies at New York University offers intensive courses in English for students with little proficiency in the language.

Individuals who wish to obtain additional information about the American Language Institute may visit the office of the American Language Institute weekdays throughout the year between the hours of 9 a.m. and 6 p.m. (Fridays until 5 p.m.). They may also visit the Web site at www.scps.nyu.edu/ali or contact the American Language Institute, School of Continuing and Professional

Studies, New York University, 48 Cooper Square, Room 200, New York, NY 10003-7154; telephone: 212-998-7040; fax: 212-995-4135; e-mail: ali@nyu.edu.

INTERNATIONAL GRADUATE STUDENT EDUCATIONAL DEVELOPMENT PROGRAM

International students with teaching appointments participate in the International Graduate Student Educational Development Program. This required program provides the opportunity for (1) the development and testing of English language competencies in the classroom environment and (2) the exploration of cultural differences in the United States and the nature of NYU's exceptional multicultural base. Participants explore communications strategies that will enable them to successfully manage the classroom and interact with students. The program is usually scheduled for several days at the end of August, before fall-term classes begin, and if determined by language testing, continues with language course or tutorial work during the fall semester. Students who do not successfully complete the program may be required to complete additional work on language before being permitted to assume teaching responsibilities. Questions about the program should be directed to the director of graduate studies in the student's department or to Neil Williams, American Language Institute, 212-998-7058 or 212-995-4135 (fax); e-mail: neil.williams@nyu.edu.

READMISSION AND DEFERMENT

In all departments, an offer of admission to the Graduate School permits a student to enroll for the first time only in the term of entry for which she or he was specifically admitted.

If a student declines an offer of admission or does not register for the expected term, the Graduate School requires a new application. In some departments the director of graduate studies (DGS) will grant an extension to the student with the approval of the Graduate School. As additional credentials may be required by the Graduate School in such cases, students should consult with Graduate Enrollment Services.

ADMISSION FOR SPECIAL STUDENT STATUS

Occasionally an applicant will demonstrate a particular need to study at the Graduate School without entering an

NYU GSAS degree program. A few special students are permitted to register each year as nondegree students, auditors, or visiting students.

Applicants should contact the department of interest before applying, to confirm that special students are considered for admission into the program. International applicants should consult with an adviser in Graduate Enrollment Services before making the decision to apply to be sure that the planned course of study will be appropriate for the issuance of a visa.

Applicants for special student status must complete the application for admission and must provide proof that he or she holds a baccalaureate degree and have earned a GPA of at least 3.0. GRE scores are not required. 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.

All special students must complete the paper application for admission. The online application is not accepted.

Nondegree Students

The Graduate School recognizes that students occasionally choose to study without seeking admission to a degree program. If a nonmatriculant ultimately enrolls in a degree program, courses taken at the Graduate School may sometimes, but not always, be credited toward the degree.

Auditors

Students may register as auditors in some of the departments of the Graduate School. Auditing requires the permission of the instructor and the director of graduate studies (DGS) of the program. Auditors pay full tuition for courses; no academic credit is awarded, and the work can never be applied toward a degree.

Visiting Students

Visiting students in the Graduate School of Arts and Science must be eligible to register in a master's or doctoral degree program at their home institution.

In order to register as a visiting student, applicants must secure the approval of the dean of their home institution and of the appropriate department in the Graduate School of

Arts and Science. Visiting students are not eligible for any form of financial aid. New York University awards full credit for all satisfactorily completed courses.

Students eligible for the Inter-University Doctoral Consortium do not need to apply as visiting students; see the *Inter-University Doctoral Consortium* paragraphs below. Visiting students attending during the summer should refer to the *New York University Summer Sessions* paragraphs below.

INTER-UNIVERSITY DOCTORAL CONSORTIUM

New York University is a member of the Inter-University Doctoral Consortium, an association of universities in the metropolitan area whose members include the graduate arts and science divisions of the City University of New York Graduate Center; Columbia University; Fordham University; New School University; Princeton University; Rutgers University; Stony Brook University; and Teachers College, Columbia University.

As a member of the doctoral consortium, the Graduate School can provide fully matriculated doctoral-level students the opportunity to take courses that are not otherwise available to them at NYU. Participation is not open to students at the master's level. With the approval of the student's program adviser, the course instructor, the vice dean of the Graduate School of Arts and Science, and the dean's office of the host institution, students may register for courses within the graduate schools at any of the above member institutions. Access to such courses is provided on a space-available basis and is not available during the summer.

For registration procedures, go to www.nyu.edu/gsas/Programs/IUDC.html or call the Office of the Vice Dean, 212-998-8030.

NEW YORK UNIVERSITY SUMMER SESSIONS

The Graduate School of Arts and Science offers a wide variety of courses in its two summer sessions. The first summer session begins in the third week of May; the second summer session starts in the last week of June. Consult the summer bulletin or the Web site at www.nyu.edu/summer for a full list of departments and their course offerings. The Faculty of Arts and Science also offers opportunities for summer graduate study abroad, allowing graduate students to explore international opportunities while studying

languages, politics, and cultures.

Graduate courses are available through New York University in Athens (Greece), Dublin (Ireland), London (England), Paris (France), Prague (Czech Republic), and Rostov (Russia). For further information regarding summer sessions and study abroad, visit the Web site at www.nyu.edu/summer/abroad.

Students admitted to the Graduate School of Arts and Science may, in most cases, elect to enroll in the summer. These students should consult a departmental adviser about registration procedures. Students needing additional information should consult Graduate Enrollment Services at the Graduate School, 212-998-8050.

Visiting students interested in taking courses in the summer sessions should be aware that not all graduate courses are open to visiting students. They should therefore contact the relevant department and ask about specific courses that interest them.

(Department contact information is listed for each course on the Web site at www.nyu.edu/summer.) Once they have determined that they can enroll in a course, visiting students must complete and submit the brief application form available on the Web site. They must also submit an official transcript from their home institution. For additional information, call the department or call the Office of Summer Sessions, 212-998-2292.

NYU GUEST ACCOMMODATIONS

Prospective students and their families visiting New York are invited to stay in Club Quarters, a private hotel convenient to the University. Located in a renovated turn-of-the-19th-century building in New York's historic Financial District, the hotel offers concierge services, a health club, and room service, among other amenities. If space is available, weekend University guests may also stay at the midtown Club Quarters, located in a landmark building that is close to shopping, Broadway theatres, and Rockefeller Center. For information and reservations, call 212-443-4700.

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 each fall and spring until the degree is conferred; (2) taking an approved leave of absence, except in the semester of graduation; or (3) registering for Maintenance of Matriculation (G47.4747) during semesters when no course work is being taken until the degree is conferred.

MAINTAINING MATRICULATION BY FEE

Students who have completed their course work may register for G47.4747 and pay the matriculation fee (in 2005-2006, \$425 per semester) and the registration and services fee (in 2005-2006, approximately \$500 for U.S. students and \$630 for international students) through the semester of their graduation. Payment of the fees entitles students to use the libraries and other research facilities, consult faculty members, and participate in University activities. Waivers of the maintenance of matriculation and registration and services fees may be available for up to six semesters for students who have received full financial aid for three or more years. A waiver of maintenance of matriculation fees may also be available for students whose graduate program requires a period of absence from the campus or who have a well-documented financial hardship.

HEALTH INSURANCE

For students who do not have their own health insurance, participation in a University health insurance plan is mandatory. Optional forms of coverage range from approximately \$600 to \$2,166 in 2005-2006. Students must provide proof of coverage to be exempt from participation in a University health insurance plan. For complete information regarding the deadlines for participation and exemption as well as detailed information about the health plans available, call 212-443-1020 or visit the Web site at www.nyu.edu/nyubc/insurance.html.

LEAVE OF ABSENCE

A student in good standing who is obliged to withdraw temporarily for national service, serious illness, or compelling personal reasons may request a leave of absence for up to one calendar year. If granted, the leave maintains the student's place in the Graduate School and assures readmission at the end of the leave. Time on leave counts as time to degree and students on leave do not have access to GSAS or department facilities. For complete rules governing leaves of absence, refer to the *GSAS Policies and Procedures Manual*.

ACADEMIC STANDING

Students must maintain an average grade of B (3.0) or better and must have successfully completed 66 percent of credits attempted while at NYU, not including the current semester. Courses with grades of IP, IF, N, W, and F are not considered successfully

completed. Departments may impose additional and stricter standards for good standing; however, departmental standards cannot be lower than those of GSAS.

FULL-TIME STATUS

For students receiving certain kinds of loans or fellowships, as well as international students on F-1 or J-1 visas, certification of full-time status is usually necessary. During the fall and spring semesters, a minimum full-time program consists of 12 points of course work or the equivalent as defined by departmental criteria. During the summer session, full-time status requires 12 points of course work within 12 weeks. For complete rules governing full-time status, refer to the *GSAS Policies and Procedures Manual*.

TRANSCRIPTS OF RECORD

Requests for official transcripts require the *signature* of the student requesting the transcript. Currently, we are not accepting requests for a transcript by e-mail. A transcript may be requested in writing by either faxing or mailing a *signed* letter to the Office of the University Registrar, New York University, P.O. Box 910, New York, NY 10276-0910; fax: 212-995-4154. A request for a transcript must include *all* of the following information: University ID number; current name and any name under which you attended NYU; current address; date of birth; school of the University attended and for which you are requesting the transcript; dates of attendance; date of graduation; and full name and address of the person or institution to which

the transcript is to be sent. Allow seven business days from the time the Office of the University Registrar is in receipt of your request.

Note: There is no charge for academic transcripts; however, the limit for official transcripts issued to the student is *three*. A request for more than three transcripts requires the full name and address of the college, university, prospective employer, or scholarship agency to which the transcripts will be sent. You can indicate in your request if you would like us to forward the transcripts to your home address, but we still require the name and address of each institution.

Once the final examination period has begun, no transcript will be forwarded for any student who is cur-

rently enrolled in courses until all the student's final grades have been received and recorded. Notify the Office of the University Registrar immediately of any change of address.

Students are able to access their grades at the end of each semester via Albert, NYU's Web-based registration and information system. Albert can be accessed via NYUHome at <http://home.nyu.edu>.

INFORMATION ON HOW TO REQUEST ENROLLMENT VERIFICATION

Verification of enrollment or graduation may be requested by submitting a signed letter with the following information: University ID number, cur-

rent name and any name under which you attended NYU, current address, date of birth, school of the University attended, dates attended, date of graduation, and the full name and address of the person or institution to which the verification is to be sent. Please address your request to Office of the University Registrar, Transcript and Certification Department, New York University, P.O. Box 910, New York, NY 10276-0910. Or you can fax your signed request to 212-995-4154.

Allow seven business days from the time the Office of the University Registrar is in receipt of your request. Currently, we are not accepting requests for certification by e-mail.

Degree Requirements

MASTER OF ARTS AND MASTER OF SCIENCE

Graduate School Requirements:

1. Completion of at least 32 points of graduate credit (at least 24 in residence at the Graduate School, 16 points in one department or program) and a cumulative GPA of B (3.0) or better.
2. Successful completion of (a) a comprehensive examination, (b) a thesis, and/or (c) an appropriate special project.

Programs may have more stringent standards, including a higher grade point average, a foreign language proficiency examination, and additional course work.

Time Limit for the Master's Degree: All requirements must be completed no later than five years from the date of initial matriculation.

MASTER OF FINE ARTS

The Master of Fine Arts degree is granted only to students in the Creative Writing Program.

Creative Writing Program Requirements:

1. At least one year of full-time study beyond the baccalaureate degree.
2. Completion of at least 32 points of graduate credit (at least 24 in residence at the Graduate School, 16 points in the program) and a cumulative GPA of B (3.0) or better.

3. Four graduate creative writing workshops in either poetry or fiction (16 points).

4. One to four craft courses. Craft courses may be repeated provided they are not taught by the same instructor (4 to 16 points).

5. Remaining courses may be chosen from any department with the permission of the other departments and the creative writing adviser.

6. There is no foreign language requirement.

7. All requirements must be completed no later than five years from the initial date of matriculation.

MASTER OF PHILOSOPHY

The Master of Philosophy degree is granted only to students who have been accepted as candidates in a doctoral program and who have fulfilled all requirements for the doctorate except the dissertation and its defense.

DOCTOR OF PHILOSOPHY

Graduate School Requirements:

1. Completion of 72 points of graduate credit (at least 32 in residence at the Graduate School) and a cumulative GPA of B (3.0) or better.
2. Successful completion of comprehensive or qualifying examinations or their equivalent.
3. Proficiency in at least one language besides English. Individual departments may have more stringent requirements.

4. Presentation and defense of a dissertation. The dissertation topic must receive formal departmental approval before being undertaken. The dissertation must demonstrate a sound methodology and evidence of exhaustive study of a special field and make an original contribution to that field. When the dissertation is completed and approved by the adviser and two other readers, an oral defense is scheduled before a committee of at least five members. Of the five committee members, a minimum of three, including two of the dissertation readers, must be full-time members of the faculty of GSAS. Dissertation readers who are not full-time GSAS faculty members must be approved by the vice dean at least four months prior to the defense. A successful defense requires that four of the five members of the committee vote to approve it.

Time Limit for the Ph.D. Degree:

All requirements for the doctoral degree must be completed no later than ten years from the initial date of matriculation or seven years from the time of matriculation if the student enters the Ph.D. program having been given transfer credit for more than 23 points. For rules concerning time to degree, refer to the *GSAS Policies and Procedures Manual*.

GRADING SYSTEM

Departments in the Graduate School assign the following grades:

Grade	Meaning	GPA Equivalent
A	Excellent	4.0
B	Good	3.0
C	Passing	2.0
F	Failure	0.0
P	Pass (reading and research courses)	
IP	Incomplete Pass	
IF	Incomplete Fail	
N	No Credit	
R	Auditor (no credit)	
W	Withdrawal	

The grade of A may be suffixed with a minus. The grades of B and C may be suffixed with a plus or a minus.

INCOMPLETE GRADES (IP, IF, AND W)

The assignment of the grade Incomplete Pass (IP) or Incomplete Fail (IF) is at the discretion of the instructor. If an incomplete grade is not changed to a permanent grade by the instructor within one year of the beginning of the course, Incomplete Pass (IP) lapses to No Credit (N), and Incomplete Fail (IF) lapses to Failure (F). Permanent grades may not be changed unless the original grade resulted from clerical error.

A grade of W represents official withdrawal from the course. A student may withdraw from a course up to 24 hours prior to the scheduled final examination. Any tuition refund will be in accordance with the refund schedule for that semester. For complete rules regarding incomplete grades, refer to the *GSAS Policies and Procedures Manual*.

ADVANCED STANDING (TRANSFER CREDIT)

Consideration for advanced standing must be determined by the department within the first calendar year of attendance. Courses for which a master's degree has been awarded may be considered for transfer credit toward the Ph.D. but not toward a second master's degree. Only courses with a grade of B (3.0) or better will be considered. A grade of P or S is considered for transfer credit only if received for a research or reading course culminating in the conferral of a master's degree or with the submission of a written statement from the school issuing the grade that the

grade is equivalent to the grade of B or better. Courses considered for transfer credit must have been taken at a graduate institution and must be substantially equivalent to those offered by the Graduate School of Arts and Science. Transfer credit will be awarded point for point unless the institution from which credit is being sought requires that students take the same number of courses for a given degree as GSAS but uses a different credit system, thereby requiring a different number of points for the degree. Transfer credit may not exceed the difference between the number of points needed for a degree in GSAS and the minimum number of points that must be earned within GSAS. For the Master of Arts and the Master of Science degrees, a minimum of 24 points must be earned in GSAS. For the Master of Philosophy and the Doctor of Philosophy degrees, a minimum of 32 points must be earned in GSAS. For detailed rules regarding the transfer of credit, refer to the *GSAS Policies and Procedures Manual*.

FOREIGN LANGUAGE PROFICIENCY

Some departments and programs in the Graduate School of Arts and Science require graduate students to demonstrate proficiency in at least one foreign language integral to their academic research. English, as the language of record at New York University, cannot be used to satisfy this requirement. Individual departments may have more stringent language proficiency requirements or may waive this requirement for individual students.

Language proficiency may be demonstrated by any of the following: (1) passing the foreign language proficiency examination given by the Graduate School of Arts and Science; (2) passing a departmental examination, if one is regularly scheduled by the department in which the student is registered; or (3) completing, or having completed, not more than two years before matriculation, a full or final intermediate-level college course in the language with a grade of B or better.

Students who have met the language requirement in another graduate school not more than two years before matriculation in the Graduate School

of Arts and Science may request that such credentials be accepted, with the approval of the vice dean.

CONFERRAL OF DEGREES

Degrees are conferred in September, January, and May of each academic year. Degree candidates must apply for graduation through TorchTone, NYU's telephone registration and information system, at 212-995-4747, approximately four months prior to the date of conferral. Please consult the *Academic Calendar* at www.nyu.edu/gsas/calendar for the appropriate deadlines.

Diplomas are sent by certified mail to the recipient's address on file in the Office of the University Registrar. On request, the registrar will issue a statement certifying that a student who has satisfactorily completed all the requirements for an advanced degree has been recommended by the faculty for award of the degree at the next conferral. No degree is conferred honoris causa or for studies undertaken entirely in absentia. One year must lapse between conferral of the B.A., M.A. (M.S.), M.Phil., and Ph.D. degrees.

GRADUATE SCHOOL CONVOCATION

In May of each year, at Convocation, the Graduate School of Arts and Science honors all master's and doctoral degree recipients whose degrees were granted in September, January, or May of that academic year. In keeping with tradition, each degree recipient is hooded by a member of the faculty, and each Ph.D. recipient keeps her or his doctoral hood as a gift from the Graduate School. Special Graduate School awards and prizes are also presented during the ceremony.

COMMENCEMENT

Each May, Washington Square Park is transformed into a magnificent setting for Commencement. All graduate and undergraduate degrees are officially conferred by the president of New York University during Commencement exercises. The president also confers honorary degrees to outstanding women and men who have made distinguished contributions to society.

University Policies

The following are selected policies of New York University. For more information about the University's policies and procedures, refer to the *NYU Student's Guide*, available online at www.nyu.edu/students/guide. For information about the policies and procedures of the Graduate School of Arts and Science, refer to the *GSAS Policies and Procedures Manual*, available online at www.nyu.edu/gsas/OASL.

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.

DISCIPLINE

Students are expected to familiarize themselves and comply with the rules of conduct, academic regulations, and established practices of the University and the Graduate School of Arts and Science. To view the University regulations, visit www.nyu.edu/students/guide. To view the Graduate School of Arts and Science regulations, visit www.nyu.edu/gsas/OASL. If, pursuant to such rules, regulations, or practices, the withdrawal of a student is required before the end of the term for which tuition has been paid, a refund will be made according to the standard schedule for refunds.

UNIVERSITY POLICY ON PATENTS

Students offered research opportunities are reminded that inventions arising from participation in such research are governed by the "University's Statement of Policy on Patents," a copy of which may be found in the *Faculty Handbook* or obtained from the Faculty of Arts and Science (FAS) dean's office, 5 Washington Square North; 212-998-8000.

NEW YORK UNIVERSITY WEAPONS POLICY

New York University strictly prohibits the possession of all weapons, as described in local, state, and federal statutes, that includes, but is not limited to, firearms, knives, explosives, etc., in and/or around any and all University facilities—academic, residential, or others. This prohibition extends to all buildings—whether owned, leased, or controlled by the University, regardless of whether the bearer or possessor is licensed to carry that weapon. The possession of any weapon has the potential of creating a dangerous situation for the bearer and others.

The only exceptions to this policy are duly authorized law enforcement personnel who are performing official federal, state, or local business and instances in which the bearer of the weapon is licensed by an appropriate licensing authority and has received **written permission** from the executive vice president of the University.

NEW YORK UNIVERSITY SIMULATED FIREARMS POLICY

New York University strictly prohibits simulated firearms in and/or around any and all University facilities—academic, residential, or other. This prohibition extends to all buildings—whether owned, leased, or controlled by the University. The possession of a simulated firearm has the potential of creating a dangerous situation for the bearer and others.

The only exceptions to this policy are instances in which (1) the bearer is in possession of **written permission** from a dean, associate dean, assistant dean, or department head and (2) such possession or use of simulated firearms is directly connected to a University- or school-related event (e.g., play, film production). Whenever an approved simulated firearm is transported from one location to another, it must be placed in a secure container in such a manner that it cannot be observed. Storage of approved simulated firearms shall be the responsibility of the Department of Public Safety in a location designated by the vice president for public safety. Under no circumstances, other than at a public safety storage area, may approved simulated firearms be stored in any University owned, leased, or controlled facilities.

Academic Experience

JOINT AND DUAL DEGREE PROGRAMS

Students may pursue joint and dual degrees between GSAS programs and between GSAS programs and programs in many of the professional schools of New York University. Joint degree programs offer a single degree for the satisfaction of the requirements of a single curriculum that is drawn from the curricula of two departments or programs. Dual degree programs allow students to pursue two degrees simultaneously by completing the curricular requirements of separate degrees in a coordinated fashion. Participating Graduate School of Arts and Science programs and departments include biology, economics, French studies, history, journalism, Latin American and Caribbean studies, law

and society, philosophy, politics, and sociology. Participating schools include the Leonard N. Stern School of Business, the School of Law, the School of Medicine, and the Wagner Graduate School of Public Service.

Refer to the individual department and program listings for specific joint and dual degree programs and their requirements.

INTERNATIONAL EXCHANGE PROGRAMS

A key component of the University's global commitment to education is the Graduate School's international exchange program. In the New York University Institutes for Advanced Study, distinguished visiting faculty from throughout the world join specialists from NYU to research topics of increasing importance to all nations of

the world. Together with graduate students, the visitors form an active core of intellectuals engaged in studying global issues.

Graduate students may study at New York University's Italian research center, La Pietra, a Tuscan estate of five magnificent villas on the outskirts of Florence. Other exchange programs support research at the Charles University of Prague and the Universities of Amsterdam, Bonn, Cape Town, Copenhagen, Ghana, Singapore, Stockholm, and Vienna, among others. These unique programs give New York University students access to international university laboratories, archives, and libraries and encourage them to participate in international city and regional life.

GRADUATE FORUMS

The Graduate Forum is an innovative program for graduate students across New York University. Launched in January 2001, the Graduate Forum was established to encourage interdisciplinary inquiry into intellectual and moral problems, to question the foundations of the disciplines, and to experiment in translating basic research into a language accessible to a variety of audiences without oversimplification.

The ten members of the forum are graduate students drawn from master's and doctoral programs throughout New York University. Graduate students may either nominate themselves or be nominated by the chair of their department. Criteria for selection include a promising academic record, the capacity for innovative thinking, the ability to contribute to interdisci-

plinary inquiry, and an interest in the new technologies of education. Student membership in the forum is for a term of two academic years (unless a student graduates earlier).

The Graduate Forum usually meets on the last Wednesday evening of each month during the academic year. Student members are expected to make formal presentations of their work to each other in ways that further the aims of the forum, including the circulation of their papers or other materials prior to discussion at meetings and the posting of edited forum proceedings and related resources on the Web. The members of the forum also contribute to the regular evaluation and redesign of the forum's format.

Starting in 2005, a second group, the IFA-GSAS Forum, was established by the Institute of Fine Arts and the Graduate School to enable interdisciplinary inquiry into "forms of seeing."

With support from the Provost's Office and the IFA Alumni Association, this forum also has ten members, five from the IFA and five from other graduate programs throughout New York University, and meets monthly. The IFA-GSAS Forum culminates in a year-end symposium at which all student participants present their research to the wider University community and public.

The great public servant John W. Gardner contrasts two forms of institutional behavior, the nurturing of "seedbeds" versus the intolerance of "dead wood." The Graduate School hopes its Graduate Forums will establish, nurture, and cultivate a seedbed that will in turn foster innovative and creative thinkers.



Financing Graduate Education

The financial aid program of the Graduate School of Arts and Science seeks to ensure that all academically qualified students have enough financial support to enable them to work toward

their degree. Awards include support for tuition and modest living expenses in the form of fellowships, teaching and research assistantships, and loans. Graduate Enrollment Services at the Graduate School and the NYU Office of Financial

Aid offer additional financial options. The staff in each of these offices work closely with students to develop reasonable financial plans for completing a degree.

Instructions for Financial Aid Applicants

The application for admission is also the application for all Graduate School fellowships for new students. No additional forms are required.

An application must be received by the specified deadline date to be eligible for Graduate School and departmental fellowships and assistantships. Refer to the departmental deadline dates in the *GSAS Application Appendix*.

For many departments, the application deadline for admission and funding is *January 4*. However, several departments have a *December 15 final*

deadline date, and others have a *December 15 recommended date* along with the *January 4 final deadline date*. To allow these departments adequate time to review applications for admission and financial aid, applicants should endeavor to have *all* materials submitted to the Graduate School no later than *December 15*.

Guidelines for continuing students are available from departmental advisers in advance of the established deadline.

The Graduate School encourages all U.S. citizens and permanent residents to complete the Free Application for Federal Student Aid (FAFSA) to be consid-

ered for all forms of federal and state aid, including the Federal Work-Study Program and the various federal and private loan programs. NYU prefers that the FAFSA be submitted online by linking to www.fafsa.ed.gov (paper FAFSAs are available in January from the University Office of Financial Aid). The FAFSA should be filed after January 1, 2006, but preferably before March 1, 2006, for fall 2006 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, Assistantships, Prizes, and Research Awards

The Graduate School of Arts and Science offers an extensive program of full-funding support. Funding decisions, based solely on merit, are made by the departments with review by the dean.

In addition, the school encourages students to apply for assistance through the many external organizations that provide funding for graduate study. GIGS (Grants in Graduate Study) is an online database of grants and fellowship opportunities that is available to graduate students through the NYU Web site at www.nyu.edu/gsas/OASL/GrantsAwards/GIGS.html. For questions about GIGS, contact the Office of Academic and Student Life.

Some of the sources of funding available through the University and the Graduate School are listed below.

- Henry M. MacCracken Program
- Teaching and Research Assistantships
- Graduate School's Tuition Incentive Program (TIP)
- Foreign Language and Area Studies (FLAS) Fellowships
- Penfield Fellowships for Studies in Diplomacy, International Affairs, and Belles Lettres
- Dean's Dissertation Fellowships
- Louis Lerner Memorial Scholarship
- A. Ogden Butler Fellowship
- The Elaine Brody Fellowship in the Humanities
- Margaret and Herman Sokol Postdoctoral Fellowship in the Sciences
- June Frier Esserman Fellowship
- Douglas and Katharine Fryer Thesis Fellowship Awards
- Lane Cooper Fellowships
- Patricia Dunn Lehrman Fellowship
- James Arthur Dissertation Fellowship
- Shortell-Holzer Fellowship
- New York University German Academic Exchange Scholarship (DAAD)
- New York University-Freie Universität Berlin Grant
- William and Pearl C. Helbein Scholarship
- Engberg Fellowships
- President's Service Awards
- New York University Opportunity Fellowship Program
- Dean's Predoctoral Summer Fellowships
- Dean's Student Travel Awards
- Dean's Outstanding Dissertation Awards
- Dean's Outstanding Student Teaching Awards
- Key Pin Award

In addition to the substantial fellowship support available through the University, the Graduate School of Arts and Science, and the range of external organizations committed to

academic teaching and research, many departments offer assistance to their students from departmental funds. A comprehensive list of University, Graduate School, and departmental

fellowships, prizes, and awards appears in the *Financing Graduate Education* section of the *GSAS Application for Admission and Financial Aid*.

Alternative Funding Sources

FUNDING FOR MASTER'S PROGRAMS

Financial aid is available for certain departments and programs. Interested applicants should submit the application form by the financial aid deadline date. In addition, master's students are eligible for awards through the Graduate School's Tuition Incentive Program (TIP). For more specific information regarding eligibility and the availability of fellowships, applicants should call the director of graduate studies in the department or program, or contact Graduate Enrollment Services.

FUNDING FOR INTERNATIONAL STUDENTS

To secure a visa, international students must demonstrate that they have sufficient funding to complete the degree. International students who apply by the specified deadline date and are admitted to the Graduate School are automatically considered for Graduate School fellowships and scholarships as well as for teaching and research assistantships. Most loan programs are restricted to U.S. citizens and permanent residents. However, New York University works with a variety of lenders to provide loan programs specifically tailored to the needs of

international students. Visit our Web site frequently for the latest news on international student financing opportunities; the address is www.nyu.edu/financial.aid/international.html.

Many international students obtain support for their educational expenses from their government, a foundation, or a private agency. In many cases, these students are eligible to receive matching tuition funds through the Graduate School's Tuition Incentive Program. Applicants should contact Graduate Enrollment Services for specific details.

RESIDENTIAL EDUCATION ASSISTANTSHIPS

The Department of Residential Education annually offers a limited number of resident assistant (RA) and community education assistant (CEA) positions to students who wish to work with residential undergraduate and graduate students to promote interpersonal connections, community, and academic enhancements within our residence halls. The RA position is open to both undergraduate and graduate students while the CEA position is limited to graduate students. Students in these positions serve as peers who assess, organize, and implement social

and educational activities within and around the residence halls. In addition, as representatives of the Department of Residential Education, RAs and CEAs are sources of information, support, and referral and enforce housing and residential educational policy.

Both positions offer academic-year housing and a meal plan; the CEA position also includes a stipend. Candidates must be matriculated, full-time students by the semester in which they begin their assistantship. They must also be in good academic and behavioral standing and possess qualities that encourage the social and intellectual development of the students whom they serve. The selection process—which may require a candidate's physical presence in New York during the fall and/or spring semesters—begins each fall semester for the following academic year. For information, contact the Department of Residential Education, New York University, 33 Washington Square West, New York, NY 10011-9154; 212-998-4311; e-mail: ResEd.RA.Selection@nyu.edu (RAs) or ResEd.CEA.Selection@nyu.edu (CEAs). You may find detailed information at www.nyu.edu/residential.education.

Other Financial Aid—Federal, State, and Private Programs

ELIGIBILITY

To be considered for financial aid, students must be officially admitted to NYU or matriculated in a degree program and making satisfactory academic progress toward degree requirements. Generally, University-administered federal and state financial aid programs are awarded to full-time students. Half-time students (fewer than 12 but at least 6 points of credit per semester) may be eligible for a federal Stafford Student Loan, but they must also maintain satisfactory academic progress. A full description of the NYU academic progress requirements is available at www.nyu.edu/financial.aid/progress_grad.html.

University-administered federal and state awards are not automatically

renewed each year. Continuing students must submit a Renewal FAFSA each year by the NYU deadline. Renewal depends on the annual reevaluation of a student's need, the availability of funds, the successful completion of the previous year, and satisfactory progress toward the completion of degree requirements.

In order to be eligible for aid from federal and state government sources, students must be classified either as U.S. citizens or as eligible noncitizens (as defined by the U.S. Department of Education).

It is the student's responsibility to supply true, accurate and complete information on the FAFSA and to notify the Office of Financial Aid immediately of any changes or correc-

tions in his or her housing status or financial situation, including tuition remission benefits or outside grants, once the application has been made. Determination of financial need is also based on the number of courses for which the student registers. A change in registration therefore may necessitate an adjustment in financial aid.

NEW YORK STATE TUITION ASSISTANCE PROGRAM (TAP)

Legal residents of the state of New York who are enrolled in a full-time degree program of at least 12 credit points a term, or the equivalent, may be eligible for awards under this program. The Graduate School requires all eligible financial aid applicants to

apply for this grant. The TAP award replaces a portion of the tuition fellowship amount for students who receive full tuition grants. Students applying for TAP must do so via a FAFSA application.

VETERANS BENEFITS

Various Department of Veterans Affairs programs provide educational benefits for sons, daughters, and spouses of deceased or permanently disabled veterans as well as for veterans and in-service personnel who served on active duty in the U.S. Armed Forces after January 1, 1955. In these programs, the amount of benefits varies.

Since interpretation of regulations governing veterans benefits is subject to change, veterans and their dependents should keep in touch with the Department of Veterans Affairs. For additional information and assistance in completing the necessary forms, contact the Office of the University Registrar, 25 West Fourth Street, 1st Floor; 212-998-4800.

FEDERAL LOANS

Subsidized Stafford Student Loan (SSL) Program

The subsidized federal Stafford Student Loan Program provides low-interest student loans using the capital of lending institutions and the administrative facilities of state agencies. These loans are made by independent banks or lending institutions and are generally insured by both the state and federal governments.

A graduate student may borrow up to a maximum of \$8,500 per year with a total aggregate borrowing limit (including undergraduate loans) of \$65,500. Within these limits, students may borrow up to the difference between the cost of education, the family contribution, and the total of all financial aid awards. For graduate students, family contribution is based on the incomes of the student and spouse (if married).

The subsidized Stafford Student Loan interest rate for all students is variable with a cap of 8.25 percent. Interest does not accrue, however, nor does repayment begin, until six months after the borrower ceases to enroll at least half time. An insurance premium of up to 1 percent as well as an origination fee of up to 3 percent will generally be deducted from the loan funds.

Unsubsidized Stafford Student Loan Program

The unsubsidized federal Stafford Student Loan Program provides additional loan eligibility beyond any subsidized Stafford amounts. Students must first apply for the regular (subsidized) Stafford program, and if they meet eligibility criteria they will be automatically considered for the unsubsidized program. Terms and conditions are essentially the same as for the regular Stafford loan, except the federal government does not pay the interest on the unsubsidized loan while the student is in school. Students must begin to repay interest and principal 60 days after the first loan funds are issued. Payment of the principal may be deferred if the student is enrolled at least half time for the period of the loan. Also, the interest can be "capitalized" (added to the principal) if desired.

Graduate students may borrow up to a total of \$18,500 in combined subsidized and unsubsidized Stafford loans each academic year, although no more than \$8,500 of the \$18,500 can be in the form of a subsidized loan. The total amount of unsubsidized Stafford loan in any academic year may not exceed the cost of education minus the total family contribution and minus all other financial aid (including subsidized Stafford loans) received that year.

PRIVATE LOANS

A variety of private student loan programs are available to both U.S. and international students attending NYU. Created to supplement federal and institutional aid, they feature attractive terms and interest rates, and all credit-worthy families facing college expenses are eligible. There are no maximum income limits. Loans are made through banks, savings and loan organizations, and other lenders. For more information, contact the Office of Financial Aid or visit their Web site.

EMPLOYEE EDUCATION PLANS

Many companies pay all or part of the tuition of their employees under tuition refund plans. Employed students attending the University should ask their personnel officers or training directors about the existence of a company tuition plan. Students who receive tuition reimbursement and NYU employees who receive tuition remission from NYU must notify the Office of Financial Aid if they receive this benefit.

EMPLOYMENT

Students considering employment that would require a significant portion of their time should discuss their plans with a Graduate Enrollment Services counselor. Students on full-funding support must obtain the permission of a departmental representative and the dean of the Graduate School if they wish to secure employment beyond the requirements of their financial aid award.

Students who study at the Graduate School on temporary visas should fully understand the regulations concerning permissible employment under those visas. Before making plans for employment in the United States, international students should consult with the Office for International Students and Scholars, New York University, 561 La Guardia Place, New York, NY 10012-1402; 212-998-4720; e-mail: intl.students.scholars@nyu.edu.

For more information about University-wide graduate assistantships, including job posting information, visit the NYU Human Resources Web site at www.nyu.edu/hr. **Note:** A graduate assistantship may affect eligibility for some forms of financial aid. Please contact the Office of Financial Aid if your award letter does not indicate your assistantship.

Federal Work-Study Program

Funded by the U.S. government and the University, this program supports a limited number of teaching assistantships. In addition, the Federal Work-Study Program supports a range of research and administrative employment opportunities within the University. Eligible students are U.S. citizens or permanent residents who show need for funding. To be eligible, a student must complete a FAFSA and must demonstrate financial need.

Federal Work-Study jobs are secured through the University's Student Employment and Internship Center, 5 Washington Place, 2nd Floor; 212-998-4757.

New York City

One of the nation's largest urban areas, the city offers a wide variety of opportunities for part-time work. Many students gain significant experience in fields related to their research and study while they meet a portion of their educational expenses.

Tuition and Fees

The Graduate School of Arts and Science charges tuition on a per-point basis. For 2005-2006 the rate is \$1,024 per point. A student must complete 72 points for the Ph.D. degree and 32-40 points for the master's degree, depending on the program. A full-time course load is 12 points per semester, 24 points per year.

The Board of Trustees of New York University reserves the right to alter this schedule of fees without notice. All fees must be paid per term at the time of registration in the Office of the Bursar, located at 25 West Fourth Street. Checks and drafts should be drawn to the order of *New York University* in the exact amount of tuition and fees required. In the case of overpayment, the balance is refunded upon request by filing a refund application in the Office of the Bursar.

A fee will be charged if payment is not made by the due date indicated on the student's statement.

The unpaid balance of a student's account is also subject to an interest charge of 12 percent per annum from the first day of class until payment is received.

Holders of New York State Tuition Assistance Program (TAP) awards will be allowed credit toward their tuition fees in the amount of their entitlement, provided they are New York State residents enrolled full time and they attach the Award Certificate for the applicable term to their Statement of Account—Tuition and Fees.

Students who receive awards after registration will receive a check from the University after the New York State payment has been received by the Office of the Bursar, and the Office of the University Registrar has confirmed eligibility.

Charges for full-time study for the 2005-2006 academic year are as follows:

Tuition for 24 points	\$24,576.00
Nonreturnable registration and services fee, 24 points	1,773.00
Tuition per point per term	1,024.00

Fall Term 2005 Fees

Nonreturnable registration and services fee, first point	297.00
Nonreturnable registration and services fee, per point after first point	53.00

Spring Term 2006 Fees

Nonreturnable registration and services fee, first point	310.00
Nonreturnable registration and services fee, per point after first point	53.00

Draper Interdisciplinary Master's Program

Tuition and registration and services fees, flat rate per term	
3 to 5 points	4,660.00
6 to 8 points	7,865.00
9 to 12 points	12,295.00

Mandatory Student Health Insurance Benefit Plan (2005-2006 academic year rates). Refer to the *Student Health Insurance Handbook* for selection criteria. Waiver option is available.

Fall term	868.00
Spring term (coverage for spring and summer terms)	1,298.00

Stu-Dent Plan (dental service through NYU's College of Dentistry)

Initial enrollment—academic year	195.00
Renewal—academic year	160.00

Maintenance of matriculation, per term

Nonreturnable registration and services fee	
Fall term	244.00
Spring term	257.00

International student fee (if in F1 or J1 status), per term

65.00

Miscellaneous and One-Time Fees

Application fee (nonrefundable)

Online application	80.00
Paper application	90.00

Admission deposit (nonrefundable; applied toward tuition and fees upon registration)

250.00

Late registration fee

Starting the second week of classes	25.00
Starting the fifth week of classes	50.00

Foreign Language Proficiency Examination (per exam)	25.00
Dissertation microfilming and binding	100.00
Copyright of dissertation (optional)	45.00

DEFERRED PAYMENT TUITION PLAN

The Graduate School of Arts and Science offers a deferred payment tuition plan to students who register during the fall and spring semesters either by mail or in person. The plan is based on a 50-50 fee schedule: 50 percent of the net amount due for the initial payment and the 50 percent balance for the second payment. The 50 percent deferred balance plus interest is due in two equal installments. In the 2005-2006 academic year, those deadlines are October 17 and November 9 during the fall semester and March 1 and April 3 in the spring semester. Interest at the rate of 12 percent per annum (1 percent per month) on the unpaid balance will be charged from the first day of class. While there is no prepayment penalty, a \$25 penalty fee will be charged on any late payment. A separate application and agreement is required each time this plan is used. A student is eligible if he or she meets the following conditions: not in arrears for any University charge or loan, without a previously unsatisfactory University credit record, and matriculated and registering for 6 or more points.

DIPLOMA ARREARS POLICY

Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the Bursar. Graduates with a diploma hold may contact the Office of the Bursar at 212-998-2806 to clear arrears or to discuss their financial status at the University.

WITHDRAWAL AND REFUND OF TUITION

A refund of tuition will be made by the Office of the Bursar after presentation of a withdrawal (Change of Program) form signed by a departmental adviser and approved for refund by the dean of the Graduate School of Arts and Science through Graduate Enrollment Services, provided such withdrawal is filed within the scheduled refund period for the term, which is stated below. Withdrawal does not necessarily entitle the student to a

refund of tuition paid or a cancellation of tuition still due.

An application for refund may be filed in person or by mail and must be made in writing on the Change of Program form, obtainable in the departmental offices of the school.

An official withdrawal must be filed if a course has been canceled and, in this case, the student is entitled to a refund of tuition and fees.

Ceasing to attend a class does not constitute official withdrawal, nor does notification to the instructor. A stop payment of a check presented for tuition does not constitute withdrawal, and it does not reduce the financial obligation to the University. The nonreturnable registration fee and a penalty fee of \$10.00 for a stopped payment will be charged in addition to any tuition not canceled.

The date on which the Change of Program form is filed, *not the last date of attendance in class*, is considered the official date of the student's withdrawal. It is this date that serves as the basis for computing any refund granted the student.

The refund period (see schedule below) is defined as the first four calendar weeks of the term for which the application for withdrawal is filed. No application filed after the fourth week will be considered. The processing of refunds takes approximately two weeks.

Refund Schedule for Fall and Spring Terms

This schedule is based on the total applicable charge for tuition excluding nonreturnable fees and deposits.

Withdrawal before the official opening date of the term (100% of tuition and fees)*	100%
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Withdrawal within the first calendar week from the opening date of the term (100% of tuition only)	100%
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*The first calendar week consists of the first seven (7) calendar days beginning with the official opening date of the term.
(Note: not the first day of the class meeting.)*

Withdrawal within the second calendar week from the opening date of the term	70%
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Withdrawal within the third calendar week from the opening date of the term	55%
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Withdrawal within the fourth calendar week from the opening date of the term	25%
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Withdrawal after completion of the fourth calendar week of the term	NONE
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**After the official opening date of the term, the registration and services fee is not returnable.*

Note: A student may not withdraw from a class the last three weeks of the fall or spring semester or the last three days of each summer session.

It should be noted that the registration and services fee is not returnable.

Exceptions to the published refund schedule may be appealed in writing to the dean of the Graduate School of Arts and Science through Graduate Enrollment Services and should be supported by appropriate documentation regarding the circumstances that warrant consideration of an exception, including approval by the departmental director of graduate studies.

Students who withdraw should review the Refunds page on the Office of the Bursar Web site at www.nyu.edu/bursar.

Federal regulations require adjustments reducing financial aid if a student withdraws even after the NYU refund period. Financial aid amounts will be adjusted for students who withdraw through the ninth week of the semester and have received any federal grants or loans. This adjustment may result in the student's bill not being fully paid. NYU will bill the student for this difference. The student will be responsible for payment of this bill before returning to NYU and will remain responsible for payment even if he or she does not return to NYU.

Any semester during which a student is charged even a single dollar in tuition will be taken into account when calculating the student's progress toward his or her degree. This may require the student to make up credits before receiving any further aid. Students should review the "satisfactory academic progress" standard for their program so they do not jeopardize future semesters of aid (www.nyu.edu/financial.aid/progress_grad.html).



Services and Programs

Student Services

GRADUATE ENROLLMENT SERVICES

One-half Fifth Avenue
Hours: Monday-Friday, 9 a.m.-5 p.m.
Telephone: 212-998-8050
Fax: 212-995-4557
Web: www.nyu.edu/gsas
E-mail: gsas.admissions@nyu.edu

Applicants for admission who seek advice about programs of study at the Graduate School of Arts and Science or who need assistance with admission requirements for specific departments may obtain information and guidance from Graduate Enrollment Services, One-half Fifth Avenue. The enrollment services office will refer students to individual departmental and program offices for further information if appropriate.

OFFICE OF ACADEMIC AND STUDENT LIFE

One-half Fifth Avenue
Hours: Monday-Friday, 9 a.m.-5 p.m.
Telephone: 212-998-8060
Fax: 212-995-4557
Web: www.nyu.edu/gsas/OASL
E-mail: gsas.studentlife@nyu.edu

The Office of Academic and Student Life, under the direction of the associate dean, advises students and provides information about University facilities, services, and resources, including counseling, student diversity issues, international student services, academic computing and technology issues, health care and insurance, educational development for graduate students who teach, and career services. The office coordinates GSAS handling of student grievances and allegations of sexual harassment. It also oversees the nomination and review processes for Graduate School awards, grants, and fellowships and makes available information on external funding opportunities, such as those from government agencies, corporations, and private foundations for predoctoral and doctoral grants and fellowships. The office publishes a doctoral dissertation checklist and formatting guide and *On the Square*, a bimonthly newsletter. The office is also responsible for the final deposit of doctoral dissertations and

the administration of foreign language proficiency examinations. The Graduate School's orientation program, organized by the Office of Academic and Student Life early in the fall semester, introduces new students to the Graduate School and other University facilities.

GRANT-MAKING WORKSHOPS AND FELLOWSHIPS

The Graduate School considers the acquisition of grant-making skills an essential part of a doctoral candidate's academic training. The Graduate School organizes workshops during the academic year to provide students with background for the preparation and composition of fellowship proposals and grants. Workshops on the subject of grant writing for predoctoral research grants and fellowships are held each fall semester. The office also maintains electronic and paper resources detailing fellowship and grant opportunities and procedures for graduate student research in the humanities, social sciences, and sciences. For further information, visit www.nyu.edu/gsas/OASL/GrantMaking.html or call the Office of Academic and Student Life at 212-998-8060.

Guidance about grants and fellowships is also available within each department. For further information, graduate students may consult the department's director of graduate studies.

GRADUATE STUDENT EDUCATIONAL DEVELOPMENT PROGRAM

Telephone: 212-998-8192
Web: www.nyu.edu/gsas/OASL/GSEDP.html
E-mail: gsas.teaching@nyu.edu

GSAS, in partnership with the College of Arts and Science and the Steinhardt School of Education, administers the NYU Graduate Student Educational Development Program (GSEDP). GSEDP offers programs and resources for new and experienced graduate students who teach, as well as related sessions for faculty mentors and departmental administrators. The goals are the expansion of thinking

about excellent teaching and learning, improvement of performance and enhancement of skills in the classroom and laboratory, and preparation for future careers in the academy and other demanding professions.

Educational development programming takes place throughout the academic year and in conjunction with services and activities of the NYU Center for Teaching Excellence (CTE). In collaboration with CTE, GSEDP also serves as a clearinghouse for information and resources related to teaching. Consult the CTE Web site at www.nyu.edu/cte for detailed information on a wide range of concerns related to teaching and learning.

The program offers services such as classroom observations, videotaping, individual consultations, and a variety of seminars and workshops. Topics covered include grading, time management, technology and teaching, plagiarism, and the development of teaching portfolios. For students wanting more sustained opportunities to deepen their understanding of teaching and learning, GSEDP and CTE have jointly established a two-year Graduate Student Teaching and Learning Certificate Program that requires completion of a series of workshops, service as a mentor, and development of a teaching portfolio.

GSEDP provides a two-day training event, planned and realized by experienced teaching assistants, at the beginning of the fall semester each year for graduate students with new teaching appointments. The first-day plenary session includes panels and working groups that focus on effective classroom presentation, University regulations on grading and harassment, links between teaching and research, and practical issues related to workload and personal relationships in teaching. The second-day sessions are organized by individual departments or programs for their graduate students and address issues and concerns relevant to teaching in specific disciplines. GSEDP addresses the needs of international graduate students with new teaching appointments through special sessions coordinated by the American Language Institute. The program also

produces a handbook for graduate students who teach, filled with practical advice about teaching at NYU and improving teaching skills.

GRADUATE STUDENT COUNCIL

Web: www.nyu.edu/gsas/OASL/StudentCouncil.html

E-mail: gsas-gsc@forums.nyu.edu

The Graduate Student Council of the Graduate School of Arts and Science is composed of an executive committee (president, vice president, treasurer, secretary, GSAS student representative to the University Senate) and the council proper, which consists of representatives from each of the departments and programs of the Graduate School. The Graduate Student Council serves as a forum for graduate student interests and sends members to administrative and policymaking meetings of the University to provide student contribution and representation. The council offers grants to departmental graduate student organizations in support of graduate student journals, lectures, and conferences, and it initiates and supports projects that benefit the graduate student community.

OFFICE FOR INTERNATIONAL STUDENTS AND SCHOLARS

561 La Guardia Place
Telephone: 212-998-4720

Fax: 212-995-4115

Web: www.nyu.edu/oiss

E-mail: intl.students.scholars@nyu.edu

The Office for International Students and Scholars (OISS) coordinates services for international students and scholars. The OISS issues certificates of eligibility for F-1 and J-1 student visas, advises on all matters pertaining to student immigration status, and serves as the University's liaison to all United States government agencies with responsibilities for visitors from abroad. Advisers are available every day to assist students with immigration, employment, financial, personal, and cross-cultural concerns. Students are required to report to the OISS upon arrival; to keep the office informed of changes in academic program, address, or funding; and to notify the office when departing the U.S. for more than a brief period.

The OISS sponsors programs to facilitate international students' adjustment to their new environment and to ensure continued success during their studies at New York University. Programs include a comprehensive

orientation; a University-based friendship program that provides international students the opportunity to share common interests with NYU faculty, staff, alumni, and friends; trips to spots of local and regional cultural interest; cross-cultural and educational seminars; and festivals celebrating U.S. and world cultures.

HENRY AND LUCY MOSES CENTER FOR STUDENTS WITH DISABILITIES

240 Greene Street, 2nd Floor
Telephone: 212-998-4980 (voice and TTY)

Web: www.nyu.edu/csd

The Henry and Lucy Moses Center for Students with Disabilities provides services to students with qualified disabilities within all the schools and colleges of the University. The center provides services to students with hearing and visual impairments, mobility impairments, learning disabilities and attention deficit disorders, chronic illnesses, and psychiatric disorders. Student disability files presented to the center are confidential and are not part of a student's official academic records at NYU.

In order to qualify for services and accommodations, a student must present appropriate, recent documentation of a disability and complete an intake interview with a counselor at the center. Services include the provision of sign language interpreters, readers, notetakers, and other auxiliary aids. The center works in conjunction with academic and administrative departments in providing assistance with examination accommodations, registration, and housing. Learning specialists are available to provide one-on-one assistance to eligible students under the center's auspices. The center also sponsors programs and workshops, as well as the CHOICES career enhancement program. Limited tuition aid is available to qualified students.

Students with disabilities, supported by reasonable accommodations, must be able to function in their academic and residential environments. Supported by such accommodations, they are expected to meet the requirements and expectations of their academic programs, to follow the established guidelines for securing and remaining in residential living space, and to adhere to University student conduct and disciplinary codes.

Students with disabilities must be able to function in as independent manner as possible and to seek appro-

priate assistance in a reasonable and timely manner. University resources and staff cannot be expected to meet all of a student's needs associated with managing a disability. It is expected that students will follow appropriate health regimens, secure appropriate medical and therapeutic assistance from qualified practitioners at NYU or in the New York City area, and arrange necessary support services (i.e., transportation, individual monitoring of needs, financial assistance, personal care) that NYU does not provide.

OFFICE FOR AFRICAN AMERICAN, LATINO, AND ASIAN AMERICAN STUDENT SERVICES (OASIS)

Kimmel Center for University Life
60 Washington Square South,
Suite 806

Telephone: 212-998-4343

Web: www.oasis.nyu.edu

E-mail: oasis@nyu.edu

Since 1988, the OASIS mission has been to provide innovative programs that offer resources and support to NYU's rich multicultural and ethnic student community. OASIS helps students achieve their goals in a supportive environment and an atmosphere of respect. By creating opportunities that address the intellectual success, cultural connections, and social concerns of students, college life takes on a whole new meaning.

The many diverse groups OASIS serves have grown over the years. Following are some programs and services that OASIS offers:

Educational and Cultural Programs

- Educational and Cultural Institute/Under1Roof
- OASIS Speaker Series
- -ISM Project
- Diversity Day

Graduate and Professional Initiatives

- Future Administrators Cultural Training Seminar (FACTS) Program
- Institute for the Recruitment of Teachers
- Career Advantage Internship Program
- How to Make the Most Out of the Diversity Career Fair
- Making It in Media

Personal Development and Leadership

- The OASIS Leadership Institute (OLI)
- Mentorship Program
- OASIS Peer Ambassadors

- Brothers for Success
- Financial Aid Seminar Series
- The Culture Shop

Academic Enrichment Services

- Strategic Networking for Academic Performance (SNAP)
- Timbuktu Academic Resource Center

Social and Community Programs

- Welcome Reception
- Holiday Celebration
- The Nia Awards Celebration
- University Commencement Reception
- OASIS in the Community Day
- Graduate Students of Color Socials
- The Alumni of Color Network (AOC)

General Resources and Services

- The OASIS O-Line—Semester Newsletters and Weekly E-Newsletter of Events
- Scholarship/Grants/Fellowship Information
- Counselor in Residence (staffed by a professional, courtesy of University Counseling Service)
- OASIS 101 Information Sessions
- The Official OASIS Web Site (www.oasis.nyu.edu)

OFFICE OF LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDENT SERVICES

Kimmel Center for University Life
60 Washington Square South,
Suite 602

Telephone: 212-998-4424

Web: www.nyu.edu/lgbt

E-mail: lgbt.office@nyu.edu

The Office of Lesbian, Gay, Bisexual, and Transgender (LGBT) Student Services exists to create campus environments that are inclusive and supportive of student diversity in the areas of sexual orientation and gender identification. The office offers a number of support services and programs including weekly discussion groups; student clubs; cultural, educational, and social programs; community service opportunities; the Rainbow Connection mentor program; the Outspoken peer education program; a lending library; and information on campus and community resources, including health services, spiritual organizations, recreational and social opportunities, volunteer opportunities, jobs, and internships.

The programs include lunch discussions on various topics, social events, major speakers, performances, and movie nights. Office staff members are

always available to speak with students about coming out and related personal issues. The Office of LGBT Student Services houses a lending library and a number of resources regarding everything from health to legal issues to referrals to social events within the New York City LGBT community. The Office of LGBT Student Services is also dedicated to advocacy, education, training, and consulting. Outspoken is a peer education program that trains LGBT students and allies on issues of importance to the LGBT community and prepares them to present this information to the campus community. The Safe Zone program trains a growing network of students, faculty, and staff across the University who are willing and prepared to provide support and information to lesbian, gay, bisexual, transgender, and questioning students.

Housing and Dining Services

STUDENT RESIDENCES

Department of Housing
8 Washington Place, 1st Floor
Telephone: 212-998-4600
Web: www.nyu.edu/housing

The Graduate School of Arts and Science offers students a variety of housing opportunities through the University's Department of Housing. Applications for graduate housing are distributed to all admitted students by Graduate Enrollment Services in April.

Accommodations for graduate students are available in the following residence halls:

Stuyvesant Town, 14th-19th Streets and First Avenue (graduates only)

Twenty-sixth Street Residence, 334 East 26th Street (undergraduates and graduates)

Washington Square Village, 4 Washington Square Village (graduates only)

GSAS currently administers the Stuyvesant Town Pilot Program (STPP), a special subsidized opportunity

for first-year MacCracken-supported students to live in apartments in the Stuyvesant Town complex on the east side of Manhattan.

In addition, the Department of Housing annually negotiates lease agreements for graduate accommodations at other locations.

University accommodations include one- and two-person studios at Washington Square Village and, typically, suites with two, three, or four private bedrooms and shared kitchen and bath facilities at other residences. Twenty-four-hour security guards and/or reception desk and laundry facilities are always provided. All graduate suites have efficiency kitchens, although residents provide their own cooking and eating utensils. Free transportation between Washington Square and the residences is provided by NYU shuttle buses at regularly scheduled times. Additional, updated information can be found at the Department of Housing Web site.

OFF-CAMPUS HOUSING

Off-Campus Housing Office
4 Washington Square Village (corner of Mercer and Bleecker Streets)
Telephone: 212-998-4620
Web: www.nyu.edu/housing/offcampus

The Department of Housing provides NYU students, faculty, and staff with non-University housing options through the Off-Campus Housing Office. The office maintains a database of available off-campus housing listings online at <http://home.nyu.edu> (on the "RESEARCH" tab in the "Off-Campus Housing" section). To access these listings, an NYUHome account is required. For more information, visit the Off-Campus Housing Web site or contact the office by telephone.

GSAS administers a special Lease Guaranty Program (LGP) for eligible fully-funded doctoral students who plan to live off campus. Additional details about the program are available from the Office of Academic and Student Life at 212-998-8060 or gsas.studentlife@nyu.edu.

NYU CAMPUS DINING SERVICES

33 Third Avenue, Lower Level
Telephone: 212-995-3030
Web: www.nyudining.com

Keeping up with the ever-changing food trends, NYU Campus Dining has everything from traditional American cuisine, international dishes, and national brands like Quiznos® subs and Chick-fil-A® chicken entrees, and Starbucks coffee. Also available are low-fat, vegan, and vegetarian dining options at 14 different dining sites (listed below), including the Kimmel Center's MarketPlace with a view of Washington Square Park, a newly renovated food court featuring the first Chick-fil-A in New York City, six residential restaurants, a kosher dining room, three espresso bars, late-night snack locations, catering services, and a C-3 Express convenience store, which make eating on campus convenient for all.

Students can choose from 10 distinctive meal plans. On-campus and off-campus residents have the freedom to use their NYUCard for meals, beverages, and snacks.

For more information on dining locations and hours of service, contact NYU Campus Dining Services or visit their Web site.

Faye's @ the Square featuring Starbucks, 45 West Fourth Street
Hayden Dining Room, 33 Washington Square West

The MarketPlace at the Kimmel Center for University Life and Catering Services, 60 Washington Square South

The Palladium, 140 East 14th Street
Rubin Dining Room, 35 Fifth Avenue (at 10th Street)

Third North Courtyard Café, 75 Third Avenue (at 12th Street)
University Hall Atrium Dining Room and Java City®, 110 East 14th Street

Weinstein Dining Room, Weinstein Food Court, Java City®, and Kosher Eatery (with meat and dairy options), 5 University Place
Water Street C-3 Express Convenience Store, 200 Water Street

CAMPUS SAFETY

Safety of the campus community is of the utmost concern to New York University. The University has a comprehensive safety training program that includes a broad range of security topics as well as training in the areas of medical-related calls for services such as the application of CPR and the operation of automatic external defibrillators. In addition, the Department of Public Safety has maintained a robust liaison relationship with local law enforcement and other governmental agencies. As part of the overall

plan, the NYU Department of Public Safety maintains a security force of over 325 superbly trained uniformed officers who are on duty at campus facilities 24 hours each day. Officers are assigned to fixed post, foot patrol, and patrol in a variety of vehicles. Residence halls have assigned security officers 24 hours a day, seven days a week. Campus transportation consists of buses and trolleys, in addition to passenger vans that transport students during off-schedule hours to and from residence hall locations and other University facilities 24 hours a day, seven days a week. Specific information regarding campus transportation is available at www.nyu.edu/ride.

In accordance with federal regulations, New York University annually publishes its Campus Security Report, which includes campus crime statistics for the previous three years as well as institutional policies, resources, and other information concerning campus security and crime prevention, alcohol and drug abuse, and sexual harassment. A copy of this report is available by contacting the Office of the Vice President for Student Affairs, Kimmel Center for University Life, New York University, 60 Washington Square South, Suite 601, New York, NY 10012-6675; 212-998-4414/4403. A PDF version of the report can be accessed online at www.nyu.edu/public.safety/pdf/04SecurityReport.pdf.

Wellness Exchange, Health Services, and Insurance

WELLNESS EXCHANGE

726 Broadway, Suite 402
Telephone: 212-443-9999
Web: www.nyu.edu/999

The Wellness Exchange is the constellation of NYU's extensive health and mental health resources. A central feature common to all these services is a private, 24-7 hotline that puts students in touch with professionals who can help them address day-to-day challenges as well as any other health-related concern they may have, including medical issues, academic stress, depression, anxiety, alcohol and other drug use, sexually transmitted infections, eating disorders, and sexual assault. The hotline is also available for students who just need to talk or want to call about a friend.

This hotline can be reached from any campus phone by dialing 999 or from any outside line at 212-443-9999. Students who prefer to use e-mail can contact a counselor at a private e-mail

address (wellness.exchange@nyu.edu) to discuss concerns.

STUDENT HEALTH CENTER

726 Broadway, 3rd and 4th Floors
Telephone: 212-993-1000
Web: www.nyu.edu/health

The New York University Student Health Center (SHC) is an award-winning health care facility conveniently located on the Washington Square campus. SHC provides comprehensive health and wellness services designed specifically to respond to the health needs and concerns of the NYU community and promote a healthier, safer campus. These include medical, psychological, pharmaceutical, educational, crisis response, and support services. Whether a student's needs involve routine or urgent medical care, counseling, education about a specific wellness issue, prescriptions, or eyewear, the staff at SHC is prepared to provide quality confidential, caring service.

Medical Services

Telephone: 212-443-1000
Web: www.nyu.edu/health

Medical services at SHC constitute outpatient primary care by appointment, urgent care walk-in services, women's and men's health care, athletic medicine, HIV testing and counseling, immunization and allergy services, travel planning services, social services, and ancillary services, including radiology, laboratory, and a pharmacy. SHC also offers an impressive array of specialty services on site. They include dermatology, endocrinology, gastroenterology, general surgery, HIV testing and counseling, neurology, nutrition, ophthalmology, optometry, orthopedics, otolaryngology (ear, nose, and throat), psychiatry, physical and occupational therapy, podiatry, and pulmonology.

Counseling Services

Telephone: 212-998-4780

Web: www.nyu.edu/counseling

Counseling and psychological services at SHC are confidential and provided free of charge to both full- and part-time students. They include crisis intervention; short-term individual counseling for students with academic or personal problems such as loneliness, anxiety, family or other relationships, drugs or alcohol, sex, or self-esteem; and group counseling for topics such as relationship issues, eating disorders, and stress management. Students who need or desire longer-term therapy can receive referrals to private therapists or low-fee community clinics. In addition to the central location at 726 Broadway, counseling services are provided in many locations throughout the campus, including academic buildings and residence halls. Visit www.nyu.edu/counseling for a list of satellite locations. Students are strongly encouraged to have any specialized support service needs in place prior to coming to NYU.

Emergencies and After-Hours Crisis Response

In case of a health or mental health emergency, students should dial 911 as soon as possible.

For other medical emergencies, or when SHC is closed, students should call the NYU Department of Public Safety (212-998-2222) to be connected with the emergency room at NYU Medical Center's Tisch Hospital, where a physician will provide advice over the telephone and determine whether the caller should go to the emergency room or can wait to see a health care provider at SHC when it reopens.

For mental health emergencies, calling the Wellness Exchange hotline (212-443-9999) or the NYU Department of Public Safety (212-998-2222) can connect students with a crisis response coordinator. These mental health professionals are available, 24 hours a day, 7 days a week.

Pharmacy Services

Telephone: 212-443-1050

Web: www.nyu.edu/health/pharmacy

The pharmacy at SHC provides pharmaceutical counseling, drug informa-

tion/education, and a wide selection of pharmaceuticals (brand name and generic), vitamins, over-the-counter medications, and other items. Students can contact the SHC pharmacist to transfer prescriptions from their local pharmacy.

Fees and Other Important Information

All matriculated students may use the SHC. Students are encouraged to make appointments whenever possible and carry their health insurance identification cards with them at all times. SHC charges fees for medical services (counseling and health education services are provided free of charge) and will assist students in submitting claims to certain insurance companies. No student will be denied service at SHC. To find out which insurance plans the SHC participates with, contact Patient Accounts Services at 212-443-1010. The SHC will file insurance claims on behalf of students; depending on the plan, payment may be required at the time of visit or arrangements can be made for billing.

The pharmacy at SHC accepts over 60 different kinds of insurance. Visit www.nyu.edu/health/pharmacy for a list of insurance plans accepted. Prescriptions can be called in by any licensed provider or nurse practitioner or can be presented in person, in written form. Students may also call the pharmacy to request a refill on a prescription if authorized by their provider.

HEALTH REQUIREMENTS

Immunizations

Telephone: 212-443-1199

New York State Public Health Law 2165 requires all students registering for 6 or more credits in a degree-granting program to provide immunization documentation for measles (rubeola), mumps, and rubella (German measles) prior to registration. (Students born before January 1, 1957, are exempt.)

New York State Public Health Law 2167 requires all students registered for 6 or more credits to decide whether or not to be immunized for meningitis and to provide formal confirmation of their decision.

All students must complete the MMR and meningitis section of the

Student Health History Form. Failure to comply with state immunization laws will prevent students from registering for classes. SHC recommends considering the following immunizations: hepatitis B, varicella, and meningitis vaccinations. We encourage students to discuss these immunization options with their primary care providers.

Insurance

Telephone: 212-443-1020

E-mail: health.insurance@nyu.edu

Web: www.nyu.edu/health/insurance

New York University students in degree-granting programs are required to maintain health insurance. Most students are enrolled automatically in an NYU-sponsored student health insurance plan as a part of the University's registration process. The plan in which students are automatically enrolled varies according to school, credit load, and visa status. For more information, students can refer to the *Guide to Student Health Insurance*, available online at www.nyu.edu/health/insurance.

NYU sponsors three student health insurance plans: the Basic Plan, the Comprehensive Plan, and the SHC Only Plan. Students maintaining their own health insurance are encouraged to supplement their coverage by enrolling in the SHC Only Plan, although they can waive the NYU-sponsored student health insurance program (and corresponding charge) entirely. To select, change, or waive coverage, students must complete the online enrollment/waiver process (www.nyu.edu/health/insurance) prior to the established deadlines.

Except for medical emergencies or when receiving medical services outside the borough of Manhattan, students insured under any NYU-sponsored student health insurance plan are required to first seek treatment and be evaluated at the SHC, 726 Broadway, for any sickness or injury. A medical emergency refers to an acute illness or injury that is life- or limb-threatening or that may permanently affect the quality of life. It is the student's responsibility to notify the plan administrator, Chickering Claims Administrators, Inc., 800-466-4148, of any emergency or elective hospital admission.

Career and Employment Services

NYU OFFICE OF CAREER SERVICES

719 Broadway, 3rd Floor
Telephone: 212-998-4730
Fax: 212-995-3827
Web: www.nyu.edu/careerservices

The Office of Career Services (OCS) is open to all New York University degree candidates and alumni (fees apply for alumni who graduated more than a year ago).

After registering with the office, students can schedule an appointment with a career counselor to discuss strategies for determining their career and job-search goals. The counselor and student work together to assess interests and skills, identify career options, prepare a résumé or curriculum vitae and cover letter, and address any career-related concerns. Students are encouraged to begin utilizing the full range of services as early as possible. Among the services and programs offered are the following:

Seminar Series topics such as First Steps in Career Planning; The Résumé or Curriculum Vitae and Cover Letter; Interviewing Skills; Dining for Success—Mastering the Lunch and Dinner Interview; Job Search and Networking Skills; On-Campus Recruitment Orientation; How to Choose a Major and a Career; Job Search Strategies for International Students; and Work Abroad Orientation.

Career Programs such as the Mentor Program, Career Week, Career Fairs, and Career Assessment Tools (the Strong Interest Inventory and Myers-Briggs Type Indicator are available with fee and follow-up appointment required).

Employment Assistance featuring NYU CareerNet (an online database that allows students to search for full-time, part-time, and internship positions), on-campus recruitment, and résumé referral service.

Credentials Support in the form of reduced-fee student use of Interfolio.com,

a Web-based credentials service that maintains confidential student files and mails reference letters and other materials, on request, to prospective funders of employers. Visit the OCS Web site or www.interfolio.com for details.

STUDENT EMPLOYMENT AND INTERNSHIP CENTER

5 Washington Place, 2nd Floor
Telephone: 212-998-4757
Fax: 212-995-4197

The Student Employment and Internship Center assists students in securing internships and part-time jobs both on and off campus. Internship, part-time, and summer job listings are available through NYU CareerNet. Many students also secure internships through the résumé fax referral service and special internship programs. Numerous on-campus jobs are funded by the Federal Work-Study Program and provide an excellent opportunity to work at and get “connected” to NYU.

Academic Resources

NYU BOOKSTORES

Main Bookstore
18 Washington Place
Telephone: 212-998-4667
Web: www.bookstores.nyu.edu

The New York University Main Bookstore stocks required and recommended course books, both new and used; a complete selection of hardcover and paperback general books; current best-sellers; children's books and children's clothing; study aids; and NYU sportswear, stationery, and gifts. Registered students can get a printout of their required and recommended textbooks at the store on the text level.

The book inquiry system (www.bookstores.nyu.edu) is available two weeks prior to the start of a new semester. Registered students, using the Internet, can inquire about, get a listing of, and purchase optional and required course books with a major credit card 24 hours a day. Orders are shipped via UPS ground within two business days.

Store hours are extended, including some Sundays, beginning one week prior to the start of classes and continuing through the first two weeks of classes. Call the store or check the Web site for more information.

Computer Store

242 Greene Street
Telephone: 212-998-4672
E-mail: computer.store@nyu.edu

The Computer Store offers educationally priced hardware and software. Books, CDs, film supplies, accessories, small electronics, repair services, and computing supplies are also available. At the start of each semester, students can take advantage of a no-interest computer loan for up to \$3,000 with deposit.

Professional Bookstore

530 La Guardia Place
Telephone: 212-998-4680
E-mail: prof.books@nyu.edu

The Professional Bookstore serves the Leonard N. Stern School of Business (Graduate Division), the School of Law, and the Robert F. Wagner Graduate School of Public Service with required and recommended course books. Also available are sportswear featuring school insignia; stationery; study guides; and reference books.

COMPUTER SERVICES AND INTERNET RESOURCES

Information Technology Services (ITS)

Client Services Center
10 Astor Place, 4th Floor
Telephone HelpLine: 212-998-3333
Web: www.nyu.edu/its

Information Technology Services (ITS) provides technology-based services to University students, faculty, staff, and administrators. These services include computer and network support, the NYUroam wireless network, NYUHome, Blackboard, on- and off-campus Internet access, software, ITS computer labs, free classes, and a variety of additional resources to help with your course work and research projects.

NYUHome, E-mail, and Internet Resources

<http://home.nyu.edu>

ITS provides NYUHome, a customizable portal to many Web-based services and tools, including e-mail, Albert, Web forums (Lyris), NYU Blackboard, an events calendar, personal Web pages, research tools, library resources, and more. NYUHome also offers a customizable e-mail spam filtering tool and the opportunity to select your own personal e-mail address (click on “Preferences” on the NYUHome Web site for

details). NYU students in degree or diploma programs and most visiting and special students are eligible for NYUHome service. If you have not already done so, visit <http://start.nyu.edu> to activate your NYUHome service.

Computer Labs and Instructional Facilities

www.nyu.edu/its/labs

ITS operates four computer labs, offering over 350 multimedia-equipped Macintosh and Windows computers with the essential software and peripherals and Internet connectivity. ITS labs are open to all NYU students in degree or diploma programs and to NYU faculty, staff, and administrators.

ITS-managed Macintosh- and Windows-based hands-on computer classrooms can be reserved for regular or occasional class meetings that require in-class computer use by students. Our largest classroom accommodates 30 students. Hands-on classrooms are located in ITS computer labs and at 194 Mercer Street, Room 304. To learn more about these resources, including locations and hours, visit www.nyu.edu/its/labs or www.nyu.edu/its/classrooms or contact the ITS Client Services Center (see *Help*, below).

Connecting to NYU-NET

www.nyu.edu/its/nyunet

NYU's data network, NYU-NET, links your computer—whether in your home, residence hall, or off-campus workplace—to NYUHome, allowing access to many Internet services. You can connect to NYU-NET in a variety of ways:

- NYU's wireless access network, NYUroam, allows you to connect your laptop at many convenient locations around campus (see www.nyu.edu/its/wireless).
- NYU ResNet (www.nyu.edu/its/resnet) provides direct Ethernet connections from rooms in most NYU residence halls.

- Modem connections to NYU-NET are available using NYU DIAL (Direct Internet Access Link) service (see <http://home.nyu.edu/help/connecting/dial>).
- Over 100 NYUHome stations (www.nyu.edu/its/homestations.html) are installed on campus for student use.
- Laptop plug-in connections to NYU-NET are available at Bobst Library (see www.nyu.edu/its/faq/connecting/roaming.html). The Bobst Library Computer Center also lends laptops to students at no charge for use in designated library locations.

In-Room Telephone Service

www.nyu.edu/its/telephone

212-443-1221 for Residence Hall Telephone Service Line

ITS provides telephone services, including voice mail and long-distance service, to students housed in many NYU residence halls. Other residence halls have services provided by NYU service partners.

ITS Classes

www.nyu.edu/its/classes

Each semester, ITS offers classes and talks to the NYU community on a variety of topics, including NYU Blackboard, NYUroam, specific software packages, and more. For details and the current schedule, see the Events channel in NYUHome or visit www.nyu.edu/its/classes.

Special Resources

ITS Academic Computing Services provides specialized resources and services for instructional and research purposes through the ITS Faculty Technology Center and its affiliated staff of subject-area specialists in the Arts, Education, the Humanities, High Performance Computing, and the Sciences, and in Statistics and Mapping for the Social Sciences. ITS also collaborates with NYU Libraries and partners with them in the Studio

for Digital Projects and Research. For more information about the resources available to advanced students, see www.nyu.edu/its/students.html.

Software for Home and Office Use

<http://home.nyu.edu> > Files Tab > Software Channel

ITS provides Internet software and instructions for connecting your computer to NYU-NET, as well as Symantec AntiVirus and AdAware software to protect your computer from viruses, worms, and spyware. To download software, log on to NYUHome using your NetID and password, click on the "Files" tab, and then select the appropriate software for your computer's operating system from the Software channel.

Help

www.nyu.edu/its/helpdesk.html

<http://home.nyu.edu/help>

www.nyu.edu/its/faq

Computer and network support is provided by the ITS Client Services Center (CSC). For telephone help, call 212-998-3333 from 8 a.m. to midnight, Monday through Friday, and noon to midnight, Saturday and Sunday. For online support, visit the Web sites listed above. For in-person help, visit an ITS computer lab (see above) or the ITS Client Services Center, 10 Astor Place, 4th floor (open 9 a.m. to 6 p.m., Monday through Friday). **Note:** Appointments are required at the CSC for hands-on help with laptop configuration.

Further Information

www.nyu.edu/its

The ITS Web site provides detailed information about ITS resources and services and how to access them. The ITS Publications Group also offers a variety of pamphlets and guides; visit www.nyu.edu/its/pubs for more information and for online versions of current publications.

Student Activities

STUDENT RESOURCE CENTER

Kimmel Center for University Life
60 Washington Square South,
Suite 210

Telephone: 212-998-4959

Web: www.nyu.edu/src

E-mail: student.resource.center@nyu.edu

The mission of the Student Resource Center (SRC) is to provide a helpful, welcoming, student-focused environ-

ment that offers personal attention and information to students at NYU, while educating them on the myriad of services available within their schools and throughout the University. The center offers programs, publications, and hands-on assistance for the entire University community. In addition, staff members focus specifically on the needs of new and continuing students, transfers, commuters, gradu-

ate students, parents and families of students, and spiritual diversity at NYU.

The Student Resource Center also provides a variety of services and support for students through the merging of the Office of Student Life (OSL) and the Commuter Student Services Office (CSSO) and two newly created staff positions for transfer and graduate students. Additionally, staff members

provide guidance and advice on campus and city life and work closely with NYU's academic and administrative units to provide students with the most comprehensive services possible. Staff members help students navigate the sometimes complex NYU organizational landscape, as well as provide resources, referrals, and information.

OFFICE OF STUDENT ACTIVITIES

Kimmel Center for University Life
60 Washington Square South,
Suite 704
Telephone: 212-998-4700
Fax: 212-995-4116
Web: www.osa.nyu.edu
E-mail: osa@nyu.edu or
program.board@nyu.edu

The Office of Student Activities (OSA) staff provides ongoing advisement and support services for All-Square and school-based student organizations and serves as liaisons between the leaders of these organizations, student government, faculty, and administration.

OSA holds an annual fall and spring club fair to introduce students to the 346 student organizations registered with their office. OSA offers the GOLD (Growth Opportunities for Leadership Development) Program for students interested in learning about leadership, social justice, civic engagement, and event planning. OSA hosts a series of special events each year that supports student clubs and organizations and fosters a greater sense of community at NYU. OSA oversees the Loeb Student Center (LSC) located in the Kimmel Center for University Life on the 7th floor. The LSC includes two club lounges, club mailboxes, bulletin boards, a club and student publication resource center, Student Activities Board (SAB) and All-Square Student Budget Allocation Committee (ASSBAC) offices, the Program Board (PB) office, and the Office of Student Activities. OSA is responsible for Fraternity and Sorority Life (FSL) at NYU, serves as the primary advisers for the NYU Greek community, and provides guidance and support for fraternities, sororities, and their governing councils and judicial boards.

OSA is home to the student Program Board (PB) and works in partnership with their various committees to produce and promote an annual season of cutting-edge visual and performing arts programs, literary events, new music performances, concerts, lectures, and films as well as a visual and performing arts festival,

CONCEPTION, featuring works by NYU students.

NYU PROGRAM OFFICE

Kimmel Center for University Life
60 Washington Square South,
Suite 210
Telephone: 212-998-4999
Web: www.nyu.edu/programoffice

The NYU Program Office is the home office for the NYU Program Board and Ticket Central Box Office and also coordinates events and programs for the Commuter Circle. The office coordinates Big Fun Days, a series of fun and innovative special events that start in September with Bobcat Day and end the year with the Strawberry Festival. For information about all NYU Program Office events, students can join the e-mail list by sending a message to join-program-office-events@forums.nyu.edu.

NYU Program Board

Kimmel Center for University Life
60 Washington Square South,
Suite 210
Telephone: 212-998-4999

The NYU Program Board is a student-run organization dedicated to providing low-cost, quality entertainment and cultural programs for the entire New York University community. Members are responsible for every step of the event-planning process, from booking of talent and contract negotiation to technical production and publicity.

Committees include concerts, films, lectures, new music, performing arts, poets and writers, and publicity. Program Board also hosts Network Event Theater™, a series of free advance screenings of big-budget films. Students interested in joining one of the Program Board's committees should visit the Program Office. For information about events, students can join the Program Board e-mail list by sending a request to join-program-office-events@forums.nyu.edu.

Ticket Central Box Office

Kimmel Center for University Life
566 La Guardia Place (side entrance)
Telephone: 212-998-4949
Web: www.nyu.edu/ticketcentral

The Ticket Central Box Office is NYU's clearinghouse for discount tickets to a wide range of performing arts and film events on and off campus. Students can join the e-mail list by sending a message to join-ticket-central@forums.nyu.edu.

GRADUATE STUDENT COMMONS

Silver Center for Arts and Science
100 Washington East/33 Washington
Place, Room 120

The Graduate Student Commons is for the exclusive use of GSAS students. It is a place for study and quiet conversation. The Commons provides a setting for interdisciplinary discussion and exchange, and the space can be reserved for events through the Office of Academic and Student Life at 212-998-3970 or gsas.studentlife@nyu.edu.

RELIGIOUS GROUPS

The Catholic Center

238 Thompson Street (between West
Third and West Fourth Streets),
1st Floor
Telephone: 212-674-7236 or
212-998-1065

The Catholic Center offers daily and Sunday Mass and a variety of religious, educational, social service, and social activities for both undergraduate and graduate students. Center facilities include Holy Trinity Chapel and the Newman Catholic Students Room. The center is open every weekday, and chaplains are available for consultation and counseling.

Edgar M. Bronfman Center for Jewish Student Life—Hillel at NYU

7 East 10th Street
Telephone: 212-998-4114
Web: www.nyu.edu/bronfman

The Bronfman Center is the center for Jewish student life on campus. Thousands of students participate in arts, social action, religious, social, and educational programming. The Bronfman Center offers students the opportunity to participate in alternative spring programs, to exhibit their work in galleries, and to plan events that matter to them. Students run weekly Shabbat services and dinner, as well as holiday celebrations.

Protestant Campus Ministries

194 Mercer Street
Telephone: 212-998-4711

The Protestant Campus Ministries have a part-time chaplain available for counseling.

Related Web Sites

The Hindu Students Council promotes understanding of Hindu culture, philosophy, and spirituality. Its Web site is at www.nyu.edu/clubs/bsc. The Islamic

Center Web site features prayer service and event schedules and a new newsletter at www.icnyu.org The Office of

Student Activities has over 30 registered religious clubs, and new organizations are added each year. For a complete list of student religious clubs

and organizations at NYU, visit the Web site at <http://clubs.nyu.edu/listclubsbycategories.cfm>.

Sports and Recreation

JEROME S. COLES SPORTS AND RECREATION CENTER

181 Mercer Street (between Bleecker and West Houston Streets)
Telephone: 212-998-2020

The Jerome S. Coles Sports and Recreation Center fills the recreational needs of the University's students, faculty, staff, and alumni. It accommodates a wide range of individual and group recreational activities, in addition to serving as home for several New York University intercollegiate teams. The center's operating schedule provides every member of the University community with an opportunity to participate in a series of programs, recreational courses, free play, intramural activities, and varsity or club teams.

As a result of multipurpose area functions and scheduling, a wide range of activities at varying skill levels is available to all facility users. The Jerome S. Coles Sports and Recreation Center provides the following facilities:

- A roof with a 1/6-mile, three-lane running track, plus a playing surface that accommodates six tennis courts.
- A natatorium with an NCAA regulation-size swimming pool and diving tank.
- Four squash courts and five handball/racquetball courts.
- A large, modern weight-training room and two annexes containing Life Strength and Hammer Strength machines, plus free weights, StairMasters, VersaClimbers, Lifesteps, rowing machines, and abductor/adductor machines.
- Individual rooms for wrestling/martial arts, fencing, physical fitness/calisthenics, dance, and exercise prescription instruction.
- Over 1,000 square feet of textured rock wall: Coles Rocks.

The Coles Sports and Recreation Center covers 142,000 square feet and has four levels (roof, lobby, natatorium, and field house). Five hundred people can use the facility at one time, 1,900 spectators can be seated in the field house bleachers, and 230 can be seated in the natatorium bleachers. The center is barrier-free to facilitate access for those with disabilities.

Lockers and recreational equipment are available to members. Reservations are necessary for squash, handball, racquetball, and tennis courts. Tickets for home intercollegiate events that require an admission fee can be secured at the center.

Use of the center is available to all students who are registered for credit-bearing courses and who hold currently valid ID cards. Students who are maintaining matriculation must pay an additional \$100 per term (\$45 for summer) for the use of Coles. Other members of the University community may obtain access to the center by purchasing a membership. Rules and procedures pertinent to use of the center and its programs are published annually and are available at the Membership Office.

PALLADIUM ATHLETIC FACILITY

140 East 14th Street (between Third and Fourth Avenues)
Telephone: 212-992-8500

The Palladium Athletic Facility is the latest in cutting-edge sports complexes designed to feel like a private health club. The facility boasts an aerodynamically designed, L-shaped deep-water pool for lap-swimming and varsity-level competition.

Some of the highlights of the Palladium, which opened in the fall of 2002, include a 3,140-square-foot weight room complete with free weights, selectorized machines, and a FitLinxx workout system. The FitLinxx system is a series of weight-lifting machines connected to a computer network that not only tells one how fast to pump, but also remembers previous workouts and weight settings.

The Palladium also features a 3,433-square-foot aerobic fitness room dedicated to cardio equipment, including treadmills, elliptical trainers, and exercycles. Each machine is outfitted with a console into which patrons can plug their own headphones to receive audio from the nine TV stations playing in the room or the eight commercial-free cable radio stations. From this environment, one can move to the 30-foot-high climbing center or to the group cycling room.

The main gym can be used for either volleyball or basketball. The auxiliary gym is outfitted with a high-tech sound system and progressive fitness equipment, such as exercise balls and body bars, making it well suited for recreation classes. In addition, it has two half-sized basketball courts, which can be utilized when recreation classes are not in session.

CHELSEA PIERS

Special arrangements have been made for New York University students to take classes and join the sports and entertainment complex at Chelsea Piers. The complex includes an outdoor, multitiered golf driving range, batting cages, in-line skating rinks, ice-skating rinks, rock-climbing walls, a 1/4-mile indoor track, indoor sand volleyball courts, and many other facilities. Information about discounted daily admission fees, registration for Chelsea Piers courses at reduced rates, and special monthly membership fees can be obtained by calling the New York University Recreation Office at 212-998-2018 or by picking up a brochure at the Membership Office.

DEPARTMENT OF ATHLETICS, INTRAMURALS, AND RECREATION

The Department of Athletics, Intramurals, and Recreation, housed in the Jerome S. Coles Sports and Recreation Center, administers the recreation, intramural, and intercollegiate athletic programs of the University.

Recreational activities are designed to respond to the needs and interests of the entire University community—including students, faculty, administration, staff, alumni—and a limited number of neighboring community residents. The recreation program has two major components. Instructional activities are intended to develop skills and healthful habits to be used throughout life. General recreation, informal and unstructured, is meant to provide personal enjoyment, conditioning, and relaxation.

Intramural activities provide participation and growth possibilities to those members of the center whose widely differing abilities, interests,

and priorities warrant more structured and somewhat more formal levels of competition than recreational participation. Call 212-998-2025 for information and schedules.

Intercollegiate athletics offer desirable opportunities for physical, confidence, and leadership development for those men and women of the student body interested in higher levels of competition. New York University is a member of and adheres to the rules and regulations of the National Collegiate Athletic Association and the Eastern Collegiate Athletic Association,

as well as a number of local and regional associations in particular sports. The University competes in NCAA Division III intercollegiate varsity basketball for men and women. The University also maintains a program of intercollegiate competition for men and women in several other sports. The men's sports include cross-country, fencing, golf, soccer, swimming and diving, tennis, indoor track and field, outdoor track and field, volleyball, and wrestling. In addition to basketball, varsity competition is available to women in cross-country,

fencing, soccer, swimming and diving, tennis, indoor track and field, outdoor track and field, and volleyball. Call 212-998-2024 for information and schedules.

New York University is a member of the University Athletic Association, which includes Brandeis University, Carnegie Mellon University, Case Western Reserve University, the University of Chicago, Emory University, the University of Rochester, and Washington University (in St. Louis).

Alumni Activities

NEW YORK UNIVERSITY ALUMNI ACTIVITIES

The involvement of alumni in University activities is crucial to the health and strength of New York University. Alumni provide important ties between the past and the present and help the University build for the future. The NYU Office for University Development and Alumni Relations works with the dean of each school and college to help serve alumni needs and encourage their involvement and support.

NYU alumni can enjoy educational travel programs, lifetime e-mail forwarding, and membership in Violet-Net, an online community exclusively for NYU graduates. Contributing alumni also receive the NYU Alumni

Card, which is a passport to many University-wide alumni services and benefits, including limited access to Bobst Library and Coles/Palladium Sports Centers, entrance to the NYU Torch Club, and discounts at NYU Bookstores and the Computer Store. Graduates are also invited to join the Princeton Club and participate in numerous University events, both on campus and across the country. Alumni graduating within the last 10 years can join the Recent Alumni Network, which sponsors social, networking, and volunteer opportunities.

For further information, contact the Office for University Development and Alumni Relations, New York University, 25 West Fourth Street, 4th Floor, New York, NY 10012-1119; 212-998-6912; e-mail: alumni.info@nyu.edu.

GRADUATE SCHOOL OF ARTS AND SCIENCE ALUMNI ASSOCIATION

The Graduate School of Arts and Science Alumni Association of New York University sponsors events during the year to enable graduates to maintain contact with their school and classmates. Students are urged to seek membership in the association upon graduation.

For further information, contact the Office of Alumni Relations, New York University, 25 West Fourth Street, 5th Floor, New York, NY 10012-1119; 212-998-3805.



Community Service

Every year, hundreds of NYU students devote their time and energy to community service. In addition to the satisfaction they receive in helping their neighbors, they also gain valuable work experi-

ence. Through NYU's Community Service Center, students volunteer with dozens of not-for-profit organizations throughout New York City. Some begin their volunteer activities even before classes begin in the fall. They are part of NYU's

OutReach program. Divided into teams, students work with nine different organizations. They help out in soup kitchens, visit elderly people with Alzheimer's disease, and deliver meals to homebound AIDS patients.

Activities

Over 250 students are members of the President's C-Team, donating their time to six preschool and after-school programs in the neighborhood. They help older children with their homework, play with the little ones, and give all the children the extra attention they need.

CHANCE (Concern and Help for the Advancement of Needy Children through Education) is a national non-profit organization designed to help inner-city high school students by giving them special tutoring and the opportunity to socialize with college students. Two nights a week, high

school students come to NYU for an English lesson, an optional SAT preparation class, and dinner donated by a local restaurant. Each teenager is assigned an NYU big brother or sister who also spends time with him or her apart from the weekly tutoring session.

Project SafetyNet is NYU's AmeriCorps program. Volunteers work with New York City high schools to create "safe harbor" rooms where students trained in conflict resolution help defuse volatile situations and teach ways to solve problems peacefully. As AmeriCorps volunteers, students receive educational grants in exchange for their service.

NYU students are involved in many other activities on and off campus. They collect canned goods, conduct toy drives, and distribute bag lunches to the homeless. They work in dropout prevention programs that encourage high school students to stay in school. They renovate houses and make them livable again. Whether their involvement is with the sick, the poor, or those who simply need a helping hand, student volunteers give of themselves freely. They all agree that they get back much more than they give.



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as Registered by the New York State Education Department

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Africana Studies			Classics		
Africana Studies	M.A.	2211	Classics	M.A., M.Phil., Ph.D.	1504
Area of Concentration			Comparative Literature		
Museum Studies			Comparative Literature	M.A., M.Phil., Ph.D.	1503
American Studies			Computational Biology		
American Studies	M.A., M.Phil., Ph.D.	0313	Computational Biology	M.S., M.Phil., Ph.D.	0499
Ancient Near Eastern and Egyptian Studies			Computer Science		
Ancient Near Eastern and			Computer Science	M.S., M.Phil., Ph.D.	0701
Egyptian Studies	M.A., M.Phil., Ph.D.	0309	Information Systems (with		
Anthropology			Stern School of Business)	M.S. (joint program)	0702
Anthropology	M.A., M.Phil., Ph.D.	2202	Scientific Computing (Mathematics		
Anthropology and French Studies	M.Phil., Ph.D.		and Computer Science)	M.S. (joint program)	0799
(joint program)		0312	Culture and Media, Center for		
Anthropology–Culture and Media	Ph.D.-Adv. Cert.		Culture and Media	Adv. Cert. ²	1099
(dual degree)		2202/1099	East Asian Studies		
Atmosphere Ocean Science			East Asian Culture	M.A., M.Phil., Ph.D.	0302
Atmosphere Ocean Science			Economics		
and Mathematics	M.Phil., Ph.D.	1799	Economics	M.A., M.Phil., Ph.D.	2204
Basic Medical Sciences–Sackler Institute			Applied Economic Analysis	Adv. Cert.	2204
Biochemistry	M.S., M.Phil., Ph.D.	0414	Economics–Law (with School of Law)	M.A.–J.D.	
Cell Biology	M.S., M.Phil., Ph.D.	0417	(dual degree)		2204/1401
Microbiology	M.S., M.Phil., Ph.D.	0411	Economics–Law (with School of Law)	Ph.D.–J.D.	
Parasitology	M.S., M.Phil., Ph.D.	0499	(dual degree)		2204/1401
Pathology	M.S., M.Phil., Ph.D.	0408	English and American Literature		
Pharmacology	M.S., M.Phil., Ph.D.	0409	English and American Literature	M.A., M.Phil., Ph.D.	1502
Physiology and Neuroscience	M.S., M.Phil., Ph.D.	0410	Area of Concentration		
Biology			Creative Writing	M.A. only	
Biology	M.S., M.Phil., Ph.D.	0401	Creative Writing	M.F.A.	1507
Biology–Accounting (with			Environmental Health Sciences		
Stern School of Business)	M.S.–M.B.A.		Environmental Health Sciences	M.S., M.Phil., Ph.D.	1299
(dual degree)		0401/0502	Ergonomics and Biomechanics	M.S.	1299
Biology–Economics (with			European and Mediterranean Studies		
Stern School of Business)	M.S.–M.B.A.		European Studies	M.A.	0310
(dual degree)		0401/0517	French		
Biology–Finance (with			French	M.Phil., Ph.D.	1102
Stern School of Business)	M.S.–M.B.A.		French Language and Civilization	M.A.	1102
(dual degree)		0401/0504	French Literature	M.A.	1102
Biology–Information Systems			French Studies		
(with Stern School of Business)	M.S.–M.B.A.		French Studies	M.A., Adv. Cert.,	
(dual degree)		0401/0701		M.Phil., Ph.D.	0312
Biology–International Business			French Studies and Anthropology	M.Phil., Ph.D.	
(with Stern School of Business)	M.S.–M.B.A.		(joint program)		0312
(dual degree)		0401/0513	French Studies and History	M.Phil., Ph.D.	
Biology–Management and			(joint program)		0312
Organizational Behavior	M.S.–M.B.A.		French Studies and Journalism	M.A. (joint program)	0699
(with Stern School of Business)	(dual degree)	0401/0506	French Studies and Politics	M.Phil., Ph.D.	
Biology–Marketing (with			(joint program)		0312
Stern School of Business)	M.S.–M.B.A.		French Studies–Business Administration		
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Biomedical Sciences, Mt. Sinai School			German	M.A., M.Phil., Ph.D.	1103
of Medicine of NYU			Hebrew and Judaic Studies		
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Chemistry	M.S., M.Phil., Ph.D.	1905	Museum Studies	M.A. only	
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Cinema Studies (with Tisch			(joint program)		2205
School of the Arts)	M.A., M.Phil., Ph.D.	1010	Hebrew and Judaic Studies–Public and		
Cinema Studies–Culture and Media	M.A.–Adv. Cert.		Nonprofit Management and Policy	M.A.–M.P.A.	
(dual degree)		1010/1099	(dual degree)		1111/2102
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History	M.A., M.Phil., Ph.D.	2205	Middle Eastern and Islamic Studies	M.A., M.Phil., Ph.D.	1101
Area of Concentration			Middle Eastern Studies and History	M.A., M.Phil., Ph.D. (joint program)	2205
Public History	Ph.D. only		Museum Studies		
History and French Studies	M.Phil., Ph.D. (joint program)	0312	Museum Studies	M.A., Adv. Cert.	1099
History and Hebrew and Judaic Studies	M.Phil., Ph.D. (joint program)	2205	Music		
History and Middle Eastern Studies	M.A., M.Phil., Ph.D. (joint program)	2205	Music	M.A., M.Phil., Ph.D.	1005
History–Law (with School of Law)	M.A.-J.D. (dual degree)	2205/1401	Early Music Performance	Adv. Cert.	1004
History–Law (with School of Law)	Ph.D.-J.D. (dual degree)	2205/1401	Near Eastern Studies		
Public History	Adv. Cert.	2205	Near Eastern Studies	M.A.	0399
Archival Management and Historical Editing	Adv. Cert.	2205	Area of Concentration Museum Studies		
Humanities and Social Thought, John W. Draper Interdisciplinary Master's Program in			Near Eastern Studies and Journalism	M.A. (joint program)	0699
Humanities and Social Thought	M.A.	4903	Neural Science		
Institute of Fine Arts			Neural Science	M.Phil., Ph.D.	0425
History of Art and Archaeology	M.A., M.Phil., Ph.D.	1003	Performance Studies		
Conservation	Adv. Cert. (with M.A. only)	1001	Performance Studies (with Tisch School of the Arts)	M.A., M.Phil., Ph.D.	1099
Curatorial Studies (Metropolitan Museum of Art)	Adv. Cert. (with Ph.D. only)	1099	Philosophy		
Italian Studies			Philosophy	M.A., M.Phil., Ph.D.	1509
Italian	M.A., M.Phil., Ph.D.	1104	Philosophy–Law (with School of Law)	M.A.-J.D. (dual degree)	1509/1401
Italian Studies	M.A.	0312	Philosophy–Law (with School of Law)	Ph.D.-J.D. (dual degree)	1509/1401
Journalism			Philosophy–Medicine (with School of Medicine)	M.A.-M.D. (dual degree)	1509/1206
Journalism	M.A.	0602	Physics		
Area of Concentration			Physics	M.S., M.Phil., Ph.D.	1902
Cultural Reporting and Criticism			Poetics and Theory		
Biomedical Journalism (with Department of Biology)	M.S. (joint program)	0602	Poetics and Theory	Adv. Cert.	1599
Journalism and French Studies	M.A. (joint program)	0699	Politics		
Journalism and Latin American and Caribbean Studies	M.A. (joint program)	0699	Politics	M.A., M.Phil., Ph.D.	2207
Journalism and Near Eastern Studies	M.A. (joint program)	0699	Politics and French Studies	M.Phil., Ph.D. (joint program)	0312
Journalism–Business and Economic Reporting	M.A.-Adv. Cert. (dual degree)	0602/0602	Politics–Business (with Stern School of Business)	M.A.-M.B.A. (dual degree)	2207/0506
Science and Environmental Reporting	M.A.-Adv. Cert. (dual degree)	0602/0602	Politics–Law (with School of Law)	Ph.D.-J.D. (dual degree)	2207/1401
Latin and Caribbean Studies, Center for			Political Campaign Management	M.A.	2299
Latin American and Caribbean Studies	M.A.	0312	Psychology		
Area of Concentration			Psychology	M.A.	2001
Museum Studies			Industrial/Organizational	M.A.	2008
Latin American and Caribbean Studies and Journalism	M.A. (joint program)	0699	Cognition and Perception	M.A., M.Phil., Ph.D.	2002
Latin American and Caribbean Studies– Law (with School of Law)	M.A.-J.D. (dual degree)	0312/1401	Area of Concentration Developmental Psychology	Ph.D. only	
Law and Society			Community	M.A., M.Phil., Ph.D.	2099
Law and Society	M.A., M.Phil., Ph.D.	2299	Area of Concentration Developmental Psychology	Ph.D. only	
Law and Society–Law (with School of Law)	M.A.-J.D. (dual degree)	2299/1401	Social	M.A., M.Phil., Ph.D.	2005
Law and Society–Law (with School of Law)	Ph.D.-J.D. (dual degree)	2299/1401	Area of Concentration Developmental Psychology	Ph.D. only	
Linguistics			Religious Studies		
Linguistics	M.A., M.Phil., Ph.D.	1505	Religious Studies	M.A.	1510
Mathematics			Russian and Slavic Studies		
Mathematics	M.S., M.Phil., Ph.D.	1701	Russian and Slavic Studies	M.A.	0307
Mathematics in Finance	M.S.	1799	Sociology		
Scientific Computing (Mathematics and Computer Science)	M.S. (joint program)	0799	Sociology	M.A., M.Phil., Ph.D.	2208
Financial Mathematics	Adv. Cert.	1799	Spanish and Portuguese Languages and Literatures		
			Spanish and Portuguese Languages and Literatures	M.A., M.Phil., Ph.D.	1105
			Spanish and Latin American Languages and Literatures	M.A.	1105.01

¹ HEGIS: Higher Education General Information Survey. New York State Education Department, Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, NY 12230; telephone: 518-474-5851.

² Given only as part of a dual degree program with M.A. or Ph.D. in anthropology and M.A. or Ph.D. in cinema studies.

³ M.B.A. portion registered under individual HEGIS codes depending on M.B.A. major.



*Travel Directions to the Washington Square Campus**

Lexington Avenue Subway

Local to Astor Place Station. Walk west on Astor Place to Broadway, then south on Broadway to Waverly Place, and west on Waverly Place to Washington Square.

Broadway Subway

Local to Eighth Street Station. Walk south on Broadway to Waverly Place, then west on Waverly Place to Washington Square.

Sixth or Eighth Avenue Subway

To West Fourth Street-Washington Square Station. Walk east on West Fourth Street or Waverly Place to Washington Square.

Seventh Avenue Subway

Local to Christopher Street-Sheridan Square Station. Walk east on West Fourth Street to Washington Square.

Port Authority Trans-Hudson (PATH)

To Ninth Street Station. Walk south on Avenue of the Americas (Sixth Avenue) to Waverly Place, then east to Washington Square.

Fifth Avenue Bus

Number 2, 3, or 5 bus to Eighth Street and University Place. Walk south to Washington Square. Number 1 bus to Broadway and Ninth Street. Walk south on Broadway to Waverly Place and west to Washington Square.

Eighth Street Crosstown Bus

Number 8 bus to University Place. Walk south to Washington Square.

Broadway Bus

Number 6 bus to Waverly Place. Walk west to Washington Square.

*See Washington Square campus map and key for specific addresses.

Note: For up-to-date information on Metropolitan Transportation Authority subway and bus services, visit the Web site at www.mta.info.

WASHINGTON SQUARE CAMPUS



Union Square

W. 16th Street

E. 16th Street

W. 15th Street

E. 15th Street

W. 14th Street

E. 14th Street

W. 13th Street

E. 13th Street

W. 12th Street

E. 12th Street

W. 11th Street

E. 11th Street

W. 10th Street

E. 10th Street

W. 9th Street

E. 9th Street

W. 8th Street

E. 8th Street

St. Marks Place

macD Al.

Wash. Mews

Washington Square North

Waverly Place



WASHINGTON
SQUARE PARK

Washington Place

Washington Square South

W. 4th Street

W. 3rd Street

Jo

Great Jones Street

E. 3rd Street

Minetta Lane

Bleecker Street

Bond Street

E. 2nd Street

E. 1st Street

W. Houston Street

E. Houston Street

Prince Street



Key to Buildings

- 1 **Carlyle Court**
25 Union Square West
- 2 **Coral Towers**
131 Third Avenue
- 3 **Thirteenth Street Residence Hall**
47 West 13th Street
- 4 **145 Fourth Avenue**
- 5 **University Hall**
110 East 14th Street
- 6 **Palladium Hall**
140 East 14th Street
- 7 **113 University Place**
- 8 **838 Broadway**
- 9 **7 East 12th Street**
- 10 **Casa Italiana Zerilli-Marimò**
24 West 12th Street
- 11 **Third Avenue North Residence Hall**
75 Third Avenue
- 12 **Rubin Residence Hall**
35 Fifth Avenue
- 13 **Bronfman Center**
7 East 10th Street
- 14 **Brittany Residence Hall**
55 East 10th Street
- 15 **58 West 10th Street**
- 16 **Alumni Hall**
33 Third Avenue
- 17 **Barney Building**
34 Stuyvesant Street
- 18 **19 University Place**
- 19 **Cantor Film Center**
36 East Eighth Street
- 20 **10 Astor Place**
- 21 **Deutsches Haus**
42 Washington Mews
- 22 **Glucksman Ireland House**
1 Washington Mews
- 23 **a Institute of French Studies**
15 Washington Mews
b La Maison Française
16 Washington Mews
- 24 **Weinstein Center for Student Living**
11 University Place
- 25 **Undergraduate Admissions**
22 Washington Square North
- 26 **One-half Fifth Avenue**
- 27 **1-6 Washington Square North**
a School of Social Work
1 Washington Square North
b Graduate School of Arts and Science
6 Washington Square North
- 28 **Rufus D. Smith Hall**
25 Waverly Place
- 29 **Seventh Street Residence**
40 East Seventh Street
- 30 **111, 113A Second Avenue**
- 31 **Silver Center Block**
a Silver Center for Arts and Science
100 Washington Square East/
33 Washington Place
b Waverly Building
24 Waverly Place
c Brown Building
29 Washington Place/
245 Greene Street
- 32 **Kimball Block**
a Kimball Hall
246 Greene Street
b Torch Club
18 Waverly Place
c 285 Mercer Street
d Copy Central
283 Mercer Street
- 33 **Broadway Block**
a 715 Broadway
b 719 Broadway
c 721 Broadway
d 1 Washington Place
e 3 Washington Place
f 5 Washington Place

- 34 **Student Health Center**
726 Broadway
- 35 **411 Lafayette Street**
- 36 **48 Cooper Square**
- 37 **Hayden Residence Hall**
33 Washington Square West
- 38 **Education Block**
a Pless Hall
82 Washington Square East
b Pless Annex
82 Washington Square East
(26 Washington Place)
c NYU Bookstore
18 Washington Place
d East Building
239 Greene Street
e Education Building
35 West Fourth Street
f Faye's @ the Square
45 West Fourth Street
g Goddard Hall
79 Washington Square East
- 39 **Student Services Block**
a 25 West Fourth Street
b Moses Center for Students with Disabilities
240 Greene Street
c 242 Greene Street
d 14, 14A Washington Place
e Carter Hall
10 Washington Place
f 8 Washington Place
g 269 Mercer Street
h 19 West Fourth Street
- 40 **Meyer Block**
a Meyer Hall
4 Washington Place
b Psychology Building
6 Washington Place
- 41 **a Provincetown Playhouse**
133 MacDougal Street
b Lawyering Program
137 MacDougal Street
- 42 **Vanderbilt Hall**
40 Washington Square South
- 43 **Judson Block**
a Kevoorkian Center
50 Washington Square South
b Skirball Department
53 Washington Square South
c King Juan Carlos I Center
53 Washington Square South
d Furman Hall
245 Sullivan Street
- 44 **Catholic Center at NYU**
58 Washington Square South
(*non-University building*)
- 45 **Kimmel Center for University Life**
60 Washington Square South
a Skirball Center for the Performing Arts
- 46 **Bobst Library**
70 Washington Square South
- 47 **Schwartz Plaza**
- 48 **Shimkin Hall**
50 West Fourth Street
a The Jeffrey S. Gould Welcome Center
- 49 **Kaufman Management Center**
44 West Fourth Street
- 50 **Gould Plaza**
- 51 **Tisch Hall**
40 West Fourth Street
- 52 **Courant Institute**
251 Mercer Street
- 53 **D'Agostino Hall**
110 West Third Street
- 54 **561 La Guardia Place**
- 55 **Mercer Street Residence**
240 Mercer Street
- 56 **Mail Services**
547 La Guardia Place
- 57 **Washington Square Village**
- 58 **530 La Guardia Place**

- 59 **Off-Campus Housing**
4 Washington Square Village
- 60 **Second Street Residence Hall**
1 East Second Street
- 61 **University Plaza**
- 62 **Silver Towers**
110 Bleecker Street
- 63 **Coles Sports and Recreation Center**
181 Mercer Street
- 64 **194 Mercer Street**
- 65 **Puck Building**
295 Lafayette Street
a Wagner Graduate School of Public Service

NOT SHOWN

- Broome Street Residence**
400 Broome Street
Butterick Building
161 Sixth Avenue
Cliff Street Residence
15 Cliff Street
Greenwich Hotel
636 Greenwich Street
Lafayette Street Residence
80 Lafayette Street
Twenty-sixth Street Residence
334 East 26th Street
University Court
334 East 25th Street
Water Street Residence
200 Water Street
Woolworth Building
15 Barclay Street

Alphabetical List

(Numbers in parentheses correspond to the Key to Buildings and map)

BY BUILDING NAME

- Alumni Hall**
33 Third Avenue (16)
Barney Building
34 Stuyvesant Street (17)
Bobst Library
70 Washington Square South (46)
Brittany Residence Hall
55 East 10th Street (14)
Bronfman Center
7 East 10th Street (13)
Broome Street Residence
400 Broome Street (*not shown*)
Brown Building
29 Washington Place/
245 Greene Street (31c)
Butterick Building
161 Sixth Avenue (*not shown*)
Cantor Film Center
36 East Eighth Street (19)
Carlyle Court
25 Union Square West (1)
Carter Hall
10 Washington Place (39e)
Casa Italiana Zerilli-Marimò
24 West 12th Street (10)
Catholic Center at NYU
58 Washington Square South (44)
(*non-University building*)
Cliff Street Residence
15 Cliff Street (*not shown*)
Coles Sports and Recreation Center
181 Mercer Street (63)
Copy Central
283 Mercer Street (32d)
Coral Towers
131 Third Avenue (2)
Courant Institute
251 Mercer Street (52)
D'Agostino Hall
110 West Third Street (53)
Deutsches Haus
42 Washington Mews (21)
East Building
239 Greene Street (38d)
Education Building
35 West Fourth Street (38e)
Faye's @ the Square
45 West Fourth Street (38f)
Furman Hall
245 Sullivan Street (43d)
Glucksman Ireland House
1 Washington Mews (22)
Goddard Hall
79 Washington Square East (38g)
Gould Plaza (50)
Graduate School of Arts and Science
6 Washington Square North (27b)
Greenwich Hotel
636 Greenwich Street (*not shown*)
Hayden Residence Hall
33 Washington Square West (37)
Institute of French Studies
15 Washington Mews (23a)
The Jeffrey S. Gould Welcome Center
50 West Fourth Street (48a)
Kaufman Management Center
44 West Fourth Street (49)
Kevoorkian Center
50 Washington Square South (43a)
Kimball Hall
246 Greene Street (32a)
Kimmel Center for University Life
60 Washington Square South (45)
King Juan Carlos I Center
53 Washington Square South (43c)
La Maison Française
16 Washington Mews (23b)
Lafayette Street Residence
80 Lafayette Street (*not shown*)
Lawyering Program
137 MacDougal Street (41b)
Mail Services
547 La Guardia Place (56b)
Mercer Street Residence
240 Mercer Street (55)
Meyer Hall
4 Washington Place (40a)
Moses Center for Students with Disabilities
240 Greene Street (39b)
NYU Bookstore
18 Washington Place (38c)
Off-Campus Housing
4 Washington Square Village (59)
One-half Fifth Avenue (26)
Palladium Hall
140 East 14th Street (6)
Pless Annex
82 Washington Square East
(26 Washington Place) (38b)
Pless Hall
82 Washington Square East (38a)
Provincetown Playhouse
133 MacDougal Street (41a)
Psychology Building
6 Washington Place (40b)
Puck Building
295 Lafayette Street (65)
Rubin Residence Hall
35 Fifth Avenue (12)
Rufus D. Smith Hall
25 Waverly Place (28)
School of Social Work
1 Washington Square North (27a)
Schwartz Plaza (47)
Second Street Residence Hall
1 East Second Street (60)
Seventh Street Residence
40 East Seventh Street (29)
Shimkin Hall
50 West Fourth Street (48)

- Silver Center for Arts and Science**
100 Washington Square East/
33 Washington Place (31a)
Silver Towers
110 Bleecker Street (62)
Skirball Department
53 Washington Square South (43b)
Student Employment and Internship Center
5 Washington Place (33e)
Student Health Center
726 Broadway (34)
Student Services Center
25 West Fourth Street (39a)
Third Avenue North Residence Hall
75 Third Avenue (11)
Thirteenth Street Residence Hall
47 West 13th Street (3)
Tisch Hall
40 West Fourth Street (51)
Torch Club
18 Waverly Place (32b)
Twenty-sixth Street Residence
334 East 26th Street (*not shown*)
Undergraduate Admissions
22 Washington Square North (25)
University Court
334 East 25th Street (*not shown*)
University Hall
110 East 14th Street (5)
University Plaza (61)
Vanderbilt Hall
40 Washington Square South (42)
Washington Square Village, 1-4 (57)
Water Street Residence
200 Water Street (*not shown*)
Waverly Building
24 Waverly Place (31b)
Weinstein Center for Student Living
11 University Place (24)
Woolworth Building
15 Barclay Street (*not shown*)
Yalincak Lecture Hall
19 West Fourth Street (39h)

BY STREET

- 10 Astor Place (20)**
715 Broadway (33a)
719 Broadway (33b)
721 Broadway (33c)
838 Broadway (8)
48 Cooper Square (36)
7 East 12th Street (9)
One-half Fifth Avenue (26)
145 Fourth Avenue (4)
242 Greene Street (39c)
411 Lafayette Street (35)
530 La Guardia Place (58)
551 La Guardia Place (56)
561 La Guardia Place (54)
194 Mercer Street (64)
269 Mercer Street (39g)
285 Mercer Street (32d)
111, 113A Second Avenue (30)
19 University Place (18)
113 University Place (7)
1 Washington Place (33d)
5 Washington Place (33e)
8 Washington Place (39f)
14, 14A Washington Place (39d)
1-6 Washington Square North (27)
19 West Fourth Street (39h)
25 West Fourth Street (39a)
58 West 10th Street (15)



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Schools and Colleges of New York University

www.nyu.edu/gsas

Graduate School of Arts and Science
New York University
6 Washington Square North
New York, NY 10003-6668

Web site: www.nyu.edu/gsas

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Services*

J. David Slocum, B.A., M.A., Ph.D.
*Associate Dean for Academic and Student
Life*

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and

Office of Academic and Student Life

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