Advanced Certificate and Master’s Degree for Research in Trauma and Violence
Professor Judith Alpert
Department of Applied Psychology, ED
Professor Avital Ronell
Departments of German, Comparative Literature and English, GSAS
Shireen R.K. Patel, Visiting Assistant Professor
Department of German, GSAS

The goal of this project is to develop an interschool program for Research in Trauma and Violence offering both an Advanced Certificate and a Master’s Degree. With the proliferation of violence in this era of globalization, it is crucial that we approach the complexity of the causes and consequences of trauma with a multifaceted perspective that considers the theoretical, critical and clinical aspects of trauma and violence. Although there is a tremendous amount of work being done in the University on trauma and violence, it hasn’t yet been constituted under one rubric. Proposals for both the Advanced Certificate and the Master’s Degree have been approved by the Graduate Curriculum Committee, and will soon be voted on at the FAS Faculty Meeting, before being submitted to the Graduate Commission for a vote of final approval before submission to New York State for official registration.

The Art of the Book in America, 1850’s-1950’s
Karen Karbiener, Master Teacher
General Studies Program, SCPS
Mark Johnson, Coordinator of Printmaking
Department of Art and Art Professions, ED

This course unites the liberal and applied arts in an innovative approach to the study of literary texts. In the first eleven weeks of the fifteen week session, students will divide their time equally between seminar and studio: in the classroom, students will be part of a seminar that introduces a chronology of American writers (from Walt Whitman to Frank O’Hara) who are engaged in the idea of “the art of the book”; in the Barney Building print studio, students will learn and practice the fundamentals of bookmaking and letterpress printing. The last four weeks of the course will be held at the Center for Books Arts, where students will each work on creating and printing a class chapbook.

Best Practices to End Poverty: Policy Change and Social Action
Assistant Professor Robert Leibson Hawkins
School of Social Work

This proposal describes a multi-disciplinary course open to School of Social Work and Gallatin School of Individualized Study graduate and junior-and senior-level undergraduate students. The main objectives of this course will be to identify plausible solutions to reducing poverty in the United States and to make recommendations to national policymakers through written policy documents and a briefing on Capitol Hill to Congress, policy think-tank representatives, and
foundation staff. In this course, we will use a combination of inquiry, research, collaboration, and innovation to move beyond traditional educational models and infuse academic theory with social action and agenda-setting. Students will work in small groups under the guidance of NYU experts to identify best practice models of poverty reduction.

**Developing a Food Systems Graduate Concentration**
Assistant Professor Krishnendu Ray
Associate Professor Amy Bentley
Jennifer Berg, Graduate Program Director
Department of Nutrition, Food Studies and Public Health, ED

This proposal is to request the necessary funds to develop a graduate Food Systems concentration within the existing Food Studies graduate program in the Department of Nutrition, Food Studies and Public Health, in The Steinhardt School of Education. Currently, the graduate program includes two concentrations: Food Studies and Food Management. We propose reconfiguring and updating the Food Management track into one that better fits the intellectual agenda of the Department of Nutrition, Food Studies and Public Health and the mission of The Steinhardt School of Education.

**Developing a Hands-On, Laboratory-Based Introduction to Zooarchaeology**
Associate Professor Pam J. Crabtree
Department of Anthropology, FAS

Faunal analysis is the study of animal bone remains recovered from archaeological sites. Faunal remains can be used to study ancient diets, hunting practices, and animal husbandry patterns. The NYU faunal analysis course (G14.1212) serves three different groups of students: students in the Ph.D. program in anthropology, students in our new M.A. program in skeletal biology, and undergraduate anthropology majors. We propose to update and expand the Anthropology Department’s faunal analysis course into a true hands-on, laboratory-based faunal analysis class; to expand and catalog the department’s existing collection of bird and mammal skeletons; and to develop a small collection of fish skeletons.

**Filling the Gap: Introducing Methods of Genomics and Proteomics to Masters Students**
Clinical Assistant Professor Nikolai Kirov
Department of Biology, CAS

The aim of this proposal is to enhance the curriculum of the M.S. Program in the Biology Department by updating and expanding the Molecular Biology Lab (MBL) I and II graduate courses (G23.1122 and G23.1123). To accomplish this, we propose to integrate in MBL three new experimental modules (projects) introducing methods of genomics (genome mapping and expression analysis) and proteomics (2D protein electrophoresis). The objectives are: 1) to provide Masters students with hands-on experience with experimental methods of genomics and proteomics in settings similar to a research lab and with available tools for data collection, visualization and analysis of data-rich (genome- and proteome-wide) experiments; 2) to develop their skills to analyze, make connections and draw conclusions based on large scale experiments; and 3) to advance further their general knowledge and competitiveness as future professionals.
Introduction to Asian/Pacific/American Studies (MAP Course Development)
Assistant Professor Lok Siu
Department of Social & Cultural Analysis and Department of Anthropology, FAS
Assistant Professor Karen Shimakawa
Department of Performance Studies, TSOA and Department of Social & Cultural Analysis

The purpose of this project is to develop a new MAP course that would introduce a large number of students to Asian/Pacific/American histories, cultures, and issues and model an interdisciplinary, collaborative, and research-based method of inquiry. In addition, by integrating this course into a theme floor of a student dorm, it seeks to deepen student engagement by developing a fluid and continuous learning community between formal on-campus lectures and informal everyday discussions in student residences. We would use these funds to assemble (and, where appropriate, digitize) course materials, arrange for guest lectures by a range of artists and experts working on A/P/A-related topics, and develop community-based research projects that would enable students to gain a range of research skills (archival, ethnographic, analytical, etc.), while engaging with specific issues pertinent to Asian/Pacific/Americans. The course will be designed to combine social, scientific and humanist approaches to focus on specific issues facing A/P/As; it will do so through large lectures, smaller recitations, and residential learning communities; and it will incorporate collaborative projects that encourage students to engage in their own interdisciplinary, problem-based research and utilize critical analytical thinking.

The Journalism Ethics and First Amendment Law Program
Assistant Professor Adam L. Penenberg
Assistant Director, Business & Economics Reporting Programs; and Chair, Ethics Committee
Department of Journalism and Mass Communication, CAS

The Journalism Ethics and First Amendment Law program is designed to buttress a threatened, yet essential component of the craft of journalism: the ethical responsibility of journalists to both their sources and the public. The idea is to put NYU in the forefront of journalism education by emphasizing ethics at all levels. There are two components. First, the drafting of a wholly original ethics code for the department that is both instructive and provides guidance, which would be posted on the department’s website and which every student would be required to sign. Second, the creation of a required undergraduate ethics course that would center around a fourteen-week class divided equally between ethics and the law. Through a weekly lecture, assigned readings and recitation sections, students would be exposed to the various ethical and legal issues surrounding the field of journalism and come away with a clear sense of the role of the journalist in society. The program also has a graduate dimension. Fourteen to seventeen graduate fellows would be chosen in their first of three semesters in the program to take their own journalism ethics and law course and subsequent training in workshops and lectures to prepare to lead these recitation sections. In their spring semester, they would also become involved with Fair Trial Free Press, an annual conference sponsored by Chief Judge Judith Kaye of the New York State Court of Appeals now housed in NYU Journalism. We would hope further to offer internships in court reporting to some of these fellows at newspapers around the state.

Science and Writing: Linking Courses to Enhance Learning
Godfrey Roberts, Master Teacher of Science
April Krassner, Master Teacher of Intensive Writing
General Studies Program, McGhee Division, SCPS

This is a pilot project to link a science course (Global Ecology) to a writing course (Writing Workshop II). The same group of fifteen to eighteen students will be registered in both courses during the fall semester 2006. Global Ecology is an overview of the environment that discusses introductory issues in population, resources, and pollution. The pilot course will cover the same content as the other sections of Global Ecology. Writing Workshop II stresses analytical thinking and the use of evidence in the context of research and other scholarly writing. The writing course will use readings and selections on the environment as a theme. These readings will parallel and enhance the content covered in Global Ecology. The two faculty members teaching the courses and the tutor working with them will meet regularly to discuss content as well as the progress and learning processes of the students.