



**NEW YORK UNIVERSITY**

## **FACULTY QUESTIONNAIRE**

**Subcommittee on  
Collaboration between NY & Portals**

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**Faculty Advisory Committee  
on NYU's Global Network**

October 3, 2013

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## **PREAMBLE**

In its last meeting before the summer break 2013, the Faculty Advisory Committee on NYU's Global Network established several subcommittees dedicated to gathering data and compiling a brief report on various aspects of the GNU (see committee's website at <http://bit.ly/14Ay8VC>).

In this context, the "Subcommittee on collaboration between NY and the portals" was created to get a better understanding about the current state of cooperation between the portals and NYUNY. Its task was to find out more about existing models of cooperation, their strengths and challenges, and to collect suggestions for future improvement from a "grassroots" perspective.

To fulfill this agenda, the subcommittee reached out to program heads/representatives of NYUAD/NYUSH over the summer with the help of a brief questionnaire. The responses to this questionnaire are summarized below.

It became evident that the level of engagement between programs at NYUAD/NYUSH with departments at NYUNY varies significantly, often due to differences in curricular requirements or the disciplinary make-up of programs at both portals. However, the responses also illustrate that several programs have made substantial progress in terms of inter-portal collaboration.

In many of these cases, collaboration has flowed from the fact that colleagues at NYUNY have been instrumental in developing the fundamental elements of the programs at the portals. Many NYUNY departments and faculty are also actively involved in search committees, as well as third-year and tenure reviews for faculty at NYUAD/NYUSH. These contacts and networks are often complemented by NYUNY faculty teaching at the portals, either for J-term, 7 or 14-weeks terms.

With the support of the NYUAD Institute or through other funding, colleagues in the portals have also co-organized joint faculty and student events as well as joint publications (e.g. a workshop and publication on "Musical Rhythm: Cross-Disciplinary and Multi-Cultural Perspectives" initiated by the music program or a Global Shakespeare Festival initiated by the theater program) with their counterparts in NY or are planning long-term research projects and collaborations.

Furthermore, faculty in NY and at the portals have jointly mentored NYUAD/NY under- as well as graduate students (e.g. in the Biology or Physics programs) or created a formal committee infrastructure for regular cooperation to better develop their discipline across the GNU (e.g. via the "GNU History Coordinating Committee" created by historians at NYUNY/AD/SH).

While many of these efforts are extremely promising and inspiring, this subcommittee has also identified several challenges to tighter networks between NYUNY and the portals. These include the precise planning and coordination of faculty exchange, faculty mentoring at the portals, as well as joint site development.

In addition, course recognition and sequential curriculum remain a major challenge with regard to the synchronization of student circulation between NYUNY and the portals. If possible, the creation of a syllabus database of dual conversion/course recognition tables for courses in each program/department appears as a potential solution to this challenge.

By making the responses from the portals available to departments in NY, the subcommittee hopes to assist in developing the discussions already underway in many departments about the opportunities and challenges of faculty and student collaboration across the GNU. Through this gathering and sharing of information, it seeks to facilitate further initiatives on the part of the programs/departments at NY and in the portals.

The members of the "Subcommittee on curricular collaboration between NY and the portals"

- **Una Chaudhuri**, FAS (English) and Tisch (Drama)
- **Martin Klimke**, NYUAD (History), Chair
- **Robert Rowe**, Steinhardt School (Music and Performing Arts Professions)
- **Gail Segal**, Tisch (Graduate Film and TV)
- **Joanna Waley-Cohen**, NYU Shanghai (FAS, History)

## **1. ARTS & HUMANITIES**

### **1.1 ARAB CROSSROADS**

**Program Head:** Justin Stearns

#### **Part One:**

#### **Data**

- 1. Number of standing faculty members in your program:** 3, with numerous other faculty teaching classes that are cross-listed.
- 2. Number of courses offered in your program each semester:** 3-4.
- 3. Number of current of majors/minors:** 6 Majors, I'm not sure of how many are currently pursuing Concentrations.
- 4. Name(s) of corresponding academic unit or units (program/department/center) at NYUNY:** Middle East and Islamic Studies
- 5. Number of members of that unit who have taught or are scheduled to teach at NYUAD/NYUSH in the next two years for a minimum of one (7- or 14-week) semester:** None.
- 6. Are students in your program encouraged/required to spend time at NYUNY?**  
NYUNY is our main site within the GNU where we can send students to take courses. That said, students are not required to take classes there.
- 7. If so, how much time?** NA.
- 8. Please describe the chief goals or mission of your program. Please feel free to simply to attach a statement from the bulletin.**

“Arab Crossroads Studies takes advantage of Abu Dhabi’s geographical location in the Arabian Peninsula, at the crossroads of the three continents of the Eastern hemisphere: Africa, Asia, and Europe. The historical, sociopolitical, and cultural interactions among these regions have opened engaging domains of study in both the humanities and social sciences. The flow of people, ideas, and commodities through the Gulf has made it a cosmopolitan and culturally hybrid setting for many centuries. The historical archives testify to this richness, which can also be gleaned from the artistic, architectural and musical developments, the variety of spoken languages, and the diversity of people who now live in the Gulf region. The Arab Crossroads Studies program provides a portal for the global NYU community to study and engage with the cultural and intellectual diversity of this complex region, one we might think of as a space of multiple encounters and transactions.”

**9. Please describe briefly in what way, if at all, your curriculum is different from that of your corresponding academic unit or units at NYUNY.**

In comparison with MEIS, our current focus is much more directed to the Arab world, as opposed to the Middle East more broadly. This focus is reflected in the fact that Arabic is the only language that currently fulfills the language requirement for our major (and the not Persian, Turkish, or Hebrew). Both MEIS and ACS are similar, however, in drawing on both Social Sciences and Arts and Humanities.

Our major differs from the MEIS major in a number of ways, perhaps most strikingly in the fact that the ACS major requires a total of 14 courses, including 4 courses of Arabic (2 years' worth), and a two course Capstone project, whereas the MEIS major (recently revised) includes 10 courses, including 4 language courses. The Honors program offered by MEIS, which includes two graduate level classes and a 40-60 page thesis that counts as an additional class, is much closer to our major. Another difference is our including an upper level "Problems and Methods" course in the major (a course which is actually based on the introductory graduate seminar in MEIS), whereas MEIS has no such class in the undergraduate program. A final difference is that we have included a pre-1800 requirement in our major, which MEIS does not have.

**Part Two:**

**Collaboration with the Square**

**Please describe the forms and modes of interaction that your program has had with corresponding academic units at NYUNY. Please identify any specific structures, processes, events, etc. that have worked well, as well as specific problems, areas of concern, dysfunction, and frustration.**

*What would you like to continue, change, or develop with regard to your interaction with your counterpart unit(s) in NYUNY?*

We have not had much formal interaction with MEIS since the three of us are standing faculty at NYUAD came here two years ago. Informally, we have collectively been in touch with many members of the MEIS Department, but we have not yet established a formal relationship.

What I would like to do in the coming year is to open a conversation with both the incoming chair of MEIS and the DUGS to talk about facilitating students' experience in both NY and AD. We get a fair number of MEIS students coming to AD to take classes on the Middle East and just to spend time in the Middle East, so this type of communication is vital.

Also, until now, no MEIS faculty have (to my knowledge) shown much interest in spending time in AD teaching. The one member whom I have heard of who was interested in looking into the opportunity did not find a positive response for reasons that are unclear to me. We would very much like to have members of MEIS' faculty come and spend time in AD. I am worried that NYU's administration has the impression that

MEIS as a Department is opposed to NYUAD based on the negative reaction of some members of MEIS' faculty to the way in which NYUAD was set up. I want to stress that the three of us who are standing faculty in ACS have had only positive interactions with MEIS. In addition, when Pascal Menoret and myself spent our integration time in New York, we were housed in MEIS and had the opportunity to talk with many of the faculty there (Nathalie Peutz was housed in Anthropology). In short, I very much hope that we can get more MEIS faculty to not only visit but also to teach in Abu Dhabi.

## **1.2 ARABIC STUDIES**

**Program Head: Muhamed Osman Al Khalil**

### **Part One:**

#### **Data**

- 1. Number of standing faculty members in your program: 5**
- 2. Number of courses offered in your program each semester: 5**
- 3. Number of current of majors/minors: One Concentration (minor)**
- 4. Name(s) of corresponding academic unit or units (program/department /center) at NYUNY: Arabic Language Program/Middle Eastern Studies Dept.**
- 5. Number of members of that unit who have taught or are scheduled to teach at NYUAD/NYUSH in the next two years for a minimum of one (7- or 14-week) semester: 0**
- 6. Are students in your program encouraged/required to spend time at NYUNY?**  
There is no language requirement at NYUAD, so it is up to the student of Arabic to continue studying the language while in NYU for other purposes. But our program always encourages those students to enroll in Arabic classes at NYUNY while abroad to avoid creating learning gaps. Some of our students have also spent time studying Arabic at NYU Tel Aviv where they benefited from exposure to Levantine Arabic.
- 7. If so, how much time? Often for the whole duration of their study abroad, this could be one or two semesters.**
- 8. Please describe the chief goals or mission of your program. Please feel free to simply to attach a statement from the bulletin.**

The Arabic Language Program at NYUAD has the following goals and objectives:

1. Provide classroom instruction for the acquisition of the Arabic Language both in its Modern Standard form and four of its main vernaculars (Gulf, Levantine, Egyptian and Maghrabi Arabic);
2. Enhance the student's proficiency in Arabic through language immersion activities outside the classroom
3. Embed the learning of Arabic in experiencing the diversity of Arab culture through close engagement with and outreach to Arabic-speaking communities in the Emirates and the region.
4. Assist the NYUAD community in learning Arabic and in connecting with the local culture in Abu Dhabi, the Emirates and beyond.



**9. Please describe briefly in what way, if at all, your curriculum is different from that of your corresponding academic unit or units at NYUNY.**

While there are certainly shared and coordinated aspects with the NYUNY Arabic language program (for example using the same core language textbook series and following close sequencing and grade scales), the NYUAD program is markedly different (and by design) from its NYUNY counterpart. This is in no small part due to its Abu Dhabi setting with its sociolinguistic and cultural particularities as well as the needs of its students and the expectations of their academic programs. As an overarching policy, the NYUAD Arabic program adopts a holistic approach to the teaching and learning of Arabic, emphasizing the study of Modern Standard Arabic in conjunction with one or more of its main colloquia's to provide the student with language proficiency that could serve them both in academic and non-academic contexts. In contrast, NYUNY seems to place more emphasis on formal Arabic (MSA and classical Arabic).

Pedagogically, in line with our campus policy and in contrast with NYUNY program's more formal focus, the NYUAD program follows more of a communicative/situational approach. In other words, while NYUNY's program emphasizes grammatical forms (i.e. phonological forms, morphological forms, syntactical patterns, lexical items, etc.), our program couches that same information in the teaching of communicative functions (e.g. describing, saluting, apologizing, inviting, promising, etc.). This results in an emphasis in the NYUAD program on speaking and experiencing Arabic in authentic contexts, hence the program supplements the textbook series with additional relevant material and has a very active language immersion division. This division is led by the program director and an Emirati staff member whose main charge is to create opportunities for the students to practice the language and experience it in its native community. This language immersion component of the NYUAD program does not exist in the NYUNY program and it may not be feasible considering the sociolinguistic context of the program setting there.

Other differences with the NYUNY program arise from differences in student needs and expectations and NYUAD academic requirements. Students choosing to study at NYUAD often do so with a desire to learn the Arabic language in one of its key native regions. Almost a third of incoming cohorts choose to enroll in freshman Arabic in their first year even though there is no language requirement at NYUAD. This results in high student expectations for the delivery of a teaching and learning program that meets their needs and conditions, especially the fact that their Arabic course sequence will at one point be disrupted by their need to travel to NYU sites around the world. To accommodate this, the NYUAD program allows students to start the language sequence (and any of its subsequent courses) both in the fall and spring whereas NYUNY starts in the fall only. Furthermore, NYUAD offers all language levels (Elementary, Intermediate, and Advanced) to its undergraduate cohorts whereas NYUNY marks the Advanced level as graduate level (with special permissions to enroll undergraduates).

## **Part Two:**

### **Collaboration with the Square**

**Please describe the forms and modes of interaction that your program has had with corresponding academic units at NYUNY. Please identify any specific structures, processes, events, etc. that have worked well, as well as specific problems, areas of concern, dysfunction, and frustration.**

*What would you like to continue, change, or develop with regard to your interaction with your counterpart unit(s) in NYUNY?*

Direct contacts and interactions are mainly carried out by phone or email and have on occasion included meetings. Due to the size of the NYUAD Arabic program relative to its campus and the many policy issues involved in its design and delivery in Abu Dhabi, the two programs are also being coordinated by the Deputy Vice Chancellor for NYU Abu Dhabi and the director of the Middle Eastern Studies Department in NYU to ensure seamless transition for students moving between the two programs. There are still issues to be worked out between the two programs, for example the timing of the placement of students moving between the two programs. In general, though, in light of the various differences between the two programs, the level of coordination between the two programs has been sufficient to ensure that itinerant students benefit from both programs. As mentioned above, there has also been useful coordination between our program and the Arabic program at NYU Tel Aviv to the benefit of students of Arabic spending time there. There is room, however, for the faculty in the three programs to benefit from stronger interaction and engagement.

### **1.3 FILM**

**Program Heads:** Gail Segal/Lamar Sanders

#### **Part One:**

#### **Data**

**1. Number of standing faculty members in your program:**

5 total (2 Studies, 3 Production)

**2. Number of courses offered in your program each semester:**

f2010: 1	1 Studies;	0 Production
j2011: 0	0 Studies;	0 Production
s2011: 2	1 Studies;	1 Production
f2011: 3	1 Studies;	3 Production
j2012: 0	0 Studies;	0 Production
s2012: 2	1 Studies;	2 Production
f2012: 3	1 Studies;	2 Production
j2013: 0	0 Studies;	0 Production
s2013: 7	2 Studies;	6 Production
f2013: 6	1 Studies;	5 Production
j2014: 1	0 Studies;	1 Production
s2014: 5	1 Studies;	4 Production
TOTAL:	9 Studies;	24 Productions

**3. Number of current of majors/minors:**

2014: 8/0

2015: 3+/0

**4. Name(s) of corresponding academic unit or units (program/department /center) at NYUNY:**

Tisch: Cinema Studies/Undergrad TV and Film;

Steinhardt: Media, Culture, and Communication

**5. Number of members of that unit who have taught or are scheduled to teach at NYUAD/NYUSH in the next two years for a minimum of one (7- or 14-week) semester:**

Tisch: 10                      0 in Studies; 10 in Production

Steinhardt: 0                      0 in Studies; 0 in Production

**6. Are students in your program encouraged/required to spend time at NYUNY?**

Yes, encouraged; not required

**7. If so, how much time?**

One semester (although the current practice by many FNM students is to spend 2 semesters at NYUNY).

**8. Please describe the chief goals or mission of your program. Please feel free to simply to attach a statement from the bulletin.**

Equal emphasis on Studies and Production; Two concentrations: practice or history, theory and criticism.

Global perspective on film and new media. Students are encouraged to consider the related multidisciplinary concentration in interactive Media and Technology.

From the NYUAD bulletin 2012/2013

“Moving images have the power to engage vast audiences, influence global cultures, and frame the way that entire populations perceive and increasingly complex world. The major in Film and New Media offers students the opportunity to study the arts and histories of international screen cultures with an equal emphasis on practical creative work and critical scholarly inquiry. In this multiplatform discipline, the major engages students with classic cinema, popular drama a comedy, animation, documentary, and mobile and interactive media.

We offer theoretical and practical study of key disciplines including screenwriting, directing, cinematography, sound design, producing, editing, and distribution – employed in the collaborative process of visual storytelling. Using a wide range of creative, technical, and intellectual skills, students create original content and study key aspects of a wide variety of film and digital media. Projects range from traditional screen narratives in familiar genres to more experimental works.

The Film and New Media major promotes independent artistic and intellectual vision and celebrates the cross-pollination of academic disciplines and the arts. Students are encouraged to aspire to the status of the ancient storytellers who made themselves indispensable to the tribe by performing the essential tasks of enriching lives, overcoming fears and explaining the inexplicable. Over the centuries the tools and techniques may have changed, but the storyteller remains the guardian of the culture.”

**9. Please describe briefly in what way, if at all, your curriculum is different from that of your corresponding academic unit or units at NYUNY.**

Students earn BA, rather than BFA (Tisch) or BS (Steinhardt);

There is no predefined four-year curriculum as at Tisch;

Courses developed for a liberal arts and sciences curriculum, rather than for art-school or communication-school curricula, so they emphasize critical thinking, integrated Studies and Practice, and global perspectives;

Few courses currently have prerequisites;

FNM curriculum is designed to work in conjunction with NYUAD’s Core Curriculum in terms of thinking comparatively across the disciplines.

Students majoring (or minoring) in film come to NYUAD from many different countries. This diversity brings issues of identity and place into high relief. It is inevitable that

these issues shape the curriculum and the training of students in the art of visual story telling.

With respect for the variation in professional opportunities that students will encounter after graduation in their countries of origin, students are taught documentary as well as narrative techniques that include a single shot cinema and training non-actors.

In its fourth year, the program is working to fine-tune the curriculum to meet these goals:

1. A more thorough integration of history, theory and criticism instruction with practice.
2. On the practice side – a stream-lining of the production training and the Capstone process.

## **Part Two:**

### **Collaboration with the Square**

**Please describe the forms and modes of interaction that your program has had with corresponding academic units at NYUNY. Please identify any specific structures, processes, events, etc. that have worked well, as well as specific problems, areas of concern, dysfunction, and frustration.**

There has been a deep involvement among corresponding academic units from the inception of the program. Mo Ogrodnik, a tenured faculty member of UGFTV at NYUNY was appointed Assoc. Dean of Arts and Humanities at NYUAD so the interface between the practice side of FNM was in place from the outset. Robert Stam from Cinema Studies was recruited to advise the formation of the history, criticism and theory side.

Additionally, John Tintori, Chair of the Graduate Film Division, was recruited to chair the search committee responsible for the initial hires of standing faculty.

Tintori continues to be involved in current searches. As well as Joe Pichirallo, Chair of UGFTV, who also recently appointed Associate Arts Professor Rick Litvin to act as the departmental representative for GNU activity – Rick is asked to maintain up to date information about the portal sites, their offerings, and to assist in navigating the exchange of students between the two portal sites (with NYUNY).

Joe Pichirallo has been consistently involved in the exchange of students from one site to another.

**Problems/frustrations:** The divide between UGFTV and Cinema Studies at Tisch seems to have also impacted FNM. There does not yet seem to be sufficient integration between these two areas, as yet, in the NYUAD curriculum.

*What would you like to continue, change, or develop with regard to your interaction with your counterpart unit(s) in NYUNY?*

Interaction is inevitable given the ongoing exchange of students from each program. Once the curriculum has been solidified and leadership in both areas of FNM hired and collaborating, the interaction will be, I think, more productive.

## **1.4 HISTORY**

**Program Head:** Martin Klimke

### **Part One:**

#### **Data**

- 1. Number of standing faculty members in your program:**  
8 (3T/TT History, 2 T/TT Arab Crossroads, 3 Faculty Fellows/Lecturer)
- 2. Number of courses offered in your program each semester:** 4-5
- 3. Number of current of majors/minors:**  
Seniors- 7 History majors  
Juniors- 5 History majors  
Minors/Concentration TBD
- 4. Name(s) of corresponding academic unit or units (program/department /center) at NYUNY:** History Department
- 5. Number of members of that unit who have taught or are scheduled to teach at NYUAD/NYUSH in the next two years for a minimum of one (7- or 14-week) semester:**  

2010/11:	1
2011/12:	2
2012/13:	0
2013/14:	3
- 6. Are students in your program encouraged/required to spend time at NYUNY?**  
Yes, we suggest it for the spring of junior year.
- 7. If so, how much time?** 1 semester.
- 8. Please describe the chief goals or mission of your program. Please feel free to simply to attach a statement from the bulletin.**

The History major at NYUAD is designed to rethink and revise conventional features of the discipline. Students select from a range of courses that are roughly commensurate with global human experience. They also pursue historical study across a range of chronological and geographical scales — from short to long durées; and from globally thematic courses that explore connections and comparisons among world regions, to regionally focused courses that offer an in-depth exploration of four long-standing zones of human interaction and imagination:

- **Indian Ocean World**, which includes not just the areas and countries bordering the ocean basin but also the areas corresponding to the historic scope of the Ottoman and Mughal empires, Persia, parts of Central Asia, Southeast Asia, East Africa, and parts of the South Pacific.
- **Asia-Pacific World**, which includes areas corresponding to the historic scope of the Mongol, Qing, and Russian empires, Northeast Asia, parts of Central and Inner Asia, parts of Southeast Asia, Australasia, and the Americas.
- **Atlantic World**, which encompasses Europe (including Russia and the USSR), the Americas, West Africa, and the Caribbean.
- **Mediterranean World**, which encompasses all those areas adjacent to the Mediterranean and contiguous seas, including the historic scope of the Habsburg, Venetian, and Ottoman empires, parts of southern and central Europe, North Africa, and the Near East.

Students wishing to develop regional expertise with regard to the history of Abu Dhabi and the UAE can do so by taking courses in the Indian Ocean and Mediterranean World categories; many of these regional courses also include experiential learning opportunities in the form of class trips.

All History majors develop a foundation of knowledge that is both genuinely globally comparative and genuinely regionally grounded. They also acquire the theoretical and methodological tools necessary to undertake their own historical research, using primary documents, in ways that meet the highest intellectual standards.

**9. Please describe briefly in what way, if at all, your curriculum is different from that of your corresponding academic unit or units at NYUNY.**

The curriculum at NYUAD (developed by historians at NYUNY) is organized around oceanic systems (see above) and does not correspond to the more traditional curriculum based on three geographic areas (US, European & Non-Western) at NYUNY.



## **Part Two:**

### **Collaboration with the Square**

Please describe the forms and modes of interaction that your program has had with corresponding academic units at NYUNY. Please identify any specific structures, processes, events, etc. that have worked well, as well as specific problems, areas of concern, dysfunction, and frustration.

*What would you like to continue, change, or develop with regard to your interaction with your counterpart unit(s) in NYUNY?*

The cooperation with colleagues in NYUNY has been excellent from the very beginning. The previous department chair Joanna Waley-Cohen as well as the current acting chair David Ludden have been consistently and fully supportive and responsive to the needs of NYUAD faculty.

Together with them and other members of the department we have succeeded in building an infrastructure of extremely close cooperation with regard to mutual course recognition, curriculum development, faculty exchange as well as hiring and collaborative research projects.

The head of the NYUAD history program, for example, interfaces very closely with the DUGS at NYUNY and both have synchronized course standards and integrated each other's course offerings and credit assignments in their respective programs over the course of AY 2012/13.

In addition, they have created a complete list of history course (incl. syllabi) across the GNU and jointly coordinate course recognition of history course in the various GNU sites.

Furthermore, a History GNU Coordinating Committee (History GNU CC) has been officially established last year. This committee consists of the NYUNY department chair, DUGS, DGS, the heads of NYUAD search committees, the NYUAD program head, as well as other department/program members from NYUNY and NYUAD.

The committee meets regularly during the semester to discuss issues relating to coordination and development of history across the GNU.

We look forward to deepening this collaboration with our colleagues at NYUNY in the future through an intensification of faculty exchange, team-teaching, joint events and research projects, as well as the development of specific GNU sites as designated sites for history, a process that has already begun.

## **1.5 LITERATURE AND CREATIVE WRITING**

**Program Head:** Bryan Waterman

### **Part One:**

#### **Data**

- 1. Number of standing faculty members in your program:** 5 (Horta, Majithia, Neuber, Pomerantz, Zamir), 2 visitors with offers pending (Hassan, Hilger), 3 long-term affiliate faculty (Waterman, Patell, Williams)
- 2. Number of courses offered in your program each semester:** 6 originating in LCW
- 3. Number of current of majors/minors:** 15 majors; not certain on number of minors
- 4. Name(s) of corresponding academic unit or units (program/department /center) at NYUNY:** English, Comparative Literature, French, Italian, German, Russian, Spanish and Portuguese, Classics, East Asian Studies, Middle Eastern and Islamic Studies, Asian/Pacific/American Studies, Hebrew and Judaic Studies, Hellenic Studies, Irish Studies, Creative Writing
- 5. Number of members of that unit who have taught or are scheduled to teach at NYUAD/NYUSH in the next two years for a minimum of one (7- or 14-week) semester:**  
English: Cyrus Patell, Bryan Waterman, Una Chaudhuri, Catharine Stimpson, Robert Young  
Middle Eastern and Islamic Studies: Phil Kennedy  
French: Judith Miller
- 6. Are students in your program encouraged/required to spend time at NYUNY?**  
Encouraged, not required
- 7. If so, how much time?** Maximum of two semesters
- 8. Please describe the chief goals or mission of your program. Please feel free to simply to attach a statement from the bulletin.**

The Literature major examines literature across national and disciplinary boundaries. It focuses on texts and textuality, broadly conceived, in global, comparative, and inter-disciplinary ways. At the same time, the literature major considers the question of “literariness” or what makes a text “literary.” Indeed, some would contend that the finest works of literature lift the language out of its everyday uses towards innovative forms and new depths of meaning. By inviting us to grapple with new forms and new meanings, literature makes us, as readers, active agents in the making of meaning.

Literary traditions have been central to the formation of collective identities across cultures and nations. Yet while works of literature are anchored in a particular time and place, many of them are read widely in other times and other places and by cultures to which they would seem not to belong. This sparks the kinds of questions investigated by the literature major: How are literary forms and the histories of literature and literary exchanges shaped by translation, by the histories of trade, war and conquest, and by the rise of an economic world system? How do new forms and traditions of literature arise and is there such a thing as an emergent world literature? How does the imaginative encounter with people not like us and realities not our own bring us back to renewed engagements with ourselves and our world? How can a sense of culture, class, racial, or sexual difference paradoxically sustain a vision of a common world? Why have literary studies developed in such a way that dialogue with the other arts as well as with cultural analysis and theory become integral to the study of literature? Students discuss these and other questions intensively with a distinguished faculty of scholars working across a wide variety of literary cultures, including those of the Arab world, sub-Saharan Africa, the Americas, Europe, and South Asia.

The major fosters students' skills as interpreters of literature and as analysts of cultures, increases their appreciation of literary form and prompts them to understand literature's relationship to social and political contexts. The literature major also promotes lucid and forceful writing. Students majoring in Literature are strongly encouraged to take a course in Creative Writing. Additional language studies in conjunction with the major enhance the experience of reading. While the major focuses on literature from around the world, written in English or available in English translation, students with fluency in other languages may read assigned texts in the original language.

**9. Please describe briefly in what way, if at all, your curriculum is different from that of your corresponding academic unit or units at NYUNY.**

The primary difference is that we do not correspond to departmental and program divisions based on language, region, or nationality. Our curriculum would theoretically include any literature translated into English, from any time period or region. The major stands to undergo revision in fall 2013 and we welcome dialogue and collaboration from faculty in the units listed in number 4 above, especially if they intend to teach at NYUAD in the coming years. At present, the new major requirements are likely to include a two-semester foundations course, Lit Interp, and one creative writing course. Students who opt for the Lit track will also be required to take a critical theories and methods course. Unresolved at present: whether the remainder of the electives will fall into distribution categories.

## **Part Two:**

### **Collaboration with the Square**

**Please describe the forms and modes of interaction that your program has had with corresponding academic units at NYUNY. Please identify any specific structures, processes, events, etc. that have worked well, as well as specific problems, areas of concern, dysfunction, and frustration.**

The majority of our interaction has been with English and, to some degree, with Comp Lit. This has been a byproduct of hiring required to teach in the NYUAD core, but it's very clear to everyone involved that it need not remain so restricted in the future.

Therefore, we look forward to establishing better communication with literature faculty in the many units listed above. As we continue to refine our major requirements we will know better exactly the slate of courses for which we require assistance from affiliated faculty, and we will welcome faculty from any unit who are willing and qualified to teach that slate of courses. We would be particularly interested in working with Latin Americanists, Africanists, and people working in Southeast Asian lits.

Some frustration has existed based on occasional tension between hiring needs in the Core and in the major. On occasion, faculty invited to teach in the Core will require additional teaching in the major. It will be likely, moving forward, that we will have limited flexibility about what teaching within the major looks like. That is, our curricular needs will take priority over faculty interest/preference when it comes to teaching assignments, and we welcome collaboration with faculty who are willing to help us refine the slate of courses we will continue to offer our majors. Once we know better the slate of electives we want our majors to take, we'll likely ask visitors to choose among existing courses rather than to mount new ones, unless they seem particularly in harmony with our curriculum.

This may mean that our own faculty, as well as visitors, will need to design courses that are broader chronologically and less tied to national literary traditions than most of the literature curricula at NYUNY tends to be, with an orientation instead to broader questions of genre, method, and the circulation of texts across time and space.

*What would you like to continue, change, or develop with regard to your interaction with your counterpart unit(s) in NYUNY?*

A list of contact individuals for the programs listed in 4, above, would be a good starting point. It's my intention to make contact with department and program heads in the coming months.

## **1.6 MUSIC**

**Program Head:** Carlos Guedes

### **Part One:**

#### **Data**

- 1. Number of standing faculty members in your program:**  
5 (2 standing + 3 visiting)
- 2. Number of courses offered in your program each semester:** 6-7
- 3. Number of current of majors/minors:** 5
- 4. Name(s) of corresponding academic unit or units (program/department /center) at NYUNY:** Music CAS, Music/Department of Music and Performing Arts Professions/Steinhardt, Music Tisch
- 5. Number of members of that unit who have taught or are scheduled to teach at NYUAD/NYUSH in the next two years for a minimum of one (7- or 14-week) semester:** 1 at NYUAD and a Visiting Professor from the UK.
- 6. Are students in your program encouraged/required to spend time at NYUNY?**  
Yes
- 7. If so, how much time?** At least one semester.
- 8. Please describe the chief goals or mission of your program. Please feel free to simply to attach a statement from the bulletin.**

The music program is committed to educating a new generation of musicians capable of understanding and making music on a transnational and interdisciplinary scale, in an eclectic yet rigorous fashion. Students majoring in music acquire skills in composition, technology, and performance, and they develop ways to consider music from a theoretical and historical perspective. We offer students the exciting opportunity to learn firsthand about a diverse range of traditional and popular musics spanning various cultures and styles. We do so by drawing on the uniqueness of Abu Dhabi as a cosmopolitan city and an international hub, and by taking special advantage of its neighbor position to buzzing Dubai, and its close proximity to major regional music centers, including Istanbul, Beirut, Cairo, Delhi and Accra.

Our goal is to help students of all skill levels develop their technical competencies and successfully engage with a broad range of musical ideas and creative expressions. We believe in a forward-thinking, decentered approach to music education, where all musical traditions are treated with equal value and significance. We believe that music students must go beyond simple, surface tolerance and appreciation for music cultures. Instead, we motivate students to recognize, promote, help create and sustain both local

and global music as profound intercultural communication, and as a powerful tool for cultural fusion, hybridity and social aggregation.

In an interconnected and ever-changing society, music makers must develop the ability to articulate musical discourse and scholarship with practitioners of other disciplines. Resonating with our decentered approach to music apprenticeship, our students are encouraged to make music in interdisciplinary contexts. We aim to cross-pollinate music with other art forms and fields of study, such as film, theater, new media, science and engineering, and to explore new areas of inquiry.

The strong programs at NYU in New York in music technology, music production, composition, performance, ethnomusicology, musicology, music business, music journalism and theory, are all accessible to students in Abu Dhabi through courses taught by affiliated faculty. Many of these subjects can also be explored at study abroad terms spent in New York and / or other global sites. As a result, the major and concentration in Music may be an excellent gateway for a wide variety of studies: those hoping to ultimately pursue graduate study in music and related fields in the Arts and Humanities; those hoping to pursue for careers in the music, media, and culture industries; or for those pursuing any occupation that demands clear and original thinking, command of the written word, analytical skills, and creativity.

**9. Please describe briefly in what way, if at all, your curriculum is different from that of your corresponding academic unit or units at NYUNY.**

The curriculum we are designing at NYUAD offers unique possibilities for learning music in a multidisciplinary and multicultural environment. By drawing on the uniqueness of Abu Dhabi as a cultural crossroad between East and West and its proximity to a myriad of important musical centers, and on the close connections between the different academic divisions at NYUAD, students have unique possibilities of developing a “universal consciousness” about music and combine it with other fields such as other art forms, science and engineering. Something we find of importance at NYUAD is its interdisciplinary extensions that reach out to Religion, Anthropology and Middle Eastern Studies, Engineering and Science, and the other arts programs in Theater, Film, and New Media.

Since a strong music education is paramount, some of the courses that are offered at NYUAD duplicate those at NYUNY. However, our focus is to develop something that can complement the offer at NYUNY so that NYUAD becomes a pole of attraction to students in the GNU.

## **Part Two:**

### **Collaboration with the Square**

**Please describe the forms and modes of interaction that your program has had with corresponding academic units at NYUNY. Please identify any specific structures, processes, events, etc. that have worked well, as well as specific problems, areas of concern, dysfunction, and frustration.**

Even though I am very new to the program, there has been a concern to articulate the Music program at NYUAD with other units at NYUNY, namely through the organization of events involving faculty from both institutions.

In the 2012-2013 academic year we organized a workshop through the NYUAD Institute entitled "Musical Rhythm: Cross-Disciplinary and Multi-Cultural Perspectives." This workshop was organized by Robert Rowe and Juan Bello (NYUNY Steinhardt), and by Godfried Toussaint (NYUAD – Computer Science) and Carlos Guedes (NYUAD – Music). It brought together over 40 researchers worldwide in Cognition, Neuroscience, Music Theory and Ethnomusicology, and Music Information Retrieval. This event was a great success, there is a publication being prepared for the Journal of New Music Research with papers proceeding from the workshop, and the next edition is already in preparation – hopefully, this workshop will become a yearly event that will assume increasing importance in the field worldwide. The Rhythm Workshop epitomizes the Music vision at NYUAD in its multicultural and multidisciplinary approach.

**In terms of faculty collaborations for supporting teaching, NYUAD Music has had a faculty member from Tisch Music visiting every year, and a more sporadic collaboration with faculty members from CAS. To my knowledge, there has been no interaction in this respect with faculty from Steinhardt. The upcoming two years will be crucial in consolidating the relationship between NYUAD Music and NYUNY.**

*What would you like to continue, change, or develop with regard to your interaction with your counterpart unit(s) in NYUNY?*

I would like to consolidate research-related initiatives (such as the Rhythm workshop) with colleagues from NYUNY and engage in the development of major research projects at NYUAD involving faculty members from both sides.

I would like to establish a balanced exchange between faculty members in Music at NYUNY (Steinhardt, CAS and Tisch) and NYUAD, and increase the number of affiliated faculty coming from NYUNY – also, have the possibility of having "affiliated" faculty at the square coming from NYUAD.

I would like to establish a balanced exchange between students in music at NYUNY and NYUAD, i.e. not just having students from NYUAD going to NYUNY but also create an attractive environment at NYUAD for all the students in music in the GNU. This should be achieved by creating a program at NYUAD that can attract students because of its unique features that draw on the geographic and cultural environment in which the program is taught as well as on a truly multidisciplinary approach.

## 1.7 PHILOSOPHY

**Program Head:** Matthew Silverstein

### Part One:

#### **Data**

- 1. Number of standing faculty members in your program:** As of fall 2013, there will be two members of the standing faculty in Philosophy at NYUAD: myself and Kevin Coffey. As of fall 2014, there will be a third member of the standing faculty: Gabriel Rabin.
- 2. Number of courses offered in your program each semester:** In 2012-13, there were two Philosophy courses offered each semester. In 2013-14, there will be three Philosophy courses offered each semester.
- 3. Number of current of majors/minors:** There are eight students who have officially declared a philosophy major. I know of three other students who intend to declare philosophy as their major.
- 4. Name(s) of corresponding academic unit or units (program/department /center) at NYUNY:** The corresponding unit at NYUNY is the Department of Philosophy.
- 5. Number of members of that unit who have taught or are scheduled to teach at NYUAD/NYUSH in the next two years for a minimum of one (7- or 14-week) semester:** As of spring 2013, five members of the NYUNY Department of Philosophy have taught as affiliated faculty at NYUAD: Paul Horwich, Paul Boghossian, Beatrice Longuenesse, Tim Maudlin, and Ned Block. In 2013-14, Kit Fine will be teaching in the fall, and Paul Horwich will be returning in the spring.
- 6. Are students in your program encouraged/required to spend time at NYUNY?** As of now, philosophy majors are required to spend time at NYUNY.
- 7. If so, how much time?** As of now, philosophy majors are required to spend only one semester at NYUNY. Once the standing faculty in Philosophy NYUAD is filled out, I do not anticipate that this requirement will remain in effect. That is several years down the road, however.
- 8. Please describe the chief goals or mission of your program. Please feel free to simply to attach a statement from the bulletin.**

The chief goals of the Philosophy program are expressed well by the NYUAD Bulletin. Following are the relevant paragraphs:



Philosophy is the attempt to answer the most fundamental questions about ethics, politics, knowing, and being—the questions on which many other important questions depend—through rigorous and informed rational inquiry. Some of these questions have been pursued, in many different places, for thousands of years; others have arisen only with more recent developments in science or culture. In the contemporary world, philosophy has become a fully global discipline. The Philosophy major at NYU Abu Dhabi seeks to integrate the study of contemporary international philosophy with an understanding of philosophy's rich multicultural history.

Philosophy, past and present, may be distinguished broadly into two branches. Practical philosophy includes ethics (fundamental questions about the good, the right, and the virtuous in relation to individuals) and political philosophy (fundamental questions about duty, obligation, and rights in relation to the state). Theoretical philosophy includes epistemology (fundamental questions about belief, truth, and knowledge) and metaphysics (fundamental questions about reality and its structure). At the same time, no field of inquiry or endeavor is without its own most fundamental and therefore philosophical questions; hence, philosophy also encompasses, within these two branches, a wide range of more specialized and interdisciplinary areas. Indeed, many academic disciplines that are now well established as mature fields of inquiry began as branches of philosophy. Among philosophy's most important tools is logic—itsself another field of inquiry originated by philosophers.

The faculty in Philosophy is actively engaged in the pursuit of answers to philosophical questions and aims to enable students to pursue such questions themselves in a way that will meet the highest intellectual standards. This collaborative pursuit prepares students for graduate work in philosophy or other fields of inquiry; for any of the many professions that benefit from analytical thinking and argumentation, such as politics, law, medicine, and business; and for a more reflective life of deepened awareness and understanding.

**9. Please describe briefly in what way, if at all, your curriculum is different from that of your corresponding academic unit or units at NYUNY.**

The Philosophy curriculum at NYUAD has the same mission and orientation as the Philosophy curriculum at NYUNY, with one crucial exception. The curriculum at NYUNY is clearly a Western Philosophy curriculum. The historical courses focus entirely on the Western tradition, and the courses in contemporary philosophy draw entirely (or almost entirely) on ideas and arguments that have grown out of that tradition.

The NYUAD Philosophy curriculum aims for a broader, more inclusive approach. The curriculum is grounded in the idea that any of the major world traditions in philosophy can serve as a historical introduction to philosophy and that advanced undergraduate electives can and should draw on as many of those traditions as possible, depending on the expertise of the relevant instructor. It is, in other words, grounded in the idea that students be exposed to and learn how to do good philosophy by working with texts and ideas from any of these traditions. For instance, an advanced elective in the Philosophy of Mind at NYUAD might profitably draw on readings from various Indian traditions as well as on the standard readings from the Western tradition.

As of now, this aspect of the NYUAD philosophy curriculum is largely aspirational, since we have not yet hired any experts in non-Western philosophy. We are, however, currently in the midst of an attempt to recruit Jonardon Ganeri, an expert in classical and early modern Indian philosophy and an outstanding philosopher of mind.

## **Part Two:**

### **Collaboration with the Square**

**Please describe the forms and modes of interaction that your program has had with corresponding academic units at NYUNY. Please identify any specific structures, processes, events, etc. that have worked well, as well as specific problems, areas of concern, dysfunction, and frustration.**

*What would you like to continue, change, or develop with regard to your interaction with your counterpart unit(s) in NYUNY?*

Formal interaction between the program at NYUAD the department at NYUNY has been primarily of two kinds:

1. There have been two search committees for philosophy positions at NYUAD over the past three years. Each committee was staffed by three members of the NYUNY department together with the one member of the standing faculty in philosophy at NYUAD (namely, me). Both collaborations worked extremely well, even though the first search came up empty. In general, the department at NYUNY has been an enthusiastic and conscientious collaborator when it comes to hiring at NYUAD.
2. Various members of the NYUNY department were recruited to serve on my third-year review committee. The report they produced was comprehensive and insightful. The members of the committee clearly took their task very seriously. I was grateful for the input (and for the vote of confidence).

In addition to these formal interactions, I have been in regular contact with Don Garrett, the chair of the department in NY. He has kept in touch with me to keep tabs on my progress, on our students, and on the state of the program here in general, and I have consulted him about various matters related to the major and the curriculum.

In general, the working relationship between the Philosophy program at NYUAD and the Department of Philosophy at NYUNY is strong and healthy, despite the additional work this relationship has created for members of the department in NY. I could not have asked for more supportive collaborators.

## **1.8 THEATER**

**Program Head:** Rubén Polendo

### **Part One:**

#### **Data**

- 1. Number of standing faculty members in your program:** 3
- 2. Number of courses offered in your program each semester:** between 3-4
- 3. Number of current of majors/minors:** 18 majors/ 10 minors
- 4. Name(s) of corresponding academic unit or units (program/department /center) at NYUNY:**  
NYU Tisch Drama (along with the Tisch Studio system)  
NYU Performance Studies
- 5. Number of members of that unit who have taught or are scheduled to teach at NYUAD in the next two years for a minimum of one (7- or 14-week) semester:**  
4-6 from Tisch/Drama  
2 from Performance Studies
- 6. Are students in your program encouraged/required to spend time at NYUNY?**  
Yes
- 7. If so, how much time?** 1 semester
- 8. Please describe the chief goals or mission of your program. Please feel free to simply to attach a statement from the bulletin.**

#### *NYU Abu Dhabi Theater Program Mission*

The New York University Abu Dhabi (NYUAD) Theater Program is an academic and artistic laboratory dedicated to theatre research, scholarship and practice. Reflecting the global vision of NYUAD, a cosmopolitan liberal arts university, we provide a rigorous physical-based approach to artist training, a solid scholarly foundation in theatre history, theory and criticism, and exposure to a variety of transglobal cultural practices through the study of theatre both here and abroad. For NYUAD theatre majors, making and thinking – creating and articulating— culture are inseparable tasks. Our aim is to develop artist-citizens whose theatrical contributions will expand the limits of the field *and* make a difference in the world. We expect NYUAD theatre majors to become fearless and visionary theatre makers, eager to collaborate with other artists, scientists and scholars across disciplines and who will invent new and hybrid cultural practices that will come to define what theatre will be in the 21<sup>st</sup> century.

*NYU Abu Dhabi Theater Program Vision:*

The NYU Abu Dhabi Theater Program is dedicated to the investigation of expressive behavior as creative activity. Our curriculum is designed to promote collaborative working relationships on every level—between students, among members of the NYUAD community and throughout the global network sites. Rooted in our belief that culture becomes the catalyst to build richer social relationships, we look to engage the city of Abu Dhabi in a consistent and sustained artistic and scholarly exchange.

The Program's curricular vision is as follows:

- A dynamic curriculum of performance practice, theory, history and criticism
- A rigorous artistic and scholarly Capstone process for graduation majors
- A robust guest artist/scholar program that will host leading artists, researchers, and theoreticians. Guests will have the opportunity to demonstrate and lecture, conduct workshops, and, in some cases, reside here for a short period to develop or refine a project
- Opportunities for mentored field-research projects
- Production and research apprenticeships

As our program develops we intend to:

- Maintain a yearly track of standing faculty hires over the next four years
- Maintain vibrant and long-range relationships with affiliated faculty from NYU New York
- Create meaningful opportunities for collaboration between NYUAD and NYUNY students
- Extend opportunities for contact and collaboration between NYUAD students and other local and international universities
- Develop closer relationships with sites with other NYU global network sites so that the students' experience away fulfills our curriculum needs here. To do so, we will partner with:
  - NYU-New York /Tisch-Drama Studio Training program
  - NYU-London/Royal Academy of Dramatic Arts
  - NYU-Shanghai Tisch Program
  - NYU/Tisch-ITW Amsterdam Theater Training Program
  - NYU/Tisch Florence Program
  - NYU's Hemispheric Institute (for programs in the Global South)

We also hope to develop other international research opportunities for students including The Grotowski Working Center in Italy and Theater Mitu's South India Intensive.

We are committed to producing professional and student performances on campus and in and around Abu Dhabi. The performance season offers practice opportunities for students – majors, non-majors and even for those not otherwise associated with the theatre program – to work on classic, contemporary, cross-disciplinary and new work. Currently the performance season consists of:

- One yearly professional production that:
- creates apprenticeship opportunities for students,
- places our university as a major contributor to the theatre ecosystem of Abu Dhabi
- provides opportunities for faculty who wish to incorporate the dramatic text into their arts and humanities curriculum
- One yearly faculty or guest artist-directed student production in which:
  - students are required to assume all other major roles and responsibilities
  - underclassmen serve as apprentices to support the production
  - this work is also open to the public
- A yearly Capstone Performance Festival
  - This festival presents the range of student's Capstone collaborations, projects, writings and performances
  - This festival is open to the public

Over the next few years, we intend to grow our production season to include two to three yearly professional productions and two to three yearly student production as we map our course towards the Performing Arts Center on Saadiyat Island.

We are committed to having the theater program serve the university's goal of becoming a university in and of the city.

**9. Please describe briefly in what way, if at all, your curriculum is different from that of your corresponding academic unit or units at NYUNY.**

Please see answer to question 8.

**Part Two:**

**Collaboration with the Square**

**Please describe the forms and modes of interaction that your program has had with corresponding academic units at NYUNY. Please identify any specific structures, processes, events, etc. that have worked well, as well as specific problems, areas of concern, dysfunction, and frustration.**

NYUAD's Theater Program continuous to develop a strong and thriving relationship with its counterpart on the Square, NYU/Tisch Drama. The most successful interaction is the relationship between the Tisch Drama Studios (namely Experimental Theater Wing, Playwrights Horizons Theater School and Tech Track). Also, during AY 12-13 we hosted our first Theater Major from Tisch, which was a truly successful experience. NYU Abu Dhabi's Global Shakespeare Festival further fueled the exchange between the Square and NYU-Abu Dhabi. During this event we hosted universities from different parts of the world to investigate the question of Shakespeare upon the global stage. NYU-Tisch

Drama students took on a lead voice in this program as they were asked to rigorously merge their making and thinking theater skills.

We hope to develop more robust exchanges between NYUAD and NYU/Tisch students over the coming years. This includes pedagogical and artistic exchanges in collaboration with colleagues at NYU-Tisch drama. There have already been successful pilot efforts by way of NYU Events supported by the NYUAD institute on the square that centered on conversations about Arab Theater and Arab Theater Artists.

NYUAD's Theater Program believes strongly that there is a further synergy between NYUAD's Theater work and the work of the NYU-Tisch Graduate Acting Program, NYU-Tisch Graduate Design Program, NYU's Performance Studies Department, NYU's Gallatin (Theater Studies Program) and NYU's Performance Institute (under NYU Associate Dean Allyson Green).

NYUAD's Theater Program has started conversations, plans and efforts to shape these relationships and activate them into programming, exchange and collaboration.

*What would you like to continue, change, or develop with regard to your interaction with your counterpart unit(s) in NYUNY?*

Please see above answer.

## **1.9 VISUAL STUDIES**

**Program Head: Shamoon Zamir**

### **Part One:**

#### **Data**

- 1. Number of standing faculty members in your program: 5**
- 2. Number of courses offered in your program each semester: c6**
- 3. Number of current of majors/minors: c6/10**
- 4. Name(s) of corresponding academic unit or units (program/department /center) at NYUNY: Institute of Fine Arts, Tisch School of the Arts, Dept of Art & Art Professions (Steinhardt)**
- 5. Number of members of that unit who have taught or are scheduled to teach at NYUAD/NYUSH in the next two years for a minimum of one (7- or 14-week) semester: 2**
- 6. Are students in your program encouraged/required to spend time at NYUNY?  
Encouraged**
- 7. If so, how much time? 1 Semester**
- 8. Please describe the chief goals or mission of your program. Please feel free to simply to attach a statement from the bulletin.**

From pre-historic cave art to the digital media of today, human beings across the globe and through the ages have used visual forms to understand and shape their world. Painting, sculpture, architecture as well as ornament, design, and photography have provided especially rich traditions of visual expression and communication, and the development of new media has greatly expanded this visual repertoire. Different cultures, in different places and at different times, have valued and conceptualized vision and made use of the visual arts in a variety of ways. But wherever and whenever we encounter them, these arts, in their own ways and in their most accomplished achievements, engage with human experience and communicate this engagement as complexly and deeply as does philosophy, literature, or music. The visual arts probe, investigate, and re-imagine the physical, social, cultural and spiritual spheres of human existence and they offer us arguments about and interpretations of these realms. The Visual Arts major at NYU Abu Dhabi invites students to explore the objects, practices, meanings, and institutions that constitute the visual arts in diverse cultures from comparative, historical and cross-disciplinary perspectives, and to share the excitement of this exploration within a scholarly community fully committed to the intellectual and ethical goals of a truly humanistic education.

The major in Visual Arts integrates the historical, critical, and philosophical thinking that characterize the disciplines of Art History and Aesthetics with practice-based studio art. The courses are divided into two strands: Art Practice and History, Theory, Criticism. Students have the option of specializing in Art Practice or focusing on the historical and critical approaches to the visual arts offered by Art History—or they can combine the two in equal measure.

The studio art courses allow students to explore a range of different media and techniques including drawing and painting, sculpture, photography, video, and digital media, while at the same time letting them hone their skills in a chosen medium. They also require students to reflect critically on the nature of art practices and to understand the traditions, theories, and contexts that inform and mold these practices. Students choosing the track in Art History are offered a hands-on introduction to the making of the art objects they study and are encouraged to undertake further exploration of art practice.

The courses in the history, theory, and criticism of the visual arts bring the students to discussions of the major issues and debates that have shaped our understanding of the visual arts. Among the questions we confront are: What is art and what is the nature of aesthetic experience, and why are these differently understood and valued at different times and in different cultures? What are the formal properties of the visual arts (composition, color, line, perspective etc.), and how do we analyze them? What is gained or lost by studying art through a detailed focus on a particular place, time, tradition or genre as opposed to approaching it from a comparative perspective that puts two or more cultures in dialogue? Can we speak of world art if the idea of art is understood in different ways by different cultures? How do institutions such as museums, galleries, funding bodies, and universities influence the creation, dissemination and reception of art? How do we explain the experience of the viewer psychologically, culturally and historically? How can disciplines such as philosophy, anthropology, the social and natural sciences and mathematics, or the other arts help us better understand the visual arts?

The NYUAD Visual Arts program is closely related to and crosslists pre-professional courses in Museum and Cultural Heritage Studies, which takes advantage of the presence in the region of museums such as the Museum of Islamic Art in Doha, and the future museums on Abu Dhabi's Saadiyat Island. The major also draws upon the community of practicing artists and scholars resident in or passing through the Gulf whenever possible.

The Visual Arts major prepares students for careers not only as artists or professionals in museums, the arts industries or education, but for any career where creativity, imagination, analytical ability, conceptual clarity, and cross cultural understanding and a respect for human achievement and difference is valued.



**9. Please describe briefly in what way, if at all, your curriculum is different from that of your corresponding academic unit or units at NYUNY.**

While there is a core similarity in that we cover art practice and Art History, there is a greater emphasis on world perspective, comparative approaches and areas of emphasis especially relevant to the region and the UAE (eg. Requirement in Islamic Art and also in Museum and Heritage Studies).

**Part Two:**

**Collaboration with the Square**

**Please describe the forms and modes of interaction that your program has had with corresponding academic units at NYUNY. Please identify any specific structures, processes, events, etc. that have worked well, as well as specific problems, areas of concern, dysfunction, and frustration.**

So far the main area of collaboration has been having affiliates come and teach at NYUAD, especially in arts practice but also Art History.

*What would you like to continue, change, or develop with regard to your interaction with your counterpart unit(s) in NYUNY?*

The NYUAD program in Visual Arts is undergoing a careful re-thinking and development and we are hoping to further develop our distinctive identity and to identify areas of growth in terms of hiring and also in terms of targeting specific NYU faculty from New York as affiliates who could integrate well with the curriculum we are formulating. It is our hope that we will be able to draw on NYU faculty for advice and feedback as we undertake these developments and that what will emerge in the end will be a program at NYUAD that fits well with offerings at NYU but does not simply mirror them.

## **1.10 WRITING**

**Program Head:** Heidi Stalla

### **Part One:**

#### **Data**

- 1. Number of standing faculty members in your program:**  
6 (not tenure track)
- 2. Number of courses offered in your program each semester (I will include writing intensive core courses as well):**  
Fall: 9 Analysis & Expression sections +1 Intro to Creative Writing + 7 Writing Intensive Courses (WIC) = 17  
Spring: 11 WIC + 2 Advanced Creative Writing + 4 A&E (still TBD) = 17
- 3. Number of current of majors/minors:** 0
- 4. Name(s) of corresponding academic unit or units (program/department /center) at NYUNY:** Expository Writing Program
- 5. Number of members of that unit who have taught or are scheduled to teach at NYUAD/NYUSH in the next two years for a minimum of one (7- or 14-week) semester:** In the first year (2010-2011) 3 faculty members from EWP came to NYUAD. No immediate plans for faculty exchange, though would welcome the opportunity.
- 6. Are students in your program encouraged/required to spend time at NYUNY?**  
N/A
- 7. If so, how much time?** N/A
- 8. Please describe the chief goals or mission of your program. Please feel free to simply to attach a statement from the bulletin.**

The below is adapted from the language of the bulletin:

Language is the principal means through which humans communicate and a major vehicle in the development of thought, culture, and aesthetic expression. Studying language makes one aware of other conceptual and cultural worlds and enables one to reach more effectively into those worlds and bridge cultures. NYU Abu Dhabi's writing courses are included in this category because they are structured to increase competency at every level in speaking, writing, reading, and listening skills. The courses include content that highlights the connectedness of language, culture, and thought.

Many of our students are multilingual; English is a second, if not a third language. Our goal is that all will graduate from NYUAD with a mastery of English and advanced writing skills.

However, the writing program emphasizes sophistication not just in writing, but in all aspects of communication. We recognize the close connection between culture and language: the cultural background of students influences their style of expression and class participation, and we work with them to thrive in the interactive approach to learning at NYUAD. The foundation course is Analysis and Expression, which develops critical thinking in tandem with written and verbal expression. Students seeking further support, whether to refine their writing skills, enhance their verbal fluency, or improve their articulation and accent, will find it at the Writing Center and in individual tutorials with trained Global Academic Fellows for Writing.

**9. Please describe briefly in what way, if at all, your curriculum is different from that of your corresponding academic unit or units at NYUNY.**

*Analysis & Expression (A&E)*, like Writing the Essay (WTE) at NYUNY, is a foundational essay-writing course designed to teach students key skills of academic writing at the university level. A&E is different than WTE in that it shares the same fundamental principles as courses in the NYUAD core curriculum: students grapple with profound and enduring questions about the human and social condition while learning the techniques and strategies of academic argument. Like core curriculum classes, A&E is interested in varied modes of thinking and forms of human creativity, and instructors are encouraged to assign texts from a range of fields including science, history, politics, art, literature and philosophy.

Instructors are also encouraged to develop idiosyncratic themes for their classes and draw on their own research interests. A&E curriculum includes practicing oral presentation skills and requires a final oral presentation (WTE does not) and finally all A&E students have the benefit of a weekly one-on-one tutorial with a Global Academic Fellow in addition to the regular instructor-led classes.

This coming year A&E sections will meet 3 x per week; the third class period, like writing-intensive courses, will be a lab/workshop where students will focus specifically on grammar, presentation skills, and editing their work (WTE meets two times per week). A&E and WTE are similar in that students are given a progression of writing exercises that lead to drafts of their final essays. This scaffolding is removed for the third essay in A&E—students are expected to show they can develop an equivalent process that will work for their writing in other classes.

**Part Two:**

**Collaboration with the Square**

**Please describe the forms and modes of interaction that your program has had with corresponding academic units at NYUNY. Please identify any specific structures, processes, events, etc. that have worked well, as well as specific problems, areas of concern, dysfunction, and frustration.**

Three EWP faculty members (myself, David Cregar and Michelle Dent) came to NYUAD in its inaugural year. Other than that there has been no formal interaction. I've invited faculty at EWP to lead components of Global Academic Fellow training each August in New York (Tara Parmiter and Amy Becker (who now directs the writing program at NYUSH).

*What would you like to continue, change, or develop with regard to your interaction with your counterpart unit(s) in NYUNY?*

I would like to explore ways to have better exchange and communication between the two programs. NYUAD students who need more work on their writing after they have taken the A&E sequence would benefit from WTE summer classes in NY for example. I wonder if there might be an opportunity (a fellowship or exchange) for EWP faculty to come teach A&E at NYUAD for a semester at a time. We also might explore the possibility of NYUAD writing faculty teaching at EWP for a semester in the second or third year of their contracts. This kind of exchange would support faculty and curriculum development at both programs. I believe that the GNU would benefit in general from a system that allows for an exchange of writing pedagogy and course offerings at all the portal and study abroad sites and I would welcome the opportunity to discuss these ideas further.

## 2. ENGINEERING

### 2.1 ENGINEERING

Program Head: Sunil Kumar, Dean of Engineering, NYUAD

#### Part One:

#### Data

1. **Number of standing faculty members in your program:** 11+ Dean
2. **Number of courses offered in your program each semester:**  
12 on average in 2013-14
3. **Number of current of majors/minors:** Senior 15, Junior 14, Sophomore 19
4. **Name(s) of corresponding academic unit or units (program/department /center) at NYUNY:** NYU-Poly School of Engineering
5. **Number of members of that unit who have taught or are scheduled to teach at NYUAD/NYUSH in the next two years for a minimum of one (7- or 14-week) semester:** 3
6. **Are students in your program encouraged/required to spend time at NYUNY?**  
Currently all Juniors are spending both semesters at NY in 2013-14
7. **If so, how much time?** Full Junior Academic Year
8. **Please describe the chief goals or mission of your program. Please feel free to simply to attach a statement from the bulletin.**

The mission of the NYUAD Engineering Division is to educate and shape leaders in technology and innovation for the modern, technologically advanced, competitive global society.

9. **Please describe briefly in what way, if at all, your curriculum is different from that of your corresponding academic unit or units at NYUNY.**
  - The NYUAD curriculum has more emphasis on Liberal Arts than NY.
  - The NYUAD curriculum has more interdisciplinary courses that span different traditional engineering disciplines.
  - NYUAD curriculum has a common engineering course sequence that is not present in the NY curriculum.
  - NYUAD curriculum has courses with 2 or 4 credits worth of content, whereas the NY curriculum primarily has 3 credit engineering courses.

## **Part Two:**

### **Collaboration with the Square**

**Please describe the forms and modes of interaction that your program has had with corresponding academic units at NYUNY. Please identify any specific structures, processes, events, etc. that have worked well, as well as specific problems, areas of concern, dysfunction, and frustration.**

*What would you like to continue, change, or develop with regard to your interaction with your counterpart unit(s) in NYUNY?*

The NYUAD Engineering Division and NYU-Poly Administration and Faculty work very well together. At this point there are no major issues that could be construed as areas of concern or frustration. The NYUAD Dean of Engineering also is an Associate Provost at NYU-Poly and a member of the NYU-Poly Executive Management team, and has regular interaction with NYU-Poly administration and department heads.

The NYU-Poly faculty members have been enthusiastic in their support for the NYUAD engineering program and have participated wholeheartedly in recruitment and curriculum development. NYU-Poly faculty committees are also considering the tenure and third-year review of NYUAD faculty this year.

### 3. SCIENCE

#### 3.1 BIOLOGY

Name of Program Head: Kourosch Salehi-Ashtiani

##### Part One:

##### Data

1. **Number of standing faculty members in your program:** 5
2. **Number of courses offered in your program each semester:** Spring 2013 – 3  
Biology courses offered
3. **Number of current of majors/minors:** 28 students have declared Biology as their major
4. **Name(s) of corresponding academic unit or units (program/department /center) at NYUNY:** NYU Dept. of Biology
5. **Number of members of that unit who have taught or are scheduled to teach at NYUAD/NYUSH in the next two years for a minimum of one (7- or 14-week) semester:** Kris Gunsalus, Claude Desplan, Michael Purugganan, Justin Blau, Ignatius Tan
6. **Are students in your program encouraged/required to spend time at NYUNY?**  
Yes
7. **If so, how much time?** Students spend fall semester of their junior year in NY.
8. **Please describe the chief goals or mission of your program. Please feel free to simply to attach a statement from the bulletin.** Our goals are to provide our undergraduate students with an opportunity to learn biology integrated with other disciplines of science (through Foundation of Science courses) and expose them to contemporary research tools and approaches. The research interests of our faculties reflect these goals. Moreover, our faculties actively seek establishing collaborations with researcher in other institutions in the region.
9. **Please describe briefly in what way, if at all, your curriculum is different from that of your corresponding academic unit or units at NYUNY.**

Our biology program (and other science and engineering programs) uses an integrated approach for introductory training of students through Foundation of Science 1-6 courses; furthermore, undergraduate students are required to carry out a Capstone Project, a yearlong mentored research project, during their senior year.

## **Part Two:**

### **Collaboration with the Square**

Please describe the forms and modes of interaction that your program has had with corresponding academic units at NYUNY. Please identify any specific structures, processes, events, etc. that have worked well, as well as specific problems, areas of concern, dysfunction, and frustration.

The Center for Genomics and Systems Biology (CGSB) at NYUAD, and the Public Health Research Center at NYUAD, both NYUAD Institute sponsored programs, act as a bridging mechanism to facilitate interaction and collaboration between NYUNY, NYU Medical School, and NYUAD Biology faculties.

For instance, Rana Al-Assah (NYUAD faculty) is collaborating with the Chemical Genomics program of CGSB (Kris Gunsalus and Fabio Piano). Moreover, PI's from both centers are involved in mentoring NYUAD undergraduate students for their Capstone projects.

*What would you like to continue, change, or develop with regard to your interaction with your counterpart unit(s) in NYUNY?*

The number of NYUAD Standing faculties is increasing as the program is expanding with new hires. New collaborative projects between NYUNY and NYUAD faculties can help to establish links between the new NYUAD faculties and NYUNY; however, biological research is typically resource- and labor-intensive and requires substantial support for successful execution. An expansion of the existing, or initiation of new NYUAD Institute sponsored programs (or other funding mechanisms) would help to facilitate and expand such collaborations.



## **3.2 CHEMISTRY**

Name of Program Head: N/A

### **Part One:**

#### **Data**

- 1. Number of standing faculty members in your program:** 4
- 2. Number of courses offered in your program each semester:** 4 plus Foundations of Science 1 & 2 in Fall 2013; 4 plus Foundations of Science 3 & 4, 1-cross-listed course with biology, and 1 core course in Spring 2014.
- 3. Number of current of majors/minors:** 11
- 4. Name(s) of corresponding academic unit or units (program/department /center) at NYUNY:** Department of Chemistry
- 5. Number of members of that unit who have taught or are scheduled to teach at NYUAD/NYUSH in the next two years for a minimum of one (7- or 14-week) semester:** 1 scheduled to teach January Term 2014
- 6. Are students in your program encouraged/required to spend time at NYUNY?**  
Yes.
- 7. If so, how much time?** Students have typically spent at least fall semester of their junior year in NY. In the past, students have spent the whole year there, but this practice will be discontinued in the future. Only those students with excellent compelling reasons to take 2 semesters in NY will be allowed to do so. We are moving to a position where NYUAD chemistry majors will be encouraged to spend spring of sophomore, fall of junior, or spring of junior year at NYUNY or another GNU campus.
- 8. Please describe the chief goals or mission of your program. Please feel free to simply to attach a statement from the bulletin.**

Quoted from the bulletin:

The focus of the Chemistry program is the study of the world of molecules, how they are created from atoms, how their structures affect their chemical and physical properties, and how they unite or assemble to form the matter that makes up the physical world. Knowledge of chemistry is fundamental to an in-depth understanding of the structural properties and biochemical reactions that define all living systems. Chemistry interfaces with the life sciences and with physics and mathematics.

The range of applications of modern chemistry is broad, spanning many aspects of human activities such as the improvement of agriculture, the utility of alternative and renewable energies, the discovery of new drugs, and the creation of new materials by

learning how molecules are assembled and how they recognize one another. Chemistry drives the exciting field of nanotechnology that generates new materials for devising ever smaller electronic devices with enhanced computing or information storage characteristics, that invents novel materials for innovative applications in industry and everyday life, and that constructs novel photosensitive materials for solar energy conversion to electricity, to cite just a few examples.

The Chemistry major builds on the Foundations of Science program and offers students the opportunity to pursue their interests in more specialized fields of chemistry such as organic, physical or biological chemistry, biochemistry, and materials science. The major offers elective courses that exploit the interdisciplinary areas of materials science, biochemistry, analytical chemistry, and computational chemistry. The major in Chemistry prepares students for graduate work and rewarding careers in all phases of scientific life, from basic research to commercial product development. Chemistry majors are encouraged to complete Linear Algebra if they hope to pursue graduate or professional studies in science.

**9. Please describe briefly in what way, if at all, your curriculum is different from that of your corresponding academic unit or units at NYUNY.**

One major difference between NYUAD and NYUNY chemistry curricula is Foundations of Science, which is not part of the curriculum in NY. Instead, students in NY take physics, chemistry, and biology as separate courses.

The year-long physical chemistry sequence at NYUAD differs somewhat from the courses in NY. Physical Chemistry: Thermodynamics and Kinetics is essentially the same at each campus, but Physical Chemistry: Quantum Mechanics and Spectroscopy at NYUAD differs from the course taught in NY. The course at NYUAD uses the traditional approach to the subject, which centers more on chemical applications of QM, whereas in NY a molecular approach is used in which QM principles are derived from physical and mathematical foundations. Half of the modules in the accompanying laboratory course in AD are the same as those in NY, but in AD, modules on thermodynamics and kinetics that are not in the NY course comprise the remaining half of the course.

Inorganic Chemistry, which is required for the major is not yet offered at NYUAD. Students must take this course at a GNU site at this time. Currently, the only GNU site that offers inorganic chemistry is NYUNY. Successful hiring at NYUAD in this important area of research will enable NYUAD to offer inorganic chemistry in AY2014-15.

NYUAD chemistry students may choose to add a "specialization in biochemistry" to the chemistry degree. They take Biochemistry 1 and 2 in addition to the chemistry major core courses and substitute Experimental Biochemistry Laboratory for Physical Chemistry Laboratory. NYUNY offers a B.A. degree in Biochemistry.

Biochemistry 1 at NYUAD differs from the same course in NY in that the AD course involves use of the primary literature and the development of a research proposal. The NYUNY course apparently does not use this pedagogy.

Chemistry elective courses are offered in NY, but they have not yet been offered at NYUAD. Special Topics in Chemistry (CHEM-AD 315) will be offered in Abu Dhabi in spring 2014. A number of elective chemistry courses that do not have NY equivalents have NYUAD course numbers, but there is no plan to offer them in AY2013-14. These courses are Chemical Experimental Methods (CHEM-AD 300), Biophysical Chemistry (CHEM-AD 310), Bioorganic Chemistry (CHEM-AD 313), and Analytical Chemistry (CHEM-AD 314). One cross-listed course is available at NYUAD in fall 2013 that is not offered as part of the NY chemistry curriculum: Applied Molecular Biology DNA Techniques (BIOL-AD 211).

## **Part Two:**

### **Collaboration with the Square**

Please describe the forms and modes of interaction that your program has had with corresponding academic units at NYUNY. Please identify any specific structures, processes, events, etc. that have worked well, as well as specific problems, areas of concern, dysfunction, and frustration.

The NYUAD and NYUNY chemistry programs interact in formal ways:

- Faculty searches committees have been comprised of a NY-based chair and 2 members of the NY faculty plus 1 member from NYUAD.
- Professor Dore is the research advisor for 2 chemistry PhD students enrolled at NYUNY. The students' committees are comprised of NY faculty plus Dr. Dore. All interact frequently with the Office of Graduate Studies in the NY Chemistry Department. This has been an area of frustration for Professor Dore and his students.
- Undergraduate NYUAD students take some of their chemistry major core courses at NYUNY. An area of concern is that few, if any, NY-based students have not yet come to AD to take core chemistry courses, such as organic chemistry, physical chemistry, and biochemistry. This opportunity for study abroad is open to NYUNY undergraduates.

And informal ones:

- Individual AD faculty members are collaborating with NY faculty in research and have submitted grant applications jointly.
- AD-based faculty members are building personal relationships (or augmenting existing ones) with faculty on NY.
- The chair of the NY Chemistry Department and other NY-based faculty members have visited NYUAD.

*What would you like to continue, change, or develop with regard to your interaction with your counterpart unit(s) in NYUNY?*

There is little formal communication, programming, and integration with the department in NY. We would like this to change.

The faculty search process has worked well so far, but as the AD faculty grows, we would like greater input into the process.

### 3.3 COMPUTER SCIENCE

Name of Program Head: Jay Chen (Computer Science representative)

#### Part One:

#### Data

1. **Number of standing faculty members in your program:** 3.
2. **Number of courses offered in your program each semester:**  
4
3. **Number of current of majors/minors:**  
~15 majors, unsure of minors. A summary of this information is not readily available to us on Albert or anywhere that I am aware of.
4. **Name(s) of corresponding academic unit or units (program/department /center) at NYUNY:**  
Courant Institute of Mathematical Sciences, NYU-Poly Computer Science and Engineering
5. **Number of members of that unit who have taught or are scheduled to teach at NYUAD/NYUSH in the next two years for a minimum of one (7- or 14-week) semester:**  
2 that I know of.
6. **Are students in your program encouraged/required to spend time at NYUNY?**  
Yes.
7. **If so, how much time?**  
The students are encouraged to spend one if not two semesters and summer internships within the departments as well.
8. **Please describe the chief goals or mission of your program. Please feel free to simply to attach a statement from the bulletin.**

From the bulletin: Computer science is a practical art that has led to revolutionary innovations in entertainment, the humanities, health, business, the news media, communications, education, scientific research, and the arts. It is also a science rooted in mathematics and engineering. The goal of the program is to train students both in the fundamental principles of computer science and in related aspects of information technology.

9. **Please describe briefly in what way, if at all, your curriculum is different from that of your corresponding academic unit or units at NYUNY.**

We based our curriculum on the original Courant Computer Science curriculum.

The “lower division” and mathematics courses are similar, with a couple of notable exceptions. The Intro to CS course is taught in Python and the Data Structures course has a section significantly more advanced than usual to give students a sense of the practical relevance of what they learn in class and a taste of what research in CS is like.

## **Part Two:**

### **Collaboration with the Square**

Please describe the forms and modes of interaction that your program has had with corresponding academic units at NYUNY. Please identify any specific structures, processes, events, etc. that have worked well, as well as specific problems, areas of concern, dysfunction, and frustration.

We have always had very strong personal ties with both CIMS and NYU-Poly CSE as Sana Odeh was the first affiliate faculty at NYUAD for the past three years (on loan from CIMS). As a standing faculty member at NYUAD CIMS, Sana has been a tremendous resource to us here in terms of setting up the curriculum, attracting other faculty to come visit, and mentoring students (including setting up summer research opportunities for students with faculty in NYUNY). Although she will be returning to NY next year, we are very fortunate that she will continue to come teach one semester per year in the future.

Also, since I joined two years ago as a graduate from CIMS this relationship has continued. I frequently collaborate with both CIMS and NYU-Poly faculty. I have interacted with both Computer Science Department Chairs and committee members to assist with faculty recruitment who have been tremendously helpful.

I think that a few more faculty members who are interested in teaching regularly would be of great value as it exposes our students to different areas of research and would help cross-pollinate research agendas. I am unsure as to whether a specific structure should be established for this. My sense is that as more faculty join us at NYUAD in the coming years, network effects will handle the rest as we reach out to more of our NYUNY counterparts.

There are a few frustrations that I believe the various leadership and CS departments are well aware of and working on. These include:

1. The “two-department” problem at NYUNY with CIMS and NYU-Poly CSE. This has caused a similar structural fragmentation at NYUAD between Computer Science and Computer Engineering/Electrical Engineering.
2. The lack of a graduate program at NYUAD. This is extremely important for our discipline. It is a major factor both for attracting faculty members and establishing ourselves as a world-class research institution down the road.
3. The lack of temporary living space at NYUNY campuses for longer-term visits by NYUAD to facilitate collaboration. (This is relatively minor compared to the first two, but I think worth fixing soon. I believe the physicists simply rent some of the

space as needed from their corresponding department and a process should be setup where we can do the same.)

4. It is yet unclear what the alternate global site would be for Computer Science and how that would work.

*What would you like to continue, change, or develop with regard to your interaction with your counterpart unit(s) in NYUNY?*

I hope to continue these relationships and current processes in the future and would like to see the three main frustrations addressed soon.

I should also like to mention that from what I have observed, the (now fourth year) students who have been abroad have had a fantastic overall experience and the time spent in NYUNY has been eye-opening and a maturing experience for many of them. I hope that these experiences for students will continue.

### **3.4 MATHEMATICS**

**Name of Program Head: Federico Camia**

#### **Part One:**

##### **Data**

- 1. Number of standing faculty members in your program: 2**
- 2. Number of courses offered in your program each semester: 9**
- 3. Number of current of majors/minors: 20/10**
- 4. Name(s) of corresponding academic unit or units (program/department /center) at NYUNY: Courant Institute and, to some extent, NYUPoly**
- 5. Number of members of that unit who have taught or are scheduled to teach at NYUAD/NYUSH in the next two years for a minimum of one (7- or 14-week) semester: 5 in the past, the situation for next 2 years is still uncertain**
- 6. Are students in your program encouraged/required to spend time at NYUNY?  
Yes**
- 7. If so, how much time? 1 semester**
- 8. Please describe the chief goals or mission of your program. Please feel free to simply to attach a statement from the bulletin.**

Mathematics majors acquire solid foundations in differential and integral calculus, as well as basic concepts of algebra and modern geometry. Students are introduced to classical subjects such as complex and real analysis, abstract algebra, number theory, and topology. Students interested in applications of mathematics to social and physical sciences may pursue courses in numerical methods, theoretical mechanics, probability, dynamical systems, and differential equations.

Mathematics majors at NYUAD attain a breadth of knowledge within the field, pursue their own interests in math electives, explore the role of mathematics as an applied discipline, and undertake a capstone project. The major offers a rigorous and broad foundation in mathematics through seven required courses: Calculus; Linear Algebra; Multivariable Calculus; Ordinary Differential Equations; Real Analysis 1; Introduction to Probability and Statistics; Abstract Algebra 1.

Students select three electives. To attain greater depth in analysis, algebra or calculus, students choose Real Analysis 2, Abstract Algebra 2 or Vector Analysis. The second elective must be a course in applied mathematics, such as Discrete Mathematics, Numerical Methods, Cryptography, and Introduction to Mathematical Modeling or



Introduction to Game Theory. The third elective may be any other course in mathematics.

Mathematics majors must also complete a concentration in one of the following areas, which use mathematics or mathematical modeling: Computer Science, Economics or the Natural Sciences.

Requiring mathematics majors to complete a concentration provides them with a basic knowledge of how math is applied to a specific discipline and is intended to foster the requisite capstone projects in which math majors work closely with students from other areas to solve problems and answer questions.

**9. Please describe briefly in what way, if at all, your curriculum is different from that of your corresponding academic unit or units at NYUNY.**

The main difference is perhaps the emphasis on interdisciplinary. NYUAD students majoring in mathematics must also complete a concentration in one of the following areas, which use mathematics or mathematical modeling: Computer Science, Economics or the Natural Sciences.

Moreover, there are small differences in the way some of the math courses are taught. For instance, the Calculus courses at NYUAD are somewhat different from those at NYUNY, to make sure that the students can take full advantage of the Foundations of Science courses.

**Part Two:**

**Collaboration with the Square**

**Please describe the forms and modes of interaction that your program has had with corresponding academic units at NYUNY. Please identify any specific structures, processes, events, etc. that have worked well, as well as specific problems, areas of concern, dysfunction, and frustration.**

Besides having NYUNY faculty members teaching at NYUAD, the interaction between the math program at NYUAD and the Courant Institute in NY has so far been limited. This is certainly in large part due to the very small number of standing math faculty members at NYUAD.

However, faculty members at the Courant Institute have helped with the development of the curriculum and with the hiring of both visiting and standing faculty members at NYUAD. We also have a postdoc working on a project whose principal investigator is a Courant Institute faculty member. An example of successful interaction and collaboration is the math conference held at NYUAD in 2011 and co-organized by NYUAD and NYUNY math faculty members.

*What would you like to continue, change, or develop with regard to your interaction with your counterpart unit(s) in NYUNY?*

When the size of the NYUAD math program increases, I would like to see more interaction in terms of NYUNY faculty members traveling to AD and NYUAD faculty members spending time in NY, and possibly more events co-organized by NYUAD and NYUNY. It would also be very beneficial for NYUAD faculty members if it were possible to develop a mechanism to allow graduate students from NYUNY to work with them.

### **3.5 PHYSICS**

**Name of Program Head: Ingyin Zaw**

#### **Part One:**

#### **Data**

- 1. Number of standing faculty members in your program:**  
Three: Zaw, Gelfand; Russell (starting in Nov. 2013)  
Long term visitors: Roberts (spring 2013, 2013-2014), Arneodo (2013-2014)
- 2. Number of courses offered in your program each semester:**  
6 – 7, at minimum:  
FoS: two in Fall, half in Spring  
Required physics courses: three in Fall, two and a half in Spring  
Physics electives: one or two per semester  
Cores: one per year  
We would like to offer more cores and physics electives when we have more faculty members.
- 3. Number of current of majors/minors: 18, 13 formally declared**  
Class of 2014: 8  
Class of 2015: 5  
Class of 2016: 5, not yet declared formally
- 4. Name(s) of corresponding academic unit or units (program/department /center) at NYUNY:** Physics (FAS), Center for Cosmology and Particle Physics
- 5. Number of members of that unit who have taught or are scheduled to teach at NYUAD/NYUSH in the next two years for a minimum of one (7- or 14-week) semester:** 5  
Andrei Gruzinov, NYUAD, spring 2012  
Matt Kleban, NYUAD, Fall 2013  
Glennys Farrar, NYUAD, Spring I, 2014  
Dan Stein and Pierre Hohenberg, NYUSH, Fall 2013
- 6. Are students in your program encouraged/required to spend time at NYUNY?**  
Yes
- 7. If so, how much time? At least one semester, two until there are physics courses at sites other than NY and AD.**
- 8. Please describe the chief goals or mission of your program. Please feel free to simply to attach a statement from the bulletin.**

Physics graduates are expected to develop the physical intuition needed to understand everyday phenomenon, critically analyze primary literature in physics, solve

problems using a wide variety of mathematical and computational techniques, design, conduct, and analyze the results of research projects, and communicate formal scientific arguments in both oral and written forms.

**9. Please describe briefly in what way, if at all, your curriculum is different from that of your corresponding academic unit or units at NYUNY.**

The intro physics sequence (Physics I, II, III and 'Classical and Quantum Waves') is replaced with FoS 1-6. We require Mechanics (NY equivalent: Dynamics) and Capstone while NYUNY does not.

**Part Two:**

**Collaboration with the Square**

**Please describe the forms and modes of interaction that your program has had with corresponding academic units at NYUNY. Please identify any specific structures, processes, events, etc. that have worked well, as well as specific problems, areas of concern, dysfunction, and frustration.**

The NYUNY Physics Department in general and the Center for Cosmology and Particle Physics (CCPP) in particular are very supportive and we work closely with them in both research and teaching. Senior faculty in NYUNY have provided some mentoring to us, since we don't yet have senior physics faculty at NYUAD. Joint committee for hiring of faculty for NYUAD with CCPP was successful.

Since NYUAD currently does not have tenured professors in physics, third year review and tenure committees are made up of NYUNY physics faculty.

Zaw and Gelfand are affiliate members of the Center for Cosmology and Particle Physics (CCPP). We spend January and the summer at the CCPP, which provides us office space as well as let us rent a (subsidized) guest apartment, which is crucial for us being able to spend time in NY. We collaborate with members of CCPP and co-author papers with them. In addition, Zaw had a joint postdoc with Prof. Farrar and Gelfand is on grants with Profs. MacFadyen and Gruzinov.

We have coordinated the NYUNY and NYUAD physics curricula through communications with the Director of Undergraduate Studies and the Department Chair. We have communicated with Profs. Stein and Hohenberg about FoS Physics in NYUSH. Members of the NYUNY physics department have taken on NYUAD students and a GAF over the summers as research interns. Two will be supervising NYUAD capstones. Zaw has worked with an NYUNY graduate student and an NYUNY undergraduate student (in addition to working with NYUAD undergraduates). Gelfand is working with an NYUNY graduate student (in addition to working with NYUAD undergrads and a GAF).

*What would you like to continue, change, or develop with regard to your interaction with your counterpart unit(s) in NYUNY?*

We would like to maintain our strong ties with NYUNY.

As NYUAD grows, it will get harder for NYUNY physics to host NYUAD faculty in NY even though they are very interested in collaborating with newly hired faculty. If NYUAD can assist with office space and housing over the summer in NY, it will greatly facilitate further collaborations.

### **3.6 PSYCHOLOGY**

**Name of Program Head:** PJ Henry

#### **Part One:**

#### **Data**

- 1. Number of standing faculty members in your program:**  
3 present in Abu Dhabi by fall, 2013, plus a fourth joining for an integration semester in spring, 2014.
- 2. Number of courses offered in your program each semester:**  
Approximately 4-5
- 3. Number of current of majors/minors:**  
21 students have declared a major as of September, 2013.
- 4. Name(s) of corresponding academic unit or units (program/department /center) at NYUNY:**  
FAS psychology and Steinhardt applied psychology.
- 5. Number of members of that unit who have taught or are scheduled to teach at NYUAD/NYUSH in the next two years for a minimum of one (7- or 14-week) semester:**  
Have taught: 1 from Steinhardt.  
Scheduled to teach: 1 for a 7-week course this fall, 1 for a J-term course this spring.
- 6. Are students in your program encouraged/required to spend time at NYUNY?**  
They are encouraged because of the breadth and depth of courses offered at NYUNU.
- 7. If so, how much time?**  
One semester. A second semester is fine only if there are very good research-related or academic reasons for extending beyond one semester.
- 8. Please describe the chief goals or mission of your program. Please feel free to simply to attach a statement from the bulletin.**

As a priority, we are committed to the same tradition of basic research in psychology that is successfully and fruitfully carried out in the departments we have recognized as our models. Basic theoretically informed research is at the foundation of psychology as a discipline. Moreover, it provides students with an accessible and yet rigorous window into scientific reasoning and practice, playing an important role in a well-rounded liberal arts education. In addition, we wish to prioritize basic research because it helps foster and set the stage for translational work in which theories of fundamental processes are applied to concrete real-world societal concerns. By progressively elucidating and refining our understanding of basic psychological processes and their potential

interactions with the specific environment of the UAE, we believe that the psychology department at NYUAD may ultimately help facilitate and support meaningful and high quality, real-world centered psychological research both in NYU's global network and in the UAE.

**9. Please describe briefly in what way, if at all, your curriculum is different from that of your corresponding academic unit or units at NYUNY.**

Other than the obvious (capstone projects, core curriculum, etc.), we are different in two respects: First, we have a required biopsychology course that is at the survey / introductory level (i.e., no prerequisites). This course will be offered for the first time this Spring in New York, and next fall here in Abu Dhabi. Second, our research methodology course is not tied to a specific content area in psychology, as it is in New York.

**Part Two:**

**Collaboration with the Square**

**Please describe the forms and modes of interaction that your program has had with corresponding academic units at NYUNY. Please identify any specific structures, processes, events, etc. that have worked well, as well as specific problems, areas of concern, dysfunction, and frustration.**

*What would you like to continue, change, or develop with regard to your interaction with your counterpart unit(s) in NYUNY?*

There are several positive points.

- Each of the standing faculty is known by people on the square and we each have good relationships with them as individuals. During residencies and visits to New York we are welcomed and encouraged to attend brown bag talks and lab meetings. Individuals in New York have also provided informal mentoring (e.g., Pat Shrout has provided statistical advice).
- We have also had good cooperation with hiring new faculty, from both the FAS and Steinhardt programs. In addition to hiring the current standing faculty, such assistance has led to successful hires in 2013 of Antje von Suchodoletz and Kartik Sreenivasan.
- All of the standing faculty have research collaborations with faculty in New York (PJ Henry: David Amodio and John Jost; Susanne Quadflieg: David Poeppel (MEG study); Diogo Almeida: (David Poeppel, Alec Marantz).

There are also points where things could be improved.

- One important problem is encouraging faculty from FAS Psychology to come to Abu Dhabi to help cover courses and to provide mentoring and moral support. The first FAS faculty member is only just this fall coming to teach a 7 week course

(Liina Pylkkanen). We have also had Niobe Way from Steinhardt visit us for a 7-week course, and she is returning to teach a J-term course this year.

- We could foster more exchange by inviting NYUNY faculty for research presentations in Abu Dhabi.
- We could also explore possibilities of a joint Ph.D. program as has been currently established in other sciences such as biology or chemistry, which would considerably strengthen our program here as well as facilitate exchange between the campuses.
- We feel we could also have a greater presence in New York, such as giving occasional talks during the year, spending extended time in New York for conducting research and sponsoring student internships, and continuing contact with other NYUNY faculty and their labs.



## 4. SOCIAL SCIENCE

### 4.1 ECONOMICS

Program Head:

Ivan Szelenyi (Dean of Social Sciences)

Hannah Brückner (Associate Dean of Social Sciences)

#### Part One:

#### Data

**1. Number of standing faculty members in your program:**

12 (9 are new appointments for next year, and most of them will start in the spring or spend an integration year in NY)

**2. Number of courses offered in your program each semester:**

About 15 courses in economics; 4-5 courses with social science course numbers (required/recommended for all social science majors); 10-12 cross-listed courses

**3. Number of current of majors/minors:**

33 students in the class of 2014; estimates for subsequent classes: 30-35 majors  
Number of minors: as students do not have to register for the minor we have no good estimate

**4. Name(s) of corresponding academic unit or units (program/department /center) at NYUNY:**

Economics department, also Stern

**5. Number of members of that unit who have taught or are scheduled to teach at NYUAD/NYUSH in the next two years for a minimum of one (7- or 14-week) semester:**

At least 7 econ faculty (one has a research center in AD and teaches regularly in the program) and 2 Stern faculty; also 2 political science faculty have taught in economics

**6. Are students in your program encouraged/required to spend time at NYUNY?**

NYUNY is only one of the recommended sites for economics majors, but practice most of our students go to NY to take advantage of the greater range of electives and networking opportunities in NY; especially students interested in graduate school or careers in finance. Our students are also very interested in taking courses at Stern.

**7. If so, how much time?**

**8. Please describe the chief goals or mission of your program. Please feel free to simply to attach a statement from the bulletin.**

Economics is the study of human decision-making, considered in relation to the

economic tasks of life. It looks at how individuals within larger social groups, including communities, organizations, markets, and economies, make decisions about how much to work and play, spend and save. Economic analyses also consider how the economic decisions made by one group of people affect the decisions made by others.

They then study how the aggregated effects of these decisions impact production, distribution, trade, and the consumption of goods and services across local regions, countries, and the world. The Economics curriculum at NYU Abu Dhabi is designed to introduce students to these fundamental dynamics of human life and, in doing so, is grounded in three basic pedagogical principles:

1. Undergraduate students must be exposed to the “big ideas” and pressing social issues of our world and given economic frameworks for thinking about them.
2. Meaningful study of economics requires being able to think about problems from local, regional, and global perspectives.
3. Effective economic reasoning increasingly involves a multidisciplinary approach combining the best economic thinking with the best thinking in psychology, history, and politics.

Building on these principles, the Economics major is designed to foster rigorous analytical abilities, critical writing and communication skills, and the capacity to interpret and use statistical data—all in the service of developing sound economic reasoning and problem-solving skills. These transferable strengths are of value in a broad array of academic and professional paths, from economics, business, or law, to public service or graduate studies.

**9. Please describe briefly in what way, if at all, your curriculum is different from that of your corresponding academic unit or units at NYUNY.**

## **Part Two:**

### **Collaboration with the Square**

Please describe the forms and modes of interaction that your program has had with corresponding academic units at NYUNY. Please identify any specific structures, processes, events, etc. that have worked well, as well as specific problems, areas of concern, dysfunction, and frustration.

*What would you like to continue, change, or develop with regard to your interaction with your counterpart unit(s) in NYUNY?*

Our curriculum is closely linked to the Department of Economics on WS, and we are grateful for the invaluable input for curricular development the NY economics faculty have provided from the start. The initial curriculum had the ambitions to diverge from the Square by emphasizing the “liberal arts college” character of NYUAD, but this turned out to be unsustainable: a/ when our students go to WS, especially in their junior year they absolutely need the appropriate pre-requisites to be admitted to senior seminars.

We can be more rigorous in our requirements, but we can hardly be less demanding to be a credible honors college. So now our curriculum does retain some NYUAD special characteristics (more emphasis on development and international and a finance specialization) but our curriculum is sufficiently coordinated so our students can take any of the WS economics courses.

We had a productive co-operation in recruitment with WS and we are grateful for their generous support to create the critical mass in standing faculty in AD. We faced two challenges, but we are resolving them. 1/for two first three years the Search Committee on WS insisted that the “market has to clear” before we start recruiting.

The argument was that in economics everyone applies for every position so it is better to wait until the candidates who get first rate jobs in the US are “off the market” and consider only those who are more likely to accept an NYUAD job offer. As a result we could only make one appointment a year – and given that economics is far the largest major at NYUAD this was unsustainable; 2/ for various reasons the supply of high quality micro-theorists is abundant, but there are relatively few good macro economists on the market. Given our location we should focus mainly on development and economics of the broader region and that requires a special effort.

In 2012-13 the first problem was resolved. We had a new chair of the search committee who was persuaded by us that start the search early in the game is the wiser strategy. As a result last year **in one year** we made **nine** appointments (four of them senior, and one very senior!). The quality of new appointments also improved. This outburst of standing faculty now enables us to address the second problem. In 2013-14 we can insist that need macro-economists, especially in development and with special interested in the broader region.

On the whole: we earned the respect of economics faculty on WS and our cooperation is productive and smooth.

We are in the process of intensifying collaboration with Stern. Many of our students are interested in taking courses offered by Stern and we hope to develop a business major, as well as courses that would be interesting to Stern students doing study abroad. A major challenge so far is to get our students into Stern courses when they are in NY, both due to limited capacity of these very popular courses, and due to some wrinkles in the registration process. We also need to do some work regarding curricular development to ensure that our students are well-prepared to take these courses. Our goal is to develop relationships that are similar to those we currently have with economics; this process was delayed due to the very small number of standing faculty in economics in the past. Given the increase in faculty numbers we expect the collaboration with Stern to develop much more quickly in the near future.

## **4.2 POLITICAL SCIENCE**

### **Program Head:**

**Ivan Szelenyi (Dean of Social Sciences)**

**Hannah Brückner (Associate Dean of Social Sciences)**

### **Part One:**

#### **Data**

**1. Number of standing faculty members in your program:**

As of Sept 1<sup>st</sup>, 2013, 9 faculty (one of them will be in NY for her integration year)

**2. Number of courses offered in your program each semester:**

14 courses with political science course numbers, 4-5 courses with social science course numbers (required or recommended for all social science majors; 10-12 cross-listed courses)

**3. Number of current of majors/minors:**

8 students in the class of 2014; estimates for subsequent classes: 15-20 majors

Number of minors: as students do not have to register for the minor we have no good estimate

**4. Name(s) of corresponding academic unit or units (program/department /center) at NYUNY:**

Political Science

**5. Number of members of that unit who have taught or are scheduled to teach at NYUAD/NYUSH in the next two years for a minimum of one (7- or 14-week) semester:**

5 faculty (two teach in economics as well as political science)

**6. Are students in your program encouraged/required to spend time at NYUNY?**

NYUNY is only one of the recommended global sites for study away

**7. If so, how much time?**

As for other programs, students may spend up to two semesters away (not including j-term).

**8. Please describe the chief goals or mission of your program. Please feel free to simply to attach a statement from the bulletin.**

The Political Science major at NYU Abu Dhabi attracts students who are interested in the many important political questions— conceptual, empirical, policy-oriented—that societies everywhere face today. How do different political systems affect policy-making? What are the intrinsic and instrumental virtues of democracy? Why do dictatorships survive in many countries, but evolve into democracies in others? Why do countries go to war? What are the connections between internal conflicts (such as civil

war) and political or economic development? What are the main characteristics and causes of economic underdevelopment? Why are prosperity and stagnation distributed so unequally, both across countries and within them? The student with a passion for questions such as these finds the Political Science major most rewarding.

The philosophy underlying the courses has several distinctive features. First, the major has a strong analytical focus, with two required courses that introduce students to statistics and models of political behavior and institutions. These courses provide an introduction to the kinds of tools used by social scientists to conduct a deep analysis of these questions and to test the analysis using quantitative data. Second, the major offers many substantive courses, wherein these analytical tools are applied to important policy questions of considerable current interest. Third, the courses in the major include discussions of classic texts that illuminate both the intellectual history and the broader dimensions of these policy questions. Finally, the major offers several courses jointly with programs in Economics, Psychology, and Philosophy, providing students with exciting interdisciplinary opportunities.

**9. Please describe briefly in what way, if at all, your curriculum is different from that of your corresponding academic unit or units at NYUNY.**

We have a required introductory course, and overall a more rigorous program with requirements in research methods and statistics as well as the capstone requirement.

**Part Two: Collaboration with the Square**

Please describe the forms and modes of interaction that your program has had with corresponding academic units at NYUNY. Please identify any specific structures, processes, events, etc. that have worked well, as well as specific problems, areas of concern, dysfunction, and frustration.

*What would you like to continue, change, or develop with regard to your interaction with your counterpart unit(s) in NYUNY?*

It is quite similar to the story of economics. We coordinated our curriculum successfully (in fact we have now a more demanding curriculum the WS has: and it is envied by our senior colleagues on the Square).

Teaching at NYUAD is an attractive proposition for WS faculty, so we usually have more applicants for AF position than we can accommodate. We helped WS to retain Becky Morton, who had a fine outside offer by turning her appointment a 50% NYUAD appointment, Becky liked NYUAD so much she stayed only at NYU if she can spend a semester every year at NYUAD. Peter Rosendorff also signed up for a five year deal to spend half of the year in AD. NYUNY political science faculty are also contributing to mentoring students for capstone projects, and made room for some of our students in the honors seminars in NY, providing opportunities that we are currently not able to offer.

We have a good relationship with WS in our recruitments. WS helped us to build a sizeable standing faculty (generally of high to very high quality – though so far only

junior faculty). We also managed to recruit faculty who are working on the broader region (South Asia and Africa – though we still do not have standing faculty working on the Middle East).

We had and still have some tension with WS in one area: we need a member of faculty who will teach “history of political ideas” – two of our superb candidates (one very senior from Yale – with a named Yale chair - and one junior, who eventually got a tenured track job at Duke University) were “not good enough” for WS.

But we are building relationship of trust and respect and I am optimistic the department of WS eventually will appreciate that we need in a liberal art college a scholar of history of idea even if that is not a hot field of research now in political science. Our major need now is to recruit a senior political scientist to become the “foundation chair” of the department of Political Science.

### **4.3 SOCIAL RESEARCH AND PUBLIC POLICY (SRPP)**

**Program Head:**

**Ivan Szelenyi (Dean of Social Sciences)**

**Hannah Brückner (Associate Dean of Social Sciences)**

**Part One:**

**Data**

- 1. Number of standing faculty members in your program:**  
5 (estimate for Sept. 1<sup>st</sup>, 2013)
- 2. Number of courses offered in your program each semester:**  
About 10 courses in SRPP; 4-5 courses with Social Sciences course numbers (these are courses that are part of all programs in the social sciences and required in most majors); ~10 cross-listed with other programs (economics, political science, history, Arab crossroads, and various pre-professional programs)
- 3. Number of current of majors/minors:**  
18 majors in the class of 2014; estimates for subsequent cohorts are 15-20 majors in each cohort.  
**Number of minors:** as students do not have to register for the minor we have no good estimate
- 4. Name(s) of corresponding academic unit or units (program/department /center) at NYUNY:**  
Sociology; also connections to other social sciences, Wagner School, law, and public health
- 5. Number of members of that unit who have taught or are scheduled to teach at NYUAD/NYUSH in the next two years for a minimum of one (7- or 14-week) semester:**  
About 7 faculty from sociology, as well as 7 faculty from other NYU departments/schools (including economics, law, political science, Wagner School, school of education)
- 6. Are students in your program encouraged/required to spend time at NYUNY?**  
NY is only one of the global sites recommended for SRPP majors; NY is recommended for students interested in the joint BA/MPA program as they should earn credits towards the MPA
- 7. If so, how much time?**  
SRPP students may spend up to two semesters away; the second term should be in conjunction with a research project
- 8. Please describe the chief goals or mission of your program. Please feel free to simply to attach a statement from the bulletin.**

Social Research and Public Policy attracts students who are concerned with the major social problems of our times such as poverty, racism and sexism, inequality, religious, and economic fundamentalism. The major offers rigorous training in quantitative and qualitative methods to investigate such problems. It inspires in students the critical theoretical imagination and helps them to make a better sense of the world around themselves.

Social Research and Public Policy majors are regarded as excellent candidates for graduate programs in law, public policy, business school, public health, education, urban planning, and social work, or for positions with non-governmental organizations (NGO's), and in public service, urban planning, and community action.

They can also continue their studies in Ph.D. programs in various social sciences, in particular in sociology and anthropology. Social Research and Public Policy is distinguished by its breadth and its emphasis on critical thinking and hands-on empirical research, especially research linked to policy questions.

**9. Please describe briefly in what way, if at all, your curriculum is different from that of your corresponding academic unit or units at NYUNY.**

SRPP is an interdisciplinary program, drawing from all social sciences as well as from law and public health and administration. It has a stronger focus on research and methodology than the sociology major in NY. It also requires a capstone project, which is not required in NY.

**Part Two:**

**Collaboration with the Square**

Please describe the forms and modes of interaction that your program has had with corresponding academic units at NYUNY. Please identify any specific structures, processes, events, etc. that have worked well, as well as specific problems, areas of concern, dysfunction, and frustration.

*What would you like to continue, change, or develop with regard to your interaction with your counterpart unit(s) in NYUNY?*

Social Research and Public Policy is an unusual – we may call it innovate – major which is related both to the Department of Sociology and the Wagner School. Experience told us that “sociology” is usually not an attractive major in elite colleges, students are particularly interested in policy relevant research (and their parents tend to be concerned about vocational future). SRPP combined sociology and public policy with a great deal of emphasis on research methods. It was great success during the first year of our operation (from our first year cohort of one hundred and fifty 33 major in economics, 20 in SRPP and 8 on political science). While the attraction of SRPP moderated over the last two years it still remains a successful operation.



Since SRPP does not neatly fit into the traditional disciplinary boundaries the curricular coordination was not a major issue. SRPP curriculum mirrors the curriculum of Sociology on WS, but it is far more rigorous in methodology training and better prepares students for the capstone project research than any sociology major anywhere in the USA. NYUNY sociology faculty are involved in research projects and student mentoring in Abu Dhabi, and we are talking about developing a joint BA/MA program in Applied Social Research with sociology. We are also developing a joint BA/MPA program with the Wagner School, so SRPP curriculum allows students to prepare themselves for an MPA program.

So far this is so good. Well, we had some difficulties in recruitment. The joint Sociology/Wagner School search committee was not very successful to attract high quality candidates. One possible reason is that SRPP may impress the best sociology graduates as “too applied” hence they may not apply for such a position. Hence we decided to recommend the creation of the Department of Sociology and Public Policy and find a distinguished sociologists or demographer too became foundation chair of such department. This new department would offer two degrees: SRPP (assumedly large) and sociology (probably rather small) and the program will be coordinated jointly with the Department of Sociology and Wagner School.

We had some frustrations with the joint BA/MPA program with Wager School. Though we signed a contract with Wagner school in March 2012 that we launch this joint program due to charges in leadership in Wagner school (the Associate Dean who was our main partner left for another job, the Dean resigned and the new Dean was just recently appointed) so Wagner school “drooped the ball”, forgot the accredit the new program. That is a major embarrassment for us, since eleven (!) of our students applied for the program and they still do not know whether the program will exists at all and what its requirements will be.

Nevertheless on the whole our cooperation with the Department of Sociology and the Wagner School on WS was exemplary.

## 5. NYUSH

### 5.1 ARTS & SCIENCES

Program Head: Joanna Waley-Cohen (Dean of Arts & Sciences)

#### Part One:

#### Data

- 1. Number of standing faculty members in your program:** This year we have half a dozen standing faculty, some of whom are joint with NY.
- 2. Number of courses offered in your program each semester:** As this is our first semester it is hard to respond in terms of “each semester” however in fall semester we will offer 45 classes.
- 3. Number of current of majors/minors:** 13 majors, no minors yet, several planned. Of those 45 classes most are exclusively for students in the four-year program, some are exclusively for study-away students, and some are open to students from both. After this year when the four-year program students will be sophomores, the 2 programs (four-year and study-away) will gradually merge.
- 4. Name(s) of corresponding academic unit or units (program/department /center) at NYUNY:** FAS History; FAS Philosophy; FAS Comparative Literature and English; FAS East Asian studies, FAS Biology; Center for Neural Science; FAS Physics; FAS Chemistry; Courant/Math; Poly and Courant Computer Science; Poly Computer Engineering; Poly Electrical Engineering; Tisch ITP; Stern (various departments), FAS Economics (NYUSH’s Economics major was developed in consultation with both FAS and Stern faculty members)
- 5. Number of members of that unit who have taught or are scheduled to teach at NYUAD/NYUSH in the next two years for a minimum of one (7- or 14-week) semester.** In 2013-4 12 affiliated faculty will teach at NYUSH
- 6. Are students in your program encouraged/required to spend time at NYUNY?** NYUSH students are required to spend at least one and up to three semesters studying abroad in the global network. They are not required to choose New York but we anticipate that many will choose NY.
- 7. If so, how much time?** 1-3 semesters
- 8. Please describe the chief goals or mission of your program. Please feel free to simply to attach a statement from the bulletin.**

#### Vision:

NYU Shanghai exemplifies the highest ideals of contemporary higher education by uniting the intellectual resources of New York University’s global network with the

multidimensional greatness of China. It guides students toward academic and moral excellence, preparing them for leadership in all walks of life, and it contributes to the endless quest for new insights into the human condition and the natural world.

Values:

NYU Shanghai operates in accord with the values of curiosity, rigor, integrity, respect, harmony, responsibility, and deep engagement with all humanity.

Mission:

NYU Shanghai aspires to offer outstanding teaching, research, and public service.

In teaching, NYU Shanghai aspires to prepare its students for lives of discovery, satisfaction and contribution. They will study with superb teachers who nurture their capacity for original, rigorous, and critical thinking, and with diverse and intellectually gifted classmates. They will pursue a liberal education in the humanities, social sciences, natural sciences, and mathematics. They will immerse themselves in English, the language of international communication. They will master the skills of cross-cultural effectiveness in a community where half are from China and half are from other lands. They will reflect upon the role that great cities play in human progress, and upon the interdependent relationship between China and the rest of the world.

In research, NYU Shanghai aspires to produce original, rigorous, and important insights across a broad set of academic domains. Such insights do more than extend existing knowledge in predictable ways; they provide fresh understanding that is fully consistent with our observations and at the same time promise to have a significant influence on the thinking of others.

In public service, NYU Shanghai aspires to promote healthy development within the many communities it inhabits. It strives to be a responsible actor in the individual lives of students, teachers, and staff; in the local neighborhoods that surround its campus; in the district of Pudong, the city of Shanghai, and the nation of China; in East China Normal University; in New York University; in the interdependent society of humankind; and in a fully global ecosystem.

*Please describe briefly in what way, if at all, your curriculum is different from that of your corresponding academic unit or units at NYUNY.*

Currently the humanities major is integrated, so that students take some courses in each of history, philosophy and literature although they can choose to focus primarily on one of those; we anticipate that in the future we will establish independent majors in history, philosophy and literature. The shape of these majors may end up being a hybrid of their counterparts in NYUNY and NYUAD but it is too soon to say with any certainty.

There is no direct counterpart in New York to NYUSH Global China Studies.

The main difference in the science majors from the counterpart departments in New York is that, as at NYUAD, NYUSH students take a 6-course sequence in foundations of science, which integrates physics, chemistry and biology.

The math major is an honors major. The computer science, computer engineering and electrical engineering majors combine elements of the NYUNY and NYUAD curricula in those areas. Interactive Media Arts does not currently have a direct counterpart in New York but it does at NYUAD.

The business and finance major was designed by Stern specifically for NYUSH so is more geared to Chinese business, although it also includes many of the courses required for Stern undergraduates.

The economics major is also more geared to issues relating to the Chinese economy than its NY counterpart. Whether stern will allow NYUSH students to take courses open only to stern students is I understand under discussion.

## **Part Two:**

### **Collaboration with the Square**

**Please describe the forms and modes of interaction that your program has had with corresponding academic units at NYUNY. Please identify any specific structures, processes, events, etc. that have worked well, as well as specific problems, areas of concern, dysfunction, and frustration.**

Several departments have helped run searches, collaborated on curriculum design and course preparation etc.; we could not have launched without this help. Areas of concern include hard-to-avoid overburdening of NY departments and individuals; being treated as less important than NYUAD, partly a function of NYUAD's ability to provide more compensation than NYUSH can provide for assistance provided; being treated as identical to NYUAD which, while we have learned and can learn much from their experience, can be unhelpful; the constant need to counter general misinformation.