



NEW YORK UNIVERSITY



GALLATIN

SCHOOL *of* INDIVIDUALIZED STUDY

at a Glance

Welcome to Gallatin! This booklet provides a brief overview of the School's curriculum and profiles students whose work at Gallatin is described in some detail to give you a glimpse of how students design their own courses of study.

THE STRUCTURE OF A FOUR-YEAR GALLATIN DEGREE

Gallatin undergraduates mark their progress by fulfilling a set of expectations defined for each year of study. Here are some of the highlights for each year:

Freshman Year:

- Students take two thematic writing seminars, one each semester (15 students in each class). Writing seminars are offered on topics such as “Truth or Fiction? Memory and Storytelling,” “Language and the Political,” “Imagining Cities,” “Food Culture and Food Writing,” and “Myths and Fables in Popular Culture.”
- Students take one first-year interdisciplinary seminar as an introduction to interdisciplinary study (18 students in each class). First-year interdisciplinary seminars have frequently been offered on topics like “Imagining Identity and Difference,” “Travel Fictions,” and “The Self and the Call of the Other.”
- Freshmen are encouraged to explore their interests by taking courses in departments and schools throughout NYU in the fields of study in which they may choose to concentrate.

Sophomore Year:

- During the sophomore year, students begin to define their concentration.
- Sophomores often take at least one Gallatin interdisciplinary seminar, and many select a sophomore-only interdisciplinary seminar. Sophomore-only seminars recently offered include “Thinking Politically,” “Societies and Cultures of the Middle East,” “Tragedy, Justice and Interpretation,” and “Politics and the Gods.”
- At the end of the sophomore year, each student writes the Intellectual Autobiography and Plan for Concentration, a short essay that is read and approved by his or her faculty adviser. This plan details the steps the student will take towards defining his or her concentration.
- Sophomores are encouraged to explore their interests by taking courses in the other schools of NYU, and many also choose to study abroad for a semester.
- Sophomores often undertake internships related to their fields of study in various businesses, cultural institutions, and nonprofit organizations throughout New York City.
- Sophomores may also choose to pursue their work in independent studies, tutorials, and private lessons in the arts.

Junior Year:

- Juniors often take several Gallatin interdisciplinary seminars.
- In the junior year, students continue to deepen their knowledge in their chosen fields of study by taking courses widely in other departments and schools at NYU.

- During the junior year, students begin preparing for their senior colloquium by writing the rationale, a short essay with booklist that defines the focus of their colloquium. The rationale is read and approved by two faculty members.
- Juniors often undertake internships related to their fields of study and may do some of their academic work in independent studies, tutorials, and private lessons in the arts.
- Juniors may also take advantage of study abroad options, perhaps for one semester or even for one year. Particularly popular study abroad options for Gallatin students are NYU in Prague, NYU in Ghana, and Gallatin-specific summer courses in Florence, Berlin, and Buenos Aires.

Senior Year:

- In the fall of their senior year, students participate in the senior colloquium, a two-hour conversation and oral exam involving three faculty members. At the colloquium, students present a variety of texts that have proved important in their concentration. These texts are selected to represent a range of knowledge, touching on topics both ancient and modern.
- Students continue taking Gallatin interdisciplinary seminars in their senior year and also take advanced courses throughout the University in their fields of focus.
- In the second semester of the senior year, students have the option to undertake a senior project or senior essay.
- Seniors undertake internships related to their fields of study and may continue to do some of their academic work in independent studies, tutorials, and private lessons in the arts.

THE GALLATIN WRITING PROGRAM

In addition to freshman writing seminars, the Gallatin Writing Program offers beginning and advanced creative writing courses, as well as courses in expository and analytical writing and in journalism. Some of the many advanced writing courses include “Style and Substance,” “Writing About Film,” “Writing Short Comedy,” “The Art and Craft of Poetry,” and “Writing Race in Contemporary America.”

THE INTERDISCIPLINARY ARTS PROGRAM AND ARTS WORKSHOPS

In addition to interdisciplinary seminars, Gallatin offers many arts workshops, including classes in acting, directing, photography, songwriting, dance, and in many of the visual arts. Some of these classes, organized through the School’s Interdisciplinary Arts Program, include “Stage Direction for the 21st Century,” “The Art of Choreography,” “Rudiments of Contemporary Musicianship,” “Acting: Rehearsing the Play,” and “Drawing and Painting.”

COMMUNITY LEARNING INITIATIVE AND SERVICE LEARNING OPPORTUNITIES

Gallatin offers classes focused on experiential learning through involvement with different communities in New York City and provides a number of opportunities for classes and tutorials involving active outreach and service learning components. These classes are offered both through the Community Learning Initiative as well as through the Gallatin Literacy Project and the Great World Texts Project.

SUMMARY OF B.A. DEGREE REQUIREMENTS

Total Credits: 128

Gallatin Credit Requirement: 32 credits must be taken in the Gallatin School

Liberal Arts Core Requirement: 32 credits must be taken in liberal arts courses as follows:

First-Year Interdisciplinary Seminar: 4 credits

Freshman Writing Seminars: 8 credits

Courses in the Humanities: 8 credits

Courses in the Social Sciences: 8 credits

Courses in Mathematics or Science: 4 credits

Completion of the Intellectual Autobiography and Plan for Concentration

Completion of the Rationale for the Colloquium

Completion of the Senior Colloquium

CREATING A GALLATIN CONCENTRATION

Each Gallatin student develops a unique concentration based on his or her academic interests and professional goals. A concentration is a program of study organized around a theme, a problem, an activity, a period of history, an area of the world, or a central idea or question. It takes the place of a traditional major in Gallatin's undergraduate curriculum. As a student embarks on a path of academic exploration, his or her concentration will evolve through course work, inquiry, and input from advisers.

The following pages present academic profiles that exemplify how some of our students have organized their courses of study.

Julian Mitton, BA '09

CONCENTRATION:

International Development

COLLOQUIUM: (Re)Imagining the State in International Development

Julian's interest in international development began in high school, when he interned with the United Nations' Department of Economic and Social Affairs. Responsible for coordinating relations with NGOs, he developed his interests specifically in the areas of poverty reduction and global health. Once at Gallatin, Julian continued his UN internship, engaging in more thorough research on topics related to the empowerment of traditionally marginalized groups as agents in the growing international development agenda. During this period, he traveled with UN agencies to such diverse locales as Portugal, China, and Pakistan.

Julian's interest in the intersection of medicine, development, and public policy also led him to complete a premedical curriculum. He has taken courses in economics, politics, area studies, political philosophy, human rights, the sciences, and public health, as well as graduate course work in NYU's Wagner School of Public Service.

Julian's program included the following courses and individualized projects:

College of Arts and Science

International Politics
European & World Diplomacy
Approaches to American Studies
Africa Since 1940
Civil Liberties
Sociology
Economic Principles
Chemistry
Calculus

Wagner School of Public Service

The Politics of New York
Politics of International Development
Health and Medical Care

Steinhardt School of Culture, Education, and Human Development

Global Public Health

Gallatin School of Individualized Study

Making Peace
Primary Texts: Plato's Republic
Poetry, Prophecy, and Politics
Authority, Modernity and Democracy
(Re)Imagining Latin America

Independent Study

Race & Violence in America
HIV/AIDS and Health Policy

Taina Douge, BA '09

CONCENTRATION:

Literature, French and Science

COLLOQUIUM: Metaphor in the Poetic and Scientific Imagination

When Taina entered Gallatin, her goal was to pursue a premedical course of study along with literature. Yet, in her sophomore year she took the Gallatin course “Wallace Stevens and the 20th Century,” and her passion for poetry and fiction emerged. She created a multifaceted concentration, which included the study of French and Italian, that explored how literary traditions connect and cross language and cultural boundaries. A creative writer herself, Taina also studied poetry to hone and strengthen her own writing abilities. She incorporated her interest in science by examining how literature can engage scientific questions.

Taina’s concentration included courses in poetry, French, Italian, writing, science, and literature. Her program included the following courses and individualized projects:

College of Arts and Science

French

Italian

Biology

What Makes a Great Leader?

Topics in 20th Century Literature

Gallatin School of Individualized Study

*Pride and Power: Renaissance Revolutions
in Art & Culture*

From Egypt to ER: Women in Medicine

Primary Texts: The Hebrew Bible & Politics

Wallace Stevens and the 20th Century

Literary Forms: The Craft of Criticism

Classic Texts & Contemporary Life

Strategies for Writing

Independent Study

Ancient Greek & Hebrew Poetry

James Meyer, BA '08

CONCENTRATION:

Film, Psychology and English

COLLOQUIUM: The Narrative Unconscious

As a freshman, James knew he wanted to incorporate film and screenwriting with his interest in psychology. His concentration included courses in cinema studies and film production, psychology, screenwriting, and literature.

As he progressed through Gallatin, his interests dovetailed when he explored the unconscious narrative through literature and film. James took the majority of his film courses in the Open Arts Curriculum of the Tisch School of the Arts, an interesting array of courses open to non-Tisch students. One of the things he liked most about Gallatin was that it accommodated his separate interests in film, literature, and psychology, as he refined and focused them into a single point of inquiry. His Gallatin education gave him a solid background in each separate discipline, allowing him to envision himself pursuing a variety of avenues after graduation.

James is currently doing freelance film production and editing work while creating video content for the Web. He plans to apply to M.F.A. programs in film production and may ultimately apply to Ph.D. programs in psychology. James's program included the following courses and individualized projects:

College of Arts and Science

Topics in Film and Literature:

Allegories of the City

Abnormal Psychology

Developmental Psychology

Sociology of Music, Art & Literature

Tisch School of the Arts

Language of Film

Comparative Directors

Documentary Traditions

Fundamentals of Filmmaking

Developing the Screenplay

Advanced Digital Filmmaking

Fundamentals of Sight & Sound

Writing the Short Screenplay

Gallatin School of Individualized Study

Inventing Modernity

The Experience of Childhood

Capitalism and Psychological Life

Coming of Age on American Film

Songwriting

The Darwinian Revolution

Belief and Skepticism

Tutorial

Literature and Modernity

Chelsea Brett, BA '09

CONCENTRATION:

Music and Entrepreneurship

COLLOQUIUM: Gender Politics in Music

When Chelsea began her studies at Gallatin, her interests were film, music and journalism. By her second semester she developed a primary interest in music, specifically music production, composition, and music for film. As she progressed, she incorporated course work in business to build the entrepreneurial component of her music program. Internships in the music industry gave her a sense of what it would be like to work in the field, solidifying her career goals. Chelsea also served as president of Gallatone, NYU's only student-run record label designed to create, produce, and release student music to the NYU community and beyond.

Chelsea's concentration in music and entrepreneurship included courses in music, film, business, physics, music business, and media. For her colloquium, she focused on the role of women in the music industry as it relates to the larger role of women in society.

Chelsea's program included the following courses and individualized projects:

College of Arts and Science

Sound & Music

Cinema & Literature

Tisch School of the Arts

Film Music Workshop

Music Business Seminar

Constructing a Record Label

Women as Entrepreneurs in Popular Music

Stern School of Business

Management & Organizational Analysis

Marketing

Entertainment & Media Industries

Steinhardt School of Culture, Education, and Human Development

Crime, Violence & Media

Recording Techniques

Listening

Gallatin School of Individualized Study

Classic Texts & Contemporary Life

History of Mass Media

Psychoanalysis and the Visual

Theorizing Popular Culture

Motown Matrix: Race, Gender & Class Identity

Writing 20th Century Popular Music

Tutorial

Producing a Record

Brian Wang, BA '09

CONCENTRATION:

Graphic Design

COLLOQUIUM: Communication Through Graphic Design

As a high school senior Brian didn't have a clear sense of exactly what he wished to study, and he chose Gallatin for its freedom and mobility. He was at first interested in studying physics, math, and business, but his goals became more focused in his sophomore year, when he began to take courses in advertising and graphic design. By the time he reached his junior year, his Gallatin tutorials had developed in him a strong appreciation for graphic design as an art form, independent of its connection to marketing.

Brian put his design theory to practice by working for Gallatin's Writing Program. As the Writing Program Assistant, he designed publicity materials for events as well as distinct designs for five Writing Program publications—from a book of writing by immigrants taught at University Settlement Society to *The Gallatin Review*, Gallatin's annual literary and visual arts publication.

Brian's concentration in graphic design included courses in art and design, marketing, advertising, art history, and writing.

Brian's program included the following courses and individualized projects:

College of Arts and Science

Engineering Design Laboratory
Economics
Modern Art
Physics

Stern School of Business

Introduction to Marketing
Consumer Behavior
Principles of Financial Accounting
Technical Innovation & New Product Development

Steinhardt School of Culture, Education, and Human Development

Impacts of Technology
Digital Art
Advertising & Society
Photography

Gallatin School of Individualized Study

Revolutionary Media: Theory & Practice
Creating a Magazine
American Capitalism in the 20th Century
Innovation in Arts Publications

Tutorial

The Advertisement Concept
A Vital Link
Architecture Studio

Abbey Fenbert, BA '08

CONCENTRATION:

Writing, Politics and Holocaust Studies

COLLOQUIUM: Rediscovering Humanism: Writing in a World Laid Waste

At Gallatin, Abbey synthesized her passions for writing, theatre, history, social justice, and Holocaust studies. As Holocaust issues began to inform her writing, she related them to current political situations—most dramatically the genocide in Darfur. Her interest in literature and social justice culminated in editing *The Literacy Review*, Gallatin's annual journal of writing by adult students in ESOL (English for Speakers of Other Languages) programs throughout New York City.

Abbey's concentration in writing, politics, and Holocaust studies included courses in politics, creative and dramatic writing, German, religion, and literature. She studied abroad in Prague, an ideal location for a Holocaust scholar. Complementing her program were internships at Simon & Schuster and the Museum of Jewish Heritage.

Abbey received a Gallatin Dean's Award for Graduating Seniors to complete her novel about a descendant of Holocaust survivors, and she is currently serving in the Peace Corps teaching English in the Ukraine.

Abbey's program included the following courses and individualized projects:

College of Arts and Science

Fiction: Advanced Workshop
Comparative Politics
*Political Cinema and
the Representation of Other*
Intermediate German
*Collective Action: Social
Movements & Revolutions*
*The Holocaust: Destruction
of European Jewry*

Gallatin School of Individualized Study

Religion and the Times
Playwriting
Performing Politics and the Minority Experience
Writing as Social Action
Authority, Modernity, and Democracy
Crafting a Novel
Romantics and Revolutionaries

Independent Study

Holocaust Memory
Publishing The Literacy Review

Internships

Simon & Schuster
Museum of Jewish Heritage

Michael Sanchez, BA '09

CONCENTRATION:

The Social Construction of Reality

COLLOQUIUM: Personal Constructions/Performed Culture

Michael entered Gallatin interested in sociology and cultural theory. His interests evolved after he worked on a cattle ranch through a placement by World Wide Opportunities on Organic Farms and traveled to India to study farming practices in developing areas. He returned to NYU with a newly discovered interest in language and began to incorporate Spanish into his studies.

In his final year at Gallatin, Michael revisited a passion for performing and art by taking Gallatin arts workshops. He then formed connections between performance studies and cultural theory. Michael's concentration in the social construction of reality has included courses in anthropology, performance, environmental studies, writing, science, and Spanish. His colloquium examines the ways in which we try to understand our place within culture, by bringing together the study of ethnography, biography, and performance.

Michael was selected to be a mentor in the Gallatin Writing Program's Great World Texts project, in which faculty and students collaborate with New York City public high schools to study a contemporary classic text and create academic, audio-visual, and performing arts projects based on the text.

Michael's program included the following courses and individualized projects:

College of Arts and Science

Human Society & Culture
Spanish
Experiments & Models in Cognitive Science
Introduction to Computers & Programming

Steinhardt School of Culture, Education and Human Development

Introduction to Video Art

Gallatin School of Individualized Study

The Philosophic Dialogue
Mysticism
Mad Science/Mad Pride
Narratives of African Civilizations
Myths and Fables in Popular Culture
Literacy in Action
Creating a Performance from the Ground Up

Independent Study

Materialism in Psychology

Tutorial

Great World Texts

Ashley Matthews, BA '09

CONCENTRATION:

Dance: Its Cultural Environment and Administration

COLLOQUIUM: The Dancing Body: Reflecting and Reshaping Cultural Norms

As a teenager, Ashley trained to become a professional ballerina at the Pittsburgh Ballet Theater. When it came time for college, however, she decided to study business and Spanish. After an internship in arts administration at the Charleston Ballet Theatre, she realized she could combine her interests in dance and business.

Her concentration in the cultural environment and administration of dance included courses in dance, business, nonprofit management, and Spanish language and culture. The core of her concentration was dance and its history, theories, and styles. In particular, she chose to study dance in its cultural context with a focus on Latin America. To deepen her study of Spanish language and culture, Ashley spent a semester abroad at NYU in Madrid.

Ashley's program included the following courses and individualized projects:

College of Arts and Science

Spanish: Advanced Grammar and Composition

Masterpieces in the Prado Museum

Islam and Spain: Past and Present

Stern School of Business

Introduction to Marketing

Management and Organizational Analysis

Wagner School of Public Service

Foundations of Nonprofit Management

Tisch School of the Arts

History of Dance

Gallatin School of Individualized Study

*Classic Texts and Contemporary Life
Body and Soul*

Making Dance in the 21st Century

The Streetroots of Latin America

Shakespeare and the London Theatre

Internships

Dance Theater Workshop

Stephen Haller Gallery

Nick Berger, BA '08

CONCENTRATION:

Political Theory and Literature

COLLOQUIUM: The Question of Belief in the Modern Age

When Nick entered Gallatin he knew that his concentration would include literature. Through Gallatin's interdisciplinary seminars, he became captivated by political and social theory. His concentration in political theory and literature included courses in politics, sociology, literature, economics, and psychology. His politics classes gave him an understanding of how policy is made and how internal politics affect foreign policy. The Gallatin course "Hiroshima" introduced him to the literary approach to history, and he was further intrigued by the way the instructor used Freudian theory as a lens for viewing historical events. Nick's interest in literary theory was piqued along with an interest in psychology.

As Nick's program progressed, he defined it as the intersection of political theory and literature and he added a deeper study of the classics to his concentration. With his interesting and varied background in the liberal arts, Nick went on to become an analyst at BlackRock Inc., an asset management firm in New York.

Nick's program included the following courses and individualized projects:

College of Arts and Science

Human Society & Culture
Introduction to Sociology: Great Books
Power & Politics in America
U.S. Foreign Policy
International Politics of the Middle East
Politics of Caribbean Nations
Tolstoy vs. Dostoevsky
The Greek Thinkers
Civil Liberties

Gallatin School of Individualized Study

First Year Seminar: Globalization
Hiroshima
Shakespeare on the Uses of This World
Business and Economy in American History
Primary Texts: The Bible,
Machiavelli's Prince, Marx
Wallace Stevens and the 20th Century
Poetry, Prophecy, and Politics
Narrative Investigations

Tutorial

Modern Political Theory
Literature/Modernity

Donald Snead, BA '04

CONCENTRATION:

Prelaw, Politics and Critical Race Theory

COLLOQUIUM: The Interconnection Between African-American History and Current Public Policy Initiatives for the African-American Community

FURTHER EDUCATION: J.D., Northwestern University, School of Law, 2007
Ed. M., Harvard University, Educational Policy & Management, 2007

Donald came to Gallatin to study African-American history and political science in preparation for a career in public service. In addition to his Gallatin faculty adviser, he sought out a second mentor in a professor at NYU's School of Law. His internship at the Office of Senator Hillary Rodham Clinton solidified his belief that the best way for him to effect social change would be through the law. He became specifically interested in educational policy as he further developed his concentration with his adviser.

Donald's concentration in prelaw, politics and critical race theory included courses in politics, philosophy, Africana studies, economics, sociology, metropolitan studies, and American studies. After graduating from Gallatin, he went on to receive a dual degree in law and educational policy and management from Northwestern University and Harvard University. He is currently working at a law firm in San Francisco.

Donald's program included the following courses and individualized projects:

College of Arts and Science

Law and Society
Logic
Introduction to Black Urban Studies
Economics Principles
Public Policy
Cities, Communities, & Urban Life

Gallatin School of Individualized Study

Race
American Mythologies: Uncle Tom
Euripides' Media and Morrison's Beloved
Poets in Protest: Footsteps to Hip-Hop

Independent Study

Black Conservatism

Internship

Office of Senator Hillary Rodham Clinton

Caitlin Moon, BA '00

CONCENTRATION:

Politics and Philosophy

COLLOQUIUM: Perspectives on Justice

FURTHER EDUCATION: M.F.A., Temple University, Directing, 2006

Though she was always interested in the theatre, Caitlin created a concentration steeped in the liberal arts. With an emphasis on philosophy and politics, Caitlin's program also included courses in anthropology, psychology, and history. During study abroad in Prague, she expanded her interests by studying the art, culture, history, and language of Central Europe.

This thorough grounding in the liberal arts allowed Caitlin to revisit her passion for the theatre with a fresh, intellectual perspective. She went on to receive her M.F.A. in directing at Temple University and is now considered one of Broadway's brightest young directors. Caitlin has served as assistant director of Broadway's *The Coast of Utopia Trilogy* and associate director of *Dr. Seuss' How The Grinch Stole Christmas! The Musical*. A member of the Lincoln Center Directors Lab, she has completed her seventh adapted work for the stage as well as developed new work with notable theaters including the Seattle Repertory Theatre, The New Group, and The Public Theater. As a teaching artist and educator, she has worked with schools, universities, and arts institutions across the country.

Caitlin's program included the following courses and individualized projects:

College of Arts and Science

Human Society & Culture
Developmental Psychology
History of Ancient Philosophy
Politics of Poverty & Welfare
Law and Society
Politics and the Novel

Steinhardt School of Culture, Education, and Human Development

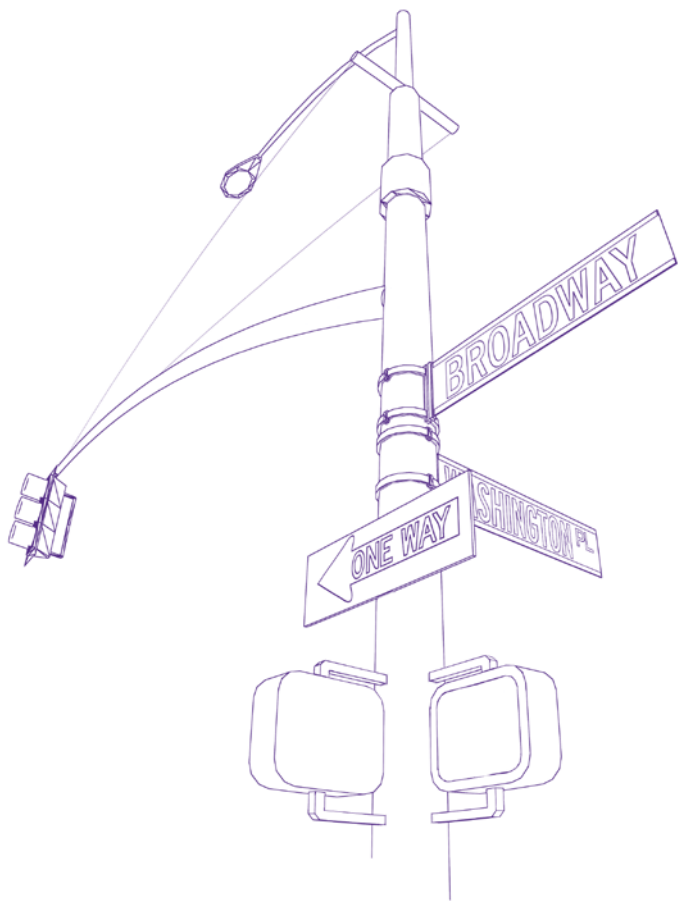
Ceramics

Gallatin School of Individualized Study

Belief & Skepticism
American Politics and Poetry
*Definitions of the Self: Rousseau,
Nietzsche & Foucault*

Independent Study

Readings on Justice



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