DEAR PARENTS,

I hope you are receiving this message in the safety of your home and with your family close to you. As a parent myself, I understand how this health crisis brings about real concerns for our children’s well-being. I know some of your students are here in New York and are preserving social distancing in their apartments and lives. New York is a remarkably quiet city now, as those whose children are still here will have heard.

As you know, we moved to remote teaching in response to the coronavirus outbreak here in the US and especially in New York. This has been a time of major adjustment for students, faculty, and for Gallatin’s administrators, and I am very proud of faculty, staff, and students for their creative responses and resilience. Please know that all of us at Gallatin are working as a community to support and educate each and every Gallatin student.

This issue of Parents Update gives you a list of key contacts in case you have or your student has questions or concerns and it offers some information on the online resources that students are using during our shift to remote instruction and to support their academic work.

The Dean of Students and his team, including our advisers and Students Affairs staff, as well as our Assistant Director of Student Life, are working remotely and can provide help, support, and key information, just as they always do. Class advisers and faculty advisers will be expecting to make Zoom or phone appointments with advisees before registration begins for fall courses.

For sophomores and juniors looking ahead to next fall, we include information in this issue on premodern and early modern courses that will help fulfill those degree requirements.

As we continue to monitor the situation, we will be in touch with you and with your student to update you on what we are doing as a School and as a community to bring this academic year to a successful conclusion. Parents of seniors, I know you are disappointed that we have had to postpone graduation, but we will look forward to a very lively in-person graduation next year.

Also included here are links to episodes of Criss Cross: The NYU Gallatin Podcast, which launched this fall as a showcase for the interdisciplinary work being done at the School between students, faculty, and alumni. I hope you’ll enjoy these conversations and the glimpse they offer into the collaborative work done at Gallatin.

Sincerely,

Susanne L. Wofford
Dean
CRISS CROSS:
THE NYU GALLATIN PODCAST

A forum for conversations on collaborations at NYU Gallatin, hosted by Gallatin’s Assistant Director of Communications, KC Trommer, Criss Cross offers a look into cross-constituent interdisciplinary work being done between students and faculty, alumni and faculty, and in the work and scholarship of our faculty members. Listen in on Gallatin’s site or subscribe to Criss Cross on Apple Podcasts or Spotify.

EPISODE ONE: OVERFLOW
For this, our first episode, host KC Trommer speaks with Gallatin faculty member Eugenia Kisin and Gallatin senior Anna Van Dine about Overflow, an exhibition that was shown in The Gallatin Galleries in the summer of 2019. The curation of Overflow was unusual in that Kisin and her fellow curators, Kristy Robertson and Keith Miller, collaborated with students from Kisin’s “Art of the Anthropocene” course to curate and mount the show. Recorded in September 2019 at Stern Studios

EPISODE TWO: EINSTEIN’S WAR
“We like to forget how hard it is to do science and how it could have been different. A simple story of science seems more true, more convincing.” –Matthew Stanley, Einstein’s War

Our second episode is a conversation with Matthew Stanley, professor of the history of science at Gallatin and author of the 2019 book Einstein’s War: How Relativity Triumphed Among the Vicious Nationalism of World War I (Dutton). Stanley talks with KC about the collaboration between Einstein and British astronomer AE Eddington that helped change our understanding of the universe. Recorded in August 2019 at NYU Gallatin

EPISODE THREE: GEORGE SHULMAN
“What’s thrilling about teaching, what’s exciting about teaching, and always satisfying about teaching, is that you are involved in people discovering their own intellectual and imaginative capacity. And it’s an incredible thing to witness.” –George Shulman

In our third episode, KC speaks with scholar and political theorist George Shulman about his teaching at Gallatin, the history of the School, the ways in which speech and political theory are forms of storytelling, as well as his teaching with the Prison Education Program, the enduring appeal of Moby Dick—and the dangers of the political moment we are living thorough. Recorded in December 2019 at Stern Studios
PREMODERN AND EARLY MODERN COURSES AND REQUIREMENTS

Sophomores and juniors should not wait until their senior year to fulfill their coursework in early and premodern humanities. This requirement is designed to help students think historically—and culturally—about their concentration work. **Premodern** and **Early Modern** are categories created by Western scholars to describe cultural, political, social, and economic differences across vast periods of time. For this reason, these categories are not fixed, and they vary across disciplines and geographic regions. In other words, while the terms “premodern” and “early modern” can be useful for exploring the diversity and development of ideas across time, they also invite debate, discussion, and interrogation.

**PREMODERN PERIOD**
The Premodern period traditionally extends from the world of antiquity, the earliest records of human civilization up to the emergence of early modern social, political, and technological regimes (14th-16th centuries CE). It is common to include under this vast temporal umbrella such disparate phenomena as the ancient civilizations of the Mediterranean, the Middle East and South Asia; the societies and cultures of the European Middle Ages; the Mayan and Incan civilizations of South and Central America; pre-Ming dynasty China; the Umayyad and Abbasid Caliphates of the Middle East, Africa, and Spain.

**EARLY MODERN PERIOD**
The Early Modern period is understood to begin in many regions around the 14th century and to continue to the 18th century, or, depending on geographic region, to the late 18th or 19th century CE. It describes the era from the invention of the printing press to the beginning of the Industrial Revolution, from the early contact of European explorers with the Americas to the American Revolution. It marks the beginning of world exploration and the expansion of world trade, the beginning of a global economic system and the beginning of European colonialism, including the Atlantic Slave trade. It is common to associate this period with, for some examples, the European Renaissance, the Ottoman Empire, the Tokugawa Shogunate in Japan, the Ming and Qing Dynasties in China, colonial Latin America, the colonial and early revolutionary culture of the United States.
SAMPLE COURSES
Following are some of the Fall 2020 courses that count toward the Premodern and Early Modern requirements. Find Gallatin interdisciplinary seminars that may be counted toward the Historical and Cultural requirement on the Gallatin Courses page. Please refer to that page for all the offerings that fulfill the Premodern and Early Modern requirements.

“Ancient Theatre and Its Influences”
Laura Slatkin
Humanities and Premodern

“The Arabian Nights”
Sinan Antoon
Humanities and Premodern or Early Modern or Global Cultures

“The Arts and Archaeology of Royal Women in the Ancient Mediterranean”
Patricia Kim
Humanities and Premodern

“Between the Nile and Atlantic: North Africa during the First Millennium AD”
Kyle Brunner
Humanities and Premodern or Global Cultures

“History of European Environmental Sciences”
Peder Anker
Math or Science and Premodern or Early Modern

“Justice, Tragedy and Philosophy: Politics in Ancient Greece”
Irene Han
Humanities and Premodern

“The Laughing Animal: Comedy in Classical Antiquity and the Renaissance”
Leon Grek
Humanities and Premodern or Early Modern

“Narrative Investigations I”
Stacy Pies
Humanities and Early Modern

“Passion and Poetics in Early Japan”
Nina Cornyetz
Humanities and Premodern or Early Modern or Global Cultures

“Tragic Visions”
Bella Mirabella
Humanities and Premodern or Early Modern

Megan Goldman-Petri
Humanities and Premodern
RESOURCES

To support the completion of the term, note that your student still has the resources of NYU available to them to support their work and research. Below are some resources designed to assist your student in the coming months.

THE WRITING CENTER IS OPEN!

Gallatin Peer Writing Assistants are offering one-on-one consultations via Zoom, now in extended hours to accommodate students across time zones. Schedule an appointment for support at any stage of the writing process, from brainstorming about a subject, to clarifying a thesis, to organizing the structure of an essay.

LIBRARIES

Research

NYU’s Ask-a-Librarian service is available around the clock for any questions students may have.

While our New York City libraries remain closed for now, our subject-specialist librarians are ready to help students find resources and other services. Search for your subject specialist.

We’re even available for consultations on Zoom! Set up an appointment by filling out the Libraries Research Help form.

E-resources

NYU Libraries already has one of the largest collections of e-resources for research. Students can find materials using the search bar on the library homepage. In addition to long-standing collections available in Ebook Central, the Libraries have expanded access by adding the EBSCO ebook collection. Students can also browse the NYU Library databases.

Books and Materials on Loan

All due dates for NYU Library materials, E-ZBorrow, and ILL loans are extended until May 22, including materials from Dibner, Bobst, BLCC, and AFC. All fines are waived.
CONTACTS FOR PARENTS

Associate Dean of Students: Patrick McCreery
212-998-7351 | patrick.mccreery@nyu.edu

Assistant Dean of Advising: Amy Spellacy
212-992-9837 | amy.spellacy@nyu.edu

OFFICE OF ADVISING
Can assist with academic planning, developing a concentration, degree requirements, policies, academic performance, and more.
First Year Class Adviser: Yevgeniya Traps
212-992-9838 | yevgeniya.traps@nyu.edu
Sophomore Class Adviser: Cameron Williams
212-992-9830 | cw1375@nyu.edu
Junior Class Adviser: Irene Morrison-Moncure
212-992-7756 | imm270@nyu.edu
Senior Class Adviser: Rachel Bunker
212-992-7746 | rab648@nyu.edu
Senior Class Adviser: Malik Walker
212-992-3730 | mw3631@nyu.edu
Transfer Class Adviser: Aubrey Korneta
212-998-7356 | alk415@nyu.edu
Transfer Class Adviser: David Sugarman
212-998-7343 | dss368@nyu.edu

OFFICE OF STUDENT LIFE
Helps students engage in activities and with organizations that expand their academic, social, political, and cultural interests.
Assistant Director of Student Life:
Robert Peñaherrera
212-992-6304 | rrp3@nyu.edu

INTERNSHIPS
Can assist with internship opportunities.
Senior Director of Academic Internships:
Nancy Rubino
212-992-8706 | nancy.rubino@nyu.edu
Director of External Programs: Faith Stangler
212-998-7376 | faith.stangler@nyu.edu

OFFICE OF STUDENT SERVICES
Can assist with registration and financial aid issues.
Director of Student Services:
Sherese Williams-Spencer
212-998-7369 | sherese.williams@nyu.edu

HEALTH AND WELLNESS
Can assist students with a broad spectrum of wellness issues including illness, stress, and other concerns.
Associate Director of Student Affairs: Richard Jung
212-998-1542 | richard.jung@nyu.edu